

## Educational Practice for the Pupils' Motivation, for the Realisation of the Meaningful Reading

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### Abstract

In this study, I will present some ideas on today educational practice for the pupils' motivation, for the realization of the meaningful reading. There is a special place for the methodical ranking of the reading process, from the beginning in the school age until to expressive reading as the highest place of the literature reading; the main requests of this reading, like the deep meaning of the subject, exploration of the idea, and the other elements of the subject, implementation of the technique's rules of the expressive reading, such as breathing, voice, diction, intonation, spelling, stoppages, logical emphasizes, emotional expressions, temper, timber, gesticulations, and mimic. There is also highlighted the fact that the used method comes from the pupils' results and depends on the capability and level of the teacher, from the programming's scale, the tools that are put into disposition, the age and the level of the pupils, and from the environment that the teacher creates during the courses. At the end, there are some practical guidelines for the realization of the expressive reading in the literature subject.

**Keywords:** expressive reading, educational method, expressive reading techniques, level of teacher, practical guidelines.

### Introduction

Along reading, speaking and listening, reading like a communicative skill, is a very important activity and also an important source of knowledge; thus, it takes a very important place in the program of the subject for literary reading in school. This fact realizes a good knowledge from the teacher to the process of reading and the realization of an effective teaching toward students to become good readers, active and capable to be involved in independent ways and reading activities.

Today, reading has gained a new characteristic, new elements that must be known and promoted for the progress of each individual. In a special way, school must know these characteristics; through it enables a high quality of pupils' achievements in the whole teaching process. The problems of pupils in reading based in all educational levels, have great importance, after that, we generally meet in a superficial from the parts of a low results that come as a result quality of teaching and learning. It's increasingly spoken in the educational practice, nowadays, the motivation of a meaningful and expressive reading.

There are different practices to achieve a good reading that are followed by successful strategies and techniques that are linked a lot with the penetration of pupils in content and the deep meaning of the texts we read.

The quality and validity of reading is an important aspect of teacher's work in school, not only in literary reading of subject. There are a lot of studies that bright in the quality of reading. Today, in many specialized institutions are prepared tests where a new technology is applied to evaluate reading in understanding plan, quality and its speed too. We are all conscious of a poll applied by the World Bank in Albania where noticed that 57 % of pupils till the age of 15, didn't know to read, according to the actual reading it doesn't mean decoding but skills of pupils to rebuild the structure and content of expressed ideas in different literal parts and beyond.

These verify that pupils are not only able to summarize texts' summaries but they are rarely courage to support the evaluation of interpretation. This observation leads to another conclusion that the ways of reading reflects a low level of thinking process, there lacks a literary reading and the critical analysis of the literal text. This raises the task of teachers to direct pupils developing the ability of highest level of thinking. By looking at learning as a cognitive process of a higher level, it requires an understanding, conclusions, making the time of literary reading is a logic place to start the process.

The pupils must learn and read to decide in situations that create conditions of a real reading. Thus, to learn how to read means to actually read. The meaningful and expressive process reading passes in some steps from the first class and

higher to get better till it becomes perfect as a process. When the child enters in school, he has formulated some hypothesis about writing, in this way he is now a reader, and this experience must be taken into consideration during further teaching of reading in school.

Later, we see the transition of early reading in the automation process of reading where pupils are involved in an intentional reading to decode difficult texts and new words (unknown words) and also to read faster.

The last step, which is achieved through reading in the subject of literary reading, pupil achieves to control the meaning of the text he has read, to read with rhythm and intonation, to use his experience in reading and recreate the meaning of different literary texts.

This is a methodical ranking of reading process; it makes us think that pupils firstly "learn how to read" and later "read how to learn". This alternative attracts the attention of the school, didactics over reports and relations where reading must have been like a process, and also as an artistic literacy reading. This shows that lots of researchers have seen reading as a communicative activity in many uses; it must serve to all fields of knowledge and literature. In many researches of the language field and didactics where prevails the idea that reading must be involved and goes to a continued demand of the whole text, of the whole school curriculum and also some demands in all school subjects.

