



# Lesson planning for reading: an effective teaching strategy in EFL classrooms

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### ABSTRACT

Teaching of English is a profession. There are certain aspects that are very important to be considered for the teaching of English as ESL/EFL/ESP etc. The professional effectiveness becomes more demanding especially in a situation which is not very conducive to the teaching of English for the speakers of other languages than English. The case of Arab countries in general and Saudi Arabia in particular falls under the same category. The pedagogic significance of Lesson planning has always been debated for a very long time. It is believed if a specific lesson is planned the results are expected to be far better. The present paper will explore certain theoretical as well practical issues related to the lesson planning as a strategy for the teaching of Reading (ENGLISH).

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### Introduction

Planning in any field is always better as it assures better management and utilization of whatever resource available. It becomes more important when there are expected constraints on the way to achieving the pre-conceived objectives. Thus, a lesson planning is an inevitable activity in a Saudi English classroom as there is no denying the fact that the learners face a lot of problems while learning the target language-English.

Lesson Planning is a blue print that every effective teacher should use. Sometimes, teachers don't prepare the same in black and white, yet some of them have a mental lesson plan ready for an effective teaching-learning activity. Every one of us does planning even if the task is simple enough in order to anticipate difficulties and a possible evolution and application of compatible strategies.

Lesson planning is a strategy for teaching a particular unit attempting to save time, energy and give the maximum output in a less time-period (Khan, 2006). It guides a teacher to the right path towards achievement of the pre-determined goals. Besides, it also helps a teacher to assess and evaluate himself for further application of techniques and strategies. In other words, lesson planning is a daily work for each class which a teacher is going to teach.

Every good deed is in fact well planned out. Thus, teaching should also be well thought and chalked. Lesson Plan is in one way a statement of the achieved to be made and the specific means by which these are to be achievement as a result of the activities. This definition tends to focus the teacher's attention upon: (1) outcomes or results in term of the pupil; (2) definite processes and procedures with recognition of activity as the basis of learning; (3) the pupil in the foreground and the teacher in the background as an instructor.

A lesson plan is a teacher's detailed description of the teaching/learning activities for a specific lesson as a part of the unit. A daily lesson plan is designed by a teacher to follow written guidelines related to teaching/learning. The detail of the plan may vary from subject to subject; unit to unit and lesson to

lesson. The lesson planner takes into account various aspects: the course, target group, learning resources etc.

### Significance of daily lesson plans

Daily lesson planning is just as essential as planning the general course. The teacher should think of planning for the day's lesson as one phase of the larger problem of instructional planning which requires complete coordination and integration with the course planning. When the course is carefully planned, many important aspects of lesson planning will be anticipated. The major aspects of objectives, content, and sequence should be broadly determined. The general procedure to deal with the units of learning is to forecast, to a considerable degree, for the guidance of the teacher in the particular lesson situation. Specific daily lesson planning is nothing but a planning for good course are effective planning. At almost every step in the formation of the lesson plan, it is necessary for the teacher to keep clearly in view the total learning outcomes visualized and expected if the teacher intends to yield the best possible outcomes.

Lesson planning is essentially an experience so the teacher must also know about the classroom issues, learning theories, teaching related factors, the most approved teaching methods, approaches and strategies to fulfill the general and the specific learning needs. An in depth and clear knowledge is needed to justify the job of a teacher.

Two kinds of lesson planning are made: the memorized, and the written. Memorized one comes after the written form. But, sometimes memorized one is used without any written form. However, both have its relevance. But, the written form is the formal type, and memorized is the practical one.

### How to develop a lesson plan

There are different formats of lesson plans. But, the following aspects are commonly found in most lesson planning technique:

- Title and sub titles of the lesson,
- Time given for the lesson,
- List of learning resources,

- List of specific objectives (based on Bloom's taxonomy),
- Methodology (teaching/learning activities),
- strategies applied,
- recapitulation,
- self-study exercises etc.

#### **Essential elements of a good lesson plan**

Many teachers recognize the need for some form of guide during the progress of the lesson. Usually, a new teacher finds the teaching hour extremely difficult for some reasons. Often an inexperienced teacher does not anticipate certain types of the difficulties in the target class. A good lesson plan is needed to take help from it in an adverse situation of the classroom. The main elements follow:

1. The plan should evince a clear understanding of the outcomes to be achieved,
2. The plan should definitely relate the lesson to the previous work for the course.

