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A Study on the Ways that Encourage Students for Effective Reading Skill

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Abstract

This research highlights how teachers can encourage students through different reading levels and strategies to perform better in other language skills. This research aims to provide a roadmap for teachers on how students will find themselves comfortable with reading. The importance of this research consists of different strategies for getting students to read what is assigned, fun ways to encourage students to read, encouraging students to find their ways for better reading, getting students to read through different stages and reading for pleasure for improving reading skills. This study has collected material from rich resources from libraries and teacher handbooks. The paper argues that if the teachers apply the results and findings of this paper, there will be effective changes in teaching, reading, adequate strategies and ways to encourage students to be effective readers in a language classroom. This article aims to improve the strategies for teaching reading that both students and teachers can use in their professional areas to be good readers of different topics.

Keywords: Reading skills, effective reading, language skills.

Introduction

Reading is probably self-evidence that the conception educators hold about it and improve their education and knowledge. It is multifaceted, meaningful, communicating, understanding, and a relaxing exercise that needs ample time, patience, energy and dedication to develop. On the one hand, reading is quick in that the readers must maintain a flow of information at a feasible speed to maintain connections and interpretations, which is vital for a better understanding and proper knowledge. Every reader has some purpose for reading, whether to enhance knowledge, get entertained, or for research purposes. Regardless of the purpose, reading provides motivation and is essential to being a good reader. Reading is a form of interaction, using information from reading material to improve knowledge about specific topics and trying to impact the environment. Readings also help to improve our skills and help us to interact with others in more efficient ways. Reading is an interactive action where many skills work together simultaneously, engaging the reader more effectively. Reading is also a process where the reader usually knows what he or she is reading and uses various ways to read efficiently. Reading is not abrupt and sudden; however, it is a habit that is developed gradually.¹

¹ Bojovic, Milevica. "Reading skills and reading comprehension in English for specific purposes." *In the International Language Conference on The Importance of Learning Professional Foreign Languages for*

For a successful life and career, reading is a vital skill needed at the early stages of education. Reading books is necessary and usually used as the medium of primary and higher education instruction to get information and enhance knowledge. Children must be familiarised with various reading strategies, especially in their early education stages. If the students are not habitual readers, their personal and educational capabilities will be affected, and they will be unable to develop their skills efficiently. That is why reading skills are being given more attention by educational institutions, especially in this era of digitalisation and the internet. Reading habits help students develop analytical and critical skills.²

In addition, reading is also vital if the students want to master, enhance and improve their foreign languages. Mastering a foreign language is one of the daunting tasks students face, which can be mitigated by developing constant and continuous reading habits by reading different materials like newspapers, books, novels, etc. Moreover, reading habits help us to improve the quality and quantity of our knowledge, in addition to improving our knowledge. For this reason, developing reading habits is becoming more critical, so we must find ways or strategies to improve our reading skills.³ One of the purposes of reading is to acquire new knowledge about a particular field, which involves familiarity with understanding, critical thinking, spreading knowledge and analysing the world of those experts. Reading sources, especially academic texts published by field experts, allows the students to become familiar with the respective fields' cultures, facilitating the readers' learning skills.⁴

Scholars point out that most students, particularly university-level students, usually have a superficial attitude while reading and learning. This is because usually, the teachers deliver lectures by simply explaining the texts and evaluating the students based on how much students have memorised the texts and facts conveyed in the lectures. However, researchers argue that reading as an academic activity involves finding and enhancing information and working and understanding the texts. Although the text partly shapes reading, the significance of the reader's background and the situation in which reading occurs should not be ignored. In other words, reading is a process that helps the reader recreate the information and meaning of the texts by applying prior knowledge and working with the author simultaneously. However, this is possible only if the reader uses different analysis tools specific to the respective field of study and if it is accessible to experienced readers like final-year students. However, first-year students are unaware of such strategies, and their teacher has an important part to play by teaching and familiarising such students with the strategies which facilitate compelling reading.⁵

While teaching, particularly in schools, teachers do not focus on the student's critical reading skills; instead, they focus more on their fluency skills and simple reading capacity. The scholars argue that this should not happen until basic reading skills are crucial for the student to develop and become a keen reader. However, if the teachers are not focusing on the student's critical reading skills, students face difficulties in life

Communication between Cultures, vol. 23, no. 9, (2010): 1-6.

https://www.academia.edu/download/62490906/Reading_Skills20200326-120958-d158zo.pdf

² Amin, Md Ruhul. "Developing reading skills through effective reading approaches." *International Journal of Social Science and Humanities* 4, no. 1 (2019): 35.

