

Develop Reading Comprehension among students through text structure tasks

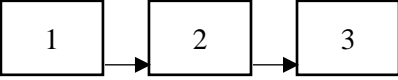
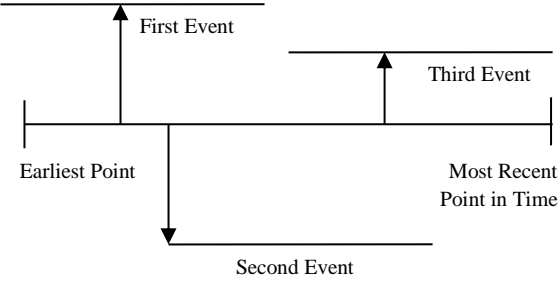
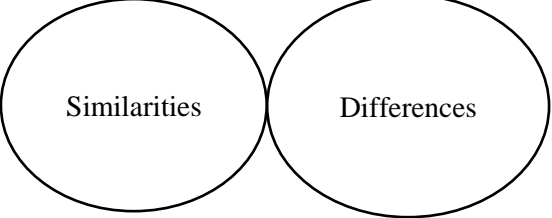
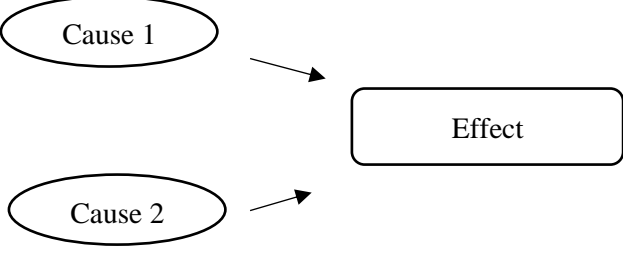
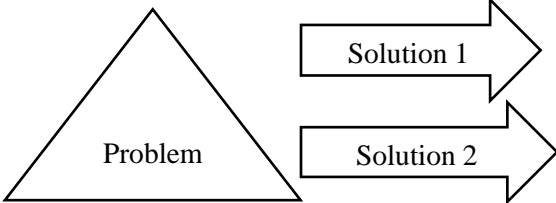
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There is no need to prove that one of the main component in English is literacy as it stirs students' interest in language and literature and leads to the increase of passion towards reading.

Reading is an important skill that provides students with access to information [1]. By developing reading comprehension, students understand the meaning of

texts, its main ideas and word meanings as well as develop their ability to answer questions, do related exercises and recognise cohesive devices.

In order to develop reading comprehension we need to help students to be aware of text structure and practice by doing text structure tasks. Each text is organized in a certain way like a pattern [3], which directs students through the texts. We have the following text structures [4]:

Sequence	
Chronological	
Compare and Contrast	
Cause and Effect	
Problem and Solution	

The knowledge of text structure gives students an opportunity to find out the relationship between sentences so that students could understand the important point in the text as well as answer questions.

Text structure tasks aimed to teach receptive skills are organized into groups due to the goals we are going to gain. In order to achieve our ambitions teachers need to present reading material in teaching reading comprehension via stages.

Pre-reading stage:

This stage helps students to activate preliminary schemata. Schemata activation is the mechanism, which help students to know information and match it to the material in the text [5]. Teachers could use various types in this stage from showing the topic/pictures on the interactive board to ask students to guess what the text will be about to matching exercises.

While-reading stage:

Exercises in the stage teach students to recognise not only text structures but also the way to make up sentences. Techniques which are used throughout the step are: skimming, scanning and close reading. Skimming is reading to understand the main idea, scanning is reading to understand specific information while close reading is reading for total understanding [2]. As classroom activities students could find what main idea of passage is, classify the organization of ideas by creating schemes, working with linking devices, completing the sentences with ideas or summarizing important ideas. This work could be done both in pairs and in groups in order to increase overall understanding of the text. The main point for students is the ability to draw the content construction of the text. By doing this, students not only improve their reading comprehension but also develop their writing skills as it is confirmed

that following the plan while writing is a good way to organize essays logically.

Post-reading stage:

Comprehension questions and tests are used in this phase so as to be sure in knowledge gained along with teachers' detailed feedback which helps students to know what they need to work at. Such tasks are useful to evaluate how effective the usage of the tasks is.

Reading comprehension is a complex activity which consists of understanding the meaning as well as sentences in paragraphs and paragraphs in texts and their relationship. Reading comprehension is thought to be achieved if students can recognize the text structure. As a result, there will not be any difficulties in identifying the main features in the text. Moreover, students will not experience problems with writing and speaking as text structure tasks develop these skills as well.

Reading is a skill which brings benefits for students who learn it. As they learn new words and how to write properly with the usage of linking words while reading. Moreover, reading broadens students' mind and intensifies their imagination.

References:

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