A good lesson plan should include the following:

1. Plan must be based on the outcomes,
2. It should relate to previous knowledge,
3. It should be organized with subject matter, resource material and teaching activities,
4. It should also focus on suitable strategies,
5. A good plan should include suitable evaluative approach,
6. It should consider future applicability of the lesson taught.

A good lesson planning should observe the following sub-aspects:-

1. Well-formulated aims,
2. Sound approach,
3. Good summary,
4. Individual student in focus,
5. Inclusion of pertinent questions,
6. Inclusion of important illustrations,
7. Review,
8. Content materials,
9. Motivation techniques,
10. Leadership techniques,
11. Evaluation techniques etc.

There are many aspects related to the process of 'Lesson Planning'. There are some stages of planning which a planner considers in most conditions. The number may vary but there are five popular stages.

#### **Characteristics of a well developed lesson plan**

A well developed lesson plan is based on the needs and levels of the target students. It derives certain well known principles, practices, and theories of education/pedagogy. In other words, the lesson plan is benefitted by teacher's philosophy, sociology, psychology of education that leads to an effective pedagogy.

A lesson plan is not a simple exercise as it involves expertise, experience and qualification of the teacher concerned. Teacher's background plays an important role in designing a lesson plan. The teacher may follow different educational principles such as behaviourism, constructivism etc. Similarly, different learning theories such as trial-error (Thorndike), conditioning theories by Skinner and Pavlov or insight theory by Kohler are very important to be considered while planning or teaching a lesson.

Need analysis is an essential element of an effective lesson plan. It helps in assessing the gap between the proposed instruction and the existing state of affairs. (Dick, W. & Cary, L. (1990).

#### **Setting an objective**

An objective statement incorporates the main focus of the lesson, and the students will be able to do by the end of the lesson. Harry Wong (1998) states that, "Each [objective] must begin with a verb that states the action to be taken to show accomplishment. The most important word to use in an assignment is a verb, because verbs state how to demonstrate if accomplishment has taken place or not."

#### **Selecting lesson plan material**

A lesson plan must be related to the contents (text book) and the level of the target class. However, the selection of the text is usually done by the board/higher authorities. However, the teacher must take great care and select the most appropriate book for the students. (Diana, M. and Tchudi, S., 1999). In the modern educational setting, technology plays an important role, therefore, blended learning approach can also be used in the usual classroom situations. Internet is quite useful aid to teach English especially in drilling the sound, finding synonyms and contextual teaching through pictures and videos.

#### **Assignments of different tasks**

The teacher must decide whether the task distribution is for the whole-class, small groups, self learning, peer learning, or problem based.

#### **Stages of Lesson Planning**

The following five are the main stages of planning:

A, B, C, D, & E.

- A) (i) Writing instructional objectives,
  - (ii) Placing the lesson,
  - (iii) Using aids/Media,
  - (iv) Ensuring the target skills,
- B) (i) Introduction,
  - (ii) Fluency of question,
  - (iii) Explaining, Lecturing,
  - (iv) Illustrating,
  - (v) Stimulus variation,
  - (vi) Use of white/smart board,
  - (vii) Silence and non-verbal means,
  - (viii) Reinforcement (reward/punishment),
  - (ix) Probing questions,
  - (x) Divergent question,
  - (xi) High level questions,
  - (xii) Increasing Pupil Participation,
  - (xiii) Planned repetition,
- C) Third Stage of Lesson planning
  - (i) Closing lesson,
  - (ii) Giving assignments,
- D) Fourth Stage of Lesson Planning
  - (i) Effective Communication
- E) Fifth Stage of lesson Planning
  - (i) Managing behaviour
  - (ii) Class management

#### **Format of a Lesson a Plan**

The Lesson planning should be done accordingly to the taxonomy of Educational Objectives. In general, it should focus on the following elements of the lesson plan:

- (1) Introduction,
- (2) Objectives,
- (3) Specific objectives,
- (4) Previous knowledge,
- (5) Teaching aids/learning resources
- (6) Main Teaching/Learning activities:
  - a. Subject matter,

- b. Teaching, activity, (Questions)
- c. Learners activity (Responses)
- (7) Recapitulation,
- (8) Board Summary,
- (9) Home work.

