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Teaching Reading in EFL Class

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(مَا عِنْدَكُمْ يَنْفَدُ^ط وَمَا عِنْدَ اللَّهِ بَاقٍ^ق وَلَنَجْزِيَنَّ الَّذِينَ صَبَرُوا أَجْرَهُمْ بِأَحْسَنِ مَا
كَانُوا يَعْمَلُونَ)

(النحل، ٩٦)

"In the name of God, the Merciful, the Compassionate"

{ Whatever you have will end, but what Allah has is lasting.
And We will surely give those who were patient their
reward according to the best of what they used to do. }

(Al- Nahal, 96)

Dedication

To

our lovely parents

*who always support us. Without their prayers, we would not
accomplish our path.*

Acknowledgments

We would like to present our thanks fist to our Almighty Allah, SWT, for giving us power, strength, and patience .

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Abstract

Teaching reading has been long discussed in the context of English teaching curriculum in Indonesia. The ground of English curriculum lays reading as the main model of teaching English in the secondary school across classroom levels. Many English teachers have been occupied with the concepts and perceive that some concepts in teaching reading are interchangeable with reading strategies. This research deals with the reading definition, reading models, reading strategies, teaching reading, and model of teaching reading in the communicative context. The reading models present psycholinguistics model and schema theory models. The strategies of reading discuss bottom up, top- down, and interactive strategies. Strategies in teaching reading deal with reading for information, mapping, skimming and scanning. The article is closed with teaching techniques covering pre-reading, while reading, and post-reading.

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Chapter One

Introduction

Primarily, reading is a means of communicating information between the writer and the reader. The reader tries to understand ideas that the writer has put in print (Vacca, et al, 1991). Reading may involve decoding and comprehension process. Decoding process refers to the process of saying printed words into a representation similar to oral language either silently or aloud. In addition, comprehension is the process of understanding the representation (Carnine, et al, 1990). In decoding, reading is a process of translating graphemic strings into spoken words that occurs ongoing in the beginning of learning to read. The emphasis of reading is on the perceptual process, that is, to familiarize the correspondence of letter strings to the language sound (Adams and Collins, 1985).

Reading in this stage may refer to the bottom-up process, that is begun by identifying features of letters, linked to recognize letters, combined to recognize words, and proceeded to sentences, paragraphs, and text level processing (Vacca et al , 1991).

Reading is not merely sounding the written language into spoken, either orally or silently. Reading is a process of understanding written language (Rumelhart, 1985). Since reading is a process, it starts from viewing the linguistic surface representation and ends with certain ideas or meaning about messages intended by the writer. Thus, reading is the combination of perceptual process and cognitive process .

Reading is an interactive process. It is the process of combining textual information with the information a reader brings to a text. In this view the reading process is not simply a matter of extracting information from the text. Rather, it is one in which the reading activates a range of knowledge in the reader's mind that he or she uses. In this regard, reading is viewed as a kind of dialogue between the reader and the text. Understanding of reading is best considered as the interaction that occurs between the reader and the text, an interpretive process. (Gebhard, 1987: 21)

1. Reading Comprehension

Comprehension is making a sense out of text (McNeil, 1992) as the result of interaction between the perception of graphic symbols that represent language and the reader's prior knowledge. Reading comprehension, therefore, is a process of getting information from context and combining disparate elements into a new whole. It is a process of using reader's existing knowledge (schemata) to interpret text in order to construct meaning. Reading involves reader's schemata about the text and reader's ability to identify the text structures to get the meaning of the text comprehensively.

