

READING STRATEGIES FOR ADULT READERS OF ENGLISH AS A FOREIGN LANGUAGE COMPARING SUCCESSFUL AND LESS SUCCESSFUL READERS

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Abstract: This article explains the reading techniques for proficient and less proficient readers. The main goal was to investigate how their adult characteristics might affect how they used their academic reading strategies. In addition some useful strategies for adult readers was discussed.

Key words: adult readers; adult reading strategies; academic reading; adult characteristics

Аннотация: В этой статье объясняются техники чтения для опытных и менее опытных читателей. Основная цель состояла в том, чтобы исследовать, как их взрослые характеристики могут повлиять на то, как они используют свои стратегии академического чтения. Кроме того, обсуждались некоторые полезные стратегии для взрослых читателей.

Ключевые слова: взрослые читатели; стратегии чтения для взрослых; академическое чтение; характеристики взрослых.

Reading is fundamentally important for language learning in the context of language study and teaching. There will be little language learning "where there is little reading," according to Bright and McGregor. There is currently a growing body of research on using reading to assist second/foreign language (L2/FL) learners in improving their reading and language skills.

According to Erler and Finkbeiner (2007) and Paris, Lipson, and Wixson (1994), reading strategies are self-directed actions that readers flexibly take control of with a certain level of awareness to retrieve, store, regulate, elaborate, and evaluate textual information in order to achieve reading goals. The strategies that readers employ while reading show how they interact with written texts, and effective use of strategies can increase readers' reading speed and text comprehension. Williams and Burden (1997, p. 149) defined the categories of strategies as follows: "Strategies can be cognitive, that is, they can involve mental processing, or they can be more social in nature, and their efficient use is enhanced by metacognitive awareness.

The literature on reading in first and second languages distinguishes between bottom-up and top-down cognitive strategies, with the former focusing on sound-letter correspondence, lexicon, and syntax, and the latter on text gist, context, and textual organization. When a reader approaches a text deliberately in order to make sense of

what he reads, this is referred to as using reading strategies. Reading strategies are behaviors that a reader engages in at the time of reading and that are related to some goals (Cook and Mayer, 1983; Barnett, 1989; Cohen, 1990). While Barnett (1989) asserts that reading strategies may either be conscious techniques controlled by the reader or unconscious processes applied automatically, Cohen (1990) asserts that reading strategies are consciously applied.

The processing of incoming information, which includes awareness of and control over cognitive processing, is the focus of cognitive strategies. The mental processes or steps that are used to process linguistic and sociolinguistic contents are thus described as cognitive strategies, and employing cognitive strategies entails direct manipulation or transformation of the learning materials (Wenden, 1991). The emphasis at this point is on practicing or repeating the target information in order to help the reader store it in their long-term memory.

Adult learners have distinctive qualities that set them apart from other students.

According to Knowles (1990), understanding the traits of adult learners requires taking into account the three areas of self-concept, experience, and time perspective. Self-concept, in a nutshell, is the perception that people have of themselves. As people mature, this perception shifts from one of a dependent personality to one of a self-directing personality. They consequently develop autonomy as a result.

Next, adults are a "rich resource in the classroom" because they have more experience than children do. They have more experience when they start an educational activity, so they can relate it to new experiences (Knowles, 1990; Mocker, 1980). As a result, learning activities in the classroom must be learner-centered, with the majority of the course materials coming from the students themselves. According to Rogers (2002), while experience is something that happens to children, it helps adults define who they are and develop a sense of self-identity.

Additionally related to "time perspective" are the traits of adult learners. Adults approach educational activities with more immediate and detailed plans for putting newly learned information to use. Because they want to use what they learn right away, adult learners need to be prepared to deal with their current issues (Knowles, 1990; Mocker, 1980). Adult learners are seen in this situation as motivated individuals who are motivated by intrinsic factors rather than extrinsic ones. They are primarily driven to learn by a desire to find solutions to the issues they face in their responsibilities as parents, employees, and other roles.

It is advised that an adult learner-friendly policy be created at the university level. This policy should focus on creating a supportive and respectful environment for adult learners in particular. In the program's and the faculty's efforts to involve adult learners in a variety of decision-making processes, such as selecting their own reading materials and creating the academic reading course, this is especially crucial.

The university should also take into account hiring qualified adult trainers to oversee faculty and programs that enroll a lot of adult students.

This study showed that more reading strategies were used by adult proficient readers than by adult less proficient readers. The more proficient readers had utilized their academic reading strategies than the less proficient readers, it was also made clear. Further research is required and may be usefully include the use of academic reading strategies while reading other academic text genres, as the results of this study suggest that the influence of adult learners' typical characteristics on their choice and use of academic reading strategies should not be disregarded. Similar efforts should be made to investigate adult learners' academic reading techniques in other university academic disciplines, such as the sciences, as well as in the technical and vocational fields.

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