These points may differ from subject to subject, but most points are used in this way or that. A model lesson plan may help a teacher or pupil-teacher to develop an understanding and experience of the lesson planning.

#### **Teaching of Reading:**

As we know there are four basic skills of teaching of English as a second/foreign language. The teachers of English are often of the view that teaching of reading incorporates all the skills and sub-skills of the target language.

It has been found that ESL/EFL learners are not motivated to read, and even if they try to read they are likely to a lot of problems in the process of reading. In case, they hardly manage to read a text they are not able to understand the meaning as a whole. Such issues are very crucial which a teacher of Reading in EFL/ESL classes has to consider in the process of teaching/learning. English in the context of technical colleges in general and health colleges of the kingdom in particular, can basically be considered as a library language. Therefore, reading becomes perhaps the most important activity.

#### **Importance of Reading:**

Reading is the most important means of learning any language or any subject. Besides, this is the only source of combating a problem like illiteracy. Good and systematic reading makes a man highly learned, enlightened and visionary. This is the perhaps the best source of enriching one's knowledge, and learning about different cultures, civilizations and variety of branches of knowledge and fields of study.

Almost all teachers and language planners are interested in the following questions: what to read, why to read and how to read. This is perhaps the basis of the discussion that usually take place among the people who are concerned with teaching or learning of 'Reading' in particular. The concept of Reading generally implies reading with comprehension. When one says 'I have read a letter' it means he knows its contents. Thus, it is the sole responsibilities of a teacher to ensure the comprehension because reading without comprehension serves no academic purpose. Researches on reading show that good readers are able to achieve the following targets of Reading as a process:

- Read extensively,
- integrate information in the text with existing knowledge,
- have a flexible reading style, depending on what they are reading,
- are motivated,
- rely on different skills interacting: perceptual processing, phonemic processing, recall,
- read for a specific purpose.

The overall aims of reading and the types of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension is achieved when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the aims and objectives of reading.

The ultimate target of teaching reading can be summarized as under:

- Reading to know,
- reading to learn and study,

- reading to understand,
- reading to think,
- reading to apply the skills to speaking and writing

Almost every aspect of teaching English can be covered in the reading curriculum except the listening activity. Listening can be a part of loud reading in which the listener is privileged more, but the reader himself can't be able to enjoy his own reading unless he records his reading and listens later to correct the mistakes if he wants to. It is highly important to properly link it to the rest of the skills. It can further be added that in one way or the other reading is the core of all academic activities. It may be achieved by reading text books, supplementary readers, journals, newspapers or internet materials or any other source of reading. The target of reading can be summarized as: Reading for: information, fluency, reference, inference, analysis, synthesis, association etc.

#### **Basic Reading Approaches:**

There are three main approaches to reading:

- (1) Synthetic, (2) analytic, and (3) Eclectic approaches.

Synthetic approach:

As the name suggests, this approach emphasizes synthesis (part to whole relationship such as building meaningful words from letters, phonemes, sounds and syllables that are to be learnt simultaneously). Therefore, there are three main sub-parts for the synthetic method according to the target:

- 1-Alphabetic method, 2-phonetic method, and 3-linguistic method.

The first principle of reading is 'knowing' the alphabetic symbols, the sounds they represent and the important rule governing them. Letters, unlike objects, require awareness as they are related to the spelling and the sound as well as the structure of the words.

The second principle of reading to be understood by the learner is that words themselves are made up of smaller units called letters and that the same letters reappear in different words, however, there might be some differences in pronunciation. This concept is known as Phonic that has originated from the root phone or phoneme which means sound. For example, the letter 'a' produces different sound in different positions such as cat, bathe, ball, apple etc. On the other hand, different group of letters produce similar sound such as the sound 'sh' in station, fashion, ocean, passion etc.

Phonic concept allows the child to see relevant structural similarities and differences such as the group of the following words: waist-waste; flower-flour; sea-see, and the group like accept-except-expect etc. This perception gives the learner the ability to see patterns in written language, organise written language on the basis of these patterns and, consequently, learn in an efficient way.

Phonic concept is a very important principle of reading for it is the logic through which the reader can see how the spoken form of language is related to the written form. An understanding of this relationship minimizes the need for rote memorization. Without this knowledge, learning to read would be like learning to add by trying to memorise thousands of specific additions without knowing the principle of addition. In addition, listening and reading can be linked through this principle.

