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## TEACHING READING IN THE PRIMARY SCHOOL

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### **Introduction**

The point of coverage of this research is constant of the reading in the elementary school. This research features and explores the ways of building an effective reading classroom activities aimed at successful development of reading skills in the process of teaching foreign language in elementary school.

Reading is the process of creating meaning from written texts. It is a complex skill which requires the coordination of inter-related knowledge. Writing is defined as a complex action consisting of cognitive components.

Reading skills seriously affect the education life of individuals. In addition, problems with reading and writing can negatively affect students not only academically but also socially

### **Main part**

Young learners aged 6-12 are developing their thinking skills, their first language systems, discovering rules for interacting with others, understanding their own reactions to others and to events, and learning to develop hand-eye coordination and other motor skills. Smith (1995) summarizes by describing young learners as ‘products in process’. The breadth, volume and speed of this early development also mean that there are significant differences in the abilities, interests and characteristics of children within the 6-12 age range. There can, for example, be significant learner variables between say, children aged 8-9, and children aged 10-11 [1].

Though there may not necessarily be immediate linguistic benefits in teaching English to young learners, there are good attitudinal, intercultural, personal and academic reasons for doing so. Most crucially, positive early experiences of learning a foreign language may help young learners to develop self-esteem and positive attitudes to learning English. This will equip them to study English with greater confidence when they are older and can bring more developed learning and cognitive skills to the more formal and abstract learning they may experience in secondary school. Intercultural benefits may derive from the realisation that other countries have a language with sounds and rules which are different from their own. As they realise that there are similarities as well as differences between English-speaking people and them, they may also be able to learn values of tolerance, empathy and curiosity. These values will be useful in their later life and for the society in which they live. They may gain academic benefits from learning English, too: generic concepts such as time, number and changes in the season can be consolidated through learning English, as can learning skills such as planning, organising and checking work. For more on the benefits of early start English, see Read [2].

Teachers commonly notice that they cannot get children to concentrate on certain learning activities as long as they can get adults to do so. However, the problem is not the concentration span itself – children will spend hours absorbed in activities that really interest them - but rather the ability of the individual to persevere with something of no immediate intrinsic interest to them. Here older learners do exhibit noticeable superiority, because they tend to be more self-disciplined. One implication for teaching is the need to devote a lot of thought to the (intrinsic) interest value of learning activities for younger learners [3]

At the most basic level reading is the recognition of words. From simple recognition of the individual letters and how these letters form a particular word, to what each word means – not just on an individual level, but also as part of a text. In English, as in many other languages, different combinations of the same letters can be used to form different words with completely different meanings [4].

Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do.

Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

Students, like the rest of us, need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for. This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.

Students need to be able to skim a text – as if they were casting their eyes over its surface - to get a general idea of what it is about. Just as with scanning, if they try to gather all the details at this stage, they will get bogged down and may not be able to get the general idea because they are concentrating too hard on specifics.

Whether readers scan or skim depends on what kind of text they are reading and what they want to get out of it. They may scan a computer manual to find the one piece of information they need to use their machine, and they may skim a newspaper article to get a general idea of what's been happening. But we would expect them to be less utilitarian with a literary work where reading for pleasure will be a slower, closer kind of activity.

Reading for detailed comprehension, whether looking for detailed information or language, must be seen by students as something very different from the reading skills mentioned above. When looking for details, we expect students to concentrate on the minutiae of what they are reading.

One of the teacher's main functions when training students to read is not only to persuade them of the advantages of skimming and scanning, but also to make them see that *the way* they read is vitally important [5].

From the internship that I've done in the school for the elementary school students, they have high motivation to study foreign languages, however, they do have short attention span. In order to enhance the students' reading skills and teach them how to find *detailed information* from the text, the *scanning technique*, I've made several tasks.

The aim of the task is to give to the students small texts with number of specific information in it.

The given text example:

I am a monkey. People say: "Monkeys are funny!" I am small and fluffy. I have got long tail. Some monkeys are vegetarians. We usually eat fruits and vegetables. I like bananas. Right now I am peeling a banana! Monkeys live in the jungle. But you can see me at the zoo!