³ Rraku, Vasilika. "The effect of reading strategies on the improvement of the reading skills of students." *Social and natural sciences journal* 7, no. 2 (2013): 1-4.

⁴ Hermida, Julian. The Importance of Teaching Academic Reading Skills In First-Year University Courses (June 14, 2009): 2, <http://dx.doi.org/10.2139/ssrn.1419247>.

⁵ Ibid, 4-5.

and their careers after school to succeed. Therefore, teachers must also focus on enhancing students' critical reading skills.⁶

Moreover, Mifflin (2003)⁷ has explained that the big challenge is a poor reading culture among today's students or students who are uninterested in reading. There are many reasons for this, for example, lack of libraries, boring materials, and lack of knowledge in using reading methods and strategies to let students know the techniques to encourage them to read effectively. When children are introduced to reading at school, these skills and strategies should be stressed to support the development of fundamental reading skills. These skills and strategies should be encouraged when teaching reading at school to enable students to read critically. Therefore, we must understand what those three terms mean and why it is vital for teachers to use them in the way they teach students about reading. Teaching literacy, reading strategies and metacognitive skills simultaneously are unnecessary. Thanks to these skills and strategies, the students will better understand whatever they are reading. These strategies should be used by teachers in order to make the essential reading skills of students more relevant and valuable. These skills and strategies will help students better understand the information they are being given. In other words, when we teach critical reading skills to students, we will develop critical thinkers, too, because if we do critical reading, it will lead to critical thinking. That way, they will become better readers at school, and we hope to produce more educated graduates who can survive in the real world.⁸ Therefore, this research focuses on how teachers can encourage students to perform better in other skills through different reading strategies. What are those strategies and ways that impact students' effective reading? In other words, this research deals with reading itself, strategies, and practical tips to observe to encourage students to read effectively. This research consists of different topics: strategies for getting students to read what is assigned, fun ways to encourage students to read, getting students to read, reading for pleasure, and other essential topics.

2. Literature Review

The process of decoding and understanding words to get the meaning and share it with others to improve other language skills is called reading, whether reading a short story, fiction, nonfiction, poetry, or a big, heavy textbook.⁹ We can say reading is probably self-evidence that the conceptions educators hold about it and improve their education and knowledge.¹⁰ Reading improves intelligence, develops our minds, teaches language skills and allows us to discover new things. Reading helps people develop their imagination and creative abilities, helping them to feel good about themselves. Reading deepens our language, makes us more aware of other people's views and yields helpful use of time. With this language skill, we go to a new world where sorrows and fears are forgotten, allowing us to eliminate fear. In addition, reading allows us to avoid monotony and boredom while going to bed; it also helps the students

⁶ Abd Kadir, Norbaiyah, R. Subki, F. Jamal, and Juhaida Ismail. "The importance of teaching critical reading skills in a Malaysian reading classroom." In *International Academic Conference*, (2014): 208.

⁷ Hall Mifflin. *Reading series: creating an effective reading environment*. U.S.A. 2003.

⁸ Abd Kadir, "The importance of teaching critical reading skills", 208-218.

⁹ Afifa Kosha, *Teaching method handout*, Kabul Afghanistan. 2016

¹⁰ Willa Allen. *Reading environment*. Toronto, Canada. Linux press, 2002, 321-325.

feel educated and comfortable. Learners follow the behaviour of their favourite hero in a book. Reading is the best hobby, and it has 100 or more advantages.¹¹

Struggling readers are more likely to know essential skills for reading and strategies when a clear or specific teaching method is part of the teacher's curriculum. The explicit aim of direct instruction in reading is to give students new information via meaningful student interaction with teachers actively guiding their learning. This method involves a teacher leading the educational process. Explicit explanations, modelling or demonstration and guided practice are fundamental to teaching directly. Direct, explicit learning of significant content strands for the threading process, such as phonological awareness, phonetics, fluency, vocabulary and comprehension, has to be part of this.¹²