The third principle of teaching reading to the EFL/ESL readers is based on words because a word is a minimal unit of meaningful expression which in the term of linguistics be called as morpheme.

Teaching word concept to a student can also involve the modification of his perception of his L1 especially grammatical pattern such as verbs, nouns, adjectives etc. This may lead to a confusion which an English reader may correct at a suitable point of time. Children for whom this is not clarified may fail to relate the written form of language to their own speech, and so initially perceive reading as a somewhat abstract and meaningless task. Consequently, their first impulse may be to reject reading, which is quite a normally psychological reaction. In this case, the teacher should be able to perceive such phenomena and cope skillfully.

#### **Analytic Approach:**

There are four categories of the analytic method: global method, generative word method, language experience method.

A- Global Method: Global method attempts at reading as a whole.

The whole words, phrases and sentences are learnt simultaneously. The words are not broken into parts like letters or phonemes. By doing this, one may lose the meaning.

#### **B- Generative Word Method:**

As this is one form of analytic method, the reading takes place in a way that the learners learn a word or a sentence as a whole but later are asked to analyse material of reading into different components such as sound, letters, punctuation, capitalization etc.

#### **C-Language Experience Method:**

In this method, students are encouraged to respond to events in their experience by recalling what they have thought about and can put into words. The pupils' experience determines the material for reading. In other words, the learners produce their own material for reading. By doing this they are found to be very enthusiastic and self motivated. They get little satisfaction by doing so. This approach focuses on multi-skill reading in a way that first it transfers in the form of writing and later helps in practicing reading. Both reading and writing can be benefited by each other.

#### **Eclectic Approach:**

Reading is also considered as an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to criticise a writer's ideas or his style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The aims of reading may lead to the reader's particular selection of texts.

#### **Methods of Teaching Reading:**

Direct method of teaching English can be applied to teaching of reading because there is a context which a teacher can make use of teaching the target language. In case there is a difficulty, bilingual approach can be tried to cope with a specific problem and later the teacher switches back to his normal method. It has to be kept in mind that interaction is perhaps an important target of facilitating reading. Thus, Communicative approach to language teaching becomes the obvious choice for most of the ESL/EFL classrooms. The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used for instruction. When the goal of instruction is 'communicative' in nature, everyday materials such as weather reports, sports diary, restaurant menu, newspaper articles, and travel and tourism web sites become appropriate classroom materials. It is believed that as by reading them, one can get involved in communication. As well as associated with different social objects.

#### **Can teaching of English Reading be made Communicative?**

This is a million dollar question. Most teachers think that communicative approach to language teaching in general and reading in particular is a farfetched notion while the fact is that the approach is based on one main philosophy that whatever we learn and teach it should serve practical purpose. In other word, the student should be able to practice the same, and simultaneously transfer the learning to other skills of language wherever needed.

Teaching is a two way process. It is often quoted that unless learning takes place there is no teaching. It is also famous that teaching and learning is a lifelong process. Teacher is in one way or the other a learner because he learns something new almost every day. He also tries to cope with. It is said that teaching is the best process of learning. It does not mean a teacher will keep on learning, and never modify his behaviour. Instead, he should try to afresh his knowledge and use of better outcome. The teacher of English must develop and perform in the best possible way he can especially in a difficult situation. He should also learn some teaching- learning theories that can be proved to be very effective for the better output.

The teacher of reading should be a role model for the learners. He should not be passive. He must be highly energetic and fully dedicated. He should always involve the student by any means in the process of teaching reading with in the class. He should suggest good supplementary reading materials that interest the learners. He should ask comprehension question after the reading is done, and initiate some discussion on the topic. He should assign homework to facilitate independent reading. He should preferably interact with each individual student and get possible feedback.

Teaching of reading like teaching any subject is a bipolar activity. Both the poles (students and the teacher) must interact to one other. The teacher must use some comprehension strategies not by asking for dictionary consultation always for each difficult word rather to develop overall understanding through creating situation.

