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STRATEGIES FOR TEACHING READING COMPREHENSION IN ENGLISH

Key words: *motivation, oral speech, context.*

Açar sözlər: *motivasiya, şifahi nitq, kontekst.*

Ключевые слова: *мотивация, устная речь, контекст*

Reading comprehension is a complex process: the reader has to construct meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text. The more background information related to the text the reader possesses, the easier it is for him or her to understand the text. Moreover, each text is unique in regard of the structure of the text, its genre, vocabulary, and language. Several factors influence a reader's interaction: how easy the text is to read, how accurately it follows the conventions of its genre or structure, the language it is written in, and even the type and the size of font. Reading is thinking cued by written language. Effective readers locate the basic information from the text. Literal comprehension is needed when reading fiction as well as when reading nonfiction. In fiction, a reader has to identify the characters and follow the events of the story. In non-fiction, a reader needs to comprehend the topic, learn new facts related to it, and be able to find and remember important information (3, p.25) Different types of texts are organised in different fashion. Most narrative texts follow a general structural pattern, which is often called story grammar. Expository texts include several patterns; for instance, description, sequence, compare-contrast, cause-effect, and problem solution. Already before entering school children develop sensitivity to narrative structure and use it to understand simple stories. They take note of the setting (time, place, and characters), problems or conflicts (actions and reactions of the characters), and the story resolution as they read. However, mature comprehension includes generalisation beyond the characters and the events of the story to the people and the events in real life (5, p.45) Expository texts are generally more demanding to comprehend because they contain many different structures and they more often involve unfamiliar content. In addition, most parents mainly read story books with young children. (5, p.43) Snow, Sweet, Alvermann, Kamil, and Strickland (2002) suggest that reading comprehension is, in part, made up of *nine cognitive components*: fluency, vocabulary, world knowledge, motivation, purposes and goals, cognitive and meta-cognitive strategies, linguistic knowledge, discourse knowledge, and integrating non-print information with text (4, p.90). They are used when reading in order to create comprehension of the text. Skilled comprehenders are *fluent* readers. Non-fluent reading demands mental capacity that would be needed for comprehension process. Fluency is effortless reading with ease and expression. It involves accuracy and automatic word identification, decoding with facility, and expressiveness in reading. It demands exact word identification and decoding ability. In addition, good comprehenders need an extensive *vocabulary*, for comprehension does not occur if the reader does not understand the individual words. However, good readers' comprehension processes include comprehension above the word level (2, p.297). There is evidence that vocabulary differences affect comprehension, and that increasing vocabulary acquisition has a positive influence in reading comprehension. Furthermore, increasing reading practice can increase vocabulary and comprehension (4, p.89). Research has also

shown that many children with reading disabilities have lower-than-average vocabularies. This is due to the effects of language problems as well as limited exposure to print. It appears that vocabulary growth is largely dependent on parental practices, especially before third school year. If you wish to improve your academic reading skills, you will first need to take stock of how you go about reading now. If you understand your subject material fully you will be able to apply it successfully in your reading approach and your written work.

Characteristics of a Surface Approach to Reading: 1) Intention to complete task requirements; 2) Memorise information needed for assessments; 3) Failure to distinguish principles from examples; 4) Treats task as an external imposition; 5) Focus on discrete elements without integration; 6) Un-reflectiveness about purpose or strategies.

Characteristics of a Deep Approach to Reading: 1) Intention to understand; 2) Vigorous interaction with content; 3) Relate new ideas to previous knowledge; 4) Relate concepts to everyday experience; 5) Relate evidence to conclusions; 6) Examine the logic of the argument; 7) Undergraduate as well as postgraduate students are expected to become *critical* readers and develop a 'deep' approach to reading. Turner and Paris (1995) propose six "Cs" of motivation that promote student engagement in the act of reading and comprehending a text: (1) choice, (2) challenge, (3) control, (4) collaboration, (5) constructing meaning, and (6) consequences. 1. *Choice* does not mean that students are free to select any text or to make up what they have read when asked about it. Choices are always bounded or limited. To offer choice may mean choosing to read from two different information books on rocks and rock formations. However, when children have the sense that they can make some choices about what to read and for which purposes, they are more willing to persist and remain intellectually engaged while reading. *Challenge* is the second way in which we can encourage increased reading motivation and engagement to improve reading comprehension. Examples on reading the text and communicative exercises: "In the year 1620, a ship named the "Mayflower" brought 102 English men, women and children to the rocky coast of what is now Massachusetts, one of the 50 states of the United States of America. The ship's passengers were Puritans - members of a religious sect which was unpopular in Britain because its members wanted to reform the Church of England. They came to America to found a community where they could practise their religion without interference. These Pilgrims - as they are usually known - came to an area uninhabited by other Europeans. The people living there were Native Americans, the people most Americans refer to as American Indians. It was late in the year when the Pilgrims landed and founded the colony they called Plymouth".

