Strategies and techniques for improving EFL learners' reading skills.

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Abstract

Reading is one of the interactive process where language learners understand and draw the big picture of the text by using different reading strategies and skills. Effective reading strategies and techniques are esseantial skill which should be focused on and worked on to improve and get more succesfull results in learning new languages. In this article, the auther tries to explain the term reading and reading strategies, and recommend various reading strategies and define same models of effective reading and announce the explanation of reading theory. The results of viewing a few literature in the sphere shows that improving reading strategies have an important role in boosting language learners reading comprehension.

Key words: reading comprehension, models, reading strategies, thoeries, successful reading.

Introduction

According to the improving amount of language learners, it is becoming so essential to work on the question how to find some strategies which can help learn the seond language at more ease and without so much afford. For exa,ple, The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge. This is called a mental model or a situation mode. This model defines what has been learned. Keenan, Betjemann, and Olson expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers.

Discussion

The explanation of the term – 'reading'

According to Andersan at all. the word 'reading' implements to the meaning of the process of extracting meaning from the written texts [1]. At the same time, it needs the integration of fluency in different materials, for example words and sentences. As for the difintion by Wixson and others reading process includes several sub-skills and phenomenons, such as (1) reader's existed knowledge about the text, (2)the meaning which comes from the context in the text (3)the meaning from the surface of the text [2]. Another researcher implies that the reading process is the process between the reader and the text which leads to meaningfull context and meaning [3]. Also, many language teachers also offers some reading ways which are colled forward and backward reading which help students to read the text more easely and successfully [4]

The definition of the understanding the gist

According to Pakirdinova understanding the gist from the reading materials is comprehending and extracting the meaning by connecting and participating in cognetice process which is speacially organized to exstract notion from the text [5]. Another researcher adresses to the notion from the other aspect and concludes that the extracted meaning from the text always include the meaning which was integrated to the existed knowledge of the reader [6]. As while the reader taking the meaning of the text by reading the sentences, s/he always based on their preivious knowledges in the same field. Another, researcher Alimjanova.F also tried to define what is the rocess of reading, and said that reading is creating meaning from the text which is very similar to the previous definitions [7]. And she also continues that the aim of the reading process isn't extracting separate ideas from separate sentences but understanding the big picture of the text. It is named a 'mental model' or 'conditioning model' [8]. This models mark ehat are comprehended and demands several top-doewn and bottom-up approaches.

Strategies of learning

There are mainly two reading strategies: a)extensive reading and b)intensive reading.

a) 'extensive reading'

There are a few definitions and explanations of extensive reading. For example, Mirzayev A. said that reading extensively is a process of looking through the text and scanning [9], while Hafiz and Tyudor cosidered that extensive reading is supplying the L2 learners a great amount of reading

materials, helping them to improve their reading skills. The last years, many reasearchers are interested in extensve reading and researched on the benefits of this model of reading. For instance, Hafis and Tyudor did an experiment and concluded that there is a considerable amount of improving in the respondent's reading skills when they are proved with good topics and opportunity for reading extensively. Hedge also concluded in one of his research that the motivation toward extensive reading fom the students deffer from each other according to the content and the level of engagement of the books in the cshool library [10]. It is fact that the teacher who has a good intention to improve the reading skills of his language learners, of course, can choose and create a list of book for his students which are interesting and engaging. And also, as Ashurali emphasised that extensive reading helps to strengthen the learners reading competence and also to enhance their self-improvement and feeling of independancy as they are supposed to read the materials by themselves at home [11].

b) Intensive reading

In this type of reading, students find meaning and become familiar with writing strategies when they read the page. Through this reading, students use these strategies based on a number of materials can have fundamental practice in performing. These strategies are related to the text or may relate to the learner. The first is to recognize the organization of the text, the second and includes linguistic, schematic, and metacognitive strategies [12]. Yang, Jamol.J that intensive reading is useful for developing reading comprehension they emphasized [13]. According to Ahmedova at all, intensive reading is learning vocabulary and how the text is very important to understand the formation [14]. Bahriddinova intensive reading activities and language found that there is a relationship between knowing [15]. According to Gafurova [16], teachers language before, during, and reading for better preparation, retention, and activation strategies need intensive study to advance the three stages called post-study. floors, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, and Simmons   intensive reading said to be seen as an important tool to improve understanding.

Some strategies for successful reading

a) *Using background knowledge*

In this strategy, students activate their background knowledge and what they are reading they use to help them understand. This knowledge includes how written text works, word recognition, along with concepts of print, including concepts of word meaning and how text is formed consists of people's experience of the world [17].

b) Creating good questions

In this strategy, students ask their own questions while reading the text. This strategy helps students integrate information, recognize main ideas, and summarize information. Asking relevant questions successfully helps students focus on the most important information in the text enables (Wood, Woloshyn, & Willoughby, 1995). Creating appropriate questions is good for students to focus on the difficulties in understanding and the necessary actions to solve these problems facilitates implementation (Pressley, Symons, McGoldrick, & Snyder, 1995).

c) Guessing

In this strategy, students can derive meaning from the text by making educated guesses. Successful readers apply their existing knowledge to new information in the text to make sense of what they read. they use prediction to convert. Before reading, students predict what the text will be about they can apply what they know about the writer. The text title is a memory of texts with the same content can manage, which allows them to predict the content of a new text.

Conclusion

The results of this study showed that reading strategies affect students' reading comprehension has a great impact on ability. Students are not just passive receivers of information are active creators of meaning. Successful readers to understand meaning from texts try to apply many skills. Students in the process of reading their meaning must participate by using different strategies for observation. Understanding this research emphasized the idea that many strategies affect the processes.

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