Moreover, some ideas relating to persuasive reading were mentioned in Sparrt's 1999 study. First, staying mentally stimulated can slow the progress or possibly even prevent Alzheimer's because keeping our brain active and engaged prevents it from losing power. Like any other body organ, the brain requires exercise to maintain strength and health. It is also helpful to stimulate the mind by doing puzzles and playing games such as chess. Second, reading helps to reduce stress; it has all but gone by the time we lose ourselves in a great story, regardless of how stressed we are at work, with our relationships or most everyday issues. Well-written novels may take us to new worlds, but an exciting piece will distract and keep us busy now, allowing the tension to settle down so we can relax. Moreover, anything we read adds to our ideas and increases our knowledge. If we get more knowledge, we can solve more problems that we face in real life, and the knowledge we get through reading is like food that feeds our minds. It is reading that develops our profession for distributing information to others.¹³ Amin (2019) stresses the importance of reading comprehension at all education levels and points out how students can improve their literacy skills by applying accurate reading approaches. In addition, he observes that teaching reading techniques is a crucial tool for developing knowledge, and most teachers need to be aware of them. He concludes that teachers must be trained in teaching reading approaches, which is essential for developing skills. Therefore, he considers that teachers should improve their skills and knowledge and seek appropriate guidance in practical reading practices for texts to learn more about how they use their teaching experience and professional relationships with pupils.¹⁴

Another way to improve reading skills is by consistently expanding vocabulary. It means we get more words when we read, significantly adding to our daily vocabulary. Being fluent and well-spoken is of great help in reading in the teaching and learning profession, and knowing that can significantly improve our self-esteem. It can even help us in our career if we are good readers, have a good sense of language, and are aware of a wide variety of topics, which tend to be promoted more quickly and often than those with a small vocabulary or little knowledge of literature, scientific discoveries, global events. In order to learn a new language, it is also essential to read books because they allow the non-native speaker to be exposed to words used in

¹¹ Marks, Helen M. "Student engagement in instructional activity: Patterns in the elementary, middle, and high school years." *American educational research journal* 37, no. 1 (2000): 153-184.

¹² Rupley, William H., Timothy R. Blair, and William D. Nichols. "Effective reading instruction for struggling readers: The role of direct/explicit teaching." *Reading & Writing Quarterly* 25, no. 2-3 (2009): 125-138.

¹³ Asia Sparrt. *How to teach reading in high school*: Teachers handout Washington University press, 2000.

¹⁴ Amin, "Developing reading skills through effective reading approaches." 35-40.

contexts that enhance their ability to speak and write fluently.¹⁵ A collection of characters, their backgrounds, ambitions, history, and degrees, as well as a variety of bends and subplots that weave their way through each story, must be remembered to improve the memory of reading stories. It is difficult to remember, but brains are unique and have relative ease remembering stuff like that.

Amazingly, with each new memory, we build upon existing brain circuits and strengthen them to assist in the short-term recall of memories and calming moods. Also, it is a vital analytical thinking skill; if we have ever read a fantastic mystery novel and solved it before finishing the book, we could put critical and analytical thinking to work by taking note of all the details provided and sorting them out to determine the whole unit. This ability to analyse the details also helps when analysing a plot, determining whether it is an excellent piece of writing if its characters have been appropriately prepared, and if everything else is going so well. If the readers have had an opportunity to talk about that book with others, it would be appropriate for them to go public and clearly express their views because they have given considerable consideration to all aspects at stake.

Abd Kadir, Norbaiyah, R. Subki and others discussed the theory of the training of critical reading skills for students. Teaching in isolation skills such as reading, writing strategies, and metacognizability is unnecessary. Students will be able to understand the texts more clearly by using these skills and strategies. To enable students to be critically and successfully employed, they must know their learning capabilities and strategies. In their method of instruction in reading, teachers should use the right strategies. Teachers must become creative and independent in their teaching activities to help students develop critical reading skills. In any of the course subjects, it would be possible for students to perform better. Teachers should ask themselves how they wish to achieve their goals, which is not a matter of achieving teaching objectives alone. It is not just about what our students achieve at the end of the day; we want them to be more critical learners so they can think critically and act according to their beliefs. It further addresses whether basic reading skills are emphasised or placed in learning classes. It claims that it will help teachers to learn more acutely of the urgency of teaching these skills and strategies to students.¹⁶