#### **A Sample Lesson Plan:**

The following is a sample lesson plan for a Reading class that I developed, and use in my classes:

#### **Lesson Plan**

Class: GRC-112(Gr-1) Book: Interchange (Page:-1-4)-  
Unit:1 (Nicole Kidman )  
Subject: English (Reading) Class Duration:50 minutes  
Teacher: Dr Intakhab Khan

General Aims: The following general aims of English will be achieved:

- 1-To enable the students to listen the model reading by the teacher ,
- 2-To enable the students to grasp and copy the speech pattern,
- 3-To enable the students to read English text properly,
- 4-To enable them to understand the written text,
- 5-To make them understand new words and use them properly, and finally
- 6-To enable them to use the target language with in the class and in community.

Specific Objectives: The following specific objectives will be achieved:

Listening: The skill achievement will be based on Psycho motor and affective domains as prescribed by Bloom et al (1956) in his

#### **Taxonomy of Educational objectives:**

-To enable the students to read the text with proper sound (stress, intonation etc), and overall expression,

-To enable them to understand the overall expression and message of the text.

Reading: Taxonomy of Educational objectives (cognitive and Affective) will be kept in mind and the teacher will aim:

-to enable the students to read the text as read by the teacher in the model reading,

-to make them understand the meaning and use of the words such as downtown, suburbs, breakthrough, whirlwind, etc,(The words will not be taught in isolation rather a contextual teaching will be done to promote skill development.

#### **The important words will be taught as under:**

Actress, thriller, Recognition, breakthrough, performance, gradually etc.

Teaching Resource: The following material will be needed to carry out the teaching /learning activities: text-books, board, colored markers, power-point accessories (like a projector), a computer, net connection etc.

Testing previous knowledge: The teacher would try to elicit the learner's previous knowledge about the topic, ideas, the words etc.

#### **Steps to follow while teaching Reading**

The principles of reading can be considered such as Skimming, scanning etc.

Pre-reading activity: The teacher will ask the students to look at the picture and guess what it is all about.

Announcement of the topic: The teacher will formally announce the topic

#### **Introduction:**

The importance of the lesson in general should be made clear to the students. The class may be introduced by asking questions as:

-What do you do in your free time?

-Do you watch English movies?

-Who is your favourite Hollywood actor/actress?

-Have you heard of Nicole Kidman?

(At this point, the teacher will access internet to connect the target learners with the subject (Nicole Kidman).

#### **Model reading by the teacher:**

The teacher will read out the text. He will pay attention to the sound of the words and overall expression. He will also focus on the difficult words with special reference to sound, meaning and use.

Reading Aloud (by the representative students): The teacher will give a chance to individual students to read the text aloud in order to check if they are able to copy the teacher. While the students will be reading, the teacher will take a note of difficult words both from the sound and meaning points of view. Thus, he will write on the board either manually or through power-point to teach the aspects like sound, meaning and different contextual uses.

The students will be asked to underline those words which they find difficult, and let the teacher know so that the teaching/learning may take place.

#### **Sound drills:**

The difficult words will be taught with the help of website resources. Words having difficult sounds will be drilled by

dictionary.com for the actual sound and possible contextual meaning.

#### **Study of the words:**

The study of words can better be presented in paragraphs in order to teach more effectively.

Some words like the following will be specifically taught.(The website like using English.com can be of great help).

1-born (verb-3) = root word (to bear) to carry, to give birth to

Use: My father was born in Taif.

2-Female (adjective) = feminine, having the qualities or characteristics of a woman.

Use: I don't like female football players.

3-Actress = a woman who plays in a drama/plays or movies.

4-starring=playing the role

5-gradually=slowly, stage after stage

6-thriller= a type of movie

7-recognition=fame, popularity

8-bio chemist=one who knows Bio Chemistry

9-performance= acting, effectiveness of the role

10-clinical psychologist=who studied clinical psychology

11-visiting fellow=s scholar who visits an institution for teaching/research

12-Breakthrough=advance, development, good beginning, achievement

13-academy= place of learning

14-acclaim=recognition

15-Appeared= came in, acted, played a role

16-earned=got, received

17-Dead calm= name of a movie

18-award= certificate/recognition

19-successful (adjective)= I was successful in downloading the software.

20-Days of Thunder = name of an American movie

21-instructor= who instructs/teaches

22-Co-star= one who acts with some one

Most of the above mentioned words are new to the target learners. Even if the students are familiar with some of them, they can only tell the meaning in Arabic. It is very difficult for them to use in a sentence in a right context.

