



Comprehension strategies of English language learners in reading

Xolmatova Nilufar ¹

Annotation: This article consists of information about reading process and useful strategies how to teach reading for ELLs students to learn and improve reading comprehension. These students should develop academic English language skills along with content knowledge. Since every teacher is a teacher of a language, the base of class is to provide learners expand their all skills. Many older teachers do not know enough about modern teaching ways under the pressure of old teaching and learning process. Nowadays it takes a long time to catch up with cognitive academic language skills.

Keywords: learners, reading, ELLs , strategy, using illustrations to interact with text, frame sentences, About-Point.

It is estimated that nearly more than half of the children among the world are learning and interested in languages. The total number of learners shows 1.5 billion worldwide, while divided in 2 groups: English as a foreign language and English as a second language. Regarding to this, all who want to cope with language in all situation in life they live in they must know it very well. The problems of helping English language learners succeed academically are encouraged. As a result learners of language also have a challenge to gain it , it is important that content and language be taught simultaneously. The technical vocabulary of specific content areas, the numerous concepts presented , and the unique structures and features of expository text are new and challenging for many students. According scientific researchers, reading strategies accepted effective for native speakers can also be beneficial for students of second language reading. The challenge is even greater for English language learners, in addition, to the language barrier and the need to understand expository text; they may face gaps in their background knowledge and be adjusting to cultural differences and a new environment. Clearly, the careful explicit teaching of comprehension strategies for understanding expository text will benefit all students. Research supports teaching these comprehension strategies during content lessons rather than in isolation.¹ “This approach of teaching strategies is based on the research of Fielding & Pearson (1994) and Chamot & O’Malley (1994). The approach is also supported by Lev Vygotsky’s (1962) theory of learning. “And in this research, he suggested that students learn best when their learning is staffolded. In other words, what a learner can do today with this support, h/s/e will be able to do independently in the future. Sometimes students may find a particular strategy too complex or difficult for them. To resolve these difficulties students are given more instruction, examples, and practice. If this is not successful, you may choose a more simplified version of strategy. During the practice, there are some thing to consider when selecting and teaching strategies. If it is time to practice the opted strategy there are some things to consider. First of all, cultural background affects the way a person perceives, interacts, and thinks about the world. if it can affect every pert of a person’s being , including learning. The cultural traits students bring to the learning situation may affect their reaction to, or success with, a specific learning strategy. As well as culture, cultural adaptation also influences student participation. It conveys student’s motivation, stress level, and success when it is come learning strategy. Consequently, language also play an important role in learning, so that be aware of

¹ As Charnot & O’Malley (1994) cite four reasons : content provides students with an opportunity to develop important knowledge in different subject areas; many students are more highly motivated to learn when they are learning content rather than isolated language skills.”

student's language, students whose first language is a romance language, may have challenging with "chunking" or shortening language. If it is an English language, different stages are characterized by specific skills, therefore the development of that language related to student's linguistic tasks. As an example, a student who starts to learn English recently, he or she needs a peer who is native speaker to support and require a lot of verbal output. After which, we can come across another force that is learning style.

It is clear that everyone has got diverse kinds of learning styles.² Some student learns by hearing, some by watching and others by reading. The last issue to mention is that is the student's prior language. Each student brings their prior knowledge to the classroom. Whereas, some students who have extensive knowledge of concept involved in a specific area but not the skills in English to express his ideas. It also helps do the lesson plans related to student's knowledge.

Turning to the strategies, the first one is that using illustrations to interact with text. This strategy enables students summarize the steps in a lesson, experience, or event. And it gives an opportunity for learners to have access prior knowledge, ask questions regarding instructions and interact with the information from the content textbook. In this strategy, students are given a copy of the Illustration Activity Sheet and ask them write the chapter name and the number on the sheet, show them where they should write the page of the visual and illustration. Ask the students carefully study the picture, and draw a picture of illustration. Also show them how to copy the caption under the picture. Finally, ask them what they can see and label any items in the picture they can identify, what is more they should write what they already know about the subject. This strategy provides a chance of getting to know the text deeply with understanding the structure of together and allow you to assign meaningful content area work to beginning ELLs (English language learners). And they can have a sense of accomplishment by participating in this cognitive activity. The second strategy is called a sentence frame. Sentence frames can be used to give a help students and build content vocabulary and develop awareness of sentence structure, you can also identify the students prior knowledge about a specific knowledge. First, you ask a question about a topic from students, and explain the sentence frame and repeat this sentence until students have finished writing their information. Give a sheet of paper to practice to write sentence frame that enable students to use nouns, adjectives, verbs, and prepositional phrases.

Here an example : Verbs : Spiders are _____

Spiders are _____

Nouns : Spiders eat _____

Spiders eat _____

Adjectives: Spiders are _____

Adjectives: Spiders are _____

Prepositional phrases: Spiders live _____

Prepositional phrases: Spiders live _____

It may be difficult for beginners to express what about a topic, either oral or verbal form, and can help ELLs understand text and sentence structure while learning content information. Another interesting strategy is About-Point which is a tool to enhance comprehension for silent reading. It teaches learners to identify what the content information is "about" and the "point" of the subject matter. Before beginning the lesson write the pattern below on the board and overhead: this section is about ; and the point is (if you write about and point in different color it will be highlighting). Then ask learners read the text and find three statements "about" and they discuss and support their answers. Then fill the pattern about with supported ones. Subsequently, ask written three "point" and fill three the best supported statements in pattern. Ask students write their own about and point about this context to strengthen all today's topic. This strategy is useful for learners because it uses

² Peter Skehan (1944-) is a British linguist said that learner styles are general predisposition, voluntary or not, toward processing information in particular way. "

any small or large text according their level, teaches student to identify both the content matter and the point of the information and recognizing the what the content is “about” and the “point” of it can be confusing when reading difficult information.

Taking everything into consideration, we can use diverse types of strategies to teach and learn reading a context to consolidate the information and memory the meaning of it deeply. The strategies that were mentioned above also be useful to teach reading interestingly and improve the comprehension of students. While, some of them for identifying the context detailed, the other is to improve analyzing the structure.

REFERENCES.

1. Alivermann , D.E. (1982). Restructing text facilitates written recall of main ideas. Journal of reading.
2. Anders, P. L., & Bos, C. S. (1986). Semantic features analysis: An interactive strategy for vocabulary development and text comprehension. Journal of reading.
3. Baker, L. & Brown, A. I. (1984). Metacognitive skills and reading .In P.D Pearson(ed) . Handbook of reading reason .New York :Longman
4. Charlot , A. & O'Malley , J.M (1994) . The Calla handbook. Reading, MA: Addison Weslly .
5. Dole, J.A., Valencia, S.W, Greer, E.A, & Wardrop , J, L .(1991) . Effects of two types of prereading instruction on the comprehension of narrative and expository text. Reading Research.
6. Irwin, J. (1991). Teaching reading comprehension processes. Needham Hlights , MA:Allyn & Bacon .
7. Keene, E. O, & Zimmermann, S (1997). Mosaic of thought. Teaching reading comprehension in a reader's workshop.
8. Martin, D, Lorton, M, Blance, R , &Evans, C .(1997). Affective readiness training for teachers and students. Paper presented at the annual meeting of the Miss Council of IRA/
9. Pearson, P. D(1985) . Changing the face of reading comprehension instruction . Reading teacher.
10. Reinhart, C.D, Stahl, S. A & Ericson, L, G. (1986). Some effects of summarizing training on reading and studying. Reading Research.