

THE ROLE OF THEORETICAL APPROACHES IN EFL READING STRATEGIES.

Renessans ta'lim universiteti

assistaent-o'qituvchisi

Toshniyozova Dildora Hayitmurod qizi

Reading as a way of teaching English. Scientists and linguists who study language and live in the modern world define the term “reading” - as the relationship between the reader and the text. Linguists believe that mastering such a communicative skill as reading requires extensive and versatile knowledge about the world and about a given topic, as well as perfect knowledge of the language. According to linguists-educators, reading requires extensive background or, as they are called, basic knowledge, as well as specific skills and abilities in order to understand texts.

Other scientists agree that good readers must perform some other activity in order to understand a text: they must link new text to experience or, as it may be called, basic knowledge, namely, interpret, evaluate, synthesize, and consider alternative interpretations. In doing this task, students should also know some strategies that can help them easily understand reading comprehension¹.

Reading is one of the four fundamental skills in learning English or any other language and is considered one of the most difficult skills for a person who learns a foreign language. As in listening, there are bottom-up and top-down approaches to reading instruction. In a bottom-up approach, the reader assembles letters to form words, sentences, sentences, and paragraphs, in order to capture the meaning. Thus, at the same time, the reading activity is carried out according to the structure of the text, which is read by students studying the language. According to Carrell, bottom-up text processing structures the meaning of the text from the minor units of the language to the largest and then changes the learner's existing

¹Birkner V. Reading Comprehension in Teaching English as a Foreign Language.

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background knowledge and predictions about the text based on the information that occurs in the text². According to Miller, the bottom-up approach, or bottom-up processing as it is also called, helps students become fast and good readers, but, on the other hand, without effective second language skills, this processing will not be successful³.

On the other hand, other researchers are focusing on a top-down concept-oriented approach, or, as it is also called, a top-down approach. This approach encourages students to use their accumulated knowledge up to the moment of reading in order to make predictions about the texts they have read. When reading in English or a foreign language, the reader, applying a top-down approach, is not only an active participant in the reading process, predicting and processing text information. The knowledge accumulated by readers, or basic knowledge, plays a significant role in teaching to read. Miller, in his study on learning to read, presents certain strategies for teaching reading. He argues that reading was based on top-down skills some forty years ago; the main concern of learners was to use their background knowledge to improve reading comprehension. However, in recent times, there has been a shift from bottom-up skills to top-down skills; it primarily focuses on a precise, literal understanding of the text⁴.

Linguists have developed many quite effective methods of teaching reading, which can be used by educators and used to motivate students to focus on either one or more of the reading strategies. When considering most of the literature in this area, there are many examples of lessons. Let us look briefly at some of them that are particularly useful and can be easily applied in class.

1. Procedural prompts. Procedural cues can be used to help students generate questions and to be able to summarize what they have read. Linguists argue that this should be the first step in teaching cognitive strategies to students. Procedural cues

²Birkner V. Reading Comprehension in Teaching English as a Foreign Language [Internet]. Available from: <https://www.monografias.com/trabajos68/readinscomprehension-teaching-english/readins-comprehension-teaching-english2.shtml>

³ The same page above

⁴Brumfit C. The Teaching of Advanced Reading Skills in Foreign Languages, with Particular References to English as a Foreign Language. Language Teaching & Linguistics: Abstracts. 1992y. P.73-84.
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serve to develop students' basic knowledge and provide support for the knowledge they can apply. For example, to ask questions about a narrative text, educators recommend that teachers and students give or formulate clues that are based on the grammar of the text itself:

- who are the main characters?
- what is the main character's problem?
- what attempts were made to solve the problem?
- how was the problem finally solved?
- what is the topic of the story⁵?

2. *Text discussion.* In order to teach students how to use different reading strategies, teachers should use “activities” such as discussion to encourage students to relate the topic of the text to their own experiences. Since learners of reading cannot retell or recount all the events that occur in a text, teachers should help students understand the meaning of the text they are reading using their own background knowledge. An effective way to encourage learners to turn to background knowledge is to engage them in discussion before reading. In 1996, scholars explored ways to use informational text through discussions. They looked at research from experienced readers who analyzed self-talk before, during, and after reading. It was found that these readers have the ability to better comprehend ideas in the text, make predictions and hypotheses using previously acquired knowledge, and are able to critically evaluate what they have read. First, individual students silently read the selected text. They are then given four value statements that are relevant to reading choice and possibly controversial. They are then asked to write down how the other members of the group would react. Finally, students are regrouped to compare predictions and should challenge and support each other's answers by supporting arguments using textual information and prior knowledge. In addition, this exercise allows students to control their understanding and check the

⁵Гордеева И.В. Чтение как один из видов речевой деятельности на уроках английского языка. Молодой ученый. 2015. С. 569-571.

