

IMPROVING READING COMPREHENSION THROUGH
STRUCTURED PRE-, WHILE-, AND POST-READING ACTIVITIES

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Abstract. *This study examines how structured pre-, while-, and post-reading activities can improve reading comprehension among English as a Foreign Language (EFL) learners. The main goal is to identify how each stage of reading instruction supports students' understanding, engagement, and retention of information. The research involved 20 secondary school students aged 14–16 with different levels of English proficiency. Data were collected through classroom observation and a short feedback survey conducted over two weeks. During the lessons, students participated in a variety of activities such as predicting the content, answering guiding questions, and discussing the text after reading. The results showed that students understood texts better when all three stages were used systematically. While-reading activities were found to be the most effective, but post-reading tasks also played an important role in reinforcing knowledge. The study suggests that a structured approach to reading can significantly improve learning outcomes in EFL classrooms.*

Keywords: reading comprehension, pre-reading, while-reading, post-reading, EFL, teaching strategies.

Аннотация. Данное исследование рассматривает влияние структурированных этапов чтения (предчтение, чтение и послечтение) на развитие навыков понимания текста у учащихся, изучающих английский язык как иностранный (EFL). Основная цель исследования — определить, как каждый этап способствует пониманию, вовлеченности и запоминанию информации. В исследовании приняли участие 20 учащихся в возрасте 14–16 лет с разным уровнем владения английским языком. Данные были собраны с помощью наблюдения за уроками и анкетирования в течение двух недель. В ходе занятий применялись различные виды заданий, такие как прогнозирование содержания текста, выполнение направляющих заданий и обсуждение прочитанного. Результаты показали, что систематическое использование всех трех этапов значительно улучшает понимание текста. Наиболее эффективными оказались задания во время чтения, однако задания после чтения также сыграли важную роль в закреплении знаний.

Ключевые слова: понимание текста; этапы чтения; предчтение; чтение; послечтение; EFL; методы обучения.

Annotatsiya. Ushbu tadqiqot ingliz tilini chet tili sifatida o'rganuvchi o'quvchilarda (EFL) o'qib tushunish ko'nikmasini rivojlantirishda pre-reading, while-reading va post-reading bosqichlarining ta'sirini o'rganadi. Tadqiqotning asosiy maqsadi har bir bosqichning o'quvchilarning tushunishi, faolligi va ma'lumotni eslab qolishiga qanday hissa qo'shishini aniqlashdan iborat. Tadqiqotda 14–16 yoshdagi, ingliz tilini turli darajada biladigan 20 nafar o'quvchi ishtirok etdi. Ma'lumotlar ikki hafta davomida darslarni

kuzatish va so'rovnoma orqali yig'ildi. Dars jarayonida matn mazmunini oldindan taxmin qilish, yo'naltiruvchi savollar va o'qilgan matnni muhokama qilish kabi faoliyatlar qo'llanildi. Natijalar shuni ko'rsatdiki, uch bosqichli yondashuv o'qib tushunishni sezilarli darajada yaxshilaydi. Ayniqsa, while-reading faoliyatlari eng samarali bo'lib chiqdi, biroq post-reading bosqichi ham bilimni mustahkamlashda muhim rol o'ynadi.

Kalit so'zlar: *o'qib tushunish; o'qish bosqichlari; pre-reading; while-reading; post-reading; EFL; o'qitish usullari.*

Introduction

Reading is one of the most important skills in language learning, especially for students who study English as a foreign language. However, many learners find it difficult to fully understand texts, particularly when they are not guided properly. In many classrooms, reading lessons are limited to simply reading a passage and answering questions. This approach often does not provide enough support for learners to develop strong comprehension skills.

A more effective way to teach reading is by dividing the lesson into three stages: pre-reading, while-reading, and post-reading. Each stage has a specific purpose. Pre-reading prepares students by activating their background knowledge and introducing key ideas. While-reading supports learners during the reading process and helps them focus on important information. Post-reading allows students to reflect on what they have learned and express their understanding.

This study aims to explore how these structured stages can improve reading comprehension and increase student engagement in the classroom.

Literature Review

Many researchers have emphasized the importance of structured reading instruction. William Grabe explains that reading comprehension is a complex process that requires both language knowledge and active thinking [1]. Without guidance, learners may struggle to understand texts effectively.

Pre-reading activities are closely connected to schema theory. According to David Ausubel, learning becomes more meaningful when new information is connected to what learners already know [2]. Activities such as predicting and discussing vocabulary help students prepare for the text.

While-reading activities play a key role in guiding comprehension. H. Douglas Brown suggests that learners need tasks that keep them actively involved, such as answering questions or identifying main ideas while reading [3]. These activities help students stay focused and understand the text step by step.

Post-reading activities are important for reflection and deeper understanding. John Hattie highlights that reflection and feedback improve learning outcomes [4]. When students summarize or discuss what they have read, they are more likely to remember the information.

In addition, Christine Nuttall states that effective reading lessons should guide learners before, during, and after reading [5]. She emphasizes that all three stages are necessary for developing strong reading skills.

Learner's Profile

The participants in this study were 20 secondary school students aged between 14 and 16. They were learning English as a foreign language and had mixed proficiency levels, ranging from elementary to pre-intermediate.

These students often face difficulties in understanding reading texts due to limited vocabulary and lack of reading strategies. Most of them are used to traditional lessons where the teacher explains and students complete exercises individually.

However, they show more interest in interactive activities such as discussions, group work, and guided questions. They also benefit from visual support and structured tasks. Their attention tends to decrease during long reading tasks without clear guidance, which makes structured reading stages especially important.

