

Mastering the art of Reading: Effective Strategies for Success

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Abstract

With the advancement of information technology, the methods of presenting educational material have changed dramatically. While books and printed texts remain primary teaching aids, modern lessons now incorporate new approaches. This article highlights effective techniques for working with text, focusing on optimizing the time allocated in lessons to enhance reading efficiency and transforming the learning experience into an engaging and exciting study.. By adopting innovative approaches, educators can turn traditional text-based lessons into engaging and stimulating learning experiences. These techniques aim to enhance students' comprehension and retention by making the reading process more interactive and enjoyable. As a result, lessons can become not only more efficient but also captivating, fostering a deeper interest in the material and improving overall educational outcomes.

Key words: technique, teaching, and Reading Comprehension

Reading is an interactive process involving the reader, the text, and the context in which the text is presented. The reader imparts meaning to the text, rather than the text providing meaning to the reader. The reader's prior knowledge influences the meaning they derive from their interaction with the text. Comprehension during reading entails higher-order processing of discourse structure and the reader's knowledge, interacting with lower-level word coding processes. Additionally, brainstorming activities can simplify thinking for students and encourage them to engage in the learning process.

Using media can facilitate more active learning, and forming discussion groups can enhance students' enjoyment of the learning experience.

According to Anderson, reading is a basic life skill. Thai university students have to spend a great time on reading materials. However, the students face the problem of not understanding the passages of what they had read (Anderson R.K.). This is reflected in their poor reading scores. In reading, students need to use various strategies to help them in the acquisition, storage, and retrieval of information (Goodman K). Therefore, reading strategies are assumed to be important for students reading comprehension and the reading strategies equip the students with the skills of how to handle their reading effectively. Research reveals that good readers are actively involved with the text and they are aware of processes they use to understand while they read. Teachers can help students improve their reading comprehension through reading strategies. Reading strategies are purposeful means of comprehending the author's message (Koda K, 2005). They are believed to influence readers in adjusting their reading behaviours to work on text difficulty, task demands and other contextual variables.

Goodman defines reading as an active process in which readers employ effective strategies to derive meaning from a text. During reading, readers must utilize various strategies to comprehend the text. These strategies are crucial for developing students' reading comprehension. According to (Koda K. 2005), reading strategies help readers adjust their reading behaviors to handle text difficulty, task demands, and other contextual variables. Reading is a highly strategic process where readers continually construct meaning using a variety of techniques. Several research studies have demonstrated a positive relationship between learners' reading strategies and their reading comprehension skills.

The balanced system of teaching reading also encourages extensive independent reading. Ideally, students should read independently 40 to 60 minutes per day—20 to 30 minutes in school and 20 to 30 minutes outside of school. To achieve this goal, many schools have initiated school-wide reading programs that offer contests and awards for reading (Honig, 2001). When using the balanced system of teaching reading, it is important for teachers to match reading selections to each student's reading level. Otherwise, the student will either become bored because he or she is not being challenged enough or will become confused and frustrated because the text is too difficult for them.

Working with text is a fundamental task in any lesson. It is insufficient to merely instruct students to open the book to the correct page, read the material, and answer the questions. This approach often results in a lack of the desired outcomes and can lead to a waste of valuable lesson time. A single type of activity within a lesson can be structured in various ways to make it not only productive but also interesting and motivating for students. For reading to be effective, students must adopt an active role, engaging in a range of mental operations. When working on a text, it is crucial to consider the different types of reading, each with its own specific goals.

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