

Significant Role of Pre-Reading Activities on ESP Reading Comprehension

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ABSTRACT

The article deals with valuable information about role of pre-, while-, post-reading activities in the ESP classroom. In addition to this, the article displays that the activities as pre, while and post reading are effective to foster learners' reading skill.

Reading in English is an important part of language learning because it helps you develop other related skills like grammar, vocabulary, and writing. Reading allows language learners to explore topics that they love and stories that engage them. Reading, even at a slow pace exposes students to more sentences, grammar, and new vocabulary per minute than the average, short class, TV show, or song. This is why students who read foreign books are able to speak more fluently than students who don't, despite having done the same amount of classes. Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading, the first think that we must know is reading habits. This ability is very important for being good reader. Reading is for many people, an enjoyable, intense and private activity, from which much pleasure can be derived, and in which one can become totally absorbed. Reading is usually the third language skill that we learn, reading is the way of looking at order the sign of written and become meaningful from them.

Reading is a communication process requiring a series of skills, such as reading is a thinking process rather than an exercise in eye movements. Based on the definition above, that reader's knowledge of the world depends on lived experience. This is different in different countries, regions and cultures. H. Douglas Brown said that reading is likewise a skill that teachers simply expect learners to acquire. Reading arguably the most essential skill for success in all educational contexts. According to J. Charles reading is both process and product, the process of reading involves the interaction between the reader and the text-how the reader is deciphering the writing on the page, what he or she is thinking about while reading and reader is monitoring his or her

reading. A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. Researchers have focused on reading process for many decades and they focus on nature of reading. Language educators can use various methods and techniques for reading skill. In reading activities teachers should focus on reader's interpretation of text and teachers should prevent poor understanding in reading process. Reading activities divided into three stages, pre reading while reading and post reading.

They are related to one another but each of these stages has its own property. Students can use their knowledge in three stages. In three stages action readers are ready for reading a text and making or constructing sense of text and learning new concepts, new ideas and opinions in reading process. In three stages teachers should train the students to be efficient and active readers in target language, teachers should design student centered reading activities and by means of these student centered activities teachers improve students' reading comprehension and ability; while designing a student centered activities pre reading while reading and post reading stages should be taken consideration by the teachers in reading class. Pre reading stage focuses on knowledge and experience of the reader. In order to activate background knowledge and experience of the reader; researchers give importance especially pre reading phase. In pre reading phase teachers introduce topic by means of pre reading activities. Students' background and existing knowledge can be activated by pre reading activities so in this sense students can acquire new information and construct the meaning in the target reading text. There is a general agreement that teachers build and activate background knowledge in pre reading phase. Pre reading tasks focus on students' attention to a text and students make predictions on the text content by activating their prior knowledge in this sense pre reading activities are related with background knowledge and teachers can build new knowledge and activate background knowledge by means of pre reading activities. Pre reading stage breaks readers' barrier and reader can engage in reading in other words this stage increases reader's interest and motivation, so teachers can activate students' background knowledge in target text. Based on this discussion students can familiarize the topic and prepare the reading text by means of pre reading activities. Pre reading stage focuses on students' background knowledge, language preparation, and motivation of the learners.

In while reading stage students can develop reading strategies and try to decode and understand problematic text passages; this stage focuses on text but pre reading stage focuses on students' ideas before reading. Functions of unknown words, analyzing reference words, grammatical functions of sentences and learning to use dictionary effectively can be emphasized by the teachers in while reading stage; the subject Lale also revealed that she even improved her vocabulary skills by reading which demonstrates how important reading is. It can be stated that while reading stage focuses on text structure and organization of reading passage, also it focuses on text content, general and specific information of the text. In post reading stage teachers can check students' comprehension and deeper analysis of text can be performed in this phase. In these stage students can produce language relate to topic. In post reading stage students make connections, review the pre and while reading stages, they are able to use prior knowledge acquired from pre and while reading stages, they can evaluate, synthesize and analyze the written text and they can ask critical questions for constructing the meaning in the text. By means of these three stages students background knowledge can be activated by the teachers; speaking, writing and listening can be combined with reading skill in a suitable manner, students can use reading strategies so they gain critical thinking for understanding the text in process of reading. It can be mentioned that pre reading tasks focus on text and students can make predictions about text content by means of their prior knowledge and while reading activities focus on decoding skills and post reading activities focus on discussing and analyzing the text content, and these activities related with understanding of the text. In these three stages students learn how to read

for meaning and how to think in reading process. In this research paper researcher uses brain storming technique in order to activate students' prior knowledge and key words and concepts are introduced by brainstorming technique.

Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking oneself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs. Reading skill is the most important matter of involving appropriate, efficient comprehension strategies. Some students think that in English language is very difficult for them, because it is not their native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skill in your native language and English are basically the same. It is explained meaning of the imitative, intensive (controlled), responsive, and extensive one by one. Reading can be defined constructing meaning in text. Readers can construct meaning and evaluate text through the author's opinions. In these three stages (pre, while and post reading) students become active, efficient, effective, and independent readers. Based on this discussion; reading activities play an important role for reading comprehension and deeper level of understanding can be achieved by means of these reading activities and students read and understand the text easily. As we stated before, teachers should teach to students how to think how to use strategies and techniques in reading process so students can identify their needs and goals in reading classroom. We can state that students can use cognitive skills in reading activities. In this research we focus on functions of reading activities and students are activated by series of reading activities by the researcher.

To sum up, it should be noted that the results of data analysis showed that the experimental group that received the pre reading while reading and post reading activities did better in their reading comprehension than the control group. In this sense we can state that students are motivated by student centered reading activities. This paper indicates that students can construct the meaning, and integrate information in the text through reading activities; they synthesize the information in this sense they are motivated while perceiving the passage. We can state that teachers should focus on the reading material they should use suitable and effective techniques and methods in reading class.

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