Techniques and Methods for improving Reading skills

**Abstract:** Many people who want to improve reading skills are already avid readers. One of the main objectives for these individuals is to have the ability to read faster while retaining more information accurately. This is not a very easy task. Even the well‑versed reader will admit taking in a lot of written information quickly does not usually result in comprehension and recall.

**Keywords:** visual aids, non‑verbal, rephrase, practicing, Elicit, enrichment.

Teaching English language learners can be challenging, problems seem to arise from all directions. However, this challenge does not have to rub off on onto your students. The following are ideas and techniques to spice up your ESL classroom and make lessons more interesting and effective.

Teaching English to people who speak other languages is a rewarding thing, because there is great amount of people all over the world who are eager to teach English as a Second Language. While teaching English as a second language the teacher should follow the next directives:

Apply such non‑verbal cues as facial expressions, hand gestures and other non‑verbal cues to get rid of the language barrier. If you are eager to explain the meaning of the word “tall”, raise your hand high into the air. If you are eager to explain the meaning of the word “cold”, shiver and chatter your teeth.

Apply visual aids. A simple picture can replace a long description and it is especially effective while teaching English as a second language. Visual aids are universal, because they are applied to teach everything beginning from vocabulary and ending prepositions. Visual aids have instructional benefits, they make lessons interesting, and they can maintain and activate the students’ interest. It is recommended to apply an overhead or slide projector for the performance of effective presentations.

Divide students into groups. The teacher, who is always talking, does not give learners of English as a second language a possibility for practice and communication. Group work is an effective way of starting practicing a foreign language. The best number of participants in groups is from 2 to 5 people. If the number of participants is more, some learners will not have a chance of a foreign language practice. It is effective to make up groups of students who have various first languages.

Apply bi‑lingual materials. If the teacher and the students speak the same language (s) as, the attitude to learning a foreign language will be different, it will be easier to teach and learn a foreign language. Frequently, teachers do not speak the same language (s) as his/her students do. In such case, a teacher of English as a second language can apply bi‑lingual materials to draw on a student’s native language, because they speak their native language.

Repeat and rephrase. Teachers of English as a second language should repeat everything at least three times. It is strongly recommended to change the wording of their remarks. A student may understand one set of vocabulary but do not understand another one — even when the topic of discussion is the same. After the first explanation of a word or word‑combination, the student can be able to understand the new variation of a concept or its repetition. Such technique is quite effective, because it enlarges the students’ vocabulary with new words and phrases.

Don’t correct too much. Teachers of English as a second language have a strong desire to correct student language errors immediately. If you correct them too much, students will be uncertain and reluctant to apply the language. They will be afraid that they will make many mistakes and will be corrected every time they speak. They will lose the wish to speak and, finally, the wish to learn the foreign language. It does not mean that the teacher should not correct language errors at all; there are appropriate times to correct language mistakes. If you discuss something, for example, the past tense during the

whole class, it is necessary to correct students when they make mistakes in building op and use of the past tense.

Create a safe, friendly and comfortable atmosphere. It is difficult to learn English as a second language. Besides, it is not safe emotionally. Students understand that their knowledge, skills and abilities are not enough to speak English well; they feel self‑conscious and do not want to practice the language. The teacher of English as a second language should create a safe, friendly and comfortable atmosphere, where the student will be always able to experiment with the language, because the teacher supports him. A teacher, who laughs at students or puts them down, is intolerant and rude. His behaviors causes negative attitude of the students to the teacher and his subject. A teacher, who supports and cheers up students, causes a positive attitude to him and to his subject.

Improve Reading Skills for Young Children through Adolescence:

Fill your home with many reading resources appropriate for your child’s age. This can include magazines, books and newspapers. Make time for family reading.

An important aspect of teaching children to read is for them to develop an appreciation for reading — in essence, a desire to read. If a child successfully develops print and phonological awareness as the child’s verbal language develops, the child is likely to establish the foundations for being a skilled reader. Children who do not develop these skills often have difficulty learning to read, and from this often stems a lifelong dislike of reading.

Beyond print awareness and alphabetic knowledge, the development of initial phonics skills includes building an awareness of letters and words. Learning to read involves forming connections between graphemes and phonemes to correlate the spellings of words to their pronunciations and meanings. However, these core building blocks of learning to read may be difficult to instill in a child if the experience is not fun and enjoyable. This fun and enjoyment may be provided in a variety of methods, including positive interaction by the child or other less experienced reader with a parent or other more experienced reader, initial success in learning new reading skills, and engaging in activities that introduce and/or enrich the development of these core skills.