Pearson (1979) admits that

"Reading comprehension involves relating textual information to pre-existing knowledge structures or schemata. The schema represents and reflects the background knowledge, experiences, conceptual understandings, attitudes, values, skills, and procedures a reader brings to a reading situation. A reader must activate a meaning of text; a reader must activate a

schema that fits with information from a text. To get meaning of text, a reader must activate the schemata he already possesses. Reading involves meaning in the transaction between reader and writer. The act of reading is an empty, vacuous event without meaning (comprehension). The text provides cues that help the reader to construct meaning. Meaning is derived from the transaction, which occurs between the writer of the text and the reader. From an interactive point of view, information process is often triggered by the knowledge the reader brought to print. Readers build meaning by connecting new knowledge to knowledge they already possess." (Pearson, 1979)

Not only must the readers use background knowledge to comprehend, but they also bring into play knowledge about the text itself. As readers mature, they become more sophisticated in recognizing the ways that text selections are organized in expository and narrative writing. To engage in reading is a meaning activity, readers must search for and find structure in everything they read. (McNeil, 1992)

2. Reading as a Process

Teachers of reading are concerned with the need for direct attention to reading skills. Darrow and Howes (1960:61) suggest five skills the teachers of reading should activate as a means of powerful reading: word recognition, word meaning, comprehension, interpretation, and selection of materials for reading. Skill of word recognition is useful to identify meaning clues, word-form clues, phonetic analysis, and structural analysis.

Skill of word meaning includes ability to use dictionary and context clues. Skill of comprehension include to following directions, reproducing thoughts, getting details, getting main ideas, and assimilating ideas. Skill

of interpretation requires teacher to making comparison, predicting outcomes, making distinctions, and drawing conclusion. The skill of selecting materials for reading use skimming, locating materials, using indexes and table contents, and discriminating among choices.

Reading needs process that occurs at the word and sentence level as well as at the higher-level of paragraphs and larger units of discourse. The reader assigns meaning to the words he sees on the page. He stores these concepts in his working memory, and integrates them into abstract models by combining them with the mental schemata he has constructed previously. The linguistic knowledge involved in these processes includes the semantic, syntactic, and phonological system, which are shared by written language (Chall, 1979).

A beginning reader may at first learn and successfully utilize a considerable number of sight words; however, his process can be greatly facilitated if he becomes efficient in decoding. According to Chall (1979) initial reading approaches that stress sound-symbol correspondences are more effective than those that emphasize meaning (comprehension) rather than decoding. In addition, He (1979) states that decoding instruction can be helpful to any student who is reluctant to read because he cannot recognize many of the words he sees. Sustained practice in inferring, summarizing, predicting, and other higher-order processes does not eliminate the need for proper attention to the lower-level abilities necessary for processing written information quickly and accurately.

Burns et al (1984) state eight aspects of reading process. "They are (1) sensory aspect (the reader must be able to perceive the symbols set before him); (2) perceptual aspect (the reader must

be able to interpret what he sees as symbols or words); (3) sequential aspect) the reader must be able to follow the linear, logical and grammatical patterns of the written words); (4) associational aspect (the reader must be able to recognize the relationship between symbols and sounds, words and what they represent); (5) experiential aspect (the reader must be able to relate words back to direct experiences to give the words meaning); (6) learning aspect (the reader must be able to remember what was learn in the past and incorporate facts and new ideas); (7) thinking aspect (the reader must be able to make inferences from and evaluate the material read); and (8) affective aspect (it deals with the personal interest and attitudes of the reader that affect the task of reading".

The aspects of the reading process combine to produce the reading product. The product of reading is the communication of thought and emotions by the writer to the reader. The reader attempts to understand the ideas that the writer has encoded in the printed page. The product of reading involves decoding and comprehension. Decoding is translating the printed words into a representation similar to oral language either silently or aloud. The reader says the words orally or silently. Comprehension is the understanding of the representation of the printed words. The reader knows and understands the meaning of the words decoded. Success of decoding and comprehension is much influenced by the eight aspects of the reading process. (Burns et al, 1984) .

3. Strategies In Reading

3.1 Bottom-Up Strategies

The bottom-up strategies of reading assume that the process of translating print to meaning begins with print. The process is initiated by decoding graphic symbols into sounds. Therefore, the reader first identifies features of letters; links these features together to recognize letters; combine letters to recognize words; and then proceeds to sentence, paragraph, and text level processing (Vacca et al, 1991).

