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**”The importance of pre-, while-, post- activities in teaching  
reading”**

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Ingliz tilshunosligi bo'yicha bakalavr darajasini olish uchun

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## **INTRODUCTION**

Signing the decree “On measures to further development of foreign language learning system” opened ways to the youth to get world-class education.<sup>1</sup> According to it, a lot of projects have been done as an implementation of the document. It is widely known that from 2013-2014 academic year teaching of foreign languages, mainly English, started from the first grade of the primary school in the format of games and informal conversation lessons and since the second class school children learned the alphabet, studied grammar and developed speech skills. In addition to that regular training programs shown in the mass media are giving positive results not only in acquisition of knowledge and skills, but also in motivating children to foreign language learning. Within this very short period of time in any part of our country the one can see the result of the laws about improving foreign language learning system as well as the decree signed by our first president I.A.Karimov. Necessary conditions for successful learning of foreign languages at all grades are being created in our country. In order to reach the aim and fulfill tasks put forward every teacher should find the effective ways of teaching children. Using various methods while conducting the lesson is the key to achieve the aim of the lesson. One of the most effective ways is to give the foreign language lessons to the learners in a non-traditional way of teaching. Because this way of learning helps the learners to be a good language learner, who can make their own opportunities for practice, make an intelligent guesses and represent it among others.

Reading comprehension plays a great role in learning a foreign language as reading helps to develop other language skills. Nowadays it is very common to use

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<sup>1</sup>[www.uza.uz](http://www.uza.uz)

pre, while and post reading activities in conducting reading classes. Because such reading stages and activities help them to improve reading comprehension and make reading classes more productive.

### **The actuality of the final qualification paper:**

Today's language learning and teaching have made modern and essential shape with the help of pre, while and post reading activities in teaching reading and foreign language teachers all over the world are trying to use them effectively during their classes and researches. According to our consideration, to analyze the use of pre, while and post reading activities in teaching the foreign language, advantages and disadvantages of implementing it in foreign language classes are crucial issues which stand in front of scholars. Many research works were dedicated to this theme, a lot of articles were written by the linguists and the scientists. Our work was created according to the result of experiments that were held by famous methodologies, English language teachers and students learning foreign languages.

### **The aim and tasks of the final qualification paper:**

The aim of the research work is to investigate the effectiveness of pre, while and post activities in teaching reading and to come to clear conclusions. This aim is achieved by the following tasks:

- To learn about reading skill and its importance in language learning and improving other language skills;
- To study theoretical information about pre, while and post activities;
- to analyze the importance and usage of pre, while and post reading activities in teaching reading;
- to investigate advantages of using pre, while and post reading activities in the classroom;
- to observe reading classes by paying attention to pre, while and post stages;
- to practice pre, while and post reading activities in language classroom;

### **The degree of studiedness and novelty of the final qualification paper:**

A great number of professors such as, Hesham Alyousef, Haller, Moorman and Ram and Carrell conducted the research on the theme. As to our research work, we chose to work on using pre, while and post reading activities, its advantages and disadvantages and current issues are considered to be today's very important issues in foreign language teaching. Due to rapid development and expansion of education, especially language teaching, we consider that it is time to implement using pre, while and post reading activities to teach the foreign language in the system of our education.

### **The theoretical basis of the research work**

The theoretical basis of the research work contains books like, "How to teach English" and "The practice of English language teaching" by Jeremy Harmer, "Tools for Teaching Content Literacy" by Allen Janet, "Reading For Understanding" by Schoenbach, "The effects of rhetorical organization on ESL readers." by Carrell, P.L. and others; internet sources and articles.

### **The theoretical and practical value of the research work:**

Theoretically, this research paper can be useful for methodology classes. Besides that, students and masters may utilize it while doing their research work or dissertations, as it includes all theoretical bases about the issue. Practically, this research paper may be helpful for teachers when having their reading classes.

### **The content of the research work:**

The given final qualification paper consists of Introduction, two Chapters, Conclusion and Bibliography. The first Chapter deals with the general background of reading whereas the second Chapter informs about how to implement pre, while and post reading activities in classroom well as the benefits and drawbacks of using pre, while and post activities. In the conclusion directions for the future research will be suggested.

## **CHAPTER1. PECULIAR FEATURES OF TEACHING READING**

### **1.1. Reading as one of the significant language skills**

Reading is one of the significant skills that plays great role in teaching and learning ESL. Reading is an interactive process between the reader, the text and the context in which the text is presented. The most important component here is the reader. The reader gives meaning to the text, not the other way around. The reader's prior knowledge determines what meaning he will derive from his interaction with the text. But here, the context plays a big role as well since it sets the purpose or instruction for reading. The purpose for reading should be built on what the reader already knows, and then relate it to something that he needs to find out in the text.<sup>2</sup>

When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension.

Reading comprehension is one of the pillars of the act of reading It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three. Simply put, Reading comprehension is the act of understanding what you are reading. However it

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<sup>2</sup> Jeremy Harmer. The practice of teaching English. Longman third edition. 2011.P.-210

should not be simply understood as simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing..

There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story

will not either. Learners can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied than vocabulary knowledge.

At the most basic level reading is the recognition of words. From simple recognition of the individual letters and how these letters form a particular word, to what each word means – not just on an individual level, but also as part of a text. In English, as in many other languages, different combinations of the same letters can be used to form different words with completely different meanings. So, the letters t c a can make both cat (an animal that goes miaow) and act (which has a number of meanings, from 'do something', to 'behave in certain ways', to 'perform in a play or film'). Recognition of the actual word is not enough on its own to constitute reading.

In other words, there are multiple reasons why someone might read a text. But working out the purpose is a key factor when it comes to teaching reading. Why we are reading something will make a difference to how we read it and in

what depth. When we are teaching reading in class we have to begin by asking ourselves a series of questions in order to make the lesson as effective as possible. It is not good enough to just hand the students a text with a set of questions, ask them to read the text and answer the questions, and think that we are actually teaching them something. Any learning that takes place in such a lesson will be incidental and not because of the teaching. So, planning our reading lessons is essential, and we need to make sure that our aims are clear and that the text and tasks are appropriate. In many cases we can relate our questions to what we do in real life with the type of text we choose. In other words, what do we read in real-life situations? Why do we read these texts? What is the purpose of the writer and of the reader? How do we read the text in order to get what we need from it? So when we teach how to read the text in class we want to try and replicate as much of the real situation as possible. Firstly, we need to give the students information as to where they are, what their destination is, etc. We may also want to focus their attention on the context, and we could use a short listening text where someone is doing exactly what they will do – trying to find their train. Finally, we can give them a copy of the timetable and a short time limit in which to find the relevant information.

The way we read the texts is different because the purposes are different. The strategies we employ are designed to get the information we want from the text in the most effective way. It is not simply a matter of skimming or scanning, but a set of far more complex things. Therefore, in the classroom, we need to mirror these real-life texts and strategies. We need to help our students use the right approaches to reading even if the language is new or difficult. To do this we need to ask questions and promote awareness, and not simply employ basic

As it stated above, reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have

knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, parents and teachers need to continue to help their children develop reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts. Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies. There may be a question as “Why reading comprehension is important?” It is clear that without comprehension, reading is nothing more than observing symbols on a page with your eyes and sounding them out. Imagine being handed a story written in Egyptian hieroglyphics with no understanding of their meaning. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information.<sup>3</sup>

Reading is an interactive process between the reader, the text and the context in which the text is presented. The most important component here is the reader. The reader gives meaning to the text, not the other way around. The reader's prior knowledge determines what meaning he will derive from his interaction with the text. But here, the context plays a big role as well since it sets the purpose or instruction for reading. The purpose for reading should be built on what the reader already knows, and then relate it to something that he needs to find out in the text.

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<sup>3</sup> Jeremy Harmer. The practice of teaching English. Pearson. Longman.2011.P. -213

The Simple View of Reading states that Reading Comprehension is a product of Decoding and Linguistic Comprehension . Therefore, when reading, we don't use just the top-down or bottom-up processing. We use both processes depending on our needs. Any available information is processed and used simultaneously to create meaning. LC is essentially dependent on how much the reader knows because that's where he will draw out meaning for the text he is decoding. Consequently, as one's knowledge base increases, LC, and later on reading comprehension increases too. That's why developing a Genuine Love for Reading (GLR) among children is very crucial. Once you have readers who have the intrinsic motivation to read, your LC part is taken care of. Plus, they will have more opportunities to practice the D part. To ensure comprehension, reading should be relevant to the reader.

Reading used to be seen only as the ability to recognize and say each separate word in a text using our knowledge of letters and sounds. We now know that reading is much more than simply decoding each word. Now we think of reading as being able to get meaning from the text, even if we cannot read every single word. It is even possible for some children to be able to decode a text but not to understand what they are reading at all. Marie Clay, a world recognized specialist on reading, says that 'reading is a meaning-making, problem-solving activity' .<sup>4</sup> From this we can see that children must both decode and make meaning from what they read.

