

STRATEGIES FOR ENHANCING EXPRESSIVE READING SKILLS

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The teacher can use the whole system of exercises for developing pupils' ability to read expressively which may be done in two forms – loud and silent associates them with graphic symbols – letters. The teacher can develop pupils' ability to read expressively sentences with correct intonation. Later the sentence is split up into words. The combination of the three methods can ensure good reading.

Pupils are taught to associate the graphic symbols of words with their meaning already learned orally. All the analyzers are at work: visual, auditory, kinesthetic. The leading role belongs to the visual analyzer. It is necessary that the graphic symbols of words should be fixed in the pupils' memory. In teaching English in schools, however, little attention is given to this. Pupils are taught how "to sound" words rather than how "to read" them. They often repeat words, combination of words without looking at what they read. They look at the teacher. The teacher does not realize how much he hinders the formation of graphic images or symbols in the pupils' memory by teaching to read in this way.

Reading in chorus, reading in groups in imitation of the teacher which is practiced in schools' forms rather kinesthetic images than graphic ones. The result is that pupils can sound the text but they cannot read. The teacher should observe the rule "Never read words, phrases, and sentences by you. Give your pupils a chance to read them." For instance, in presenting the words and among them those which are read according to the rule the teacher should make his pupils read these words first. This rule is often violated in school. It is the teacher who first reads a word, a column of words, a sentence, a text and pupils just repeat after the teacher.

Teaching begins with presenting a letter to pupils, or a combination of letters, a word as a grapheme. The use of flash cards and the blackboard is indispensable. Flash cards when the teacher uses them allow him:

- (a) to present a new letter (letters);
- (b) to make pupils compose a word (several flash cards are distributed among the pupils, for example, *p*, *n*, *e*; they compose *pen*);
- (c) to check pupils' knowledge of letters or graphemes;
- (d) to make pupils recollect the words beginning with the letter shown (*p* — *pen*, *pencil*, *pupil*, *etc.*);

While teaching reading the teacher needs a set of flash cards at hand. If the teacher uses the blackboard instead, he can write printed letters on it and pupils can recollect the words they have learnt orally which have this or that letter, compose a word, etc.

The same devices are applied for teaching pupils to read words, the task being different, however:

- (a) pupils choose words which are not read according to the rule, for example: *lake*, *plane*, *have*, *Mike*, *give*, *nine*;



(b) pupils are invited to read the words which they usually misread:

yet — let	cold — could
form — from	called — cold
come — some	wood — would
does — goes	walk — work

(c) pupils are invited to look at the words and name the letter (letters) which makes the words different:

though — thought	since — science
through — though	with — which
hear — near	content — context
hear — hare	country — county

(d) pupils in turn read a column of words following the key word (5th Form English Matter, Pupil's Book);

(e) pupils are invited to pick out the words with the graphemes *oo*, *aw*, *ea*, *th*, ...

In teaching to read transcription is also utilized. It helps the reader to read a word in the cases where the same grapheme stands for different sounds: *build*, *suit*, or words which are not read according to the rule: *aunt*, *colonel*.

In English Matter textbooks for the 5th form transcription is not used. It is given in the textbooks for the 6th and the 7th forms. Beginning with the 6th and the 7th forms pupils learn the phonic symbols so that they are able to read unfamiliar words which they look up in the word-list or a dictionary.

All the exercises mentioned above are designed to develop pupils' ability to associate the graphic symbols with the phonic ones.

The structural-information exercises are done both in reading aloud and in silent reading. Pupils are taught how to read sentences, paragraphs, texts correctly. Special attention is given to intonation since it is of great importance to the actual division of sentences, to stressing the logical predicate in them. Marking the text occasionally may be helpful.

At an early stage of teaching reading the teacher should read a sentence or a passage to the class himself. When he is sure the pupils understand the passage, he can set individuals and the class to repeat the sentences after him, reading again himself if the pupils' reading is poor. The pupils look into the textbook. In symbols it can be expressed like this: T — C — T — P — T — P — T — P — T — C (T — teacher; C — class; P — pupil).

This kind of elementary reading practice should be carried on for a limited number of lessons only. When a class has advanced far enough to be ready for more independent reading, reading in chorus might be decreased, but not eliminated: T — C — P, P, P.

When the pupils have learned to associate written symbols with the sounds they stand for they should read a sentence or a passage by themselves. In this way they get a chance to make



use of their knowledge of the rules of reading. It gives the teacher an opportunity to see whether each of his pupils can read. Symbolically it looks like this: P1, P2, T, S, C (S — speaker, if a tape recorder is used).

Reading aloud as a method of teaching and learning the language should take place in all the forms. This is done with the aim of improving pupils' reading skills.

The teacher determines what texts or paragraphs and exercises pupils are to read aloud.

In reading aloud, therefore, the teacher uses:

- (a) diagnostic reading, pupils read and he can see their weak points in reading;
- (b) instructive reading, pupils follow the pattern read by the teacher or the speaker;
- (c) control reading or test reading, pupils read the text trying to keep as close to the pattern as possible.

