

THE CONTEMPORARY METHODS OF TEACHING READING USING AUTHENTIC MATERIALS

Erkaboyeva Muslimaxon Bahodirjon Qizi

Kokand state pedagogical institute

Annotation: The article deals with the contemporary methods of teaching reading using authentic materials. Teacher's understanding of how learners learn will determine their philosophy of education, the teaching style, the approach, methods and classroom techniques. Teaching becomes the interaction between teacher and students. Teaching learning process has to be an effective where the teacher are demanded to utilize the approach, method, or appropriate techniques used in teaching and learning process. As in of language skills, reading has an important role. It has been explained above that reading is a complex process, it is not only to read the text but the reader must be able to comprehend the writer's message so the reader can express their idea, infer conclusion in order to obtain information. Regarding the important of reading, the teaching of reading should be started as early as possible.

Key words: Language skills, learning process, scanning, pre-reading, whilst-reading, post reading, direct reading activity.

Teaching cannot be separated from learning because teaching is leading and facilitating learning, enabling the learners to learn, managing the condition for learning. Teacher's understanding of how learners learn will determine their philosophy of education, the teaching style, the approach, methods and classroom techniques. Teaching becomes the interaction between teacher and students. Teaching learning process has to be an effective where the teacher are demanded to utilize the approach, method, or appropriate techniques used in teaching and learning process.

As in of language skills, reading has an important role. For example: nowadays, there are a lot of magazine, and internet, we can find some articles in the form of English too. Sometimes we find the reading text easier to understand is difficult to judge, since our level of English is obviously too high this example; but for the leader, the purpose could probably have been easier simply because of the preparation of topic and vocabulary which was provided through some questions related to text. It has been explained above that reading is a complex process, it is not only to read the text but the reader must be able to comprehend the writer's message so the reader can express their idea, infer conclusion in order to obtain information. Regarding the important of reading, the teaching of reading should be started as early as possible.

A major aim in the teaching of reading is to get students use their knowledge to help them with their comprehension of reading text. There are basic steps to teach reading for the purpose to develop students' comprehension:

- a) Activate or develop background knowledge necessary for understanding the text.
- b) Set purpose for reading (identify information to be searched for question to be answered, prediction to be verified).
- c) Have students read for these purposes.

- d) Have students how in some way (by answering question, summarizing, reading relevant information aloud) whether they have met the purposes.
- e) Give students feedback about their comprehension performance.

There are many techniques that we can use to make our reading easy. According to Mikulecky and Jeffries Rahmad, state the reading can help much more if we can read well. The techniques are: ¹

- 1) Scanning is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas.

Steps in Scanning are:

- State the specific information you are looking for.
 - Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
 - Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
 - Selectively read and skip through sections of the passage.
- 2) Skimming is technique used to quickly the main ideas of the text.

Steps in skimming are:

- Read the title.
- Read the introduction or the first paragraph.
- Read the first sentence of every other paragraph.
- Read any headings and sub-headings.
- Read the summary or last paragraph.

In teaching reading, there are number of steps or stages which can be applied by the teacher to achieve the objectives stated and to make the students effective and skilled reader².

There are three stages of teaching reading: 1. Pre-Reading, 2. Whilst-Reading, 3. Post Reading.

1. Pre-Reading

This reading stage is intended to arouse the students' interest. The students can answer the all of the teacher question. Pre-reading is based on the students' experience or knowledge. Pre-reading can be done by some activities, those are:

- a. Using picture. It means that a teacher will give a picture to get response of the students about the topic of reading. In this case, the students will try to tell about the essence of the picture that the teacher gives and the students answer some questions that have relation with the picture.
- b. Completing the title. After determining the picture, the teacher will ask the students what is the possible title for the picture and the students will answer it

¹ Mikulecky in and Jeffries."Students' reading techniques difficulties in recount text".Journal of English and Education, 2008, p.37

² Al Azri, R. H., & Al-Rashdi, M. H.The Effect of Using Authentic Materials In Teaching. International Journal of Scientific & Technology Research,CUP, 2014, p.10.