Children need to be taught to decode text even though this is not the only skill they need. They need to know the letters of the alphabet, the sounds that each letter makes and what sounds groups of letters make. They need to know how to sound out a new word by breaking words into their different sounds and hearing how the sounds flow together to make a word. Children need some general knowledge to make meaning from what they read. The more they

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<sup>4</sup> Carrell, P.L 'Evidence of a formal schema in second language comprehension. Blackwell publishing. 2003.P-42

already know about the topic they are reading about, the easier it will be to add to that knowledge and get meaning from it. For example, reading about a camel is meaningless if children do not know what a camel is. Children need to know the language in which they are reading. Knowledge of language helps us understand what we read and it helps us with words we do not know. When we know the language, we can predict what kinds of words will come next in a meaningful sentence. Children need to know sufficient sight words or high-frequency words and key vocabulary words. If they read too slowly they will forget what they read at the beginning of the sentence by the time they get to the end, and lose the meaning.

From this we can see that in order to read meaningfully, children need to combine their knowledge about decoding, their knowledge of the language in which they are reading, their general knowledge of the world around them and their recognition of sight words and vocabulary words. When children amalgamate, organize and control these types of knowledge they are able to respond to what they read with both pleasure and curiosity because it is ultimately meaningful to them.

Learning how to read is primarily a matter of learning how to organize and integrate knowledge effectively. It is control of the orchestration process rather than just the possession of knowledge that determine the degree of reading skill. To learn to read in a language that is familiar to them and then, when they are ready, they can learn in an additional language.

It is well known that children who do not learn to read and write in the first three years at school find it very difficult for them to ever catch up. Since reading comprehension underpins all learning in all subjects, children need to master reading from the beginning of their schooling to prevent being disadvantaged at school. Reading is a complex process that involves many skills. These need to be developed over time as children progress through both primary and high school to ultimately attain an advanced reading level that will

enable them to cope with tertiary education and the ever-increasing demands of the modern world.

Children are unique and they all have different learning styles and individual needs. We need to be aware of this when we consider the different methodologies we use to teach reading. There is no one fixed method that will successfully teach all children to read. Therefore the best way to teach reading is through a variety of teaching methods using stories and books. These teaching methods, supported by relevant book provision, underpin the NCS and outcomes-based education that give priority to understanding and the ability to apply knowledge.

The skill of reading is an enabling skill, allowing access to a world of experience far beyond the perceived realities of one's immediate surroundings. Moreover, the method of gaining access to this world is a uniquely reflective process as compared with the access afforded by radio, movies, or television. Teachers require enough books to suit every child's reading level and to develop their independent reading skills. There should be sufficient books for children to be able to take books home to read every day.

Reading activities refer to any activity classroom instructors use to help the learner bring their background knowledge to connect with the new information they encounter in the reading in order to get the most understanding of the message in the reading material. Reading activities in the present study refer to guessing reading content from pictures, and pre-reading questioning activities the researcher used to stimulate the learners' use of their schema.

2. Reading comprehension refers to the learners' level of reading comprehension ability which was measured by the scores sought from the tests taken before the implementation of the 2 pre-reading activities.

3. Satisfaction refers to the learners' like and dislike towards the incorporation of 2 pre-reading activities (guessing reading content from pictures, and pre-reading questioning activities) in learning reading comprehension. The learners'

satisfaction level in the present study was measured by the scores obtained from the questionnaire administered after the experiment.

## **1.2 The role of stages of activities in teaching reading**

Generally, a reading lesson has three major stages: a pre-reading stage; a while-reading stage and a post-reading stage.

Pre-reading stage - By pre-reading activities, we mean tasks or activities that students do before they read the text in detail. The purpose of this stage is to facilitate while-reading activities. Garmer calls this stage of reading *Lead-in*, where the students and teacher prepare themselves for the tasks and familiarize themselves with the topic of the reading exercises.<sup>5</sup>

Pre-reading activities contain: Predicting based on the title, Predicting based on vocabulary, Predicting based on the true or false questions, Skimming, Scanning, Eliciting word games, Word spider, Discussions, Brainstorming.

While-reading stages- these include activities that a pupil engages in while reading the text and the purpose of these activities would be to enable pupils to achieve the lesson aims by handling the text in different ways. Reading discussion, Answering the questions, Predicting what is next, Matching, Jigsaw reading, Reading puzzles, True/False activities are while-reading activities.

Post-Reading Stage — the purposes of this stage are: to help students use their acquired knowledge in similar readings, to have them integrate their reading skills both with the other language skills: listening, speaking, writing and with the foreign culture, to make use of key words and structures to summarize the reading passage, to extract the main idea of a paragraph or a reading text and to interpret descriptions (outlining and summarizing). Useful and interesting activities of this stage are: Retelling, Reporting, Discussion, Writing a paragraph, Role play, Gap-filling, Summarizing. These activities

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<sup>5</sup> Khamrayeva Gulchekhra Ibrakhimovna. Benefits of implementation of pre, while, post reading activities. *Международный научный журнал // № 4, 2016. Article.P.-2.*

provide the students with opportunities to relate what they have read to what they already know or what they feel.

**Pre-Reading Activities:** When reading is taught, teachers usually follow a framework to teach a lesson, that framework has three stages; The Pre-reading stage is the first stage followed by While-Reading stage and the Post-Reading Stage. The Pre-Reading section consists of activities and exercises to prepare students before they do the actual reading.

Now we give information about pre- reading stage that consist of a number of activities.

The first one is discussion..

Teacher should create a discussion about the topic. He/she prepares four sentences expressing opinions about the topic, sticks them in four corners of the classroom. Students go and stand near the opinion they disagree with the most.

The group explains why they disagree about the topic.

The next activity is called “I’m listening to you”

Teacher asks students to work in pairs. She should challenge them to talk in English for 1 minute about a topic. Teacher repeats with a new topic, students change roles.

The third activity is named “Quotations”

Teacher finds a quotation about the topic, students discuss the quotation. They tell what does it mean? Do they agree with it? Why/Why not.

The fourth activity is “Guessing from Words”

Before students look at the text they are going to read, the teacher writes five or six words from the text on the board and asks the students to guess the topic.

The next one is “Guessing from Pictures”

The teacher finds 3 pictures or objects which are connected to the story and ask the students to guess how they are connected. Students read the text to check what they have predicted.

The sixth activity included in Pre-reading stage is called “Pictionary”

Teacher selects some of the key words from the text, divides the class into two or three groups. In turn, a learner from each group (at the same time) comes to the whiteboard. They are told the word and they have to draw that word. They are not allowed to use letters or numbers in their drawing. The other students try to guess the word and earn points for their team. This can get very lively indeed!

**Brainstorming:** Students pool what they know about the topic of a text and share their knowledge in the native or target language. The goal is to activate the learners' horizon of expectation, and help learners identify what the text is about. Pre-reading exercises can take different forms, but ideally they are learner-centered rather than teacher-centered. For example, if the text is a film review, and only one student has seen the film, that student can tell the others about the plot or other notable features of the film.

The second pre-reading activity is skimming. In class, allot a short period of time (two minutes or so) for the learners to skim the first paragraph or page of the text, look at illustrations and subtitles, and identify the words in the text that explain the "who," "what," "where," and "when" of the text content—to identify core vocabulary words that will help them work through uncertainties.

Pre-reading helps students activate their horizon of expectation background knowledge, syntactic and semantic resources, cognitive strategies, take charge of their own learning and become willing to tolerate ambiguity

English language learners have great difficulty jumping into new texts without any background support. Students should know at least something about the topic before reading. Some topics may be unfamiliar to students, such as recreational activities at the beach if students have never been to the beach before. Pictures, drawings, or short skits can help develop relevant background information. Students need to know at least 90% to 95% of the words they read if they are going to comprehend the text. Therefore, it is important to use several strategies to build background knowledge that leads to better reading

comprehension and overall achievement for ELLs. It doesn't hurt to review many words we often take for granted not only for the benefit of ELLs, but also for students who may not come to school with a rich vocabulary background or exposure to certain experiences. Before reading a selection aloud or before students read a text, try taking seven to ten minutes to build word and background knowledge. This should increase all students' comprehension of the text.<sup>6</sup>

Predicting and direction setting teachers can focus students' attention on what is important to look for as learners read their text. Making predictions about what might happen in the book gives students a purpose for reading. Setting a direction means using questions that peak students' interest. It also means focusing students on the purpose for the reading.

Overall, teacher should motivate students through activities that may increase their interest by means of book talks, dramatic readings, or displays of art related to the text, making the text relevant to students in some way. Furthermore he/she should activate students' background knowledge important to the content of the text by discussing what students will read and what they already know about its topic and about the text organization. As a result of this teacher will be able to establish a purpose for reading. Students can identify and discuss difficult words, phrases, and concepts in the text. They preview the text by surveying the title, illustrations, and unusual text structures to make predictions about its content. Learners think, talk, and write about the topic of the text.

