

HELPING LEARNERS TO DEVELOP READING SKILLS BY TEACHING A LESSON WITH PRE READING

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Mavzu: Plan, teach and evaluate a listening lesson. Nomer: 998990303332

Annotations:

Annotations in the form of explanatory notes, highlights, and underlines in the text can help learners identify key concepts, unfamiliar terms, and important ideas. This aids in active reading, promotes understanding, and encourages critical engagement with the material.

Keywords: Reading skills, pre-reading strategies, comprehension, prior knowledge, context building, critical thinking.

Аннотации:

Аннотации в виде пояснительных примечаний, основных моментов и подчеркиваний в тексте могут помочь учащимся определить ключевые понятия, незнакомые термины и важные идеи. Это способствует активному чтению, способствует пониманию и поощряет критическое отношение к материалу.

Ключевые слова: Навыки чтения, стратегии предварительного чтения, понимание, предварительные знания, построение контекста, критическое мышление.

Reading is a fundamental skill that forms the cornerstone of education and personal growth. Developing proficient reading skills is essential for understanding complex texts, acquiring knowledge, and enhancing critical thinking abilities. Pre-reading strategies play a pivotal role in setting the stage for effective reading comprehension. By activating prior knowledge, building context, and generating curiosity, these strategies prepare learners to engage more deeply with the text. In this article, we delve into the significance of pre-reading, explore various pre-reading methods, present the potential results,

discuss their implications, and provide suggestions for educators to implement these strategies effectively.

- **Activate Prior Knowledge:** Before diving into a new text, encourage learners to recall what they already know about the topic. This can be done through brainstorming, discussion, or a quick quiz. Activating prior knowledge establishes connections between new information and existing mental frameworks, making comprehension more effective.
- **Preview and Predict:** Have learners scan the text's headings, subheadings, illustrations, and captions. This step helps them predict the content and structure of the text. Predictions foster curiosity and motivate learners to seek confirmation or revision of their hypotheses while reading.
- **Vocabulary Preview:** Introduce challenging vocabulary words from the text before reading. Discuss the meanings and uses of these words, providing context for their encounters within the text. This strategy equips learners with the necessary tools to decipher unfamiliar terms during reading.
- **Discussion and Questioning:** Engage learners in a brief discussion about the topic to pique their interest. Encourage them to ask questions related to the subject matter. This process initiates curiosity and prepares learners to actively seek answers while reading.

Absolutely, I'd be glad to help you create a pre-reading lesson to aid learners in developing their reading skills. Pre-reading activities are essential to activate prior knowledge, build interest, and prepare students for the text they are about to read. Let's outline a lesson plan with pre-reading activities:

Objective: To develop reading skills through pre-reading activities and engage learners with the upcoming text.

Target Audience: Middle school students (grades 6-8)

Text: "The Adventures of Tom Sawyer" (excerpt from Chapter 1)

Duration: Approximately 45 minutes

Pre-Reading Activities:

1. **Anticipation Guide:**

Provide students with a list of statements related to the themes, characters, or situations in the text. For example:

- "Children in the past had more freedom than children today."
- "Playing near a river can be dangerous."

- "Friendship is an important part of growing up."

Ask students to indicate whether they agree or disagree with each statement and briefly explain their reasoning. This helps activate their prior knowledge and gets them thinking about the themes in the text.

2. Picture Analysis:

Show students an image related to the text, such as a picture of a riverbank or a group of children playing. Ask students to describe what they see, make predictions about the story based on the image, and discuss any emotions or thoughts the image evokes. This visual connection can create curiosity and generate interest in the text.

3. KWL Chart:

Introduce the KWL (Know, Want to Know, Learned) chart. Have students brainstorm what they already know about the time period, setting, and potential characters in the story. Then, ask them to list questions they have about these aspects of the text. As they read, they can fill in the "Learned" column with new information.

4. Vocabulary Preview:

Select a few key vocabulary words from the text that might be challenging for students. Provide the words, their definitions, and use them in sentences. Discuss the importance of understanding these words in the context of the story. Encourage students to actively look for these words while reading.

5. Group Discussion:

Divide the students into small groups and assign each group a different discussion topic related to the themes of the text. For example: "Childhood Adventures," "Friendship," "Exploring Nature." Give students time to brainstorm and share their thoughts within their groups. Later, have each group present their discussions to the class.

6. Personal Connections:

Ask students to reflect on their own experiences related to the themes of the text. For instance, they could share stories about adventures they've had, friendships they've formed, or times they've been near a river. This helps bridge their personal experiences with the upcoming reading material.

Remember, the goal of these pre-reading activities is to pique students' interest, activate their background knowledge, and prepare them for the text. Once these

activities are completed, students will be better equipped to engage with the text itself and make deeper connections. Pre-reading strategies provide a holistic approach to reading by incorporating cognitive, emotional, and linguistic aspects. The results indicate that these strategies positively influence reading outcomes. Learners equipped with pre-reading skills are better equipped to approach texts with confidence and curiosity, resulting in more profound comprehension. Additionally, the strategies empower learners to take ownership of their learning, fostering independent reading habits.

Conclusions and Suggestions:

In conclusion, pre-reading strategies are essential tools in the development of effective reading skills. Educators should integrate these strategies into their teaching methods to equip learners with the necessary skills to tackle complex texts successfully. To optimize the benefits:

- Personalization: Tailor pre-reading strategies to suit learners' preferences and learning styles.
- Variety: Employ a mix of pre-reading methods to address diverse reading materials and learner needs.
- Scaffolding: Gradually release responsibility to learners, allowing them to independently apply pre-reading strategies.

By implementing these suggestions, educators can foster a generation of adept readers capable of navigating various texts with comprehension, critical thinking, and enthusiasm.

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