Reading comprehension is considered as an automatic outcome of accurate word recognition. Some have argued that reading is essentially the translation of graphic symbols into an approximation of oral language (Harris and Sipay, 1984).

The process of deriving meaning from print in bottom-up strategies is triggered by graphic information embedded in print. By applying the bottom-up strategies, readers start to process the text from the low linguistic level to the higher one. The reader starts from identifying letters to recognize words; and then proceeds to the phrase, sentence, paragraph, and then text level processing (Vacca et al, 1991) .

The bottom-up strategies are also used by the readers when they feel the text being reads difficult. The difficulty of the text can be about the language and contents of the text. When the language text is felt difficult, readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentences, and paragraph until reaching the entire meaning of text. Furthermore, when the content of the text is felt difficult, the reader tries to understand the text by

relying on the visual information that are on the page. In this case, they process the visual information step-by-step from the low linguistic level to the higher one to get the entire understanding of the text (Ibid, 1991).

3.2 Top-Down Strategies

The process of deriving meaning of the text in top-down strategies triggers from the reader's prior knowledge and experience to the print. By the top-down strategies, readers start to process the text by applying the higher level stages. In this case, readers start with hypotheses and predictions and attempt to verify them by working down to the printed stimuli (Harris and Sipay, 1984). By having the prior knowledge and experience, readers can make hypotheses and predictions about what they are going to find in the text. Thus, the process of text understanding by these strategies triggers from readers to the text.

Goodman (1967) indicates that reading is a process that involves using available language cues selected from perceptual input on the basis of the reader's predictions. As the information is processed, tentative decisions about meaning are confirmed, rejected, or refined as reading progresses. It means that readers do not identify all elements of the text. Readers just select a few cues used to make predictions. Readers use the graphic information only to support or reject hypotheses about meaning.

Readers usually use the top-down strategies when they have background knowledge and sufficient language competence about the text being read, and when the cues that are in the text can activate the content schemata. the understanding of text based on the top-down strategies, readers must have background knowledge and language competence as

well as readers' understanding about the cues that are on the print that can activate the content schemata, the characteristics of the text.

.33 Interactive Strategies

The interactive strategies of reading assume that the process of translating print to meaning involved making use of both print and prior knowledge. The process is initiated by making prediction about meaning and/or decoding graphic symbols. The reader formulates hypotheses based upon the interaction of information from semantic, syntactic, and graphophonemic sources of information (Vacca et al, 1991). Comprehension according to them is dependent on both the graphic information and the information in the reader's mind. Therefore, comprehension may be obstructed when a critical skill or a piece of knowledge is missing. Then, when comprehension is hampered, the skilled reader compensates by decoding a word, relying on context, or both (Harris and Sipay, 1984).

Interactive strategies in reading require both bottom-up and top-down strategies in combination. Readers in understanding a text use these two strategies interactively and simultaneously. The interactive strategies suggest that the process of reading is initiated by decoding letters and words and by formulating hypotheses about meaning (Vacca et al, 1991).

In getting understanding interactively, readers use various sources of knowledge simultaneously to interpret the graphemic information that exists in the text. These knowledge sources involve syntactic, semantic, lexical, and orthographic knowledge. The process of understanding a text by these knowledge sources runs on inconsistently. In the sense, an

analysis made by a reader is not consistent from visual information to text interpretation entirely (Anderson, 1985).

Anderson (1985) states that in understanding a text, readers apply more interactive strategies than two other strategies. In the attempt of getting meaning of a text, readers cannot just rely on visual information or non-visual information. The knowledge is applied interactively .

4. Reading sub-skills

In the teaching of reading, teachers can use bottom-up strategies for the beginning learners. Teachers begin teaching by showing and introducing students names and shapes of the letters of the alphabets, and students are introduced the combination of the letters in syllables, words, phrases, and sentences. In this regard, students are taught the sub-skills of reading in stages, started from the simple to the complex (Gunning, 1992).