The pre-reading plan begins with the teacher introducing a key word, concept or picture to stimulate a discussion. By having the students say anything that initially comes to mind and having that information recorded on the whiteboard, participants are able to see the associations. By asking the students

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<sup>6</sup> Richard W. Riley. *State of the Art: Transforming Ideas for Teaching and Learning Reading*. Printed November 1993. U.S. Department of Education. P.-16.

questions such as, “What made you think of...?” they become aware of their network of associations.(These are examples of activating the schema. Jingwei states that struggling and at-risk readers lack schema to help them comprehend the reading text. Jingwei also adds that teachers need to increase schema in the classroom as much as possible. This is because teaching background information about a topic can improve students’ comprehension of text.<sup>7</sup>

New vocabulary should be taught prior to reading as the reader will spend too much time figuring out the new words, and will be unable to comprehend the entire reading passage . Words are organized into an intricate, interlocking system, therefore they cannot be learned in isolation without considering their related context. Mc Keown & Curtis have found strong correlations between vocabulary knowledge and reading comprehension. There has been increased interest by researchers in examining the effects of vocabulary instruction on passage comprehension.<sup>8</sup>

Role playing has a communicative aspect that helps students acquire new knowledge and engage through nonthreatening experiences describes the benefits of using role playing and drama as pedagogical tools to help students learn new vocabulary while building their confidence and interest in using the English language.

Readers Theatre is another way role play can be used in the classroom for students to practice oral interpretation, expression, vocabulary development. Capellini, Pinto & Cunha states that role play in teaching and learning genre could improve students’ comprehension. Vaish also found improved self-concept after using role play to improve reading comprehension.<sup>9</sup>

Moreover, role play also provided more insight into the different ways visualization can be used to encourage readers to build non-linguistic

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<sup>7</sup> [www.languageteaching.com](http://www.languageteaching.com)

<sup>8</sup> Elizabeth S.Pang. Teaching reading.Longman edition.2003.P.-12

<sup>9</sup> Elif Toprak and Gamze Almacoglu. Building Comprehension Through Pre-, During-, and Post-Reading Strategies. Journal of language and Linguistic Studies.April 2009.Vol.5.P.-7

representations of text. The next step is called while reading. In this stage teacher reminds students to use comprehension strategies as they read and to monitor their understanding. He/she asks questions that keep students on track and focus their attention on main ideas and important points in the text. Teacher focuses attention on parts in a text that require students to make inferences and calls on students to summarize key sections or events. Besides that he/she should encourage students to return to any predictions they have made before reading to see if they are confirmed by the text.

The reader gets a better understanding of any text s/he has already tackled and ultimately becomes responsible for his/her own learning. The three phases' ultimate aim is to train the students to be efficient readers in the foreign language. Other aspects have to be considered as well, such as the student's interest and motivation to read. This view is also supported by William (1984), that the design of useful reading activities is one of teacher's responsibilities in helping students develop their reading ability. And in designing reading activities, a three-phase procedure involving pre-reading, while-reading, and post-reading stages should be taken into consideration.<sup>10</sup>

Following and implementing the three stages would help students to depend on themselves and on other resources as the primary source of information, rather than on teachers. This is where student's interaction comes into action. They start developing skills by themselves. What are while-reading activities? While-reading activities are defined as activities that help students to focus on aspects of the text and to understand it better. The goal of these activities is to help learners to deal as they would deal with it as if the text was written in their first language. During this stage, students will be able to confirm predictions gather information and organize information.

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<sup>10</sup> Schoenbach, Ruth et al. Reading For Understanding: A Guide to Improving Reading in Middle and High School Classrooms. San Francisco: Jossey-Bass, 1999, P.- 74.

1. Identify topic sentences and the main idea of paragraphs. Remember that every paragraph usually includes a topic sentence that identifies the main idea of the paragraph.
2. Distinguish between general and specific ideas. If you want to know what I mean, have a look at this reading exercise
3. Identify the connectors to see how they link ideas within the text. For a full list of linking words, have a look at these linking words grouped by category.
4. Check whether or not predictions and guesses are confirmed. A reading class might start with one of these pre-reading activities. Some pre-reading tasks might go beyond its stage.
5. Skim a text for specific information. Skimming is the ability to locate the main idea within a text, using this reading strategies will help students to become proficient readers.
6. Answer literal and inferential questions: Literal simply refers to what the text says and inferential is using the text as a starting point to get a deeper meaning
7. Inferring the meaning of new words using the context: All language learners rely on context to decipher the meaning of a word, a reading strategy used quite a lot when you do extensive reading.
8. Coding text involves teaching students a method of margin marking so they can place a question mark next to an statement they don't understand or an exclamation mark next to something that surprised them.
9. Student-to-student conversation, you can ask students to have a conversation after they have finished a paragraph or a stanza of a poem so they can clear up any confusions they might have.
10. Scan a text for specific information: If teacher wants to use this reading strategy successfully, he/she need to understand how the reading material is structured as well as have a clear idea about what specific information they have to locate. This technique is key if teachers need to find information in a hurry great way to build student comprehension of a text is to provide students with

pre-, during, and post-reading strategies. In order to actively engage students in their text, teacher will need to provide students with an array of teaching strategies, as well as remind them that reading requires them to think with their minds before, during, and after reading. After or post-reading strategies teacher should provide students a way to summarize, reflect, and question what they have just read. They are an important component of the pre-, during, and post-reading strategy and is the core of good comprehension.<sup>11</sup>

Post-reading activities help students understand texts further, through critically analyzing what they have read and these are carried out after teachers have implemented successfully Pre-reading activities and While-reading activities.

In the classroom teacher can use a number of Post-reading activities.

#### 1. Creative Writing

Teacher asks students to choose 10-15 words from the text. He/she can provide categories for the words e.g. the most interesting words or the most important words. Students then write a text using the words. This text could be a story, poem or newsreport.

#### 2. Areas of Interest

Ask students to say which part of the text is the most important/interesting and which part is not interesting or important.

#### 3. Creative Discussions

Teacher prepares four or five simple questions and ask students to talk about those question for 3 minutes and after that ask one member of each pair to go and talk to another person of the group.

#### 4. Quiz Your Classmates

Teacher asks students to prepare 5 questions about what they read, once they have them ready, teacher can tell the students to make groups of 4 and then they can ask those questions to each other.

#### 5. Findig Relatend News

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<sup>11</sup> Marzano, Robert. Classroom Instruction That Works. Alexandria, VA: ASCD, 2001.P.-73.

After students have finished reading, they can browse on the internet for a new related to something they read, for example: if they read something about moral and values, they can find examples of altruism on the web and they can share that information with their classmates.

#### 6 Preparing a survey

Students can prepare a survey about the information they just read, using again the example of the moral and values reading, students can prepare questions such as: What would you do if you found a wallet near to your house? What would you do if you found a five dollars bill in the classroom? They can prepare the survey in class and ask the survey to their classmates or they can go home and bring the results and report them during next class.

#### 7. Parts of the Speech

Teacher asks students to spot the different parts of the speech from the reading, then they quiz their classmates asking questions such as: What type of word is moral? How would you use that word in a sentence?

#### 8. Questions from Pictures

Teachers shows a collage and ask student to look at the collage carefully and how some of the pictures relate to the reading they did.

#### 9. Character Analysis

If students read a story, there must be one or two characters involved, they should analyze those characters and prepare a set of question. When all classmates have prepared their questions, teacher asks them to give their answers and then group learners tries to answer the questions.

Remember that teacher must start a reading lesson with a warm-up followed by pre-reading activities and while-reading activities, finally he or she must apply some of the techniques featured in this post to end that reading successfully.

There's no point teaching reading if the students don't understand what they have just read. These comprehension activities are great for reinforcing reading sessions and getting students to better engage in future readings.<sup>12</sup>

1. Ordering – Students put paragraphs, pictures, list of events, etc., in the right order.
2. Matching – Students match pictures and sentences.
3. True or False Quizzes – Use a simple quiz to test for comprehension. This can be written or spoken in quiz show-style games.
4. Students' own quiz – Students form 3 or more teams and come up with their own questions to ask other class teams. Teams have to 'buzz in' to answer.
5. Students finish sentences – Students get half of a sentence from the reading then complete it.
6. Match characters to their statements – Give students examples of characters' dialogue and match the source. Again, this can be written or spoken, which can be made into a game.
7. Unscramble and write sentences – The teacher takes a sentence and places the words out of order. The students then re-order the words into correct sentences. An advanced version of this activity leaves out simple words like articles and prepositions.
8. Students correct sentences detailing events – Students correct a sentence from the story. Or students use their imaginations to change the story to their liking.
9. Questions from pictures – Students answer simple questions from pictures of events in the story.
10. Basic gap-fill – Gap-fill a summary of the story. Blank out every nth word, important vocabulary, character name, etc., and let the students complete the passage.

