

TEACHING TECHNIQUES BY COMBINING TIMED READING AND REPEATED READING

Annotation. This is article given teaching methods by combining timed reading and repeated reading. Methods are adaptable for use with nearly all skill levels, and it typically requires about 15 to 20 minutes of class time.

Key words: teaching, technique, timed, activity, reading, specifically, grammar, vocabulary.

Аннотация. В этой статье даны методы обучения, сочетающие чтение по времени и повторное чтение. Методы можно адаптировать для использования практически на всех уровнях навыков, и обычно требуется от 15 до 20 минут учебного времени.

Ключевые слова: обучение, техника, тайминг, активность, чтение, конкретно, грамматика, словарный запас.

Annotatsiya. Ushbu maqolada vaqtli o'qish va takroriy o'qishni birlashtirgan holda o'qitish usullari keltirilgan. Usullar deyarli barcha mahorat darajalari bilan foydalanish uchun moslashtiriladi va odatda 15-20 daqiqa dars vaqtini talab qiladi.

Kalit so'zlar: o'qitish, texnika, vaqt, faoliyat, o'qish, xususan, grammatika, lug'at.

Reading effectively is considered an essential gateway to greater earning potential and a better quality of life. In light of the English language's reach, not only as a global lingua franca but as the language for technology, science, and advanced research, the connection between English reading fluency and individuals achieving their professional or personal goals cannot be overemphasized. To further stress the importance of reading fluently, prominent authorities on second language (L2) reading instruction, Grabe and Stoller (2013), highlighted :

In the 21st century, productive and educated citizens will require even stronger literacy abilities (including both reading and writing) in an increasingly broad range of societal settings. Likewise, the age of technology growth is likely to make greater, rather than lesser, demands on people's reading abilities.

The technique is adaptable for use with nearly all skill levels, and it typically requires about 15 to 20 minutes of class time. The main goals are to increase students reading fluency and rate, enhance student confidence, and promote learner self-awareness.

You will need the following materials:

- A specifically designed timed reading passage or any reading passage;
- A reading fluency progress sheet;
- A timing device;
- A pencil or pen for each student.

Preparation

1. Decide what you would like your students to read. You can select passages that are specifically designed for timed reading, or you can choose any reading passage you desire. Make sure that the materials used are relatively easy-again, the passage should use vocabulary that your students understand and grammatical structures they already know. Given that almost every class has students at differing levels of proficiency, it is likely that some students will come across unknown vocabulary and difficult grammar in every passage the underlying principle is to avoid overly difficult text. In addition, select passages that are relatively short, Millet (2017) use passages of between 300 and 400 words.

Materials specifically designed for timed reading will already have questions for each passage, if you are a reading passage that is not specifically designed for timed reading, you will need to create anywhere from four to ten questions. When you create questions, make sure they are multiple choice and that they focus primarily on the main idea(s) of the passage.

2. Print the reading fluency progress sheet so that it can be handed out to students. If this not is not possibly, plan to have students record their progress in, a systematic manner on piece of paper, following the basic format of the progress sheet. I like to keep the progress sheets between classes so that I can evaluate student progress and prevent the almost inevitable case of a sheet being lost.

Procedure

Usually guide the entire class through the procedure the first two times and then let students work at their own pace during subsequent classes:

1. Hand out the reading fluency progress sheets to students or have them copy the chart on a piece of paper.

2. Hand out the reading passage or tell students which passage (if it is in their course book) they will read. Students record the date and the title of the passage on their progress sheets.

3. Students set and write a words-per-minute goal for the first reading of the passage. At the beginning of the term, students are generally not aware of their reading abilities in terms of how many words they can read per minute, and they struggle to set meaningful goals. Therefore, I encourage students to set a goal of 200

words per minute for the first two or three readings (see Anderson 2013). For subsequent readings, students can consider the text difficulty and topic along with their performance up to that point in the term before setting a goal.

4. Tell students that they will read the passage silently and that they should time themselves—that is, when they finish, they will check to see how long it took them to read the passage. Tell them that as they read, they should not look up the meaning of words they do not know.

5. Students read the entire passage, silently and as quickly as possible. In order for students to time themselves, you can display a stopwatch for all to see or have students time themselves individually using a stopwatch on their phones.

6. Students record their reading rate in words per minute. Materials that are specifically designed for these activities usually have charts that make the conversion from time to words per minute simple. If a chart is not available, you can use this formula: $(\text{total words in passage} \div \text{time in seconds}) \times 60$.

7. Students then scan the text for any unfamiliar vocabulary. They look up the definitions and record these new words in their notebook. This ensures that the subsequent reading will be easier because there should not be any unknown vocabulary. As mentioned previously, there will inevitably be unknown vocabulary for some students due to differing levels of proficiency within a given class.

8. Students set and write a second words-per-minute goal.

9. Students again read the entire passage, silently and as quickly as possible, without stopping to look up words. They should track the time as they track the time as they did during the first reading, as described in step 5.

10. Students record their reading rate for the second reading of the passage in words per minute.

11. Without referring to the text, students answer comprehension questions about the passage. Materials that are specifically designed for these activities already have questions. If you are using materials without questions, you can create your own appropriate questions, as mentioned in Preparation Step 1.

12. Students check their answers and record their comprehension score, for example, if they answer eight of ten questions correctly, they could write “80%”.

Conclusion

This activity can be an effective way to begin most reading classes. I use it to start two of my four weekly classes. After the activity, I like to review student progress and give praise to my students as they progress. Because students set goals and record their progress, they become self-aware of and motivated by their progress. From my teaching experience, I have noticed that this activity helps my students

become more fluent readers, and this activity is a good use of time. Another benefit of this activity is that students receive regular opportunities for reading practice. I recommended, though, that teachers first try this activity themselves, as readers, to understand what the experience is like and to become confident when they use this technique with their students.

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