2. Whilst-Reading

During the activity, the teacher gives the task before the students read the text. It is called “surface problem”. It can be done with several activities, those are:

- a. Asking simple wh-question (factual), not yes-no question.
- b. Completing a table .
- c. Making a list.

In this step, the students read the text quickly and do the task individually, while the teacher checks them. After finishing the surface problem activities, the teacher provides the tasks which are given after the students read the text. It is called “deep problem” it can be done by:

- a. Giving more difficult wh-question .
- b. Giving true or false statement with reason.
- c. Giving problem with new words by deducting the meaning from the context.

3. Post-Reading

Post-Reading is a final activity that the students have to communicate in English. It also meant to develop the students’ understanding. This activity can be done by:

- a) Retelling the content of reading text. In this case, the teacher is going to know the students preparation in mastering reading text. The students retell the content in their own words.
- b) Summarizing the content. It can be done by using the key word to summarize the content of text.
- c) Giving other suitable communicative activity in the form of jumble sentences. In this case, the students will give a response to the problem found in the text. During this activity, the students do the task given by the teacher, while the teacher monitors and check the whole groups. The teacher should to be certain that the class clearly knows about the objectives in reading class. The objectives or aim must be placed where it can be seen by all of the students all times. It can be put on the poster or a chart.

Teacher can apply many roles in teaching learning process. Just as parents are called upon to be many things to their children, teachers cannot be satisfied with only one role. Roles of teacher as follows³:

- a) The teacher as controller

The teacher should control and know what does students do such as speak and language that students use. Teacher also give chance to the students when they should speak and teacher should know what students do is related to instruction or not.

- b) The teacher as a director

Teacher should make instructions that must be followed by the students such as a teacher wants to conduct his or her class becomes a drama class.

- c) The teacher as a manager

Teacher should have plan lessons, modules and courses and also arrange the time or duration in teaching and learning process.

³ Oura, G.K. Authentic task-based materials: Bringing the real world into the classroom. Sophia Junior College Faculty Bulletin, 2001, p.21.

d) The teacher as a facilitator

Teacher should be ready to facilitate the source of learn to achieve the goal in teaching and learning activities such as magazine, newspaper.

e) The teacher as a resource

The teacher should ready as resources for the students when the students need information.

Techniques are the ways and means adopted by the teacher to direct the learners' activities toward an objective. In teaching and learning process, a teacher should use various techniques to make the students more understand about the material.

Reading is more complex than other language skills. After knowing how important the reading, the English teacher must be able to encourage their students to make reading as their habit and make them accustomed to reading. The techniques used by the teacher are one factor that may determine the success of instruction⁴.

There are some common applied techniques in teaching reading. The techniques are:

A. Cloze Instruction

The instructional cloze is a technique that develops comprehension by deleting target words from a text. This encourages the students to think about what word would make sense in the sentence and in the context of the entire story. For example: Mrs. Lee lives in the city. She does not live in the ___1___. Every day she goes to the ___2___. She buys milk and fresh bread ___3___ for the children. She does not go ___4___ the bus. She drives a car.

B. Directed Reading Activity (DRA)

A direct reading activity (DRA) is an instructional format for teaching reading where the teacher assumes the major instructional role. He develops background knowledge, introduces new words, and gives the students a purpose for reading. Then he directs the discussion with questions to develop reading comprehension. Finally, he reinforces and extends the skills and knowledge develops in the story. For example: The teacher introduces the words "industry" and "economy" to students. For each word, the teacher writes a sentence from the text that includes the word. The teacher includes enough surrounding sentences so that students have sufficient context to figure out what the word might mean.

C. Question-Answer Relationships (QAR)

A question-answer relationship (QAR) is a technique used to identify the type of response necessary to answer the question. Questions are the most prevalent means of evaluating reading comprehension; therefore, knowledge about source of information required to answer the questions facilitates comprehension and increases a student's ability to participate in teacher-directed discussion. In this example, the teacher provides a question for students to practice answering individually.

D. Directed Reading- Thinking Activity (DRTA)

Direct reading thinking activity is an instructional format for teaching reading that includes there stages: readiness for reading, activate reading, and reacting to the story.

E. Readers Theatre

⁴ Tamo, D. The use of Authentic Materials in Classrooms. Linguistic and communicative Performance Journal, 2009, p.24.