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<sup>12</sup> Daniels, Harvey and Steven Zemelman. Subjects Matter: Every Teacher's Guide to Content-Area Reading. Portsmouth, NH: Heinemann, 2004.P.-108.

11. Change the story gap-fill – Students gap-fill a summary of the story with key words blanked out. As part of the activity, students get to change characters or events to change the storyline to their liking.

12. Sentence matching – Each student gets a sentence's ending or beginning on a scrap of paper. Students mingle and say their ending or beginning until they find a match. When they find a match, students return to their seat to write the sentence. Extension: This activity would work best with key events. Once all the students match their sentences, the whole class uses them to write the story. Students listen to all the sentences and re-write the whole passage in the correct order.

13. Sentence endings and beginnings – Write some endings and beginnings on a worksheet. The matching endings and beginnings can go up around the classroom. Students write the full sentences on the worksheet. They cannot take the endings and beginnings off the wall, they must read and remember.

14. Was it in the story? – Give the students some sentences. Half are in the text, half are not. Students guess which were in the text.

15. True or false quiz – Give the students some statements about the text. Students decide which are true or false.

Some students are more dramatic and don't always enjoy the passive reading experience. Teaching reading to more imaginative students is easy with these character analysis activities.

16. Characters in different situations – Create a situation different from the story in the book. How would the characters behave in different environments? The Tin Man going shopping

17. Horoscopes – At an appropriate stage in the plot development, students write horoscopes for the characters predicting their future. At a later stage, these can be used to compare against the real events of the book. Did the horoscope prediction come true?

18. Map relationships – Map out the relationship between characters.

19. Character interviews – Students role-play an interview with one of the characters. Assign students the roles of the characters. The rest of the class prepare questions they would like to ask them. The students playing the characters must put themselves in the characters' shoes to give suitable answers. Teachers, make sure the students have enough support to perform their roles. You could imagine that the interviews are taking place in a police station, on a TV chat show, or wherever seems appropriate. With a little imagination, it can be a lot of fun!

With these activities at the teacher's disposal, teaching reading no longer ends with the book. Students can use their imaginations to more fully engage with reading materials. Best of all, students can infuse a little bit of fun into reading comprehension and character analysis.

Business card book

Write the story in the most compelling way you can on paper the size of a business card.

Postcard

Write to a friend, the author, or to a character about this book. Write as if you were the character or author and write to yourself.

Guide discussion of the reading.

Teacher asks students to recall and tell in their own words important parts of the text and offers students opportunities to respond to the reading in various ways, including through writing, dramatic play, music, readers' theatre, videos, debate, or pantomime. Students, with some help from the teacher, may evaluate and discuss the ideas encountered in the text, apply and extend these ideas to other texts and real life situations. Together with students teacher summarizes what was read by retelling the main ideas and discuss ideas for further reading.

Retelling

Retelling involves having students orally reconstruct a story that they have read.

Retelling requires students to activate their knowledge of how stories work and apply it to the new reading. As part of retelling, students engage in ordering and summarizing information and in making inferences. The teacher can use retelling as a way to assess how well students comprehend a story, then use this information to help students develop a deeper understanding of what they have read. The teacher uses explicit instruction, explaining why retelling is useful, modeling the procedure, giving students opportunities to practice, and providing feedback. As the following chart shows, students' retellings should become more detailed as they become better readers.

There are types of retelling according to its complexity.

#### Simple retelling

The student can identify and retell the beginning, middle, and end of a story in order to describe the setting and identify the problem and the resolution of a problem.

#### More complete retelling

The student can identify and retell events and facts in a sequence, make inferences to fill in missing information, identify and retell causes of actions or events and their effects.

#### Most complete retelling

The student can identify and retell a sequence of actions or events. They make inferences to account for events or actions and offer an evaluation of the story.

#### Story Maps

Story maps are visual representations of the elements that make up a narrative. The purpose of a story map is to help students focus on the important elements of narratives-theme, characters, settings, problems, plot events, and resolution-and on the relationship among those elements.

Story maps to be used with younger students can be very simple-like the one that follows. These maps focus on a single element, such as the sequence of a simple plot.

With older students, the maps can be more complicated, focusing on several elements. As with retellings, the teacher uses explicit instruction to introduce the procedure, explaining why story maps are useful, than modeling the procedure, giving students opportunities to practice, and providing feedback. Effective teachers incorporate these strategies into their ongoing literacy instruction. When modeling these strategies, they treat them as a set of devices for constructing meaning before, during, and after reading instead of as isolated activities.

## **CHAPTER II. EFFECTIVENESS OF USING PRE-, WHILE-, POST - ACTIVITIES IN TEACHING READING**

### **2.1. Using pre, while and post stages in teaching reading**

Some teachers might think simply telling students about a text is a sufficient pre-reading strategy, but it is incorrect to assume that only a brief lecture about the reading will push struggling readers to engage with the text in their own minds. In fact, relying solely on such a practice will only enable struggling readers to continue to be dependent on the teacher to make meaning of the text. In addition to fostering self-sufficiency, you must remind struggling readers “that comprehension begins prior to reading and extends into the discussions they have after they’ve finished reading. Many dependent readers think of comprehension only as answering questions correctly after reading the text.

#### **Pre-, While-, and Post-Reading Strategies**

As the name suggests, pre-reading strategies actively involve students in the themes, concepts, and vocabulary of the text before they even pick up the article, textbook passage, or piece of literature. Effective pre-reading strategies also stimulate students’ prior knowledge about a topic; when the knowledge that we already have in our heads about a topic or a related topic is pushed to the forefront of our minds, it is easier to make connections between what we are learning from the text and what we already know, make predictions about what will happen next, and organize what we read into the mental file folders that already exist in our brains. We have selected five pre-reading strategies that will draw students into the reading process before they even open the text. With the exception of the Character Quotes strategy (which may be less helpful for math and science), all of these are appropriate for any content area.<sup>13</sup>

Pre-reading activities help students prepare for the reading activity and motivating them to read. Pre-reading activities can also help learners anticipate

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<sup>13</sup> Modified from Allen, Janet. Tools for Teaching Content Literacy. Portland, ME: Stenhouse Publishers, 2004.P-43

the topic, vocabulary and possibly important grammar structures in the texts. Here are some activities that help teachers implement for Pre- reading stage in reading classes.

**Chart.** The “KWL” chart is a staple in most reading-focused classrooms, from Kindergarten through high school. This simple, three-column chart is a way to (1) bring students’ prior knowledge about a topic to the forefront of their minds, (2) identify questions that they will look to answer while reading the text, thereby establishing a purpose for reading and building motivation to read, and (3) organize the information learned while reading. The basic directions for constructing a KWL chart with students are straightforward:

- a. Write the main topic of the unit, selection, or story on the top of the chart.
- b. Ask to students to contribute what they **know** (K) about the topic. Some teachers give each student a copy of a KWL chart, providing time for students to individually brainstorm what they know before compiling the responses of the entire class on a larger class chart.
- c. Once you have established a fairly comprehensive list of what students already know about a topic, ask students to consider what they **want to know** (W) about the topic. Students often struggle with the (W) section, perhaps in part because they are not used to asking questions about what they are about to read, or perhaps because they don’t want to reveal things they don’t know to their peers. As you lead students to complete this chart, it will be important to draw out questions based on what students have already contributed to the K column.

The benefits of a KWL chart are far-reaching. Giving students the opportunity to think about what they know up front and to hear what their classmates know brings prior knowledge to the surface and fosters connections between old and new information. The chance to ask questions and wonder aloud about other information establishes a purpose and builds motivation for reading. The record of specific information they have learned not only hammers

home the content but also reinforces the purposes of reading generally. Finally, the categorization process helps students organize the information they have read and is fantastic practice for students learning to write more clearly and logically.<sup>14</sup>

#### Guessing from sentences

The teacher dictates 3 sentences from the passage. Students write them down and check with a friend. The sentences go on the board if necessary as a final check. Then the teacher asks how these sentences might be connected. What is the text about? Students predict then read the text quickly to check their predictions.

How many words do you know?

The teacher prepares the board by writing the letters of the alphabet in 3 or 4 columns. The students form two lines standing behind each other. Use 2 colored markers so teacher knows which team wrote what. The first student at the front of each team gets the board marker. The teacher gives a topic to the class. The 2 students move to the board and write one word related to the topic on the board next to the letter it begins with, then pass the marker/chalk to the next students in their team and go to the back of the queue. The 2 teams compete to write as many words as possible on the board in 3 minutes. The team with the largest number of appropriate and correctly spelled answers wins!

#### Speed chatting

Teacher prepares one or two simple questions related to the topic of the reading, asks the class to make two rows facing each other. Then, he/she should encourage learners to ask each other the questions, but warns them that they only have 60 seconds to do so. Once the 60 seconds are up, one of the rows rotates so each learner has a new partner.

