

**DEVELOPING READING AND WRITING SKILLS OF 9<sup>TH</sup>-GRADE LEARNERS  
THROUGH SPEECH READING AND BRAINSTORMING ACTIVITIES**

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**Abstract:** This article examines the reading and writing development of being students from Termiz city. Their English level is at around B1 intermediate. As they have attended to IELTS or CEFR course now they know how to use their English and their Listening and Speaking as well as Reading and writing skills. In the classroom we used to have lots of activities to develop their self-confidence. As I have been their initial first foreign language teacher I know about their weaknesses as well. For example half of my learners have difficulties in Reading and Writing. In Reading they lack vocabulary and speed reading and in Writing the problems with ideas. To get rid of these problems I worked out some solutions. For example one can do some tasks or do any kind of activities to gain lexicon and Reading in speed can solve a problem with timing. But they have got abilities in learning language for instance: activeness. They always try to learn new things and never gave up in any difficulties. Observations suggest that every done activities for that group of learners suits best their needs and also this practice highlights the value of practice , students centered tasks encouraging their being level and helping them with their difficulties.

**Key words:** Methods, Activities, Stimulation of language skills, Teaching methods and techniques, Project work.

**Introduction**

As long as I am a teacher at school , I am going to teach lots of pupils and I have experienced teaching at different levels from elementary to intermediate already. So far, I have taught more than hundreds of pupils and they study at the secondary school of Surkhandarya region, Termiz city. For this description I have chosen 15 pupils and they are all at the same age , school children studying at the 9 th grade. I have chosen this group of learners because their level suits for Reading and Writing activities. Their English level is at around B1 intermediate. As they have attended to IELTS or CEFR course now they know how to use their English and their Listening and Speaking as well as Reading and writing skills. According to Richards (2003) lots of second and foreign languages demand enhancing skills. In the classroom we used to have lots of activities to develop their self-confidence. As I have been their initial English teacher I know about their weaknesses as well. For example half of my learners have difficulties in Reading and Writing. In Reading they lack vocabulary and speed reading and in Writing the problems with ideas. To get rid of these problems I worked out some solutions. For example one can do some tasks or do any kind of activities to gain lexicon and Reading in speed can solve a problem with timing. But they have got abilities in learning language for instance: activeness. They always try to learn new things and never gave up in any difficulties.

**Reading activity.**

**Aim:** It is fact that doing activities and practicing lots of time are helpful criteria for language learning for students. As an example I prefer doing speed reading for the improvement of my learners. Reading is important for all learners because from reading we can gain lots of useful information as Eskey (2011) stated that reading consists of information from a printed or written

textbook. In addition as he mentioned before learning all other types of skills it is important to learn reading firstly.

## Intermediate English Reading - The History of Chocolate



Graded Readers | 250 Words | B1-B2 | Level 7-8

Historians believe the Maya people of Central America first learned to farm cacao plants around two thousand years ago. The Maya took the cacao trees from the rainforests and grew them in their gardens. They cooked the cacao seeds, then **crushed** them into a soft paste. They mixed the paste with water and spices to make an unsweetened chocolate drink. The Maya poured the chocolate drink back and forth between two containers so that the liquid had a layer of bubbles, or foam.

Cacao and chocolate were an important part of Maya culture. There are often images of cacao plants on Maya buildings and art objects. **Ruling** families drank chocolate at special **ceremonies**. And, even poorer members of society could enjoy the drink once in a while. **Historians** believe that cacao seeds were also used in marriage ceremonies as a sign of the union between a husband and wife.

The cacao plant could not grow in the area where the Aztecs lived, so they **traded** to get cacao. Only the very **wealthy** people in Aztec societies could afford to drink chocolate because cacao was so valuable. The Aztec ruler Montezuma was believed to drink fifty cups of chocolate every day.

Some experts believe the word for chocolate came from the Aztec word "xocolatl" which in the Nahuatl language means "bitter water." Others believe the word "chocolate" was created by combining Mayan and Nahuatl words.

<https://www.esolcourses.com/content/reading/intermediate/graded-readers/the-history-of-chocolate.html>

- To begin with students will be given mini texts to read in speed and aloud . The text should be at medium level because while reading it can be difficult to get the meaning. For this step 10-17 minutes will be given.
- After some time students will be given sheets of paper to write down useful vocabularies which they found out in the text and they should give their own conclusion about the text and what generally they have understood from the content. which they found out in the text. For this activity they will spent about 15 minutes.



<https://www.canva.com/design/>

**Justification:** From this activity they will learn how to read more effectively and look through the context like a researcher. Moreover speed reading is also helpful for writing because at the activity students will write the lexicon they met to activate passives. Reading aloud with the speed is as effective as listening in speed and can be beneficial for the development of practical skills. In addition, as a rule of the activity students will need to take notes and it is important aspect in development all four skills. Note taking can be learned through practice and be beneficial for enhancing vocabulary. It can improve attention also as attention is in the importance for reading skill as my students lack this skill we try to improve attention while reading most of the time and information searching skill. Most of my learners have struggled with note taking while reading and in this case I always recommend them to finish the text first and from then to look through useful information. After this activity my students feel improvement in reading skill because it serves as a practice for the brain. As Eskey (2011) pointed out that a learner should practice reading every day and a lot to become a successful reader acquiring the skill.

**Discussion:** As we did a lot of activities with my learners we can say we have found one that really can help to improve the writing skill. This activity goes with brainstorming, and exchanging ideas that's way it is helpful for developing writing skill. In addition, from this activity students will learn about critical thinking. Scarcella (2013, as cited in Maamujav, 2019) mentioned that learning a proficient writing skill demands knowledge and language proficiency . For this activity it is best to choose discussion essay tips. From this activity students will gain ideas from both sides of the given task.

**Conclusion:** This activity is helpful not only for writing but also for speaking as they will do brainstorming about ideas. From this activity in a short period of time students will learn how to think critically and save time for editing as Maamujav (2019) stated it is important to follow and save time in writing for checking mistakes. In addition, from this activity as said above the skill like critical thinking will be developed as every learner will read the others work and writing the own ideas.

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БИБЛИОМЕТРИЧЕСКИЕ ПОКАЗАТЕЛИ: Входит в РИНЦ: да Цитирований в РИНЦ: 0  
Входит в ядро РИНЦ: нет Цитирований из ядра РИНЦ: 0 Рецензии: нет данных  
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