Similarly, the Paris of 2005 highlights deficiencies in traditional research about developing reading skills that have a substantial impact. The author argues that this is intended to help researchers reconsider their ways of thinking, researching and interpreting the development of reading skills. This recalculation is necessary because fundamental differences between the development patterns of reading skills have not been considered in classical research on reading. These pathways manifest in different skill onset times, acquisition durations and performance asymptotical levels. Most importantly, some skills are more constrained than others; they are learned quickly and mastered entirely and should not be conceptualised as enduring individual difference variables. Furthermore, he claims that such a mistake could have led to misstatements about early reading skills. This article shall examine the validity with which construction is carried out and the differences in development between reading skills.

¹⁵ Marks, "Student engagement in instructional activity".

¹⁶ Abd Kadir, "The importance of teaching critical reading skills".

The methodological focus is primarily on the distribution of linear data and methods to assess links between developing competencies. The differences in predictions and causation and their implications for assessment and training practices are the thematic focus of this interpretation. The article contains both representative empirical studies and conceptual generalizations because the scope of this article is broad and has a far-reaching impact on researchers and policymakers.¹⁷ On the other hand, Hermida believes that if teachers plan aligned courses that place academic reading at the heart of teaching, selected class activities are designed to encourage students to use higher-order cognitive skills to develop meaning from literary texts. Teaching staff use assessment tools to assess whether students have acquired the necessary skills for reading literary texts, resulting in an essential concentration level on reading and education among pupils.¹⁸

Finally, according to Spart (1999),¹⁹ reading improves student focus and concentration; in our internet-crazed world, attention is drawn in multiple directions simultaneously as we multi-task daily. In a single 5-minute span, the average person will divide their time between working on a task, checking email, chatting with a couple of people (via gait, Skype, etc.), keeping an eye on Twitter, monitoring their smartphone, and interacting with co-workers. This causes stress levels to rise, lowering our productivity. When we read a book, all the attention is focused on the story – the rest of the world falls away, and we can immerse in every fine detail we absorb. Spart argues that reading for 15-20 minutes before work (i.e. on our morning commute if we take public transit) improves focus in the professional life of the reader.²⁰

3. Strategies that Improve Reading Skills

Read in the right place; ideally, we should get settled in a quiet spot encouraging concentration. That is fine if we can focus our attention while lying on a bed or curled up in a chair. However, if being very comfortable leads to daydreaming or dozing off rather than reading, avoid getting too relaxed. Sitting in a comfortable chair promotes concentration and keeps our minds occupied by reading an overview of the preceding selection. Then, imagine what the title would be for a moment. A good title often hints at a selection's central idea, giving us inside the peace even before we read it.²¹ For example, we can deduct from the title of Anita Garland's²² essay, "Let us reform our schools," that Garland finds our schools inadequate. We can also guess that she will likely suggest changes in our schools. It is also essential to read the selected part for pleasure and allow ourselves to deepen into the world that the author has created. Do not slow down or turn back. Instead, we have been reading to understand as much as possible for the first time. After this reading, let us take a moment to reflect upon what we like about that piece and expand our knowledge of the selection. You can reread them or review passages that were unclear the first time. Think of any words you cannot find in context and start writing down what they mean in the margins. Now, the focus must be on the following questions.

¹⁷ Paris, Scott G. "Reinterpreting the development of reading skills." *Reading research quarterly* 40, no. 2 (2005): 184-202.

¹⁸ Hermida, "The Importance of Teaching Academic Reading Skills", 9-10.

¹⁹ Asia Sparrt. 2000

²⁰ Jim Langan. *Sentence skills with reading: Hints for effective reading*. McGraw Hill: U.S.A, 1997: 512-513.

²¹ *Ibid*, 172.

²² Garland, Anita. "Let's Really Reform Our Schools." *Reader Digest* October 2000: 101-103.

Retrieved from <https://chalkypapers.com/lets-really-reform-our-schools-the-article-by-anita-garland/>

-What is the central idea of the piece?

-What are the main supporting points for the central idea?

-How does the author explain and illustrate those main supporting points?