#### Videos

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<sup>14</sup> Daniels, Harvey and Steven Zemelman. Subjects Matter: Every Teacher's Guide to Content-Area Reading. Portsmouth, NH: Heinemann, 2004.P-112.

There is so much good free content available these days. First, find a short video relating to the topic of the reading. It should be around three minutes long. After watching the video teacher herself, she should prepare some simple discussion questions. Finally, he/she play the video and then ask the students to talk with a partner about what they saw.

### Brainstorming

The teacher gives the title of the reading to the learners and students have to share their all their knowledge about the topic. The goal of this activity is to help learners create expectations about what they are about to read and then see if their expectation were met. For example if you have to teach about the influence of social media on teenagers, students can take turn and talk about the topic, as they read they can confirm if the study they read confirm their expectations. Besides that, students pool what they know about the topic of a text and share their knowledge in the native or target language. The goal is to activate the learners' horizon of expectation, and help learners identify what the text is about. Pre-reading exercises can take different forms, but ideally they are learner-centered rather than teacher-centered. For example, if the text is a film review, and only one student has seen the film, that student can tell the others about the plot or other notable features of the film.

**Skimming:** The next pre-reading activity is skimming. In class, teacher allots a short period of time (two minutes or so) for the learners to skim the first paragraph or page of the text, look at illustrations and subtitles, and identify the words in the text that explain the "who," "what," "where," and "when" of the text content—to identify core vocabulary words that will help them work through uncertainties.

### True or False

Teacher may take as an example of the influence of social media on teenagers, he/she can come to the classroom and read a few statements and ask them if they think those statements are true or false. However he/she should not

reveal the answers and let them confirm if they were right or wrong when they are doing the reading.

### Introducing Vocabulary

In the context of an ESL Classroom, it will always be important to introduce key vocabulary so students don't get discouraged by unknown words while they read. Introducing vocabulary doesn't have to be a boring activity, teacher can easily create a word with key vocabulary and see if students can tell you something about those words.

Teachers should consider that the pre-reading stage is the first of three stages, they should learn what types of while-reading activities can be done in the classroom and also the most common types of a after-reading strategies. When teachers manage all of them, their reading lessons will succeed. Pre-reading activities cover a range of possibilities, all directed at helping learners engage in a process of discovery and to feel authorized to engage with the form and content of the text. What all successful pre-reading activities have in common is that they are student-centered. The instructor has to identify the potential problems of readability inherent in a chosen reading text, and then has to help students find ways to surmount those difficulties. Rather than just provide answers or summarize the content, the instructor can help learners identify the sources of their reading difficulties.

Two overarching strategies to prepare students to comprehend a text include teaching text structures, such as chapter titles, section headings, figures, and their purposes, and text patterns, such as Generalization/Principle, Comparison/Contrast, Description, etc. Teaching both through explicit instruction and graphic organizers will give your students a familiarity with the common road signs that good readers use to navigate a text. Pre-reading strategies, such as KWL Charts, List-Group-Label, Anticipation Guides, Probable Passage, and Character Quotes, stimulate students' prior knowledge

about a topic and involve students in the themes, concepts, or vocabulary of a text before they even open the book. Pre reading strategies prepare students to ask questions, make connections, form predictions, and categorize new information in the during-reading stage.<sup>15</sup>

During-reading strategies, such as Coding Text, Encouraging Student-to-Student Conversations, Re-Reading, and Story Mapping, are all examples of ways you can help students practice the comprehension strategies that good readers employ while reading. Such during-reading strategies give students a structure for continual, active engagement with a text and force them to grapple with comprehension while they are reading, as opposed to simply moving their eyes down the page.

Post-reading strategies, such as Scales, Very Important Points, and Somebody-Wanted-But-So, drive home the fact that the process of actively engaging with a text does not end once students have completed the reading.

With older students, the maps can be more complicated, focusing on several elements. As with retellings, the teacher uses explicit instruction to introduce the procedure, explaining why story maps are useful, than modeling the procedure, giving students opportunities to practice, and providing feedback. Similar to story maps, story frames are visual representations that focus students' attention on the structure of a story and on how the content of the story fits its structure. Students use story frames as a way to activate their background knowledge of the elements of story structure and thus to organize and learn new information from a story. Simple story frames require students to provide basic information about the sequence of events in a story:

The problem in the story is \_\_\_\_\_.

This is a problem because \_\_\_\_\_.

The problem is solved when \_\_\_\_\_.

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<sup>15</sup> Exploring second language reading: Issues and strategies. Boston.2003.P-37

In the end \_\_\_\_\_.

More complex frames might involve having students supply more detailed information by summarizing sequences of actions or events, or providing factual information to explain problems or motivations. The procedure encourages students to interact with each other, asking questions, seeking clarifications, and sharing evaluations. Again, as with story maps, the procedure can be simplified for use with younger students it has been used successfully with grade-one students or made more sophisticated for use with older students.

Furthermore, as with the other procedures that have been described, the procedure is introduced through explicit instruction, with the teacher first explaining why story frames are useful, then modeling when and where to use them, guiding students through practice opportunities, and providing corrective feedback along the way.

This procedure focuses on reading as a thinking process. Its intent is to teach children to make predictions throughout reading. Before reading, the teacher asks students to form a purpose for reading and to make predictions about the content of the story to be read. During reading, the teacher stops students at strategic points in the story to ask students to make additional predictions and to verify, reject, or modify their purposes and predictions.<sup>16</sup> After reading, the teacher asks students to find and read aloud any part of the text that supports their predictions. Students must use the text to explain their reasoning and to prove the accuracy-or inaccuracy-of their predictions. Often teachers have students use charts such as the following to record their predictions and information from the text that proves the prediction's accuracy.

The following are some procedures teachers use to help students improve their comprehension of expository texts. Through modeling, the teacher helps students to understand that some parts of a text can cause confusion and hinder comprehension. The teacher then discusses with students what they can do when

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<sup>16</sup> Fry E. B. Skimming and Scanning. Middle level. Jamestown Publishers.2003.P-53

comprehension problems occur. Students learn to "grapple" with text by emulating the teacher's questioning techniques.

### Reciprocal Teaching

Reciprocal Teaching is the name for a teaching procedure that is best described as a dialogue between the teacher and students. "Reciprocal" means simply that each person involved in the dialogue acts in response to the others. The dialogue focuses on a segment of a text the group is reading and is structured by the use of four comprehension strategies: asking questions, clarifying difficult words and ideas, summarizing what has been read, and predicting what might come next.<sup>17</sup>

The teacher first models and explains how to apply a comprehension strategy, then gradually turns over the activity to the students. As the students become more competent, the teacher requires their participation at increasingly more challenging levels.

Reciprocal Teaching provides students with opportunities to observe the value of applying strategies in their "real" reading. In addition, it allows the teacher to identify problems individual students might have in using strategies and to provide instruction that is geared to individual needs.

### Transactional Strategy Instruction

Transactional Strategy Instruction is a procedure that involves teaching students to construct meaning as they read by emulating good readers' use of comprehension strategies. TSI helps students set goals and plan for reading, use background knowledge and text cues to construct meaning during reading, monitor comprehension, solve problems encountered during reading, and evaluate progress. To accomplish these tasks, students are taught to use a set of reading strategies. The strategies typically include: predicting based on prior-knowledge activation, generating and asking questions, clarifying, visualizing, relating background knowledge to text content, and summarizing. Instruction

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<sup>17</sup> Ivana Trajonoska. Developing Students Reading skills. Boston 2003. P-12

occurs in small-group settings, with the strategies used as vehicles to coordinate dialogue about text as students read aloud. In their groups, students are encouraged to relate a text to their background knowledge, to summarize text, to describe any mental images they make during reading, and to predict what might happen next in the text. As students read aloud, they engage in and exchange individual interpretations of and responses to the reading. The I-Chart Procedure is a technique that promotes critical thinking by encouraging students to apply reading strategies to learn from content-area texts. The procedure is organized into three phases: Planning, Interacting, Integrating and Evaluating. Students begin the Planning phase by using content-area texts to identify a topic of study. They then generate questions they want to answer as they read. Next, they construct a large chart, similar to the following, on which to record information as they gather it. They complete the Planning phase by collecting materials about the topic.<sup>18</sup>

In the Interacting phase, students record their background knowledge of the topic, as well as other information they might gather. In addition, the teacher elicits and records relevant student questions. Finally, the students read and discuss, with teacher guidance, the sources of information.

In the final phase, Integrating and Evaluating, students make summaries for each question on the chart, incorporating information they have gathered. Next, they compare their summaries with background knowledge, clarify statements as necessary, and discuss new knowledge they have acquired. Finally, they locate new information to address any unanswered questions and report their findings to the group. In this procedure, the teacher directs and models the phases of the procedure. Gradually, however, the teacher releases responsibility for managing the procedure to students. The goal is for the reader to satisfactorily apply these comprehension strategies independently.

