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EFFECTIVE METHODS OF TEACHING ENGLISH READING TO TEENAGERS

Reading comprehension serves as an essential pillar in secondary education, laying the groundwork for vocabulary expansion, critical thinking, and overall academic achievement for adolescent learners. For teenagers, acquiring high-level reading proficiency is vital because it shifts their role from simply decoding a language to utilizing it as an interactive vehicle for information discovery and cognitive synthesis. However, conventional secondary educational environments frequently fail to motivate young learners due to repetitive, rigid instruction which relies heavily on literal text translation and monotonous comprehension questionnaires. This procedural monotony often causes teenagers to disengage from texts, view English reading as an overwhelming chore, and feel disconnected from their own learning process. To address these issues, contemporary pedagogical research highlights the necessity of structured, strategic interventions designed specifically for the unique psychological and cognitive profiles of teenage students. Secondary language acquisition is heavily shaped by an array of learner variables, including specific cognitive traits, internal motivation levels, and individual styles of processing information. Consequently, contemporary reading pedagogy has shifted away from passive absorption models toward explicit strategy instruction, learner-style personalization, and balanced intensive – extensive text frameworks.

To understand how modern reading instruction functions, it is necessary to examine the methodologies used to evaluate classroom tactics. Research in this field primarily uses mixed-method and qualitative descriptive designs to systematically document teacher behaviors and student reactions. For instance, structural studies utilize comprehensive classroom observation checklists and teacher – student interviews to record exactly how reading lessons unfold [1, p. 22]. These observation checklists are constructed from foundational literacy matrices, ensuring that the recorded variables such as pre-reading activities and metacognitive prompts – align with scientifically verified standards. Furthermore, actionable research initiatives incorporate experimental and Classroom Action Research (CAR) frameworks [5, p. 1]. These operational protocols typically involve three iterative stages: pre-test diagnostics, targeted instructional treatments, and post-test evaluations. Quantitative metrics, including percentage-based improvements and statistical formulas, are applied to measure the true effectiveness of these instructional shifts. By analyzing data across multiple learning sessions, researchers can trace exactly how student engagement, motivation levels, and cognitive processing change when specific teaching methods are introduced.

A core finding across literacy research is that successful reading teachers do not assume text comprehension happens automatically; instead, they treat reading as a deliberate, multi-step process divided into three distinct phases: pre-reading, while-reading, and post-reading [2, p. 70]. Within this structure, teachers use specific techniques to guide students' thinking, with the most common being question generating, brainstorming, and predicting [1, p. 22]. During the pre-reading stage, activities focus on building background knowledge and sparking initial interest. Brainstorming and predicting exercises encourage teenagers to draw on their personal

experiences, giving them an interpretive foundation before they interact with the text. As students move into the while-reading phase, the focus shifts to active engagement. Instead of simply assigning silent reading, effective teachers guide the class through targeted activities like reading aloud or using contextual clues to solve comprehension issues. Finally, the post-reading stage reinforces understanding through targeted tasks, question-answering sessions, and retelling activities [3, p. 19]. This final phase ensures that students do not just decode individual sentences, but successfully walk away with a clear mental picture of the text as a whole. Empirical observations indicate that question generating represents one of the most effective strategies utilized by teachers, accounting for a high percentage of classroom implementation because it forces students to monitor their own understanding dynamically [1, p. 20].

Teenage classrooms are highly diverse, meaning that uniform, rigid reading assignments rarely succeed. Adolescent learners display varied profiles when it comes to motivation, internal drive, and information processing. Empirical research shows that tailoring reading materials to distinct learning styles, specifically visual, auditory, and kinesthetic profiles, directly boosts classroom performance [4, p. 215]. When instructional materials are deliberately chosen to fit these diverse learning channels, reading comprehension scores improve significantly. For instance, studies show that tailored reading programs help 100% of visual and auditory learners make measurable progress, as visual learners benefit immensely from graphic organizers and images, while auditory learners thrive through interactive reading aloud and verbal debates [4, p. 215]. Kinesthetic learners also show positive growth, though they often require additional structural support and physical task interaction to maintain focus. These findings indicate that teachers must avoid relying solely on their own preferred teaching styles. Instead, they need to match their instructional approach with the unique learning personalities of their students to ensure everyone stays engaged.

To build well-rounded reading skills, a balanced curriculum should integrate both Intensive Reading (IR) and Extensive Reading (ER), as these two approaches serve different purposes, focusing on distinct textual depths and cognitive outcomes [5, p. 1]. Intensive reading concentrates on short, challenging texts selected by the teacher, training students to look closely at grammatical structures, decode precise word choices, and analyze complex sentences. While intensive reading builds core linguistic accuracy, relying on it exclusively can quickly exhaust teenage learners and make lessons feel dry. Conversely, extensive reading encourages students to read large amounts of accessible material based on their own personal interests. The goal here is global comprehension and fluency, allowing students to read smoothly without getting stuck on unfamiliar words. When combined, these two methods balance each other perfectly. Regular intensive reading practice gives teenagers the tools to decode advanced texts, while extensive reading builds confidence, expands vocabulary naturally, and fosters a genuine enjoyment of reading.

The combined research underscores a clear reality: effective reading instruction for teenagers requires active, deliberate strategies rather than passive text absorption. When educators rely on conventional translation routines, student performance plateaus, leading to disengagement and boredom. In contrast, classrooms that use explicit metacognitive strategies such as structured pre-reading discussions, personalized learning paths, and collaborative question generation see immediate improvements in student focus and comprehension. These insights reveal that teachers must replace passive reading routines with dynamic, stage-based strategies that give students clear goals before, during, and after they interact with a text.

Instructional materials must be flexible enough to accommodate different learning styles, using tools like graphic organizers for visual learners and reading-aloud exercises for auditory students. Finally, curriculums should offer a healthy balance of teacher-led intensive analysis and student-driven extensive reading to build both technical precision and reading fluency. Implementing these changes requires ongoing support, professional development, and access to varied reading materials. When schools invest in these strategic practices, they transform reading from a dry academic requirement into an engaging, empowering experience for teenage learners.

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