In addition, reread carefully the parts of the selection that seem most relevant to answering these questions. We will gradually deepen our understanding of the material by asking ourselves the questions and rereading.²³ Furthermore, Marks (1999)²⁴ stated that we must read at different levels to prepare ourselves for seminars, lectures, workshops, and evaluations. He highlights various strategies when reading an academic text for university study. He also provides general principles for these strategies, advice from pupils, and the opportunity to practice reading using different methods or approaches to reading, which are used in order to discover what a text is all about. Examples include rereading, replacing an appropriate familiar word with an unfamiliar one, using root words to determine the meaning of foreign words, using background knowledge to determine the meaning, and using information from the context. Try to read notes, letters, bank statements, advertisements, newspapers, magazines, books, cereal boxes, flyers, brochures, medicine labels, and this sort of thing. Following are some strategies for reading to observe:

Read as often as possible: Reading connects written ideas with our knowledge. The more we read, the easier it will get. Not only will practice help us improve our reading skills, but it will also allow us to expand upon what we already know. Look for things to read every day and practice, practice, practice.²⁵

Preparing and predicting in advance before reading: We should preview and predict the writing before we read anything. Previewing and predicting will prepare us for reading. For preview, the readers must examine the writing style, title and subtitles, pictures and captions. Similarly, for Predicting, the readers should consider the nature of the style, title, subtitles and pictures, and they should be able to know what these things convey about the writing. Also, readers must consider what they already know about the subject and be able to guess what the text will tell about what is coming in the following pages.²⁶

Brainstorming (Before reading): once we have predicted and previewed, we should brainstorm what we already know and would like to know about the topic. For that, readers must list everything they know about the topic and what they want to know about it.²⁷

Highlight and Review (While Reading). Simply reading something is not enough; readers must build upon their knowledge by looking for new words and ideas while reading. Therefore, while reading, readers must Highlight new words and take notes by looking at each sentence to find keywords and new ideas. Then, they should also Pay attention to words that are repeated. After reading, readers must review the highlighted words and take notes. They should be able to observe what they have

²³ Penny Ur. *A course in language teaching*. Cambridge collection. New York. L.T.D.C 2000.

²⁴ Hellen Marks. *Reading strategies for language learners at different levels: A teacher training handout*, Oxford university. 1999.

²⁵ Jim Scrivener. *Learning teaching: A book of teacher training*. Cambridge collection. USA 2012.

²⁶ Ibid.

²⁷ Hall Mifflin, "Reading series".

learned and how it has affected them by changing their overall knowledge. In addition, readers must keep track of what they learned.²⁸

Read Out Loud! (While Reading): The next stage is that readers must sound words out as they read, which will help in understanding how words sound and predicting and understanding the meaning of words efficiently – this helps to hear how words sound together.²⁹

Use Context Clues (While Reading): Scholars point out that readers often guess the meaning of a word by its context, and if readers do not understand a word, they must look at how it is used in a text. In addition, examining the words around it is also helpful, and readers must try to guess its meaning from these clues.³⁰

4. Conclusion

In conclusion, with reading encouragement, the minor points go to how much data students get so far and the valuable strategies and techniques students use for improving effective reading. In addition, reading helps increase our knowledge and education. It develops the mind. It is a way for young children to learn the language. It is the way we discover new things. Reading develops a person's imagination and enhances his creativity. According to the study's results, students' reading skills are directly related to their use of reading strategies. This effect is measured by accuracy on a second experimental test. There is a significant increase in reading strategies comprehension and a noticeable improvement in the Reading and Learning Process. Therefore, this study is not merely an observation of the importance of reading strategies but also a call to make it possible for students to use them consciously and distinguish between using specific strategies in particular contexts. Moreover, before reading, reading, and after reading, we must clarify our thoughts on the reading context by observing the following strategies. The strategies we found through this research paper focus on effective reading, such as often, previewing, predicting (Before Reading), brainstorming, and reading aloud! (While reading), questioning (After reading), skimming and scanning, summarizing, highlighting, contextualizing, and evaluating an argument. Reading encouragement is the key to helpful reading; as an example above, tips and techniques are pretty helpful for students in schools, universities, and academic environments to be effective readers.

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²⁸ Ibid.

²⁹ Robb, Anina. *40 Graphic Organizers that Build Comprehension During Independent Reading*. USA: Scholastic, 2003.

³⁰ Ibid.

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