

**TEACHING READING FOR YOUNG LEARNERS IN EFL CONTEXT****Ismoilova Zarifa Abdukakhkharovna***UzSWLU department of Integrated English course 3***ARTICLE INFO.**

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**Abstract**

All young children are eager to learn a language. Millions of EFL children are learning reading as part of their English education, and thousands of EFL teachers are looking for the most effective approach to teaching reading. This paper is concerned with determining the most effective method of teaching reading to young learners in an EFL context. The content of children's literature can pique students' interest in learning a new language. Good, effective, and appropriate approaches are for assisting students in their development. There is, however, no single best approach to teaching reading because what works for one child may not work at all for another. Good teachers must recognize that children learn in a variety of ways and require a variety of strategies. Teachers must draw on ideas from a variety of approaches while also adding ideas from their own experience. As a result, the parent's or teacher's role in promoting reading progress is critical. Finally, there are three critical points for children's reading success: an innovative and appropriate approach, effective material, and the role of parents or teachers. All three of these components are necessary for teaching all children to read.

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This paper is concerned with determining the most effective method of teaching reading to young learners in an EFL context. The author will discuss some critical aspects that must be considered in order to find a suitable and effective method of teaching children to read. This paper's discussion is expected to be useful for English teachers in developing the process of teaching English to young learners.

**TEACHING YOUNG LEARNERS**

Teaching young learners is not the same as teaching adults. Young children's moods change every

minute and that it is extremely difficult for them to sit still. On the other hand, they are more motivated than adults to do things that interest them. Furthermore, according to Ashworth and Wakefield, all young children are highly motivated to learn language.

According to Harmer, young learners are curious, like to seek teacher approval, get bored easily, and dislike sitting and listening for long periods of time.

However, their curiosity, as well as adequate notices and appreciation from their teacher, will motivate them to act. Furthermore, they require frequent changes in activities, as well as involvement in something active and valued by their teacher.

Students will perform better if teachers adapt their teaching style to their learning style. According to Verster, as cited in Sosiowati, young learners may prefer visual (seeing), auditory (hearing), kinesthetic (moving), or tactile (touching) modes of learning. These learning styles will then lead to different approaches or methods used in the classroom by teachers.

Furthermore, in order to support English language teaching in the classroom, teachers must possess certain competencies, particularly the ability to teach English to young learners.

Linse identifies three characteristics of effective EYL teachers. The following are the characteristics:

1. YL teachers must have excellent language skills because they are the primary source of language input for children who may have limited exposure outside of the classroom. They must have strong interpersonal skills in order to use the activity-based and interactive methods that appear to be best suited to young learners. They must also be adaptable in order to adjust their language to the children's level. Knowledge of English so they can provide feedback, as well as knowledge of culture to pique children's interest
2. YL teachers must understand how children learn foreign languages and employ effective teaching strategies to pique students' interest in learning English.
3. YL teachers must understand how children's cognitive, linguistic, and emotional development affects their foreign language learning.

## **DIFFERENT APPROACHES TO TEACHING READING**

Reading is an essential part of the learning process. Students will need to be able to read complex material with a high level of comprehension in order to access critical information from massive data banks.

Learning to read can begin at the text level, the sentence level, the word level, or the letter level. Each starting point has resulted in reading instruction approaches that can be used in a foreign language classroom.

As Cameron explains about "Emergent literacy", Language Experience approach, Whole words/key words approach, and Phonic teaching, there are only four main approaches that will be discussed in depth in this paper.

### **Emergent Literacy**

"Emergent literacy" refers to the phenomenon in which children appear to learn to read without any instruction, gradually and through exposure to text and reading. When children are read to frequently from interesting and appropriate books, some will begin to recognize the patterns and regularities that link spoken and written text.

The emergent literacy characteristics that are most relevant for foreign language teaching. They are as follows:

1. children choose the books they want to hear and read;
2. children are motivated by choice and the quality of the writing they encounter; and
3. Children frequently choose to read the same book multiple times, which is a valuable skill.
4. Meaning comes first because the child understands the story as a whole;
5. from this overall meaning, attention shifts to whole words and letters, beginning with initial consonants, then final consonants, then vowels in the middle;
6. the link between reading and oral skills is very strong because children adopt and play with the language of the story; and
7. Parents can be involved in their children's language learning through reading aloud with their children.

Coopers recommends "reading aloud to your children every day." This is probably the most important daily activity parents can do to help their children learn to read. Reading to children increases their world knowledge, vocabulary, familiarity with written language ('book language,' and interest in reading.

### **Language Experience Approach**

The Language Experience Approach (LEA) teaches children to read at the sentence level, and its main feature is the child's use of his or her own experience as the topic of the texts. This approach is based on the idea that giving children material to read that they are already familiar with will help them learn to read.

