

## Effective Strategies for Developing Reading Comprehension

Shirinqulova Sitora Muzaffar qizi  
Student of Sam SIFL

-----\*\*\*-----  
**Abstract** Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. Effective reading strategies are considered as significant skills that have received the special focus on students' reading comprehension proficiency. In this paper, the researchers define the term reading and reading comprehension, explain the types of reading, declare models of reading process, state theories of reading comprehension, review the effective strategies for reading comprehension, and finally mention findings of learners' reading strategies and their reading comprehension proficiency. The review of literature indicates that reading strategies play a significant role in improving the students' reading comprehension skill.

**Keywords:** reading strategies, predicting, visualizing, inferring, making connections, summarizing, questioning.

To improve students' reading comprehension, teachers should introduce the six cognitive strategies of effective readers: predicting, inferring, visualizing, questioning, summarizing and making connections.

### Predicting

First strategy for improving reading comprehension is predicting, which helps the reader set a purpose for their reading. Research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel, 2005). This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text (Oczkus, 2003). It is important to compare the outcome in the actual text with the prediction process as it will lead the learner to improve his understanding. Without this aspect of the prediction process, it becomes meaningless to improving the students' comprehension (Duke & Pearson, 2005). Some of the

approaches for teaching predicting are teacher modeling, predicting throughout the text; with partners, with a graphic organizer, or using post-it notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy. Another key prediction strategy is to have students predict at specific points through the text, evaluate the prediction, and revise predictions if necessary (Teele, 2004)[1].

### Questioning

Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information (Harvey & Goudvis, 2000). In this strategy, the students return to the text throughout the reading process to find the answers to the questions asked by the teacher before, during and after the reading. By this strategy, students practice to distinguish between questions that are factual inferred or based on the reader's prior knowledge. By using the student generated questioning strategy; text segments are integrated and thereby improve reading comprehension (NRP, 2000).

### Visualizing

Another strategy that the good readers employ when comprehending a text is visualization (Adler, 2001). Visualization requires the reader to construct an image of what is read. This image is stored in the readers' memory as are representation of the reader's interpretation of the text (National Reading Panel, 2000). Teachers can motivate students to visualize settings, characters, and actions in a story and ask them to make drawings or write about the image that come to their minds after visualizing the text[2].

### Summarizing

This strategy involves the ability of readers to pull together, or synthesize information in a text so as to

explain in their own words what the text is about. Summarizing is an important strategy because it can enable readers to recall text quickly. It also can make readers more aware of text organization, of what is important in a text and of how ideas are related.<sup>10</sup>

Effective summarizing of expository text may involve such things as condensing the steps in a scientific process, the stages of development of an art movement, or the episodes that led to some major historical event.

Effective summarizing of narrative text can involve such things as connecting and synthesizing events in a story line or identifying the factors that motivate a character's actions and behavior<sup>[3]</sup>.

### **Making Connections**

Making connections is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world. "Text-to-Text, Text-to-Self, Text-to-World" is a strategy that helps students make connections. Students can make text-to-self connections through drawing, making a chart, or writing. Teachers might ask students if they have ever experienced anything like the events in the text. Students can make text-to-text connections through drawing, making a chart, writing, and graphic organizers. These text-to-text connections could be based upon how characters in the story relate to each other, or how story elements relate between stories. Students can make text-to-world connections through drawing, making a chart, writing, or graphic organizers. Text-to-world connections could be done by comparing characters in a story to characters today or comparing the content of the text to the world today (Teele, 2004). Giving a purpose to students, reading by asking them to find connections would help them comprehend the ideas better in the text.

### **Inferring**

Inferring refers to reading between the lines. Students need to use their own knowledge along with

information from the text to draw their own conclusions (Serafini, 2004). Through inferring students will be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning (Harvey & Goudvis, 2000). Students can be given techniques to use illustrations, graphs, pictures, dates, related vocabulary and titles from the text to make inferences<sup>[4]</sup>.

The findings of this study showed that reading strategies have a great impact on the students' reading comprehension ability. Students are not just passive receivers of information but they are active makers of meaning. Successful readers try to apply numerous skills to grasp meaning from the texts. Readers should be involved in the reading process by using different strategies to monitor their meaning. This study emphasized the idea that comprehension processes are influenced by a lot of strategies. All of these strategies work together to construct the meaning process easily and effectively. Based on the findings of this study, it is concluded that reading materials and activities should be very attractive to students in order to understand a text easily and they should be related to the students' proficiency levels. Teachers have a big responsibility to motivate their students in reading these materials, should be very sensitive to their learners' comprehension difficulties, and should help their learners to modify their views towards reading and have positive attitudes towards their reading activities so that they can better understand.

### **Reference**

- [1]. Teele, S. (2004). *Overcoming barricades to reading a multiple intelligences approach*. Thousand Oaks, CA: Corwin Press.
- [2]. 2. *Comprehension III teacher preparation and comprehension strategies instruction*. (Chap.4). Retrieved from <http://www.nichd.nih.gov/publications/nrplch4-111.pdf>
- [3]. <https://www.readingrockets.org/article/key-comprehension-strategies-teach>
- [4]. Harvey, S., & Goudvis, A. (2000). *Strategies that work teaching comprehension to enhance understanding*. York, ME: Stenhouse Publisher.