In her work M. Gjokutaj has written: "In the practice of Albanian schools, there are places for modifications and reconceptions because the dominance of idea for a long time that reading is an aim mainly in the subject of artistic, literary reading has forwarded a bias in the process of reading by creating reductions in other school subjects. (1)

But the question is, how should be a reader to whom we should aspire to?

Traditionally, the expressive reading was done in a certain stage of the class, usually after the presentation of the topic before the development of the content. So its object is seen only the book of the literary reading, where teachers only in this case raise up the demands for an expressive reading. This has been a close overview of reading that didn't respond to its final objectives.

The expressive reading must permeate the whole class of the literary reading and hunts out only through reading of literary pieces, but also in other instruments of reading for example, assignments, homework done by pupils, creative works with writing, other school's texts aims a reader to understand better the aims and objectives of reading and applies new rules to be able to identify the important information in a text by bringing knowledge or early experiences to build a meaning in its text. Thus, a good reader reads to answer the questions, to learn from a written text and it comes true when achieves the rates of a meaningful and expressive reading.

Like many other reading processes, a meaningful and expressive reading must not realize without practice, without the teacher's example because it couldn't let since the first steps of pupils to look after themselves. Firstly, pupils must know and then own mechanisms that are necessary for the embezzlement of expressive reading. If a pupil tries or not the power and the beauty of language like a tool, not only in communication but also in expressive reading, this depends on a passionate work of teacher who creates an atmosphere that stimulates pupils' trial and judgements. They should be encouraged to ask questions, to make predictions and organize ideas that support their judgements about the information they get from the literary parts.

Teachers, who encourage discussions before the reading process, help pupils to activate previous knowledge, also allow pupils search further through reading that is necessary need. In this way, teacher helps pupils to identify the aims for reading to formulate hypothesis and test the truth of their hypothesis through the reading process. He leads the discussion by evaluating every meaning or interpretation given by pupils, every judgement in a way form a sub-context as it is said by Koçi Petriti, first operation of the text deals with the philology (2). So, with the explanation of vocabulary by giving the proper context for new words, a word has different meanings in different contexts.

The importance of the expressive reading is clear in the content of the subject's program of the literary reading. There focuses that, pupils should win the reading technique to enable an expressive way of reading, a right conscious one, a fluent reading by respecting the rates of spelling and writing to know and apply in practice for the elements of the expressive reading with gradual increase from class to class accompanied with breathing, stoppages, intonation of spelling and understanding of literal parts in the whole text, after that, it makes an attractive content, it raises up vivid pictures of pupils,

it promotes the interest, light up imagination, pays attention, helps them to distinguish which has the main valuable importance and it makes pupils feel and live the literary texts.

The expressive reading involves all included parts of a literary passage, content, ideas, structure, artistic tools, the stylistic of language, all accompanied with writing and spelling, with practical character of literature and language. He, generally reads, understands, lives more with literary passage, and applies the spoken and written texts in relations with others and his personal life.

In front of a text the reader creates its meaning for all those who read it. The comprehension of a text is an act of work and the structure of understanding in different levels. Thus, in a class, pupils can give interpretations from a text's reading. Based on this result, there are different thoughts from different researchers. Some researchers think that the meaning is inside the literary text and belongs to the text that discovered it.

In this case, the problem often stays in the facts. That interpretation of the reader may not be fixed with the author's one. Other researchers protect the thought that meaning is not in the text depends on the knowledge that the reader has opposite the text.

According to this viewpoint, each reaction of the reader from the text has the common values as it is said that: "A realised description mustn't ever be a simple numeration, its values consist before all the unity of the described details pre-determined to realize an effect. This unity, this effect declares the spiritual state and mood of the person who did the description. (3)

Each reading is the structure of meaning and comes out from a numerous visual and abstract indicators. But, it exists even a concept of an independent meaning from the reader and this is the meaning that the author gives to his text. For this reason, to read means to not only build a meaning but in the same time to rebuild the meaning that the author has wanted to give to his text. The structure and the re-structure include more than a simple intellectual activity because reading changes. So, we may say that writing has not a single meaning. To read what is written, may be in different forms, but to read means to read even what isn't written, thus to read what is written between lines. To achieve this, in the center of the lesson, we see the reader, where the pupil is promoted to participate in a colloquial, conversation, over the given meaning of the literary text. With the concept of reading between lines, the reader recognizes the views and aims to interpret and judge his thoughts.