A typical LEA class would go through the following steps:

1. The student or class dictates a "story," usually based on a personal experience, which the teacher writes down on a large sheet of paper;
2. The teacher then reads the story to the class (this "reading" may be repeated several times until the children are comfortable).
3. The class will then engage in various extended activities based on the original story, depending on their level of ability and needs, such as focusing on individual words, letters, or meanings of various parts.
4. Finally, the children are expected to progress from the stories they have dictated to those written by others.

Because the children "composed" the stories, there is a strong connection between their knowledge or experience and the texts they read.

There is a Whole Language Approach that has many of the same characteristics as the Language Experience Approach. Reading, according to supporters of the Whole Language approach, is a component of general language development, not a separate skill that students learn apart from listening, speaking, and writing.

Teachers rarely use textbooks in whole-language classrooms; instead, young students write stories and learn to read from their writing, and older students read literature that is closely related to their everyday experiences.

Furthermore, the Whole Language approach is a learning philosophy. This approach emphasizes the importance of learning language in a natural and meaningful context. Words should be learned in their entirety, and sentences and entire stories should be learned with as little analysis as possible. Wherever possible, children are expected to deduce the meaning of unfamiliar words from context or hints.

As a result, children must be exposed to words orally before they can read or write them. They can deduce how to read words from context without breaking them down phonically. That is why it is critical to encourage children to listen to and say many words. Reading aloud to children can be one of the most effective ways to expose them to words.

Furthermore, Cameron suggests that teachers (or other adults) read aloud to young children because it has a wide range of benefits. She claims that children can learn how books are handled, how texts encode words and ideas, and how words and sentences are laid out on a page by listening to or watching an adult read aloud. Reading aloud can inspire children to want to read for themselves.

### **The Whole Word / Key Words Approach**

It begins at the word level, with children looking at single words on cards to promote rapid whole word recognition. Children learn words like cat, dog, and ship as whole, independent words in the Whole-word approach.

Other experts refer to this method as the sight word or look-say method, because it teaches children to recognize whole words or sentences rather than individual sounds. For this method, flash cards with individual words written on them (often accompanied by related pictures) are used.

Many children learn to spell by heart. Whether the children picture the word as a whole or memorize the spelling, the important thing is that they are learning independent words rather than focusing on the connections between one word and another. Children can practice reading by drawing pictures next to words, coloring the pictures, and even putting the words in puzzles, and these methods certainly help the children retain the words. However, the children continue to focus on independent items of knowledge rather than underlying patterns.

The term "key words" was coined because the sight words taught were drawn from the most commonly used words in English. This can help children identify common function words like of, and, for, and the. These words lack clear lexical meanings but create meaning when combined with content words. In learning to read, these words are probably better, and more easily, learnt through multiple encounters in contexts of use, rather than separated from other words on a card.

### **Teachers and Parents' Role**

Over many years and thousands of exposures to texts and signs, children gradually become literate. Effective materials, on the other hand, will not "teach" children to read. Effective materials are useless if there is no actual caring competent person doing a good job of teaching. The effective program must still be taught to the children by the parent or teacher. Pay close attention to the word "competence," which should refer to the teacher's and parents' ability to teach English reading to EFL students.

Reading is best taught one-on-one by a parent or other caring adult. Individual attention can help a child learn more effectively. Sitting next to a child, parent, or teacher can help to focus instruction and maximize learning. Furthermore, teaching a child to read in this ideal situation requires only a caring literate adult, a little time, and effective instructional materials.

Furthermore, Riley asserts that the adult's role in supporting reading progress is critical, scaffolding the child's attempts to read by modeling mature reading behavior, enabling text sampling, supporting word prediction, and conforming the prediction through the use of available cues and correcting miscues. Furthermore, when teaching young students, the teacher should be at least as energetic as the students. The teacher of young learners should be enthusiastic, patient, creative, positive, relaxed, and innovative because she is dealing with curious young people who are eager to learn something new. Furthermore, teachers of young learners should not undermine their students' motivation because this can have an impact on their future performance.

Parents, according to Coopers, lay the groundwork for their child's reading success by reading to him.

They say that "the more books you read, the bigger your child's vocabulary becomes." A larger vocabulary enables him to recognize many words while reading.

## CONCLUSION

Children should bring their previous experience and background to each new situation and interpret new information from that perspective. To support it, approaches, methodologies, or techniques in teaching and learning are used. All approaches should be considered when developing good reading skills. There is, however, no single best approach to teaching reading because what works for one child may not work at all for another. Good teachers must understand that children learn in different ways and require different strategies.

A high-quality and interesting book can be the most valuable and effective material or resource for the teacher to improve the students' reading abilities. The stories from the book that adults read aloud can be a source of language exposure. That is one example of how important the role of the parent or teacher in promoting reading progress is. Furthermore, research shows that reading to children has a variety of other benefits.

Finally, there are three critical factors for children's reading success: an innovative and appropriate approach, effective material, and a parent or teacher. All three of these components are necessary for teaching all children to read.

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