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accuracy of their predictions⁶.

3. *W and H (who, what, when, where, why, how)*. To teach students how to generate questions or make predictions, scientists suggest using a strategy called the *W's* and *H's*. During class, the teacher asks students questions before they begin to read the passage. First, she or he models questions, literal or logical. Then the students should read the passage looking for answers. Students are then divided into small groups or pairs and asked to create their own questions, which they will later share with other students. When applying this strategy, first, teach students to distinguish between questions requiring one-word answers and questions requiring answers that are more detailed⁷.

Scientists - linguists distinguish the following types of reading:

Reading- this kind of reading can be defined as skimming and scanning activities. For others, it is the amount of material read.

Home reading. In this type of activity, the teacher selects reading material, and then students at home read this material.

Extensive Reading. This type of reading is the individual lesson of the student, which can be not only at the lesson but also at home. In this activity, students may be allowed to choose their own reading materials according to their interests and language level.

Intensive reading. This type of reading is associated with short texts used by students for language learning. They are used in the study of lexical, syntactic, or discursive aspects of the language being studied.

Reading plays an important role in the development of proficiency in language and subject matter. The current approach to reading involves a combination of so-called top-down reading (when the reader uses their own experiences to understand the text) and bottom-up or interactive reading. Readers interact with the text, calling

⁶РустемоваС.К., АлимжановаБ.Е., БайгошкарловаМ.И., БабжановаР.Ж. Methods of teaching reading at English lessons. Молодой ученый. 2015. С. 1478-1481.

⁷РустемоваС.К., АлимжановаБ.Е., БайгошкарловаМ.И., БабжановаР.Ж. Methods of teaching reading at English lessons. Молодой ученый. 2015. С. 1420-1432.

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on their knowledge and experience to interpret the new information⁸.

There are various reading strategies associated with effective text comprehension. Strategies refer to the actions that readers choose to achieve their goals. For example, teachers activate basic knowledge by using headings and illustrations to predict content, find key ideas, practice different reading modes, and lead vocabulary guessing. The comprehension exercises involve summarizing and interpreting, and the final task combines or takes information outside the text. There are different ways to read. Extensive reading involves reading long sections of text. As students read, their attention and interest change—they may read some parts of the text in detail or skim other parts. Extensive Reading - Reading the main ideas of a large amount of text quickly. Intensive reading is reading for a complete understanding of the entire text. Reasons for reading affect how we read, i.e. what reading skills we use. Skimming requires the reader to look for the main idea or general gist of the passage. Scanning is a quick review of text, looking for specific details or information. Scanning is often used with technical, scientific, or professional materials to look for specific information. Scanning is a valuable skill that second language learners can develop because they often don't require detailed reading of a text. There are many everyday uses for scanning that are related to a purpose such as reading a schedule. The teacher chooses the passages that contain specific information; can use authentic materials that are usually scanned in real life, such as a telephone directory, menus, bus times; may ask students to note how information is organized in the text before they scan the text; Remind students that as they read carefully to find the information they need, they need to pay special attention to titles and keywords.

The student knows the graphical form that the answer can take, such as a number, a written number, a headword, or a short phrase that includes key words.

Reading lesson activities often follow this pattern:

- pre-reading activities; an introduction to the topic of the text and activities,

⁸Андерсон Р.С. «Исследовательские основы для поддержки широкого чтения» в «Содействие чтению в развивающихся странах». Ньюарк: Международная ассоциация чтения». 1996. С. 45.

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with an emphasis on the language of the text; activities during reading (while reading activities): comprehension activities, development of reading skills; after reading activities.

An oral or written activity that requires the use of the language the students have encountered in the text.

Here are some examples of reading activities:

Activities may include teacher-designed exercises in which students scan a single word or specific text, and may include exercises that are often run as a competition so students will work quickly. Students use the skills of prediction and expectation:

- make predictions and guesses;
- use headings and tables of contents to understand what is being said;
- activate prior knowledge on the topic of passage by answering;
- some questions or doing a test;
- anticipate what they want to know about the peak;
- use headings, pictures, and prior knowledge to anticipate;
- text content;
- use keywords that could be given to them by the teacher and which do not appear in the text that refers to the main idea.

In conclusion, when teaching English, the development of reading skills must be as authentic as possible. Reading part of a lesson can take many forms according to the needs of the students. In most cases, the purpose of reading is usually to obtain information; therefore, extracting information from the text should be paramount, and the purposeful work of language becomes secondary.