

DEVELOPING LEARNERS' READING SKILLS IN SECONDARY EDUCATION

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Annotation. In this article, reading is reflected as a prominent skill in second language acquisition. Also, some effective approaches, techniques and ways of developing learners' reading comprehension are suggested.

Key words: *reading, techniques, skill, comprehension, reading with meaning, flexible grouping, partnering, vocabulary, learner organizers, method, benefit.*

РАЗВИТИЕ НАВЫКОВ ЧТЕНИЯ У УЧАЩИХСЯ В СРЕДНЕМ ОБРАЗОВАНИИ

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Аннотация. В этой статье чтение отражено как выдающийся навык в овладении вторым языком. Также предлагаются некоторые эффективные подходы, приемы и способы развития понимания, прочитанного учащимися.

Ключевые слова: *чтение, приемы, навык, понимание, чтение со смыслом, гибкая группировка, партнерство, словарный запас, обучающиеся-организаторы, метод, польза.*

Learning foreign languages is one of the most prominent and enjoyable activities in society. However, both learners and teachers are facing some difficulties in teaching and learning second language. In this case, teachers should focus on the most important factors of the process. Reading is one of the most important and foundational skills that all students must learn. However, there are a variety of approaches and schools of thought that can be implemented and sometimes it's hard to know what will be the best way to teach reading. Some students benefit more from certain methods than others, and it can be difficult to know which approach to take in the classroom. While there should be some flexibility allowed for certain students, in general, children who are learning to read can benefit from one or a combination of these methods:

The six comprehension strategies outlined in these books are:

Creating a connection between the reader and the text

Encouraging the reader to question the text

Allowing the reader to visualize the reading

Helping the reader to infer meaning from the words

Determining the importance of the story

Summarizing while reading

The easiest way for teachers to impart these strategies to their students is to model them while reading classroom assignments. If students see these techniques in action, they will be more likely to use them in their own reading. However, before embracing any of these strategies, teachers may want to learn more about them by reading any or all of these three books.

“Reading with Meaning”

“**Reading with Meaning: Teaching Comprehension in the Primary Grades**” by Debbie Miller. Anyone who is lucky enough to visit Debbie Miller's classroom leaves feeling impressed. There, students seem happy and engaged, and the sounds of their reading fill the air. In this book, Miller details how she achieves this feat. She takes the reader on a year-long journey during which she explains how emerging readers can become independent and strong readers.

The book contains instructions on modeling reading strategies, leading productive classroom discussions, and how to hand the responsibility of reading over to the students. Teachers who utilize the strategies and lesson plans outlined in this text will love the results they see in their classrooms, but more importantly, they will love the fact that students will leave their classroom as lifelong readers.

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Flexible Grouping

This approach is a great solution when your class contains students at a variety of reading skill levels, which will almost always be the case. Reading should not be taught with just a homogenous group approach; the individual needs, abilities and learning styles of each student should be considered.

Grouping of students should begin at the start of the school year after initial assessments have been taken. Students should be grouped according to ability and preferred learning style. (When referring to each group in class, try and keep the emphasis away from skill level so that students don't feel labeled as a "slow readers.") Keep in mind that the makeup of each group will likely change as the school year progresses, so be flexible about this. As students progress, they should be moved to the group that fits them best.

Partnering

Teachers should experiment with a variety of reading group options to find the best way to teach reading to the class. For example, you could try partnering students of differing ability from time to time so that a stronger reader can help a reader who might be struggling.

Reading Comprehension and Recognition

Encouraging students to recognize meaning based upon context whenever they read something, they do not understand is a powerful teaching method. Success comes when the student has understood the reading assignment, and looking for clues in the surrounding context is a wonderful method for accomplishing this. Reading comprehension can come in many ways, and recognition of the words and phrases they do understand is a foundational component of comprehension.

Phonics

Phonics is a step further than phonemics which emphasizes learning how letters correspond to sounds and how this relates to reading, spelling, sounding out words and understanding them. Reading exercises that emphasize one letter of a word at a time, such as a group using fog, log, dog and frog, are common techniques in phonics studies.

Vocabulary

Vocabulary-building enhances reading comprehension, and [The National Reading Panel](#) highly recommends it. Two examples of teaching methods for enhancing vocabulary are through establishing vocabulary lists that students can study and use in sentences, as well as practicing new word comprehension and using computer software programs.

Learning Organizers

Pictorial reading aids such as Venn Diagrams, Storyboard Charts and Cause and Effect Statements can be a dynamic addition to any reading program. [Reading Rockets](#) is just one company that makes these materials available. Teachers can also use graphic and semantic organizers to aid students in putting together a word or a pictorial representation of what they are reading.

Reading Orally

Reading skills are dynamically enforced through reading out loud. This is always a great way for students to receive feedback, and for you to monitor their progress.

These are just some of the time-tested methods available for teaching reading. Each student will vary in terms of what method works best for him or her, but most students can benefit greatly from a mixture of these methods. As the school year progresses and you get to know each student better, you'll be able to fine-tune your approach until you find the best way to teach reading to your class.

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