#### **Strategies:**

In order to minimize the learning difficulties, the teacher explains the meaning in a context. In case the difficulty still exists the internet is used to show them the picture or the context. And, finally, if there is no other way, bilingual approach as an EFL strategy is applied to communicate the meaning of the target word(s).

#### **Difficulties in the sound system:**

The following group of words create problems for them:.

-Her here hair hare hire, higher (high-higher-highest)

- hill hell heal heel hail whole hole hall

- Through threw

**Strategies:** The words will be taught in a given context. The online learning will be quite helpful in differentiating the sound and meaning. Bilingual approach may be used to make the learning easier however the target may not be ignored. (It is very likely that the teacher has to provide meaning in Arabic to make the students learn the target words. It is because of the fact that the learners don't have sufficient background of the target language. Thus, they can't grasp the meaning in English and the

lecture as a whole in the target language). In this case, Bilingual approach as a teaching strategy can be proved to be useful and result oriented. In some situation, this strategy remains the only option to interact with the individual student.

After discussing the difficult words as mentioned above, the teacher will read the text again and check the student's comprehension level after the read silently.

Silent reading by the students: The students will be given 2 minutes to go through the text silently. It will facilitate them to grasp the overall meaning. The learner may underline the difficult words from their point of view, or even may discuss their possibly meaning among them.

Methods of presentation of the lesson: The teacher will basically use discussion method to achieve the target of the lesson.

#### Teaching/Learning Activities (based on the reading text)

Teacher's activity(questions)	Learner's activity(Expected answers)
1- Where was Nicole born?	She was born in Honolulu, Hawaii.
2- When was she born?	She was born in 1967.
3- Where is Honolulu located?	It is in Hawaii.
4- Who was Nicole's father?	An Australian
5- In which did Nicole act first?	
6- Name the film which made Nicole famous.	
7- What was Nicole's nationality?	
8- What was the profession of Nicole's father?	
9- Could you name the award that Nicole received for her good performance?	

**Summary/board summary:** The teacher has to make sure if the students noted down the observations and important notes written by the teacher.

**Recapitulation:** Before concluding the lesson, the teacher will re-capitulate the lesson by asking a few more questions regarding meaning and understanding of the text.

#### Homework:

The teacher will assign homework based on the comprehension of the text. Exercises (in the text) will be assigned as homework to facilitate self-learning, and follow up will take place in the next class.

#### Failure in Reading: A Preventable Phenomenon:

Teaching of English in a Second/Foreign Language context involves great deal of expertise among the teachers. It is not as easy as teaching English to the students of the developed world. In the developed world or where so ever English is taught as First or Second language, the teachers require knowledge and a hard work as per need. On the other hand, in order to achieve the targets of ESL/EFL, the Second/third/Foreign language teachers need exposure, training, skills, expertise, dedication, hard work, patience and last but not least equipment with latest technology. The practical problem:

A significant number of children find themselves in difficulty simply because the teaching of reading is usually chaotic and disorganized. Teachers are bewildered and confused by the conflicting reading styles which multiply the actual teaching-learning problem. The ultimate victims of this confusion are the children, and this perhaps explains why there is so little motivation towards reading. A need of evolution of some fruitful strategies of teaching reading is felt important at this point of time for these type of learners who actually face some serious problems of reading.

Most of the problems of learning a language are basically related to difficulties in reading itself. A learner who is very weak in reading of the target language may develop a dislike for reading any other subject available in the same language. It is an extremely complex task, involving not just isolated parts of the child but the whole child - eyes and ears, mind, emotions, feelings, experiences and attitudes.

Important Techniques for Teaching Reading: For the students with specific learning difficulties in Reading, the teacher should go for teaching by objective. For example, if a student is weak in pronunciation, he will choose drill for remedial work, and if he is not fluent, the teacher should focus on practice. If in case the student is not able to get the meaning, some vocabulary exercise should be used such as synonyms and antonyms. Besides, contextual meaning will be inferred through suitable situations. If the students have all the problems then the teacher should decide which comes on the top priority.

John Dewey's concept of 'Learning By Doing' will be used for more practice and optimum output. In addition, reading by objective will be basis for achievement of objectives of each and every sub-skill of reading. In order to achieve the target, the teachers may also employ Skinner's S-R Theory of learning (operant conditioning) or even Pavlov's classical conditioning technique for developing habit. The teacher has to promote self-confidence and a feeling of Success among the learners.