Data Collection and Results

The data for this study were collected over a two-week period using classroom observation and a student feedback survey. During this time, several reading lessons were conducted using structured pre-, while-, and post-reading activities.

During the lessons:

Pre-reading activities included predicting the topic, discussing pictures, and learning key vocabulary.

While-reading activities included answering questions, identifying main ideas, and completing tasks related to the text.

Post-reading activities included summarizing, group discussions, and answering reflective questions.

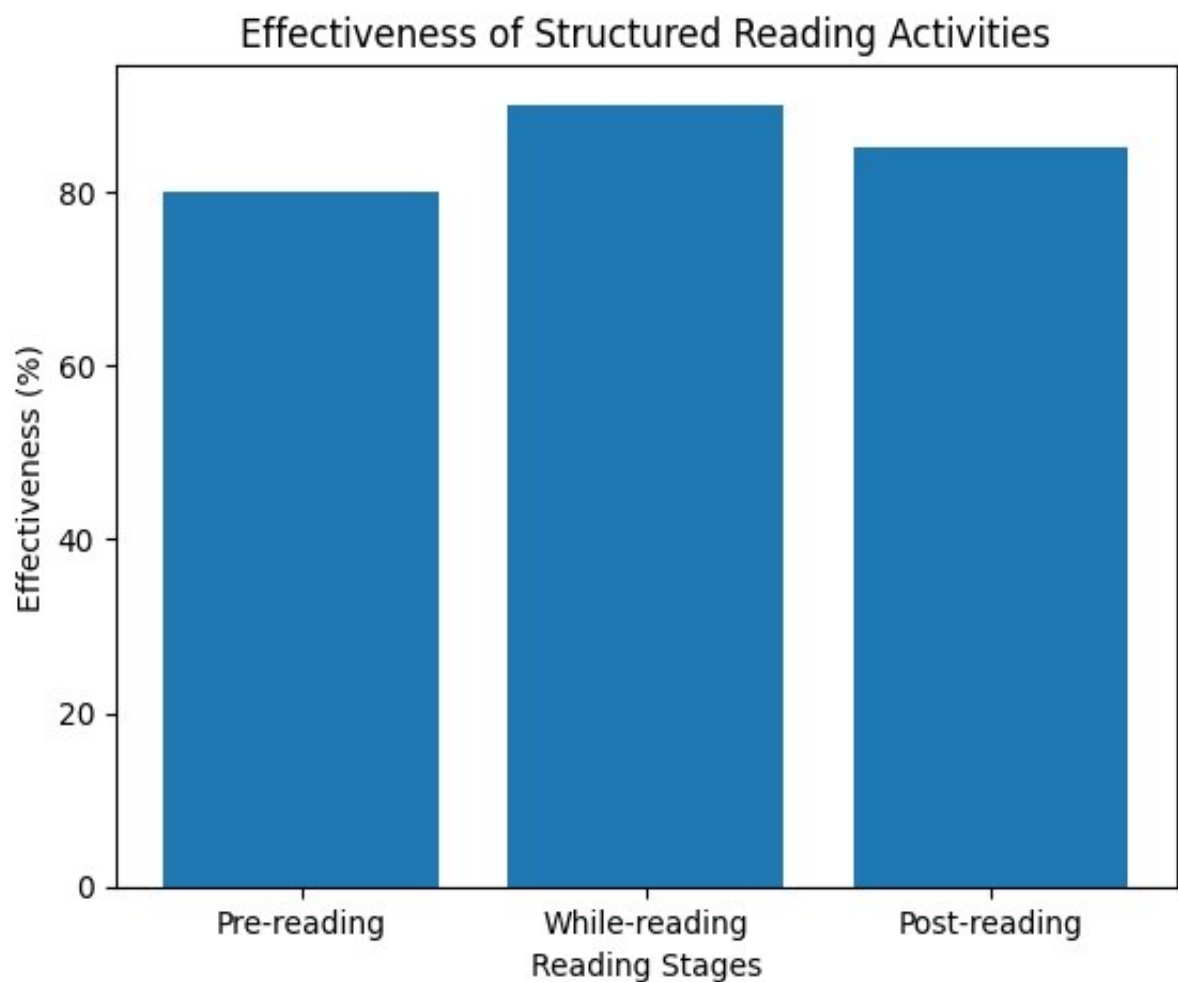
The observations showed that students were more engaged and participated actively when structured activities were used. The survey results indicated that:

While-reading activities were the most helpful (90%)

Post-reading activities were also effective (85%)

Pre-reading activities were useful but slightly less effective (80%)

Students reported that while-reading tasks helped them understand the text better, while post-reading activities helped them remember and explain ideas more clearly.



Discussion

The results of this study show that structured reading activities have a positive impact on students' comprehension and engagement. While-reading activities were the most effective because they supported students directly during the reading process. These activities helped learners focus on important information and avoid confusion.

Post-reading activities also played an important role. When students summarized or discussed the text, they were able to process the information more deeply. This helped improve their memory and understanding.

Pre-reading activities were slightly less effective, but they still helped students prepare for the text. Without this stage, learners might feel confused at the beginning of the reading task.

Overall, the findings suggest that all three stages should be used together, as they support different aspects of the reading process.

Conclusion

In conclusion, this study demonstrates that structured pre-, while-, and post-reading activities can significantly improve reading comprehension in EFL classrooms. Each stage plays an important role in helping students understand, process, and remember information.

While-reading activities were found to be the most effective, followed by post-reading and pre-reading stages. However, the best results were achieved when all three stages were used together in a well-organized lesson.

Teachers are encouraged to include these stages in their reading lessons to create a more engaging and effective learning environment. This approach not only improves comprehension but also helps students develop important reading skills for the future.

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