

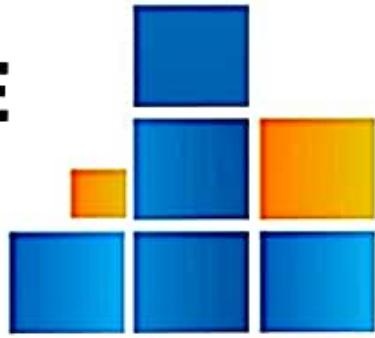


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# CUTTING-EDGE SCIENCE 2022

International scientific and practical conference



# 2022 SHAWNEE, USA

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## **CUTTING EDGE-SCIENCE**

2022 Shawnee, USA

Conference Proceedings

Primedia E-launch

Shawnee, USA

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### **PRIMEDIA E-LAUNCH**

International scientific and practical conference

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**Apprehension strategies of English language Learners in reading****Sharipova Dilnoza Shavkatovna**

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**Annotation:** This article consists of information about reading process and useful strategies how to teach reading for ELLs students to learn and improve reading comprehension. These students should develop academic English language skills along with content knowledge. Since every teacher is a teacher of a language, the base of class is to provide learners expand their all skills. Many older teachers do not know enough about modern teaching ways under the pressure of old teaching and learning process. Nowadays it takes a long time to catch up with cognitive academic language skills.

**Key words:** learners, reading, ELLs. strategy, using illustrations to interact with text, frame sentences, About-Point.

**Annotatsiya:** Ushbu maqola o'qish jarayoni haqidagi ma'lumotlardan va ELLs talabalariga o'qishni tushunishni o'rganish va yaxshilash uchun o'qishni o'rgatish bo'yicha foydali strategiyalardan iborat. Bu talabalar kontent bilimlari bilan bir qatorda akademik ingliz tilini ham rivojlantirishlari kerak. Har bir o'qituvchi til o'qituvchisi bo'lganligi sababli, sinfning asosi o'quvchilarning barcha ko'nikmalarini kengaytirishdir. Ko'pgina keksa o'qituvchilar eski o'qitish va ta'lim jarayoni bosimi ostida zamonaviy o'qitish usullarini etarli darajada bilishmaydi. Hozirgi kunda kognitiv akademik til ko'nikmalariga ega bo'lish uchun ko'p vaqt talab etiladi.

**Kalit so'zlar:** o'quvchilar, o'qish, ELLs. strategiya, matn bilan o'zaro aloqada bo'lish uchun rasmlardan foydalanish, ramkali jumlar, nuqta.

It is estimated that nearly more than half of the children among the world are learning and interested in languages. The total number of learners shows 1.5 billion worldwide, while divided in 2 groups: English as a foreign language and English as a second language. Regarding to this, all who want to cope with language in all

situation in life they live in they must know it very well. The problems of helping English language learners succeed academically are encouraged. As a result, learners of language also have a challenge to gain it, it is important that content and language be taught simultaneously. The technical vocabulary of specific content areas, the numerous concepts presented, and the unique structures and features of expository text are new and challenging for many students. According scientific researchers, reading strategies accepted effective for native speakers can also be beneficial for students of second language reading. The challenge is even greater for English language learners, in addition, to the language barrier and the need to understand expository text; they may face gaps in their background knowledge and be adjusting to cultural differences and a new environment. Clearly, the careful explicit teaching of comprehension strategies for understanding expository text will benefit all students. Research supports teaching these comprehension strategies during content lessons rather than in isolation. This approach of teaching strategies is based on the research of Fielding & Pearson (1994) and Chamot & O'Malley (1994). The approach is also supported by Lev Vygotsky's (1962) theory of learning. And in this research, he suggested that students learn best when their learning is scaffolded. In other words, what a learner can do today with this support, h/s/e will be able to do independently in the future. Sometimes students may find a particular strategy too complex or difficult for them. To resolve these difficulties students are given more instruction, examples, and practice. If this is not successful, you may choose a more simplified version of strategy. During the practice, there are some things to consider when selecting and teaching strategies. If it is time to practice the opted strategy there are some things to consider. First of all, cultural background affects the way a person perceives, interacts, and thinks about the world. It can affect every part of a person's being, including learning. The cultural traits students bring to the learning situation may affect their reaction to, or success with, a specific learning strategy. As well as culture, cultural adaptation also influences student

participation. It conveys student's motivation, stress level, and success when it is come learning strategy.

Consequently, language also play an important role in learning, so that be aware of student's language, students whose first language is a romance language, may have challenging with "chunking "or shortening language. If it is a English language, different stages are characterized by specific skills, therefore the development of that language related to student's linguistic tasks. As an example, a student who starts to learn English recently, he or she needs a peer who is native speaker to support and require a lot of verbal output. After which, we can come across another force that is learning style. It is clear that everyone has got diverse kinds of learning styles.<sup>2</sup>Some stdent learns by hearing, some by watching and others by reading. The last issue to mention is that is the student's prior language. Each student brings their prior knowledge to the classroom.

Whereas, some students who has extensive knowledge of concept involved in a specific area but not the skills in English to express his ideas. It also helps do the lesson plans related to student's knowledge. Turning to the strategies, the first one is that using illustrations to interact with text. This strategy enables students summarize the steps in a lesson, experience, or event. And it gives an opportunity for learners to have access prior knowledge, ask questions regarding instructions and interact with the information from the content textbook. in this strategy, Students are given a copy of the Illustration Activity Sheet and ask them write the chapter name and the number on the sheet, show them where they should write the page of the visual and illustration. Ask the co carefully study the picture, and draw a picture of illustration.

Finally, ask them what they can see and label any items in the picture they can identify, what is more they should write what they already know about the subject. This strategy provides a chance of getting to know the text deeply with understanding the structure of together and allow you to assign meaningful content area work to beginning ELLs (English language learners). And they can a sense of

accomplishment by participating in this cognitive activity. The second strategy is called a frame sentence can be used to give a help student and build content vocabulary and develop awareness of sentence structure, you can also identify the student's prior knowledge about a specific knowledge. First, you ask a question about a topic from students, and explain the frame sentence and repeat this sentence until students have finished writing their information. Give a sheet of paper to practice to write sentence frame that enable students to use nouns, adjectives, verbs, and prepositional phrases. It may be difficult for beginners to express what about a topic, either oral or verbal form, and can help EELs understand text and sentence structure while learning content information. Another interesting strategy is About-Point which is a tool to enhance comprehension for silent reading. It teaches learners to identify What the content information is "about" and the "point" of the subject matter. Before beginning the lesson write the pattern below on the board and overhead: this section is about; and the point is (if you write about and point in different color it will be highlighting). Then ask learners read the text and find three statements "about" and they discuss and support their answers. Then fill the pattern about with supported ones. Subsequently, ask written three "point" and fill three the best supported statements in pattern. Ask students write their own about and point about this context to strengthen all today's topic. This strategy is useful for learners because it uses any small or large text according their level, teaches student to identify both the content matter and the point of the information and recognizing the what the content is "about" and the "point" of it can be confusing when reading difficult information. Taking everything into consideration, we can use diverse types of strategies to teach and learn reading a context to consolidate the information and memory the meaning of it deeply. The strategies that were mentioned a 60/87 useful to teach reading interestingly and improve the comprehension of students.

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