The teacher instructs pupils how to get information from the text. Semantic-communicative exercises are recommended. They are all connected with silent reading. These may be:

- Read and say why Jack does not take the apple (5th form textbook).
- Read. Find answers to the following questions (6th form textbook).
- Read the text. Find the words which describe the room. (5th form textbook).
- There are three main features of the substance mentioned in the text below. Find them (9th form textbook).
- Read the text and prove that ... is a kind woman. (8th form textbook).

The three types of exercises are distributed differently depending on the stage of teaching. In the 5-6th forms graphemic-phonemic and structural-information exercises should prevail. In the 7-9th forms structural-information and semantic-communicative must be mostly used; the latter should prevail. [5, 727-728]

Pupils perform graphemic-phonemic exercises reading them aloud. The teacher uses individual, group, and full class reading. He checks the pupil's reading by making him read aloud.

Pupils perform structural-information exercises by reading them aloud and silently. The teacher uses individual, group, and full class reading when pupils read sentences, paragraphs of the text aloud, and when the aim is to teach pupils correct intonation in connection with the actual division of sentences. He checks the pupil's reading asking him to read aloud.

The teacher uses mass reading when pupils read sentences, paragraphs of the text silently; the objective may be different: either to widen their eye span or to find new information. The teacher checks the pupil's silent reading by asking him to reproduce a sentence or a paragraph; through partial reading of a sentence or a clause; through the pupil's interpreting the text; by utilizing true-and-false statements, questions and answers, and, finally, translation.

Pupils perform semantic-communicative exercises reading the text silently. If the work is done during the lesson the teacher uses mass reading. He checks his pupils' comprehension by



asking the pupils individually. The techniques the teacher uses to check pupils' ability to get information from the text may be different. The choice depends on the stage of teaching; on the material used; on pupils' progress. In the junior stage the following techniques may be suggested:

- Read and draw.
- Here are the questions. Find the answers in the text. (Before-questions are given.)
- Find the following sentences in the text. (The teacher gives Uzbek equivalents.)
- Correct the following statements which are not true to fact.
- Translate the sentences (the paragraph) beginning with the words (The teacher reads the words.)
- Recite the text.
- Read the sentences you find most important in the text.

Some of the assignments may be done in writing. In the intermediate and senior stages, the following techniques may be recommended.

- Answer the questions. (All types of questions may be used. However, why-questions are desirable.)
- Tell your classmates what (who, when, where, why).
- Read the words (the sentence or the paragraph) to prove or to illustrate what you say.
- Find the words (sentences) from which you have got some new information for yourself.
- Read the paragraph (paragraphs) you like best, and say why you like it.
- Translate the paragraph when (where, why, etc.).
- Translate the text. (This may be done both orally and in written form.)
- Write a short annotation of the text. (This may be done either in English or in Uzbek)

Teaching silent reading is closely connected with two problems:

(1) instructing pupils in finding in sentences what is new in the information following some structural signals, the latter is possible provided pupils have a certain knowledge of grammar and vocabulary and they can perform lexical and grammar analysis;

(2) developing pupils' ability in guessing. Pupils should be taught how to find the logical predicate in a sentence. The teacher may ask his pupils to read a text silently and find the words conveying the new information in the text according to their position. There are some signals which may be helpful in this respect. These are – the Passive Voice (*The doctor was sent for*); the indefinite article (*A man came up to me*); the construction "It is/was" (*It was not difficult for him to finish his work in time*), etc. Grammar and lexical analyses help pupils to assimilate structural words, to determine the meaning of a word proceeding from its position in the sentence, to find the meanings of unfamiliar words, and those which seem to be familiar but do not correspond to the structure of the sentence. Pupils' poor comprehension often results from their poor knowledge of grammar (syntax in particular). The teacher should instruct pupils how



to work with a dictionary and a reference book so that they can overcome some difficulties independently. Although in school the teacher often applies grammar and lexical analyses, however, he often does it not with the aim of the "actual division" or parsing of the sentence and better comprehension of the sentence or of the text, but with the aim of checking or revision his pupils' knowledge of grammar and vocabulary. This does not mean that the teacher should avoid grammar and vocabulary analyses for revision. However, much more attention should be given to teaching pupils how to carry out the actual division of sentences to get information from the text. Here are a few examples of structural-information exercises:

- Read the following sentences and guess the meaning of the words you don't know.
- Read the sentence *An idea struck me* and explain the use of the indefinite article.
- Find the logical predicates in the sentences with the words *alone, even, so*.
- Read the text. Stress the words conveying new information in each sentence.

E. g., I have a bag. The bag is black. It is a new bag. I like my new bag.

- These sentences are too complicated. Break them into shorter sentences.
- Find the sentence which summarizes the paragraph.
- By what words is the reader carried from sentence to sentence in this paragraph?
- What is the significance of the tense difference?
- What is the effect of the series of repetitions in the paragraph?

To read a text the pupil must possess the ability to grasp the contents of the text. The pupil is to be taught to compare, to contrast, to guess, and to foresee events.

One of the most frequently used methods by which children attack new words is through the use of picture clues.

The use of context clues is another word-getting technique the pupil discovers what a new word is when that particular word is needed to complete the meaning of the sentence.

List of used literature

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