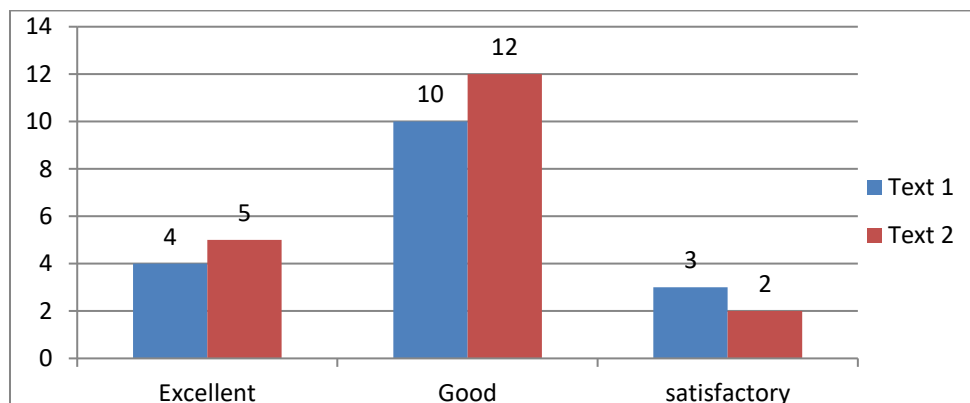
I am a zebra. I have black and white stripes. I have excellent eyesight and I can hear everything. I run really fast. I can run 35 miles per hour. Actually, I am running right now. Zebras live in Africa. So do I! [6]

After reading each text, students are given questions:

1. What does the zebra have?
  - Long tail
  - Excellent eyesight
2. How fast can zebra run?
  - 35 miles per hour
  - 30 miles per hour
3. Where do the zebras live?
  - In Africa
  - In the zoo
4. What is zebra doing right now?
  - Zebra is running right now
  - Zebra is walking right now

1. Where do the monkeys live?
  - Jungle
  - Forest
2. What does Monkeys eat?
  - Meat
  - Fruits and vegetables
3. What is monkey doing right now?
  - Monkey is peeling a banana.
  - Monkey is playing at the zoo.
4. What do people say about monkeys?
  - They are funny!
  - They are beautiful!

In the diagram down below is illustrated the results of students, who completed these tasks. For context, there were 17 students in the class. As it is shown in the diagram, the number of the students who achieved success by getting the highest mark are 4-23.5% and 5-29.5%. On the other, the majority of the students have got “Good” mark. The results are 10-58.8% and 12-70.5%. As, it is depicted here, most of the students did the task correctly. However, 3-17.7% and 2-11.7% got the mark “Satisfactory”. These tasks had proven that majority of the students of primary school can comprehend with the short and detailed texts. From the experience of mine the students of the 4th grade, who struggle with using scanning technique, students who had poor understanding and reading comprehension could do this task. Furthermore, they can find the accurate information from it.



In conclusion, while I was working with the students of the 4<sup>th</sup> grade, I’ve noticed that some students do not pay attention to the text or to the questions of the bigger texts those given in the textbooks. Although, it was congenial to the students work with the smaller texts and the students were not “lost” in the text. I’ve come into the conclusion that the students in the primary school are better to start developing scanning technique from the small texts with the numerous amounts of

specific information. Since, the students have small attention span and their cognitive thinking skills are yet in process of development, they tend to struggle with finding information from the bigger texts. This experience has drawn the inference that the reading skills are better to be developed from the young age in order to help the cognitive and critical thinking skills evolve.

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## **DEVELOPMENT OF SPEAKING SKILLS BY USING ONLINE PLATFORMS**

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### **Introduction**

Modern education has a high priority on ensuring that undergraduate students develop effective communication skills. Future specialists are required to have communicative competency in a foreign language within current university criteria. It is described as having a particular level of language, speech, and sociocultural knowledge, skills, and talents that enables students to allow and quickly alter their communicative behavior in a communicative way. This article is aimed to outline the most effective of online platforms and share the results of implementing them to develop speaking skills.

### **MAIN PART**

Speaking is currently regarded as one of the most crucial language acquisition skills. The acquisition of speaking abilities enables the student to interact both verbally and nonverbally, to express their own ideas in various situations, to transmit information, and to bargain. Most often, the ability to successfully communicate in the target language is considered a sign of a learner's success.

Speaking, in the opinion of Hadfield & Hadfield, acts as a sort of bridge between the classroom and the outside world for learners [1]. In order to build the bridge with speaking activities, the instructor must give students plenty of chances to practice purposeful communication in meaningful situations. This suggests that speaking to communicate aids in second language acquisition. To improve this talent, a wide range of approaches, strategies, and resources are utilized. Therefore, one of the latest approach is implementing online platforms and applications during the studying.

Currently, modern technology is extremely important to our daily routines. Particularly, the use of technologies in classrooms has grown in popularity. Hence, language learning requires greater technological use than other social science topics. The use of technology in a foreign language classroom has many advantages. It can foster more student-centered activities, boost motivation, lessen anxiety, and give students access to real-world audio and visual resources. We might say that the use of educational technology enhances learning. [2]

As a result, higher education is always evolving. Modern higher education institutions are becoming the subject of public debate in the light of globalization and the expanding role of