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LITERATURE REVIEW

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Abstract: The way to provide the priority of education, transform the education into the democratic and humanitarian fields, create intellectual-social oriented system is capable to open all the possibilities of the person was chosen during the first years of independence. The task was to train the young generation on the basis of national traditions and humanity values, patriots of their country with high moral qualities, as well as competent specialists possessing up-to-date knowledge and skills in chosen field, with initiative, and creative thinking.

Key words: B1 level learner, appropriate speed, reading, Linguistic competence

I. INTRODUCTION

Modern requirements of knowledge consider various skills on the basis of the world standards, and the present research work is closely associated mainly with reading skills. The topic of research paper is *“Effective ways of teaching reading skills to B1 level learners”* and it examines what linguistic research says about the nature of reading skills, and then explores implications on reading strategies.

The researcher is going to refer to the following plan during reviewing sources:

1. Defining reading
2. Defining B1 level learners
3. The role of reading skills in B1 level classes
4. Diversity of methods of teaching reading skills
5. The effect of using different reading strategies.

According to P.Hench, the process of gaining knowledge is one of the primary objectives of reading skills. Educators teach various reading skills and strategies for readers to enhance their ability to take the words within a book or document and learn about something. Skilled readers are thinking readers (Hench 2010: 10). They know how to monitor their reading for comprehension and how to adjust if comprehension is lost. They prepare for reading tasks before starting to read, construct meaning as they read, and reflect on their reading when they finish. Although not all knowledge acquired from reading is new information, the reiteration of assumed and common knowledge is also aided by being reading properly and following along with

what has been written. The knowledge objective of teaching proper reading skills helps students increase vocabulary, language, communication and recollection skills.

P.L.Griffith and J.Ruan overstated the case that readers must constantly make decisions that impinge on their comprehension of text: when to reread a portion of text, when and what type of inference to make, what information of importance to retain in memory and what information of lesser importance to discard, when to move on in the reading of text and at what rate (Griffith & Ruan 2008:5).

As C.Nuttal states that “the aims of reading program are to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar texts, at appropriate speed, silently and with adequate understanding.” As was stated in the article entitled “Strategies for developing reading skills”, reading skill has several strategies to achieve the purpose of reading (Nuttal 2008:14).

II. MAIN PART

The students are able to enjoy reading some texts if they understood well, so it needs more comprehension, as the comprehension means the capability to give details about grammar and structure of a page of text, it also means the ability to sum up the thesis and argument of a whole book in a few sentences (A.J. Aebersold & M.L.Fied 2009: 8).

What is reading?

Reading as a part of language skills, makes the students are able to speak fluently and write well, and also comprehend the text. A.Brynes states: “Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, sentences, and paragraphs that encode the meaning”. Moreover, reading and the type of text

have the purpose to determine the specific knowledge, skills and strategies that the reader need to apply to achieve reading comprehension. Because reading comprehension is more than decoding, it results when the reader knows which skill and strategies are suitable for the type of text, and understands how to relate them to complete the reading purpose (Bryners 2008: 2).

According to A.Brynes’ definition, reading can be either language skill or process which determines the reader to use knowledge, skills and strategies. Reader knowledge, skills and strategies include:

1. *Linguistic competence* as the ability to recognize the elements of the writing system; understanding of vocabulary: comprehension of how words are structured into sentences.
2. *Discourse competence* it is the knowledge of discourse markers and how they fix parts of the text to one another.
3. *Sociolinguistic competence* as knowledge about different type of texts and their usual structure and content.
4. *Strategic competence* it is the ability to use top down strategies as well as knowledge of the language.

A skill and a strategy

Skill and strategy both are sounded similar, but in fact, they have different usage and function especially for teachers and learners. As L.Robb states that “skill has described a set of helpful tools (they include, but are not limited to: vocabulary in context, sequencing, making inferences, coping with unfamiliar words, and many more) that students practiced in order to improve reading” (Robb 1996:7). He also states that the understanding of skills and strategies are shades of the same thing, but representing different stages of development. A skill becomes a strategy when the learners can use it

independently. When she can reflect on and understand how it works and then apply it to new reading materials when it occurs, the student has become a strategic reader.

CONCLUSION

A number of key issues with respect to the extraversion construct have been addressed in this study. First, we sought to examine the level of the participant. Secondly, we analyzed if the participant can handle with the breakdowns in oral speech as well as show appropriate behavior and body language during the prepared speech. Thirdly, it has been studied if the student can express his thoughts and views in L2. Finally, it was checked that if the student can handle with breakdowns in oral speech with a native speaker.

The hypothesis tested in this study was that extraverted L2 learners would outperform introverts in fluency. Lexical and grammatical accuracy were hypothesized to be lower for extraverts. At the end of the research it has been partially proven Rossier's theory that "people owning extraverted personality are tend to be fluent in communication aspect of L2" since it was identified some mistakes in terms of grammar during the whole observation and study also led to the agreement with the view of Ellis (1994) that "extroverted learners will do better in acquiring basic interpersonal communication skills" while "introverted learners will do better at developing cognitive academic language ability" (p. 520).

From my own perspective, it could be inclined that it should be taken into consideration the age of the participant. Since the participant is young enough to be fluent, possibly, the same study might show different results. During the process of research design different ideas ran through my mind to conduct the case study. However, I chose the way that could do. Through deep investigation, I have found out that one of the final observation types of

activities are Direct Communication with a native speaker or Online Communication since they might have a greater contribution to evaluate the student's process and progress after series of lessons. Till the end of the process of my case study, I kept this idea to implement in my study. However, I could not find an opportunity to find neither native speaker nor online friend to ask a favor. So, I would suggest examining this procedure for those who had in mind to investigate this topic in the future.

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