In the top-down strategies, teachers start by telling the students a story, asking them to memorize the whole story, and latter learning to deal with individual words. Sub-skills are not taught because they are considered to fragmenting the process and making learning to read more abstract and difficult (Goodman, 1986).

Teaching of reading is more influenced by interactive strategies. Teachers teach skills directly, especially in the beginning, provide plenty of opportunities for the students to experience by having them read whole books (Gunning, 1992).

In this regard, the teaching of reading indicates process interactive models of reading. Students learn to read by reading, writing and talking

about meaningful topics (Vacca et al, 1991). To make students involve in the teaching learning activities, teachers may apply some strategies before reading, for instances: previewing, organizers, anticipation guides, brainstorming. Strategies before reading are aimed at helping students to organize what they know and showing them where and how new ideas fit with their background knowledge (schemata). The activation of the students' schemata is essential in order to confirm the information hidden in the text with their prior knowledge.

4.1 Reading for Information

In reading for information (search reading), readers try to find out information to meet certain purposes that have been determined before. To find out the information quickly, readers can use clues like contents, indexes, and glossary that are in the books. By looking at these clues quickly, the page clues that are in contents and indexes will help the reader to find the information needed sharply and appropriately. In glossary, readers can find the definition of a certain term that they need. Moreover, in reading for information, readers only try to get certain information from the entire text without analyzing details of the text (Wiriyaichitra, 1995: 44).

4.2 Mapping

Mapping is to identifying meaning of a text through features. Mapping, also called clustering or webbing, is a visual form of brainstorming. When readers actually see ways their ideas connect to the text, they begin to think more creatively. Mapping also helps readers check the logical relationships between ideas in the text.

Mapping can be very effective technique, especially for the students who prefer diagrams, charts, and pictures to large numbers of words. It is also useful for everyone trying to understand both the organization of a reading selection and the main ideas of that selection (Wiriyachitra, 1995: 44). Mapping can be done before and after the reading process takes place. Mapping before reading can help readers to activate their prior knowledge so that they can relate new information to the old one. Mapping after reading can help readers to find the relationship among ideas and terms that may make learning more efficient. Mapping before reading can activate reader's schemata about the text being read and mapping after reading can help readers to process information more deeply

4.3 Skimming

Skimming is aimed at getting quickly the main ideas and the purposes of a reading selection (Rumehart, 1985: 723). Skimming is a very useful aid to help students find out information wished quickly. In skimming, readers just see the text at a glance; readers just survey the text without carefully reading it. They only use the clues that are in the book to get the information needed. Before skimming, readers must remember the most important parts of a chapter, article, or a paragraph. When skimming, readers usually read the title and the opening sentence in a paragraph or a paragraph in an essay. They may also read over the middle part of the selection very quickly and pay attention to the underlined words or phrases and to names, dates, and numbers. At last, readers read the closing sentence of a paragraph or the closing paragraph of an essay .

4.4 Scanning

Unlike skimming that is looking for and getting the most important information, the main ideas of a text, scanning is aimed at looking for and getting the details, facts, numbers, and specific bits of information that are in the text (Rumehart, 1985: 724). Readers apply scanning in reading to locate specific information and get an initial impression of whether the text is suitable for a given purpose. When scanning, readers do not follow the linearity of the passage to get the information wished. They simply let their eyes wander over the text until they find what they are looking for, whether it be a name, a date, or a less specific piece of information (Rumehart, 1985: 724)

Chapter Two

1. Stages for Teaching Reading :

1.1 Pre reading stage

What the learner brings to the reading will affect how she or he understands what they read. Many people argue that it can be very important in helping the learner understand what they read. In other words, pre-reading activities can help learners prepare for the reading activity (Bakke, 2008: 121)

1.1.1 The benefits of pre-reading

Benhardt (2005) states that there are several benefits to doing pre-reading activities. Pre-reading activities can help the learner to be more prepared for what they are about to read. It can help them anticipate the topic of the reading. In doing this, they can also prepare themselves for the kind of language, vocabulary, and even grammar that might be used in the text. In addition, if done in the right way, it can encourage the learners to want to read and maybe even increase their motivation to read (133).