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<sup>18</sup> Beers, Kylene. *When Kids Can't Read: What Teachers Can Do*. Portsmouth, NH: Heinemann, 2003, P.-107.

As students become proficient readers, they develop a set of plans or strategies for solving problems they encounter in their reading experiences. Much research has been conducted to identify these strategies (Baker and Brown 1984; Pressley, Johnson, Symons, Mc Goldrick, and Kurita 1989). Although much remains to be done in this area of literacy research, at least five important strategies have been identified as critical to learning and therefore should be taught in a good literacy program.<sup>19</sup> These strategies include: inferencing, identifying important information, monitoring, summarizing, and question generating. Inferencing is the process of reaching conclusions based on information within the text and is the cornerstone of constructing meaning. Inferencing includes making predictions using prior knowledge combined with information available from text.<sup>20</sup>

Identifying important information is the process of finding critical facts and details in narrative (e.g., stories) or expository (e.g., informational) text. The task of identifying important information in narrative text differs from that of identifying important information in expository text because the structures of the text are different. However, students can be taught strategies for approaching each type of text. Monitoring is a metacognitive or self-awareness process that expert constructors of meaning use to help themselves overcome problems as they read. For example, when good readers have difficulty understanding a paragraph, they become aware of the problem and stop immediately to “fix” it by employing a strategy such as rereading. Summarizing is a process that involves pulling together important information gathered from a long passage of text. Question generating involves readers asking themselves questions they want answered from reading that require them to integrate information while they read. These five strategies for constructing meaning are based on substantial research.

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<sup>19</sup> Allen, Janet. *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse Publishers, 2004.P.-46.

<sup>20</sup> Barrentine, S. (Ed.). (1999). *Reading assessment: Principles and practices for elementary teachers*. Newark, Del.: International Reading Association.P.-23

Effective teachers incorporate these strategies into their ongoing literacy instruction. When modeling these strategies, they treat them as a set of devices for constructing meaning before, during, and after reading instead of as isolated activities.

With the help of this table teachers can test the knowledge of students whether they know or not about three stages of reading. We tried to analyze to what stage these activities belong to.

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Look at the following reading tasks. Would you ask learners to do them before, during or after reading? Why? The first two have been done for you.

tasks	before	during	after
i. Check the meaning of unknown words in a dictionary. So that it encourages them to guess the words while they are reading and does not interrupt the process.			✓
ii. Guess meaning of unknown words. If they need to know the word to understand the text, after if not.		✓	
iii. Use the title to predict the content of the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Give their opinion on the content of the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Answer comprehension questions on the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Put pictures that relate to the content of the text in order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Underline connecting words and linkers, for example, however, firstly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Write a response to the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There is given 8 pre/while/post reading activities in this table. According to theoretical part of our research work we tried to analyze and clarify to which stage the activities belong to.

When it comes to first activity in our point of view it is related post vocabulary teaching. When teacher uses this activity, it helps students to predict the words while they are reading the text and avoids interrupting and wasting

the student's time searching the words. From this statements we can deduce that this activity is belong to post reading stage and it is one of the beneficial stage that encourages students making conclusion and understanding the reading material.

The second activity is comprised to while reading stage. Because students may predict words while reading the text without checking them from vocabulary.

Using the title of the text in order to predict the content of it is as its name shows, pre reading stage comprises this activity. The reason is that with the help of the title students can guess what the text is about.

Giving students' opinion about the content of the text is related to post reading stage. As, students will be aware of background information and content of the text only after reading it. Answering the comprehension questions is considered as post reading activity. Because after finishing reading the text students can answer the questions. As it stated above, after reading the text students will be aware of the content of the text. Then, they can put pictures in order relying on the content of the text. Underlining the connecting words is the part of while reading activity. Since, students underline such words during reading.

The final given activity is writing a response to the text. As its name indicates, this task belongs to post reading stage. Because after reading and learning the content of the text they can write a response to the text.

Analyzing the activities helps teachers to choose appropriate type of reading stage and use them effectively in their reading classes.

## **2.2. Benefits of following the pre, while, post stages in teaching reading**

In the practical part of the final qualification paper we counted a number of pre-while- and post- reading activities and the benefits of following these activities. We utilized the theoretical knowledge that we gained in the former chapter in

practice. A number of conducted lessons and observations helped conclude that using three reading phases and activities according to appropriate level of students has great positive impact on the effectiveness of the reading lessons and development of the learners' knowledge.

### **Lesson Plan for the 6<sup>th</sup> Grades**

**Date:** 7.09.2015

**Theme:** A wedding in Fergana

**Skills to be developed:** Reading, listening, spelling

**Class management:** Plenary, Individual work, Group work, Pair work

#### **Aims:**

**Educational aim:** According to the lesson's educational aim improve pp personal qualities like behavior, education etc. to improve pp social knowledge, to form their developing skills.

**Developing aim:** According to the lesson's developing aim improve pp English learning skills, self educational skills, develop to report his/her own ideas

**Upbringing aim:** According to the upbringing aim improve pp knowledge, experience. Teach pp new grammar rules new words, improve their learning skills.

#### **Objectives:**

- to introduce and practice words for relatives

- to practice reading and talking about relatives and important family events

**Materials:** Books, cards, pictures

Vocabulary: daughter, son, niece, cousin, nephew, relative wedding dress, get married

The next lesson was conducted with 6<sup>th</sup> grade pupils at school. In this lesson we investigated teaching reading without pre-, while-, post- reading stages. The reason is to clarify the effectiveness of using these activities.

#### **Lesson plan:**

<b>Stages</b>	<b>Content</b>	<b>Method</b>	<b>Timing</b>
<b>Organizational moment, warm up</b>	Greeting pupils, warm up	Orally	10
<b>Revising Checking H/W</b>	Ex-s from Homework page	Orally	8
<b>Introducing the new theme</b>	A wedding in Fergana	Orally memorizing,	7
	Explaining	Work at the blackboard	5
	Doing exercises	Exercises	10
<b>Revising activity Mini dictation</b>	Remember	The remember section	5
<b>Estimating and giving homework</b>	Draw your family tree	Individually, spelling	

### **1. Organizational moment.**

Warm up. (a short body exercise)

Hello pupils. Today's lesson will be about relatives. We are going to learn with you how to say our relatives in English.

### **2. Revising the phrases from the last lesson.**

Ex-s from Homework page

### 3. Introducing new theme. “Wedding in Fergana”.

1. Answer the following questions predicting from the text and your experience.

1. Have you ever been in a wedding party?
2. What kind of wedding traditions do you know?
3. What do you think are weddings are the same in Uzbekistan??

#### 2 a Read about the Abdullaev family and answer the questions.

- 1 Whose wedding party\* is it?
- 2 What do these words mean?

relative wedding dress take a photo  
twin



My name's Anvar. We're in a small village near Fergana. My cousin's getting married\*. My father and her father are twins. A lot of relatives are here for the wedding party. We're very busy. My uncle's friend is making palov. My sister Dilbar and Aunt Ozoda are making cakes. My mother's helping her niece with her wedding dress. My grandparents are here too. They're very old. They live in Fergana. I'm making a video and taking photos. It's great. I want to be a reporter.

 **2 b Copy and complete the sentences.**

**2 c Say True, False or Don't know and give the right answer.**

- 1 Anvar's cousin is getting married.
- 2 Aunt Ozoda is helping her niece with her wedding dress.
- 3 Anvar's uncle is making palov.
- 4 Hasan's nephew Anvar is taking photos.
- 5 Grandfather's parents are from Fergana.
- 6 Anvar's grandparents live in Tashkent.
- 7 Hasan's son is taking photos.
- 8 Husan's daughters are making salad.

 **3 a Copy and complete.**

 **3 b Work in groups of 5. Ask, answer and write.**

e.g. How many uncles have you got?

**3 c Report. Who has more cousins, nieces, nephews, uncles and aunts?**

e.g. Bahodir has 28 cousins and 8 uncles.

## **6. Revising activity. Remember.**

Let's try to repeat the words we have learnt with you today.

## **7. Estimating and giving homework.**

Draw your family tree

This lesson was also conducted with 6<sup>th</sup> grade pupils in order to investigate the significance of pre-, while-, post-reading activities in teaching reading.

## **Lesson Plan for the 6<sup>th</sup> Grades**

**Theme:** Uzbek and English weddings

**Skills to be developed:** Reading, listening, spelling

**Class management:** Plenary, Individual work, Group work, Pair work

### **Aims:**

According to the lesson's educational aim improve pp personal qualities like behavior, education etc. to improve pp social knowledge, to form their developing skills.

**Developing aim:** According to the lesson's developing aim improve pp English learning skills, self educational skills, develop to report his/her own ideas

**Upbringing aim:** According to the upbringing aim improve pp knowledge, experience. Teach pp new grammar rules new words, improve their learning skills.

