



## READING STRATEGIES AND THEIR EFFECTIVENESS FOR YOUNG LEARNERS

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<https://doi.org/10.5281/zenodo.20808550>

**Abstract:** This article discusses effective reading strategies for young learners, including predicting, summarizing, and questioning strategies, as well as the three stages of reading (pre-reading, while-reading, and post-reading). The aim is to explain what these strategies are and how they help learners improve reading comprehension. The study shows that using structured strategies makes reading more interactive, meaningful, and effective for students.

**Keywords:** reading strategies, predicting, summarizing, questioning, comprehension, young learners.

### Introduction

Reading is one of the most crucial and fundamental skills in learners' academic development. It is not merely the process of decoding written symbols, but also a complex cognitive activity that involves understanding, interpreting, and evaluating information from a text. For young learners, developing effective reading skills is essential because it directly influences their vocabulary growth, comprehension ability, and overall language proficiency. Reading is also viewed as an interactive process between the reader and the text, where meaning is constructed through the integration of prior knowledge and new information.

### Methods

This study is based on theoretical analysis of reading strategies used in language teaching. Data were collected from relevant books, journal articles, and pedagogical studies, and then systematically analyzed. The focus is on three main strategies – predicting, summarizing, and questioning – and the three stages of reading: pre-reading, while-reading, and post-reading. These strategies are commonly used in classrooms to improve learners' comprehension skills and engagement with texts.

### Results

#### Predicting

Predicting is a strategy where learners try to guess the content of a text before and during reading. It helps students activate their prior knowledge and set a purpose for reading. According to research, skilled readers constantly make predictions and adjust them while reading based on new information (Block & Israel, 2005). This improves comprehension and keeps learners interested in the text. Predicting also increases motivation because students become curious about whether their guesses are correct. Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text; with partners, with a graphic organizer, or using post-it notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy.

#### Questioning

Questioning is a strategy where learners ask questions before, during, and after reading. These questions help them understand the text more deeply and stay focused. Harvey and

Goudvis (2000) state that questioning improves comprehension because it encourages learners to actively interact with the text. Students may ask themselves questions such as “What is this text about?”, “Why did this happen?”, or “What will happen next?” The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information. This process develops critical thinking skills and improves understanding.

#### Summarizing

Summarizing is a reading strategy that involves identifying the main ideas of a text and expressing them in a short form using one’s own words. It helps learners focus on important information and ignore unnecessary details. Adler (2001) explains that summarizing improves comprehension because it requires learners to process and organize information logically. This strategy is especially useful for long texts, where students need to simplify information to understand it better.

Reading is a process that consists of three important stages based on Williams:

1. In this stage, learners prepare for reading. They look at the title, pictures, and keywords to predict the content of the text. The purpose of this stage is to activate background knowledge and create interest in the topic.
2. In this stage, learners read the text carefully and check their predictions. They try to understand details, find meaning, and answer questions about the text. This stage helps learners develop deeper comprehension skills.
3. In this final stage, learners reflect on the text. It enabled students not only to review or conclude what they have read from the text but also to integrate the textual information into their own experiences. This helps them remember information better and improve long-term understanding.

#### Discussion

The results of this study suggest that reading comprehension in young learners can be significantly improved through the use of structured reading strategies such as predicting, summarizing, and questioning. These strategies are not isolated techniques but interrelated cognitive processes that support active engagement with texts. Predicting appears to enhance learners’ motivation and cognitive readiness by activating prior knowledge and creating expectations about the text. This supports the view that reading is an interactive process between the reader and the text rather than a passive activity. Summarizing contributes to deeper processing of information by requiring learners to distinguish essential ideas from less important details, which strengthens information retention and conceptual understanding. Questioning, on the other hand, fosters critical thinking and continuous interaction with the text, as learners actively construct meaning by generating and answering questions.

Furthermore, the integration of the three-stage reading model (pre-reading, while-reading, and post-reading) provides a pedagogical framework that systematically supports these strategies. Each stage plays a specific role in guiding learners from preparation to comprehension and reflection, which enhances the overall effectiveness of reading instruction. These findings align with previous pedagogical studies emphasizing that strategic reading instruction improves learner autonomy, engagement, and comprehension skills.

#### Conclusion

In conclusion, reading strategies such as predicting, summarizing, and questioning play an important role in improving young learners' reading comprehension. When combined with the three stages of reading, these strategies help students become active, independent, and successful readers. Teachers should apply these methods in classroom practice to improve learning outcomes.

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