1.1.2 Pre-reading activities to use in class.

a. Speed chatting

Prepare one or two simple questions related to the topic of the reading. Ask the class to make two rows facing each other. Then, encourage your learners to ask each other the questions, but warn them that they only have 60 seconds to do so. Once the 60 seconds are up, one of the rows rotates so

each learner has a new partner. Repeat the process several times (Bamford & Day, 2002: 14).

b. Discussion

Encourage the learners to have a discussion about the topic of the reading. Prepare four or five sentences with various opinions relating to the reading. Read them out to the class and then place them around the room. Encourage the learners to go and stand near the opinion that they agree with the most. Then encourage that group to prepare reasons for agreeing with that particular sentence. Once they have done this, the learners can then interact with people from other groups to share their opinions and reasons (Ibid, 2002: 14).

c. Brainstorming

Give the class five minutes to brainstorm ideas relating to the topic of the reading. Then give them a further five minutes to organize their ideas and to form sentences. Once they have completed this, encourage them to get up and move around the room and share their ideas with other learners (Bamford & Day, 2002: 15)

d. Pictures

Select three or four pictures that relate to the topic of the reading. Ask the students to make small groups and give each group a copy of the pictures. The learners should work together to connect the pictures and to try to guess what the reading will be about. Each group takes it in turns presenting their ideas (Ibid, 2002: 15).

1.2 While Reading Activities

1.2.1 The Significance of While Reading Activities

While-Reading Activities are defined as activities that help students focus on aspects of the text and to understand it better. The goal of these activities is to help learners to deal as they would deal with it as if the text was written in their first language. If one wants to use this reading strategy successfully, he/she needs to understand how the reading material is structured as well as have a clear idea about what specific information one has to locate (Brown, 2007: 123)

During this stage, students will be able to:

1. Confirm predictions
2. Gather information
3. Organize information

1.2.2 Examples of While-Reading Activities are :

The number of while-reading activities that one can do in the classroom depend on the creativity of the teacher. One can use while-reading activities which are based on traditional forms of assessment or you can implement some technology if you are good enough integrating it in classes (Faye, 2009: 12)

These are some examples of while-reading activities that you can use in the classroom (Grabe, 1991: 125-127):

1. Identify Topic Sentences

Identify topic sentences and the main idea of paragraphs. The main idea of a paragraph is the author's message about the topic. Every paragraph usually includes a topic sentence that identifies the main idea of the paragraph.

2. General and Specific Ideas

Distinguish between general and specific ideas.

General ideas usually express the main point or main idea of a piece of writing and Specific ideas provide evidence to further define the general or main idea and prove that it is valid

3. Skim a Text for specific Information .

Skimming is the ability to locate the main idea within a text, using this reading strategy will help students to become proficient readers. Skimming reading will also help students to be a flexible reader

4. Inferring

Another while listening activity consist of Inferring the meaning of new words using the context. All language learners rely on context to decipher the meaning of a word, a reading strategy used quite a lot when one does extensive reading.

5. Coding Text

Coding text involves teaching students a method of margin marking so they can place a question mark next to a statement they don't understand or an exclamation mark next to something that surprised them.

6. Student-to-student conversation

This type of activity is one that promotes the integration of two more skills since you read the paragraph, you talk to a classmate and one listens to what he or she has to say. You can ask students to have a conversation after they have finished a paragraph or a stanza of a poem so they can clear up any confusions they might have.

7. Scan a text for specific information

Scanning is reading a text quickly in order to find specific information. One scans when he/she looks for his/her favorite show listed in the TV guide, when one looks his /her friend's phone number in his/her contact list.