Except this kind of reading, meaning and the aim of reading process of literary text achieves it through reading beyond the lines where we face the suppositions linked with the results and taking out of the conclusions that aren't expressed from the author in literary pieces. The process of analyses allows pupils to make new synthesis, understand and reflect deeply linked with the importance of the ideas. This purpose of work with literary text surely has difficulties because it searches a lot of facts above all the cultural information of pupils, a rich and personal experience. But this doesn't mean that it's not reachable because a good teacher knows how to function the personal experiences of his pupils.

Teacher asks different questions, such as: If what the author says is true, what other conclusions can we come out? If things weren't as the author has mentioned, but differently, which is our viewpoints? What differences do we expect if events come from the author's view? What kind of differences do you want to see and why? There are other questions that move on the pupils and reader's fantasy by enriching the meaning of the stories with their experiences, where is included the reader's experience. So, the pupils must not be in the repetitive level of communication and also to create a parallel text's creation.

To achieve this, in the literary reading class, develops a talk throughout highlight values, factors and subjects of literal communication. As we mentioned above, questions that are asked to pupils must be numerous by leading to the content, characters, the message's clearance, artistic language, etc. The character of question gradually gets more difficult till it joins to questions with creative characters. The teacher should look after the pupils, to speak more, to express his thoughts freely, to give arguments by arguing them, to evaluate the text in maximum, to not forget the context and the message that come out from the text and contexts, because thoughts and movements of the reader come out not only from the text, but also must be argued with pupils' facts. In this viewpoint, the text of the literal reading has a new development in the class.

Nowadays, our society faces with new a phenomenon that negatively indicates in the process of meaningful and expressive reading. The long stays in front of the television, computer, electronic games, all make and push the children to lower in minimum the parameters of creativity that are necessary for reading.

So, the movement of interests from electronic multimedia to the art of word needs the commitment of the society, especially schools that directs to its efforts through the word's improvement and the development of methods by finding some movements that make a good reading for pupils who are orientated from the book.

The teacher searches the formation of a positive staying over reading, when he prepares teaching, he takes into consideration not only the literal piece but even the pupil. He must be focused in differences that his pupils have in reading, he plans activities for all difficulties. Through reading he must see the way of pupils' communication with different psychological, social and linguistic levels of knowledge. The planning of the class in the subject of literary reading is another moment, which helps in the formation of an expressive reading and in the crystallization of positive pupils' staying. Here we stress a phrase of S. Mc. Namara and G. Moreton: "To plan effectively by not taking so much time, the teacher must be completely clear what his children need to know and to proceed till the end of the topic." (4)

For this, the teacher uses a lot of techniques like concentration above the act of reading as an entire one without spoiling the literal creation, by clarifying the way that the author has integrated pieces like the whole one. The insurance of success is another positive movement in the promoted process of the child to read because this stay doesn't depend from the time that pupils spend in reading. The success is to another powerful mechanism of motivation; it's like a failure that comes from his results. For this reason, a good teacher plans activities where all pupils live and feel success that dedicates to them.

Another way, except the planning of successful activities for pupils, is the knowledge of real mood for each pupil and their presentation in class. All teachers according to the subject they teach and also their personalities influence a considerable indication in the formation of all pupils. The teacher has the ability to promote pupils like active participants in the class, to support their feelings, to express warmness, enthusiasm, to understand difficulties and their needs for help, to be elastic in their staying, to increase the collaboration between pupils, to argue their thoughts, there are necessary qualities for the teacher, to give the waiting results in the school process. This realizes not only when the teacher has the leader's role in the teaching process but also has a multi planned, cultural and professional formation.

Stigler said: "We ask teachers to take a great responsibility for the formation of professional basic knowledge." (5)

In conclusion, we may say that the meaningful and expressive reading, a reading with proper intonation is the only tool, implement to judge over understanding scale of text from the reader's part.

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