1. *Pre-set questions.* 1. What do you know about American holidays? 2. How many states are there in the USA? 3. What do you know about Puritans? 4. Who are Native Americans? 5. Do you know anything about two Sundays observed in special ways?

2. *With your partner, discuss the type of questions you have problems with, for example, writing down numbers, words with plural endings, or answers which are close together or far apart. Compare them with another pair of students.*

3. *Answer to the following questions.* 1. When did a ship named "Mayflower" bring 102 English men and women? 2. Who were the ship's passengers? 3. Who wanted to reform the Church of England? 4. Why did the ship's passengers come to America? 5. What area did the Pilgrims come to? 6. Who were the people living there?

4. *Choose the correct letter A, B or C.* 1. The ship's passengers were: A) Native Americans B) Puritans C) People of the Jewish faith. 2. Puritans were: A) members of a religious sect which was unpopular in Britain B) people of the Jewish faith C) college graduates

5. *Listen to the whole extract and correct any factual errors.* 1. Puritans were black clergymen who are ranked among the greatest of black Americans. 2. The Pilgrims came to an area inhabited by other Europeans. 3. It was late in the year when the Pilgrims landed and founded the colony they called massachusetts. 4. In the year 1620, Native Americans held a

feast to celebrate a good harvest. 5. They called this their day of thanksgiving, held to thank their God for his blessings.

6. *Working in groups, ask and answer the following questions.* 1. What type of text is it? a. advertisement b. story c. newspaper article; 2. What are specific intentions of the author? 3. What are the key words? 4. What are phrases most frequently used?

7. *Insert missing words given in a jumbled format.* rocky coast; was unpopular; wild turkey; is native to; to celebrate; held a feast; as well as they could; to reform; to found a community; practise; without interference; uninhabited; Native Americans; American Indians founded: with advice and help; lived in peace. 1. It was late in the year when the Pilgrims landed and ... the colony they called Plymouth. 2. In the year 1620, a ship named "the Mayflower" brought 102 English men, women and children to the ... coast of what is now Massachusetts. 3. In spring, ... from the Indians, with whom they ..., the Pilgrims prepared ... for the next winter.

8. *Retell the story in your own words.*

9. *In your groups, agree or disagree with the following statements.* 1. Change is a slow process. 2. It is through our holidays that we show others who we are and what we are. 3. Humans are born equal. 4. Holidays and rituals are to do with areas of behaviour.

10. *Write your story. In your own time, write your episode, using the text "American Holidays" as a model.*

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İngilis dilində oxunun inkişaf etdirilməsi strategiyaları

Xülasə

Məqalə ingilis dilini professional məqsədlərlə öyrənən tələbələrin ev oxusu məsələlərinə həsr olunmuşdur. Qlobalizasiya şəraitində xarici dillərin öyrədilməsində əsas məqsəd dil öyrənənlərə dili kommunikasiya məqsədlərilə istifadə etmək bacarıqlarını formalaşdırmaqdır. Nitq prosesində informasiyanın adekvat şəkildə qəbulu dili bu və ya digər məqsədlərə görə öyrənənlər üçün ən vacib və təxirə salınmaz amil hesab olunur. Dilöyrənmənin ən vacib məqsədlərindən biri öyrənilən dildə effektiv ünsiyyətə nail olmaqdır. Xarici dilin tədrisinə tətbiq edilən "dilə praktik yiyələnmə" terminini digər adamların fikirlərini anlama, bacarıq və vərdişlərin aşılması kimi başa düşmək lazımdır.

Г.Н.Алиева

Стратегии для формирования чтения в английском языке

Резюме

Данная статья посвящена рассмотрению чтения у студентов, изучающих английский язык в целях домашнего обучения. В условиях глобализации основная цель обучения

иностранным языкам и их изучения состоит в формировании у обучаемых способности использовать язык в целях коммуникации. Умение адекватно воспринимать информацию в процессе аудирования является одним из самых важных и необходимых свойств, которыми должен обладать человек, изучающий язык в тех или иных целях. Одной из основных целей изучения языка является умение эффективно общаться на изучаемом языке.

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