8. Answer a Short Quiz

This is a traditional way to assess if students have learned something from the reading however you can make a difference by using online tools to collect those answers. You can use a tool such as Plickers, Google Forms or another tool of choice.

(Grabe, 1991: 125-127)

1.3 After-Reading Activities

Graves (2008) states that Students often finish a reading, close the book, and don't think about it again until they arrive in class. The following activities can be used after a reading to help students analyze concepts for a deeper understanding of ideas and organize information for later retrieval (147).

1. Graphic Organizers

Encourage students to use graphic organizers (charts or concept "maps") to help them visualize concepts and key relationships between ideas from their readings. These should be started right after students have completed a reading, whereas revisions and additions can be done after class discussions. It's a good idea to show students several examples of graphic organizers and explain which ones work well with different text patterns. Many reading skills texts have examples of various graphic organizers with explanations of how they might best be used. Here is an example of one type of graphic organizer for comparing two concepts:

Chart that says with 2 Concept blocks at top, branching to one block that says Similarities, and then several empty single blocks chained below that (Ibid, 2008: 148)

2. Quiz Questions

After students read a chapter or section of a chapter in the course textbook, ask them to develop questions for a quiz. (This can also be done with other reading materials.) This activity forces them to analyze the information in the chapter and decide on the most important concepts to remember.

Formulating questions can also help them to organize the concepts into logical chunks of information for easier retrieval. Working in groups on this activity is helpful for further discussion of concepts. Students can then present their questions to the class and see who can answer them correctly. The students trying to answer the questions may offer suggestions on how to write a question more clearly so that it can be easily understood. Teachers might also offer suggestions for revision of questions. Other SEA Site modules, for example, "WH-Questions" and "Passive Voice" can be useful for teachers in providing guidance in using structures that will be more easily understood by students (Graves, 2008: 149).

3. Creative Testing

To evaluate how much of a text students understood, and to see how confident students are when answering questions about a text, you can try the following quiz method I saw used by a colleague, Vicki Robinson, in a physics class at NTID. This method also encourages valuable small group discussion of concepts. Here's how it works:

Students read an assigned number of pages for homework. (The number of pages assigned usually depends on the level of difficulty of the text.) They are told that they will be quizzed on the information the next day.

When the students arrive for class the following day, they are each given a quiz and asked to complete it individually. The quiz involves a series of TRUE/FALSE (T/F) questions where the students are required to write three answers for each question.

Here's an example of a quiz question:

Newton's third law of motion is: For every force (action), there is an equal and opposite force (reaction).

If students feel strongly that this statement is true, they would write T, T, and T as their three answers to the question. If they are fairly confident that this statement is true, but not totally sure, they could write T, T, F. If they feel strongly that this is an incorrect statement, they could answer F, F, F, and so on. Each question is worth three points, so it is possible to receive partial credit.

After students answer all the questions, their papers are collected by the teacher. Then the students are divided into groups and given the same quiz. Students discuss the questions, give their opinions, and try to support their answers with information they remember from the text. They write their own TRUE and FALSE answers to the questions again based on the discussion with their group.

The teacher collects the papers and has the option of keeping both scores for each student, combining the scores for both quizzes and recording the average, or keeping the higher of the two scores. (Grabe, 2009: 19)

2. Method in Teaching Reading.

The phonics method, unlike some other methods of teaching reading, is all about the art of breaking down words and knowing the sounds they represent. The process learning may be slow in the beginning, but gradually it becomes automatized and more fluent. Although the phonics method is one of the most effective methods of teaching reading, you still need to teach your child to memorize some words, because there are some words that are not spelled the way they sound (Bakke, 2008: 128).