### **Objectives**

- to practice talking about families
- to practice reading for detailed information
- to present cultural information about the UK

**Materials:** Books, cards, pictures

**Vocabulary:** pageboy, bride, bridesmaid, top, hat, bridesgroom

### **Lesson plan:**

<b>Stages</b>	<b>Content</b>	<b>Method</b>	<b>Timing</b>
<b>Organizational moment, warm up</b>	Greeting pupils, warm up	Orally	10
<b>Revising Checking H/W</b>	Draw your family tree	Orally	8
<b>Introducing the new theme</b>	Uzbek and English weddings	Orally memorizing,	7
	Explaining	Work at the blackboard	5
	Doing exercises	Exercises	10
<b>Revising activity Mini dictation</b>	Remember	The words from this lesson	5
<b>Estimating and giving homework</b>	Learn the text	Individually, spelling	

### **1. Organizational moment.**

Warm up. (A short exercise)

Hello pupils. Today is the eighth of September. Today's lesson will be about talking about family.

### **2. Revising the phrases from the last lesson.**

daughter, son, niece, cousin, nephew, wedding dress, get married

### 3. Introducing new theme. "Uzbek and English weddings".

1. Read the text and translate it.



Hello. My name's Sally. Today's a great day. It's my sister Victoria's wedding and I'm a bridesmaid. I must help Victoria with her wedding dress, her hair and her flowers. The bridesmaid has a special dress too. Can you see mine? It's white and green. I like it very much. My two cousins are bridesmaids too. My little brother is a pageboy. In England weddings are usually on a Saturday. First we have the wedding. Then we throw confetti. Then we have a big party with a cake. Look at the cake. It's beautiful!



2. Find new words from the text and find the meaning of them. Work in pairs and make two sentences using that words.

Ex: *I don't have a cousin.*

4. Look at the pictures and read the text again and say differences between Uzbek and English weddings.

5. Copy the text and retell it to your pair. Try to change personal pronouns.

6. Revising activity. Remember.

Let's try to repeat the letters we have learnt with you today.

7. Estimating and giving homework.

Learn the text.

As reading is one of the important skills in teaching foreign language, It plays important role in English classes. I conducted two lesson plans with 6<sup>th</sup> grade pupils. In the first lesson I used all three reading stages.

I started the new theme by giving three pre reading questions. In my point of view it helped pupils to get interested in the lesson and brainstorm about the new theme. Giving various answers made friendly atmosphere and motivated students think and speak. In the next activity pupils predicted according to pictures and answered two questions predicting looking at pictures. In a while reading stage I used true/false activity. It is one of the most common and useful activity using in reading classes. As a post reading activity I utilized giving report and retelling the text.

When it comes to the 2<sup>nd</sup> lesson which was conducted in the 6<sup>th</sup> grades on the theme “Uzbek and English weddings”, I did not use reading stages fully in this class. I started the lesson without any pre activity in order to compare and to make conclusion about the effectiveness of pre, while and post reading activities in teaching reading. In the second step I asked pupils to find new words and make up sentences using new words. It was traditional way of teaching reading for this reason I did not notice interest of pupils towards the activity as well as the lesson. The only stage I utilized was post reading stage. In this part I asked pupils to compare the pictures and say differences of each Nations’ traditions and retell the text to their partners.

After conducting two different lessons we compared them. According to the results we deduced that the first lesson which was conducted with 6<sup>th</sup> ”A” grades on the theme “Wedding in Fergana” achieved its aim and goal with the help of the reading stages. Because, when I asked a few questions from both classes at the end of the lesson the first class could answer the questions without any hesitation and difficulties. On the other hand the second class had difficulty in answering questions. As, without any predictions or asking questions it was somehow challenging and boring to translate and reading the text. However, in the first class three phases were utilized step by step and it gave a beneficial result.

In order to guide students to use helpful strategies when they read in a foreign language, the teacher can guide them by designing tasks or activities. Tasks or activities are exercises in which there is an objective to reach and there are exercises intended to facilitate learning.

When designing tasks for students, one of the most recommended routines is to design tasks that follow the format of pre-reading activities, while-reading activities and post-reading activities.

The following lesson was conducted with the eighth grade pupils of the school. In this lesson I utilized the three stages of reading activities.

### **Lesson plan**

#### **Grade: 8**

**Theme:** Round the calendar

Objectives:

- to talk about the dates of national holidays and celebrations in the USA, UK and Uzbekistan and to talk about three celebrations common to the USA and the UK
- to practise listening for detailed information
- to practise reading for specific information
- to practise reading for detailed information (homework)

#### Activity 1

Objective: to revise and practise saying dates (of national holidays in Uzbekistan)

pupils say the names and the dates of all national holidays in Uzbekistan. Draw pupils' attention to the Remember box.

#### Activity 2a

Objectives: to stimulate pupils' ideas about the topic; to prepare for the next activity This is a normal True/False activity. Ask pupils not to panic if they do not know the answer, they will check their answers in Activity 2b.

#### Activity 2b

Objectives: to practice reading for detail; to present cultural information PP read the text and check their answers in 2a.

Anvar: So, I've told you about our national holidays: Navro'z, New Year, Hayt and so on. Now tell us about yours and we can see who has the most. Thomas: OK. I think we have six. Let's see. The year starts with a holiday for New Year. So 1st January is a holiday. The next holiday is Memorial Day. It's usually on the last Monday in May. Then there's Independence Day of course. That's on 4th July ... er...er...oh, yes the next is Labour Day. That's in September. The date changes but it's always the first Monday of the month. Then there's Thanksgiving. That's in November. The date also changes but it's always the fourth Thursday of the month. Finally there's Christmas on 25th December.

Anvar: Are the holidays in Britain the same? John: Some are - Christmas and New Year, but we don't have Independence Day or Thanksgiving. But we do have some other holidays. Easter Monday in March, International Labour Day on 1st May, a 'bank' holiday in May and August, and...and...oh yes, Boxing Day of course. That's the 26<sup>th</sup> December, the day after Christmas. So I think we beat you, Thomas. We have seven national holidays when no one goes to work! But Uzbekistan has the most! Of course there are other special days, but on those days we still go to work – you know, like Bonfire Night.

Activity 2c

Objective: to compare and find similarities among the national holidays of the UK, USA and Uzbekistan. PP read the questions and answer them.

Activity 3a

Objective: to practise reading for specific information

Pupils read the text again and match them with the cards.

Key: 1b, 2a, 3c.

Activity 3b

Objective: to enable pupils to talk about national holidays and special days in the UK, the USA and Uzbekistan. Pupils summarize the information they got from this lesson or previous ones and answer the questions.

In this lesson we mainly paid attention utilizing pre-, while-, post- reading activities using course book of 8<sup>th</sup> grade pupils.

### **Lesson plan**

**Grade: 8**

**Theme:** Do you like science fiction?

Objectives:

- to talk about the sequence of events in a narrative using the Past Perfect and Simple Past
- to talk about what they would do if they were in a particular situation using ‘if I were ...’
- to practise reading/listening for the main ideas and for specific information
- to read an extract from a science fiction book by the famous British writer Arthur C Clarke

### Culture Note

Arthur C Clarke was one of the most celebrated science fiction writers of our time. He was British, but lived in Sri Lanka for almost 50 years.

His most famous book is ‘2001: A Space Odyssey’ which was made into a very successful film. He broadcasted on the radio – he was a commentator on the Apollo 11, 12 and 15 space missions for the American station CBS (Central Broadcasting Service). He won many prizes for his inventions, including the Lindbergh Award for his invention of satellite communication in 1945. He was a member of many famous scientific organizations including the International Academy of Astronautics. He was knighted in 2000 by the British Queen so he was then ‘Sir Arthur C Clarke’.

### Activity 1

Objective: to give pupils practice in talking about their dreams and dreams of mankind

One of the ways of doing this activity is: pupils answer the questions individually and then compare their answers with partners.

#### Activity 2a

Objective: to practise reading/listening for the main ideas pupils read the story silently. They can refer to the Wordlist to check the meaning of the words they do not know or do not remember. After that they listen to it. Then they answer the questions.

Key:

- a) The action takes place on the Moon
- b) The Medical Research Group was avoiding him, that is, they did not want to meet with him and answer his questions.

#### Activity 2b

Objective: to practise reading for specific information

Draw pupils attention to the numbers 1, 5, 10, 15, 20 at the beginning of the lines. They are helpful when pupils look for information and then tell you in which line they have found it. After they have finished reading, they should be able to say something like the following:

Key

Henry Cooper's job was to send daily reports to the UNSA. It was his second visit to the Moon. He was interested in the future, etc., or you could actually ask to read the right sentences aloud.

