



 Research Article

## SIGNIFICANCE OF READING SKILL IN TEACHING ENGLISH TO B1 LEARNERS

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### ABSTRACT

At the elementary, secondary, and collegiate levels, teaching English as a foreign language (EFL) typically focuses on implementing teacher-centered approaches or merely adhering to the scope and order of English textbooks. While ignoring students' actual interests and requirements, a lot of attention is placed on improving grammar abilities, honing isolated concepts, and studying various realities depicted in commercial textbooks. Because of the conscious and unconscious conditioning that these traditional methods have had on students, many teachers believe that learning English is dependent on memorizing grammar rules and repetition of pointless and irrelevant ideas, which lowers student academic performance. In order to enhance the English teaching and learning process, this descriptive study suggests using reading as a teaching technique.

### KEYWORDS

Reading, CEFR, skimming, scanning, Reading comprehension, Reading correspondence, Reading for orientation, Reading for information/argument, Reading instructions, Reading as a leisure activity.

### INTRODUCTION

In a variety of fields of study, including business, science, technology, and international politics, English is crucial. The importance of English to the competitiveness of English-speaking countries drives educational authorities to develop effective strategies to improve people's English proficiency. For instance, English-language publications, TV networks, and radio shows have gained popularity worldwide.

Learning reading is one of the most important elements in teaching a foreign language. Reading is a speech activity aimed at visual perception and understanding of written speech. Through reading a person is introduced to the scientific and cultural achievements of humanity, gets acquainted with the art and life of other peoples. The process of reading has a huge impact on the formation of personality. With the help of reading enriches the active and passive vocabulary of the students, forming grammatical skills.

It is well known that the methods and resources currently employed for teaching and learning English as a foreign language need to be reconsidered. The use of reading in EFL training, according to the study's authors, may be the key to helping students acquire the essential level of English competence.

## LITERATURE REVIEW

Yan (2017) in her article about close reading, states that reading is one of the most important ways for human beings to process information and that reading, and literacy education, is always

a critical part of different levels of education (p.38).

Intensive reading can be used in academic settings where technical English can be part of an EFL course, as indicated by Torrie (2017). She points out that EFL students need to read and write about topics related to their majors in technology, math, and science (p.22).

Bernal & Feyen (2017), on an EFL postsecondary university setting study, 106 psychology students acknowledged that when introducing reading as the main component of the English program at the Psychology School, it allowed them to improve their listening, writing, comprehension, and speaking skills.

Toland & Fuisting (2017) indicated that extensive reading or reading for pleasure can also be successfully implemented in a diverse array of English language learning contexts included ESL and EFL.

There are also studies such as Day (2015) that analyzed how L2 students improved their reading rates through the practice of extensive readings when allowing students to choose their materials.

Chang & Millet (2017) carried out a study in an EFL setting where they used narrow reading. They compared the reading speed, comprehension, and perceptions of two groups of EFL students. Each group focused on one of two types of narrow reading: the same genre and the same title. EFL students responded positively to narrow reading, especially to the same title treatment.

The Common European Framework of Reference (CEFR) was developed by the Council of Europe in an effort to provide common reference levels for teaching, learning, and as assessment for all European languages. It has become widely accepted and used to describe learners' proficiency levels in foreign languages. Moreover, the CEFR has constructed a set of standards to which most major language-testing institutes have already adhered to or are in the process of linking their tests (Milanovic, M.; Weir, 2010).

Language learners are grouped into three general groups by the CEFR: proficient, independent, and basic, which are further broken into six levels. First, the C2 and C1 levels of the CEFR framework are used by proficient language learners. While C2 learners are able to utilize the language in a spontaneous, fluid, and exact manner, C1 learners are almost as capable of doing so with some noticeable expression searching. The B2 and B1 levels are separated for independent learners. B1 learners typically confine their language production to known topics or areas of personal interest, in contrast to B2 learners who can have frequent conversations with native speakers about a variety of topics. Third, the A2 and A1 levels are considered basic learners. A1 learners can only use similar terms with basic words meant to satisfy demands of a concrete type, in contrast to A2 learners who can utilize expressions relating to regions of most immediate significance. The CEFR outlines what a learner should be able to perform in reading, listening, speaking, and writing for each level.

Reading is divided into a variety of categories, including reading for pleasure and reading particular genres for particular purposes. Reading for orientation and reading for information or argument have fundamentally different reading purposes. The former, also known as search reading, primarily takes two forms: first, quickly reading a text "diagonally" to determine whether to read (parts of it) thoroughly (also known as "skimming"), and second, quickly skimming a text in search of a specific item, usually a piece of information (also known as "scanning"). The latter is how one reads documents like bus or train timetables, but occasionally one browses through a lengthy prose text in quest of a certain phrase. The essential distinction between reading for information or argument and reading for leisure is then made. The latter may or may not include nonfiction, and it need not be literary works. It will also include books that people might read for work or school purposes solely, depending on their interests, as well as periodicals like magazines and newspapers, blogs, biographies, etc. Last but not least, there are texts that one reads in a specific way, such as reading instructions, a specialized type of informational reading. Reading correspondence is different once more, and this is shown first because the scales begin with interpersonal language use in each area. As it was added in 2017, reading as a leisure activity is listed last.

According to CEFR learners on the level of B1 have following variety of abilities:

Reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.
Reading correspondence	Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else. Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences. Can understand standard formal correspondence and online postings in his/her area of professional interest.
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use. Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. Can pick out important information about preparation and usage on the labels on foodstuffs and medicine. Can assess whether an article, report or review is on the required topic.

	<p>Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.</p>
Reading for information / argument	<p>Can understand straightforward, factual texts on subjects relating to his/her interests or studies.</p> <p>Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view.</p> <p>Can identify the main conclusions in clearly signaled argumentative texts.</p> <p>Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.</p> <p>Can recognize significant points in straightforward newspaper articles on familiar subjects.</p> <p>Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.</p> <p>Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.</p>
Reading instructions	<p>Can understand instructions and procedures in the form of a continuous text, for example in a manual, provided that he/she is familiar with the type of process or product concerned.</p> <p>Can understand clearly written, straightforward instructions for a piece of equipment.</p> <p>Can follow simple instructions given on packaging, e.g. cooking instructions.</p> <p>Can understand most short safety instructions.</p>



Reading as a leisure activity	<p>Can read newspaper / magazine accounts of films, books, concerts etc. written for a wider audience and understand the main points.</p> <p>Can understand simple poems and song lyrics written in straightforward language and style.</p> <p>Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.</p> <p>Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries the person made.</p> <p>Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.</p>
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## CONCLUSION

Summarizing the article, it should be noted that Reading has a huge impact on learning a foreign language. With the help of reading enriches the active and passive vocabulary of the students, forming grammatical skills. Reading should occupy an important and meaningful place in the process of teaching and learning English. Fayen (2014), Ramirez (2013), Vanegas, in (2014), and Krashen (1985) recommend incorporating intensive and extensive reading practice in English language courses. Reading is the most important core language skill used in the English language program.

The CEFR has taken this trend into consideration and has formed online interaction criteria for B1 level users, (Council of Europe, 2018). That is to say:

- B1 users can post their contribution online on a familiar topic if they have prepared the text beforehand and they can use online tools (such as online dictionaries/grammars) to check their language accuracy.
- They can post information about personal experiences and feelings and respond to others' comments. However, some lexical errors can occur.

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