In order to do so the selection of reading material in English should be so tempting that the students can't afford to avoid at least extensive reading. In spite of the fact that many effective teachers have been using variety of good techniques the actual result is still frustrating. In this situation, one as a responsible teacher must ask a question, 'what to do now? As a teacher, I can obviously promise to improve further. Again the question arises, 'will it suffice the need?'

#### Contextual clues:

The use of contextual clues can be one of the best ways to improve students' reading skills. Unfortunately, students often insist on understanding each word when reading. Realizing that a text can be understood in a general sense by using contextual clues can go a long way towards helping students cope with increasingly difficult texts. At the same time, the use of contextual clues can also provide a means by which students can rapidly increase their existing vocabulary base.

#### Decoding and Listening to Vocabulary Words:

The teacher should provide the student with a list of new vocabulary words that will appear in a passage. Have the student sound the word out loud. Read it aloud to her if she does not read phonetically. Ask the student if the word sounds like other words she knows. Do parts of the word suggest any meaning?

#### Vocabulary Word Strategies

The teacher should provide students a list of new vocabulary words from the passage. Some students can scan the passage and make their own lists of unfamiliar vocabulary. Have students create their own personal dictionary by looking up words and writing the definitions in a notebook. For younger students, consider having them also draw an illustration of the words as appropriate. Have students occasionally review their personal word lists to reinforce their learning.

Vocabulary Activation - When quickly skimming through the text, what does the text seem to concern? Does the layout (design) of the text give any clues? Does the publication or type of book give any clues to what the text might be about? Which words can you think of that belong to this vocabulary category?

The teacher should take care of these points, and ask the students to make logical guesses about the meaning of the unknown words in the following paragraph.

**No strategy is the ultimate for teaching 'Reading:'**

A strategy is generally used to solve a crucial problem. Therefore, the teacher of English should exploit some innovative strategies to cope with the problems arising in an English classroom. For decades, a debate has been going on in the teaching community over the best way to teach learners how to read. Some of them focus on phonic method and a few of them talk about global approach and each one claims to have one, and use an appropriate strategy, but nothing significant has come out yet at least in the bilingual context of Saudi Arabia in particular.

**Conclusion:**

It is obvious now that teaching of English in general and reading in particular is not an easy task. Reading itself is a complex activity which involves almost all sort of language activity such as pronunciation drill, vocabulary teaching, comprehension etc. If the class of reading is justified truly most of the language activity is successfully completed. Thus, it is important to think seriously about the teaching of reading. There is no denying the fact that the learners of reading in a bilingual context face greater amount of difficulties due to variety of reasons. If the teachers are able to make a diagnostic study and make error analysis the teaching/learning activity may be found to be somewhat easier for both-the learners and the teachers. The teachers have to look for a suitable strategy for fostering reading according to the nature and level of difficulties so that the process may be made easier and practically feasible for the ultimate achievement of the target.

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**Appendix**

**The passage for Reading:**

Nicole Mary Kidman was born in Honolulu, Hawaii on 20 June 1967. Since her parents were in the United States on educational visas, Kidman could claim both U.S. and Australian citizenship. Her father, Dr. Antony David Kidman, is a biochemist and clinical psychologist. Her mother, Janelle Ann is a nursing instructor. At the time of Kidman's birth in 1967, her father was a visiting fellow at the National Institute of Mental Health of the United States.

Kidman achieved fame, however quite gradually. After starring in many small Australian films and TV shows, Kidman's actual breakthrough was *Dead Calm* that appeared as the 1989 thriller. She came to worldwide recognition for her performances in *Days of Thunder* (1990) and *Batman Forever* (1995). *Moulin Her* performance as Virginia Woolf the following year in the drama film *The Hours* received critical acclaim and earned Kidman the Academy Award for Best Actress.

Kidman's other successful films include *The Interpreter* (2005), *Happy Feet* (2006), and *Australia* (2008). Her performance in 2010's *Rabbit Hole* (which she also produced) earned Kidman further accolades including a subsequent Academy Award nomination for Best Actress. Kidman's work has earned her a Star on the Hollywood Walk of Fame, three Golden Globe Awards, one BAFTA, and an Academy Award.