Readers Theater is a dramatic interpretation of a play script through oral interpretive reading. The story, theme and character development are conveyed through intonation, inflection, and fluency of oral reading. For example: the students play drama.

F. Repeated Reading

Repeated reading is the oral rereading of a self-selected passage until accuracy and speed are fluent and represent the natural flow of language. For example: the students read the text several times for understand the reading.

G. Summarization

Summarization teaches the student how to write summaries of what he reads. He is shown how to delete unimportant information, group similar ideas decide on or invent topic sentences, and list supporting details. For example: The students write in a short paragraph the most important information.

H. Word Cards

The word cards technique is technique that can be used to develop the imagination and creativity of students in order to students are able to think critically. Because in this technique the students are required to be more creative and develop their thinking ability. These words are placed on individual cards so that they may be used to review and reinforce a recognition vocabulary.

The teacher might evaluate himself by asking the students about his techniques. Besides, the teacher is always trying to improve his techniques become more creative and fun, it can make the student easy to understand about the material reading texts can be taken from textbooks, novel, newspaper, magazine, academic journal, letter, timetable, etc. The texts can be in the forms of newspaper report, advertisement, editorial, etc.

The techniques that might be used to test reading skills are multiple choice, true/false, completion, short answer, guided short answer, summary cloze, information transfer, identifying order of events, identifying referents, guessing the meaning of unfamiliar words from context.

1. *Multiple choice*. The test-takers provide evidence of successful reading by marking a mark against one out of a number of alternatives. Its strengths and weakness have been presented earlier.

2. *True/false*. The test-takers should respond to a statement by choosing one of the two choices, true or false.

3. *Completion*. The students are required to complete a sentence with a single word.

4. *Short answer*. It is in the form of questions and requires the students to answer briefly.

5. *Guided short answer*. This is the alternative of short answer in which students are guided to have the intended answer. They have to complete sentences presented to them.

6. *Summary cloze*. A reading passage is summarized by the tester, and then gaps are left in the summary for completion by the test-takers. This is really the extension of the guided short answer.

7. *Information transfer*. One way to minimize demands on writing by test-takers is to require them to show successful completion of a reading task by supplying simple information in a table, following a route on a map, labeling a picture, and so on.

8. *Identifying order of events, topics or arguments*. The test-takers can be required to number the events etc.

9. *Identifying referents*. One of the micro skills listed previously was the ability to identify referents.

10. *Guessing the meaning of unfamiliar words from context*.

The techniques above are among the many techniques of testing reading. One of the most effective methods for improving reading skill and teaching reading is SQ3R method .

SQ3R is a useful and important method in reading to absorb written information. It helps build a good construct of the subject, creating a framework for appropriate insertion of facts. In addition, SQ3R enables readers to set study goals and prompts the use of revision techniques. The acronym SQ3R stands for the five sequential techniques readers should use to read a book. Scan the “S” means a short survey, “Q” is question; the “3R” are read, recall and review. Survey means to scan the contents, introduction, and summaries to pick up a preliminary overview of the text. Question means note any questions on the subject that come to mind, or particularly interest you. The first “R” means read useful sections in detail, with attention to relevant points; the second R requires the reader to remember important sections once they are read, isolating the core facts or the essential processes behind the subject, and then assess how other information fits. The third R asks the reader to review the reading. This review can be done by re-reading the document, by expanding notes, or by discussing the material with other readers. A particularly effective method of reviewing information is to teach it to someone else. By using SQ3R to actively read a document, the maximum benefit is gained from the reading time.

References

1. Mikulecky in and Jeffries. "Students' reading techniques difficulties in recount text". Journal of English and Education, 2008, p.37
2. Al Azri, R. H., & Al-Rashdi, M. H. The Effect of Using Authentic Materials In Teaching. International Journal of Scientific & Technology Research, CUP, 2014, p.10.
3. Oura, G.K. Authentic task-based materials: Bringing the real world into the classroom. Sophia Junior College Faculty Bulletin, 2001, p.21.
4. Tamo, D. The use of Authentic Materials in Classrooms. Linguistic and communicative Performance Journal, 2009, p.24.