#### Activity 2c

Objective: to enable pupils to express opinions about the characters of the story  
This is a normal 'answer the questions' activity and it is up to you how you organise it: with the whole class or in groups/pairs. When pupils answer the second question, draw their attention to the structure and write on the blackboard the phrase 'I would be worried, if I were you.' Translate the phrase

for pupils, explain its meaning and the structure. Tell them that this structure is the focus of the next lesson and they will practise it there.

### Activity 3

**Objective:** to revise Past Perfect

After pupils have answered the questions, you could ask them to find more examples of the same tense in the story.

### **Lesson Plan**

**Group:** 2nd year students of English Philology Department.

**Course:** Reading.

**Topic:** Environment.

**Duration:** 80 minutes.

**Materials:** teacher-created Power Point slides, handouts, posters, projector.

**The aim:** to increase students reading and speaking skills with the help of pre, while, post activities.

**Lesson objectives:** To raise students' reading and critical thinking skills through communicative activities, to brush up students' vocabulary, to practise scanning, skimming, predicting.

**Interaction:** individual, group work and plenary learner-centered class.

### **The Procedure of the lesson**

#### **I. Warm up**

- a) Teacher held a warm up session, in order to motivate the students and focus their attention to the topic she showed a poster with different pictures. Looking at the pictures students should logically think and guess the topic of the lesson.
- b) Teacher asked brainstorming questions about the topic and discussion was held.

#### **II. Pre — reading stage:**

- a) *Predicting based on the title.* Teacher wrote the title of the text and asked students to predict what reading passage they were going to read was about.

b) *Guessing the meaning*. Teacher showed the pictures of disasters and ask students to guess the meaning of these desasters.

### **III. While reading stage:**

a) *Scanning and Skimming*. Teacher askeds students to read the text and highlight the main ideas of the text, then to find a specific pieces of information.

b) *Matching*. Students were asked to match text captions to pictures and to elicit the main points of each paragraph in a text.

c) *Jigsaw*. Students were asked to fit headings and subheadings into a text from which they had been removed

d) *True/False/Not Given*. Students read the statements and decide whether statements were related to the content of the text or not.

### **IV. Post reading stage:**

a) *Retelling*. Students were asked to retell the meaning of the text.

b) *Reporting-Roleplay*. Teacher asked 1 student to be a journalist and take interviews from his classmates about the environment.

c) *Summarizing*. Students summarized the topic and filled T-chart-table.

**Homework:** *Writing a paragraph about Environmental problems.*

During the class reading was integrated with both speaking and writing. While doing reading activities students were highly motivated, participated in pair work

and group works and enjoyed doing different tasks. In Conclusion I want to say that reading is an excellent way for students to make progress in language learning and implementing different pre-, while, post reading activities not only practical to integrate the other skills, but also very beneficial and effective way of developing

students reading and understanding comprehension.

In order to consolidate the theoretical knowledge about the pre, while and post reading activities I observed reading classes conducted by my supervisor.

The first lesson is “Climate change”. As a pre-reading activities teacher used three questions relying on the students’ personal opinion about global warming. Besides that she gave two statements related to the topic and students told whether they agreed or not. It is very useful and interesting way of starting the lesson beginning such kind of warm up and pre-reading activities. So students gave their opinion relying on their background experience and knowledge. The second activity is while reading activity. Because students should look up the meanings of the words and phrases while reading the text. During reading the text students tried to find the meaning of the new words. In the next activity students have to match the words in column A with their meaning in Column B by writing the corresponding letters in the boxes provided. According to statements given in the theoretical part of our research work matching is considered as while-reading activity. The fourth activity is again matching. As we stated above, matching is one of the common used while reading activity. Utilizing different kinds of matching activities helped students to learn and consolidate vocabulary. The fifth activity is choosing the most appropriate word, given in italics for each blanks. The next activity is one of the most used while reading activity named “True or false”. Although there is some misunderstanding to understand true/false activity, it is considered one of the beneficial type of while reading activity and always used in while reading phase in reading lessons. After this, students discussed the text working with their partners and write their opinions about the text in one or two sentences. As its name suggests discussion is used in the post reading phase in order to consolidate and make conclusions on the topic or the text. Furthermore, the teacher used “Spot the error” and “Your view” as post reading activities.

The next lesson is called “Endangered Species”, when it comes to analyze activities used by teacher in this lesson, as the first one teacher gave three questions for the pre-reading phase. Looking up new words and find their meanings are the same activities as in the first lesson. The next process is while

reading stage. In this stage teacher utilized two kind of matching activities in which students should find according to the corresponding meaning and opposite meaning. The “True/false” activity is also in the part of while reading stage. In addition, in the post reading stage there is used a number of activities such as “Discussion”, “Your view” and “Spot the error”.

The following lesson I observed is “Where would you prefer to live?” The level of the students is intermediate and activity type is note-taking. When it comes to the focus of reading, it is speed reading and recognizing main ideas. Teacher started the lesson by giving warm up questions it is similar to pre-reading activity. Then teacher asked to predict experiences of four people in the text. Of course, it helps students to get interested in the lesson and makes easier the process of reading the text and finding the key points. Because they have background imagine about the topic. In the next stage teacher gives photocopy of four cities and four countries in two minutes they should find the names of that places. After this, with the help of map teacher and students check whether they are right or not. Usually, while reading activities are done during reading the text. So, teacher asks students to read the text again and making notes in the chart on the board. Students should use the points that they discussed in the warm up part. From this we can see that warm up and pre-reading activities are very crucial for the duration and the next stages of the lesson. Furthermore, charts are also one frequently used type of while reading activities. In the last stage teacher asks students writing a paragraph imagining the duration of the events in the text.

The next lesson is “The National Museum of Photography, Film, and Television”. The level of students are intermediate and the type of activity is everyday text (brochure). The focus of reading is reading for specific information. As a arm up activity teacher asks students if they are interested in photography and encourages them to talk about their interest in this subject. Besides that, teacher asks them what kind of things they want to know before

going to the museum. Such questions are comprised in the pre-reading phase. In the last pre-reading activity students write the list of questions which they want to answer to.

In the while reading stage teacher gives photocopy, asks students to read the text and find answers to their questions. Students work in pairs and role play a conversation between a receptionist at the museum and someone who has phoned museum for information. As a post reading activity teacher asks questions such as what they would do and see the museum and find out from brochure what they should see and do at the museum. Finally, there is given task for students to find extra information about the museum.

Analyzing and observing a number of lessons helped to consolidate the theoretical knowledge in practice and utilize them in our future lessons.

## **Conclusion**

This qualification paper surveyed a wide variety of strategies that can be used at different points on the reading to help students practice various comprehension skills with structure and support

Firs chapter dealt with general background of reading comprehension as well as the role of the stages of activities in teaching reading.

Furthermore, we clarified three stages and types of activities included in these stages.

Pre-reading stages, such as KWL Charts, List-Group-Label, Anticipation Guides, Probable Passage, and Character Quotes, stimulate students' prior knowledge about a topic and involve students in the themes, concepts, or vocabulary of a text before they even open the book. Pre-reading strategies prepare students to ask questions, make connections, form predictions, and categorize new information in the during-reading stage.

During-reading stages, such as Coding Text, Encouraging Student-to-Student Conversations, Re-Reading, and Story Mapping, are all examples of ways you can help students practice the comprehension strategies that good readers employ while reading. Such during-reading strategies give students a structure for continual, active engagement with a text and force them to grapple with comprehension while they are reading, as opposed to simply moving their eyes down the page.

Post-reading stages, such as Scales, Very Important Points, and Somebody-Wanted-But-So, drive home the fact that the process of actively engaging with a text does not end once students have completed the reading. Struggling readers especially will need to be given opportunities to continue to flex their metacognitive muscles by debating themes in the text and summarizing the key points after they have done the reading.

In the second chapter we made a research if the three stages are effective in using teaching reading by conducting and observing classes. I conducted four lessons and observed four reading lessons. In addition, we analyzed a table comprising different pre-, while-, and post-reading activities. As it deduced with the help of conducted lessons and observations we can say that the three stages of reading we used for pre-, while- and post reading activities were proven to be successful. It was difficult for students to understand the texts when I did not follow the stages, but the lessons with pre, while and post reading activities were very effective. By observing these significant improvements in pupils` reading comprehension, all the teachers who observed my classes decided to follow these stages in their English classes in the future.

While observing reading classes with pre, while and post activities I noticed the effectiveness of these stages in improving reading comprehension. The Conducted lessons and used activities are not only to improve the pupils` comprehension and interest in reading but also to clarify the effectiveness of pre-, while, and post- reading activities and the methods of teaching them. In other words, we learned as a researcher and a future teacher something important through this research as it reflected on our teaching methods.

Taking everything into consideration, we can deduce that these activities provide the students with opportunities to relate what they have read to what they already know or what they feel. If teachers use pre-, while and post activities in reading students can easily get information and improve their vocabulary. Furthermore these activities are noteful for language acquisition in general, provides good models for future writing and offers opportunities for language study.

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