

### Teaching Reading to B1 Learners through Texts in EFL Classes

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#### ABSTRACT

*English language is one of widely used languages all over the world and interest in learning the language has been increasing over the years. Reading is one of indispensable language skills and there are a number of effective methods that can be applied to the process of teaching reading in EFL classes. This article discusses the essence of the usage of various methods and reading materials in the improvement of reading comprehension.*

#### Introduction

Currently, English language is being used widely in various countries and the language is considered main language to search information and do research in the world. Reading is one of significant skills of the language. Reading comprehension can also help struggling readers build enjoyment of reading and participate more fully in lessons. Improving reading comprehension can help your students become successful readers in and out of the classroom for the rest of their lives. Reading comprehension is considered a complicated interactive procedure that is affected by language and cognitive features, social and cultural varieties, as well as influential components.

#### Methods

The two main components of reading comprehension are vocabulary and text comprehension. Both of these skills should be merged to assist students get the most out of a text. However, contemporary technological enhancements are opening up a great many incredible opportunities to facilitate and increase the effectiveness of the language learning, especially reading competence improvement.

Okueso believes that reading comprehension is the component of a language which urges learner to read and analyze a text, understand the meaning of new words, and to link them with their previous knowledge. Currently, learners scarcely read books in general. They mostly prefer using smartphones or computers to read texts. Therefore, it is necessary for teachers to motivate the students to read and comprehend a text. With the cutting-edge technology that teachers should implement technology in teaching reading skills to students.

Reading aloud integrates auditory learning of listening to the words and tactile-kinesthetic learning of the act of saying the words aloud which intrinsically builds reading comprehension. It

is easier to remember what you have read when you have not only visually read the words but to hear them again out loud.

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials. These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies. Rideout differentiates between extensive and intensive reading.

In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or grammatical features.

An advanced reader can correctly read the passage aloud with proper intonation, expression, and attention to punctuation to help infer meaning from the text. If the reader is not as skilled, it can also help by having a more advanced reader read the passage while others follow along.

Before reading the passages, try to do a quick pre-read of the selection. Read the back cover and the intro. Thumb through the pages of the book scanning titles and reading a few sentences throughout. Doing a quick pre-read can help you familiarize yourself and get an idea of what it is that you are going to read before you read it. We are recommended to use graphic organizers to improve reading comprehension. Note-taking graphic organizers can help you organize the main idea and details of a passage in a visual way. As there are diverse effective strategies, it is important to check how we can apply and how effective results they may bring.

### **Research and discussion**

Wang advocated the standpoint that technology has altered language teaching approaches. The experts deem that use of technology enables children to learn about topics that are interesting for them. It also gratifies the visual and auditory learners. Furthermore, Wei believes that the usage of technology in education has been proven fruitful and it has constructive influence, especially with careful and reflective lesson plans. Some scientists consider that technology-implemented education supports more innovative and engaging types of teaching and learning, enhancing students' motivation as well as enhancing their efficiency in real-life learning situations.

TALO is an abbreviation of the words text as linguistic object and there are various principles of this. Principles Underlying the choice of Texts The main principle for the selection of texts for TALO is that each should show the syntactic structures being taught at that point in the course, and that each should contain a certain proportion of new vocabulary to be learned. Texts will accordingly be modified and rewritten to adapt them to the linguistic grading of the course. With TALO, the subject matter is of secondary importance.

Texts are usually chosen as being of 'general interest' within the subject area of the course, popular magazines such as Readers Digest being a favorite source. They are chosen to be comprehensible not only to the students but also to their teacher, who too often has little or no understanding of the students' area of specialization. In addition, texts will be kept short and self-contained, since the aim is to cover each exhaustively within the span of a single lesson.

These principles of 'rigid grading', 'general interest', 'teacher comprehension' and 'short texts only' are almost certain to produce a mis-match between the teaching and the ultimate needs of the students, since the principles are likely to prevent the use of the full range of texts that the student needs

Literature can play a critical role in immersing children in their new language. Both school and classroom libraries are integral parts in this process because access to books has been shown to encourage more frequent reading

Indeed, students in classrooms with libraries read 50% more books than students in classrooms without them (Morrow, 2003). Access to classroom libraries may be even more important for English learners (Chambliss & McKillop, 2000). As a result of this integration, statistically significant growth in scores on the state-mandated basic skills test was noted in five of the six schools. As librarians and teachers begin to think about their English learners and select appropriate books for their libraries and classrooms, some general considerations emerge.

It is the teacher's responsibilities to motivate reading by selecting the appropriate materials and especially for those at the early stages of learning. Guthrie and Humenick performed a meta-analysis of studies that manipulated several aspects of intrinsic motivation support for reading. These findings suggest that meaningful conceptual content in reading instruction increases motivation for reading and text comprehension.

When matching English learners with books, teachers and librarians must consider specific language factors that influence comprehension. The more the book material deviates from these criteria, the more teaching support will be needed to assist English learners with the obvious language and structural difficulties. The goal is always selecting quality literature that is well written and illustrated.

### **Conclusion**

In conclusion, reading is an essential skill in the improvement of overall general English and there are various methods to enhance reading skill. One of them is urging learners to read several texts, however, it is imperative to select texts that are appropriate for learners' language level.

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