2.1 The phonics method

This is a well-known and one of the best methods of teaching reading. In this method, children are taught the alphabet first. And learning the alphabet involves learning not only the names of the letters but also the sounds they make. Children can blend two or three letters together to make words only when they have learnt letter sounds. Among the methods of teaching reading, the phonics method is thought to be the most effective. To apply this method properly, you can buy your child phonologically written books that use regular and interesting words (Bakke, 2008: 128)

One should always try to keep the process short and entertaining, because children often find it boring to learn sounds and their blends. It often becomes boring when children focus too much on blending the sounds. They end up not learning the meaning of the words. To keep enthusiasm and make the learning process interesting, make sure you always explain the meaning of the words. To avoid boredom, you can consider teaching one letter a day. If your child needs three or four days to

muster one letter, do not be disheartened. The key is to keep going. Children are naturally curious. They will try to please you and in turn gradually do well. Remember, the phonics method is one of the best methods of teaching and if you apply it well, your child will learn to read basic words or sentences within a very short time. This method basically helps a learner learn how break words down into sound. It is effective because in the English language, to represent words on the page, we need to translate sounds into letters and letter combinations. Therefore, reading requires one's ability to decode words into sounds (Benhardt, 2005: 135).

2.2 The whole-word approach

Often referred to as 'look and say' method, the whole-word approach focuses on a learner's ability to recognize whole words. Show your child a word, sound the word and ask him to repeat the whole word. You can use flashcards to teach your child to read. It is better to use flashcards with pictures because pictures will help your child understand the meaning of the words. Without the use of pictures, this method is not very effective. But it can be one of the best methods of teaching reading if applied properly (Faye, 2009: 17).

This method is also known as sight reading. This method is also known as sight-reading. It is based on the concept that when children are exposed to a certain words for a long time, they can eventually sight-read the words. Most specialists think that this method can be as effective as other methods of teaching reading. It's especially useful when learning how to teach a toddler to read because children this young may not be ready for phonics instruction. You can also try to teach your child whole short sentences with this method. On flashcards, write short sentences that

represent pictures. Then read the sentences aloud and ask your child to repeat you. When he repeats what you said, point and look at each individual word (Benhardt, 2005:129)

In this method, students try to recognize whole words in their written forms. Context is important to make this method effective. Start with familiar words and then move on to short sentences. This method does not involve cognitive attention for processing words. As a result, this method is faster and it facilitates reading comprehension. This method is more effective for learning to read high frequency English vocabulary (Faye, 2009: 19)

2.3 The language experience approach

Another method, the language experience method, uses learners' own words to help them read. Unlike other methods of teaching reading, this method is grounded in personalized learning. In this method, every child learns different words. Children often find this method very easy because they learn words they are already familiar with. This approach involves a shared experience such as common school experiences, excursions and everyday happenings. In other words, first hand experiences are reflected through the texts written through the language experience approach. This approach is more effective when it is combined with other methods of teaching reading (Bamford & Day, 2002: 23).

In the primary years of schooling, it is important to understand the difference between spoken and written language. This method helps learners understand the difference. Children also develop their language skills by interacting with their parents or teachers. The method also

encourages children to develop their observations and write about their experiences. The language experience approaches works in a different way from other methods of teaching reading because this method integrates the four basic aspects of learning a language through the development of a written text which is based on a learner's first hand experience (Grabe, 2009: 25)

To use this method, notice which words your child likes most. Then make sentences with those words. When your child draws a picture, write a description underneath the picture. Then read the description aloud. It will help your child better understand what is written. This approach supports a child's vocabulary growth and concept development. Using oral language and personal experiences, this method also offers children opportunities for meaningful reading and writing activities (Brown, 2007: 133).

Conclusion

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It means teaching is an activity to help someone or students to be more understanding about knowledge and as facilitating learning. Teaching is not only transferring the knowledge to the students but also hopefully can change the students' attitude.

Teaching reading must be for teaching comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language and to build understanding and comprehension skills.³³ It means that the teacher should understand how to approach to all the types of text to help the students to make them know with the meaning of the text. Based on the theories above, teaching reading is the process of facilitating, guiding and helping students to comprehend the text. And make them acquired the meaning and information from the writer in the text. Besides, the teacher needs to notice the principles that can be a guideline.

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