Phonics‑based devices and methods for improving reading skills. The reading improvement devices and methods may incorporate a book or other text‑containing

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media that includes an initial activity‑based phonics portion that is designed to teach a less experienced reader about an aspect of phonics. The activity is designed to promote interaction by the less experienced reader with a parent or other more experienced reader to complete the activity portion. A story portion that includes text selected to emphasize the phonics skills from the activity portion follows this initial activity portion. The readers may perform the reading of the story portion collaboratively. The more experienced reader may provide additional instruction to emphasize the teachings of the initial activity portion. The reading improvement device may include a third portion, which may contain additional instruction about the phonics skills from the activity portion.

Some of the phonics skills presented in the activities of the activity portion may be familiar to the less experienced reader, while others may be new or less familiar. The inclusion of some familiar phonics skills may be helpful to increase the less experienced reader’s sense of knowledge, comfort, and/or accomplishment, while the inclusion of some less familiar (or new) phonics skills will increase the less experienced reader’s actual knowledge and repertoire of reading skills. Additionally, and perhaps especially in the case of less experienced or other developing readers, repetition of core reading skills, including phonics skills, may increase the less experienced reader’s familiarity, comfort, and abilities with respect to these skills and thereby promote further increases in the less experienced reader’s reading development.

A reading improvement device according to the present disclosure is schematically illustrated in. Reading improvement device includes a story portion, an activity portion, and an optional enrichment portion. Typically, the activity portion will precede the story portion, and the enrichment portion, when present, will follow the story portion, but this is not required to all embodiments. Activity portion may additionally or alternatively be referred to as a pre‑reading portion, and/or an instructional portion. May additionally or alternatively Enrichment be referred portion to as a post‑ reading portion and/or a supplemental portion.

Story primarily by the less experienced reader. The one or more stories should include, and may emphasize and/or make repeated use of, the phonics skills introduced in the corresponding activity portion of the reading improvement device. The one or more stories may be on any desirable topic or topics, and may include fictional, non‑fiction, and/or fact‑based stories. The length

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of the story portion may vary within the scope of the present disclosure. As illustrative, non‑exclusive examples, lengths of 10–35 pages may be used, with lengths of 15–30, and 20–25 pages being illustrative subsets of this range. The relative length of a particular story portion in a reading improvement device may vary based at least in part upon the reading skill level of the particular device and/or story portion. With story portions for devices that are designed to be at a higher reading skill level having longer lengths than the corresponding story portions for devices that are designed to be at a lower reading skill level. The length, number, and/or complexity of the corresponding activities of a particular device also may (but are not required in all embodiments to) vary at least in part based upon the reading skill level of the device in which the activities are present.

At least the activity portion and the story portion of a reading improvement device will be all phonetically correlated. By “phonetically correlated,” it is meant that the portions are designed to introduce and develop reading and awareness of the same phonics skills and/or phonetic elements. For example, the activity portion may introduce a series of phonetic elements and/or sight words, with the story portion including one or more stories that include the phonetic elements and/or sight words introduced in the activity portion. As illustrative, non‑exclusive examples, these phonetic elements may include or relate to such phonetic elements as graphemes, phonemes, allographs, and the like. Sight words are frequently used words, or even high frequency words, that will tend to be recognized due to their frequent occurrence, as opposed to being phonetically decoded each time the word is read. Sight words may or may not be phonetically decodable words, or at least may or may not be intended to be phonetically decodable by a less skilled reader having the reading skill level intended for a less skilled reader using reading improvement device. As such, the awareness and recognition of sight words may be within the phonics skills to be emphasized in a particular activity even if the phonetic elements to be emphasized do not provide for the phonetic decoding of all of the sight words being emphasized.

Other illustrative, non‑exclusive examples of more experienced readers include teachers, tutors, development specialists, guardians, relatives, and siblings (typically older siblings) of the less experienced reader with whom the more experienced reader is using a reading improvement device according to the present disclosure. The references herein to a less experienced reader and to a more experienced reader may additionally or alternatively be references to a lesser skilled reader and a more skilled reader, and/or to a reader at a lower reading skill level and a reader at a higher reading skill level.

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