

UDC 80

SOME GENDER FEATURES OF READING ALOUD

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Reading is a significant skill that learners should have. Learners read texts for various goals from gaining information to enjoyment. The use of **reading strategies** in language learning has a vital role to improve reading comprehension (Anderson, 2003; Cohen, 1998). Readers' language proficiency is related to the use of their reading strategies (Hong-Nam & Leavell, 2006; Shen, 2003; Wharton, 2000; Yang, 2002). Based on these researches, readers who have high proficiency try to use global strategies for understanding a text (Kletzien, 1991; Zhang & Wu, 2009). Readers who have low proficiency, try to utilize particular techniques that are not beneficial to understand a text (Gan, Humphreys, & Hamp-Lyons, 2004; Zhang & Wu, 2009). **Reading comprehension** is a complex process that involves components, processes, and factors with the aim of finding better ways of improving it among learners. Meniado continued that reading comprehension is an interactive process of finding meanings from a text (Meniado, 2016; Rumelhart, 1981). Hermosa (2002) and Meniado (2016) supported these ideas and stated that reading comprehension is a series of cognitive activities that include a lot of dimensions like the understanding of words and their meanings, mindful reaction, and integration.

Koda (2007) said that there are various variables that impact learners' reading comprehension. Some of these variables involve vocabulary knowledge, prior knowledge, metacognitive information, and reading strategies. Trehearne and Doctorow (2005) expressed that there are other factors that affect learners' reading comprehension skill. These factors are learners' reading attitudes, useful teaching on comprehension methods, versatility, text form, and being aware of various reading comprehension strategies. The other factors that affect learners' reading comprehension skill are susceptibility to the text structure, making of conclusion, and comprehension checking (Meniado, 2016; Perfetti, Landi, & Oakhill, 2004). In addition, International Journal of English Linguistics Vol. 6, No. 5; 2016 181 Nergis (2013) stated that deepness of vocabulary knowledge, syntactic consciousness, and metacognitive recognition are some of the important factors that can affect reading comprehension skill.

Pressley (2000) and Birsch (2011) defined **reading comprehension** as the ability to get meaning from what is read. Reading comprehension needs different reading skills such as word recognition, fluency, lexical knowledge, and pre-existing knowledge to be undertaken quickly so that the reader gets knowledge from the text. According to Block (2004) and Graves, Juel, and Graves (1998), reading comprehension is a complicated process in which readers have an important role in making meaning from the text through applying existing skills.

Baker and Brown (1984) defined **reading strategies** as purposeful and cognitive actions that learners take when they read to assist them in making and keeping meaning. According to Pressley (2006) and Trabasso and Bouchard (2002), reading strategies are conscious behaviors that readers use before, during, and after reading to get meaning from the text. They are particular learned procedures that are used by readers to promote active, competent, and intentional reading.

There is a positive relationship between learners' *reading strategies* and their *reading comprehension skill*. According to Ahmadi and Pourhossein (2012), reading strategy has a significant impact on the readers' reading comprehension skill. Reading strategy can make better the reading skill of proficient and less proficient readers. Readers use diverse reading strategies and know what, when, how, and why to apply them in their reading comprehension process.

According to Dennis (2008), *reading comprehension* is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. Some factors affect reading comprehension skill. They are complexity of the reading text, environmental influences, and anxiety during reading comprehension, interest and motivation, decoding or word recognition speed, and medical problems. These factors we are going to elaborate in detail.

One of the factors that impacts learners' reading comprehension is the complexity of the texts. This factor is influenced by the readers' strength and fluency in language and their comprehending of its applications and different meanings. Oral abilities have a significant part in identifying how skilled a reader can be because learners hear words and obtain a lot of vocabulary. A lot of vocabulary assists learners in explaining the unknown words through applying the opinions of context (Dennis, 2008).

The second factor related to the environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in International Journal of English Linguistics Vol. 6, No. 5; 2016 183 calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their

reading comprehension ability will sound better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios (Dennis, 2008).

The third factor is pertinent to the anxiety during reading comprehension. Examinations, class work, or homework situations can put more pressure on readers' reading than reading for enjoyment. Some learners react positively to examinations while others are overwhelmed by the pressure to carry out a reading activity. Learners who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor comprehension of the reading task (Dennis, 2008).

The fourth factor is interest and motivation. According to Dennis (2008), learners' interest and motivation are very important in developing reading comprehension skill. If readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension. This can lead to a lowering of reading comprehension among readers. If the reading material is interesting for learners they can easily understand it and can remember it clearly. EFL teachers should motivate their learners through providing interesting reading materials during their class time.

The fifth factor is related to decoding or word recognition speed. Readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. Vocabulary influences the reading comprehension skill because readers apply decoding skills to understand the pronunciation and meaning of words they have not seen before. Persons who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context (Dennis, 2008).

The last factor is concerned with the medical problems. According to Hollowell (2013), poor reading comprehension skill may be related to the medical difficulty that does not get addressed until the child is older. This involves undiagnosed ADD (attention deficit disorder), speech problems, and hearing impairments. It's emphasized that learners with speech and hearing difficulties are less likely to take part in oral reading and class discussions. These are the two activities that help learners improve their reading comprehension skill.

The purpose of the research is to disclose the term "spontaneous monologue" paying attention to the specifics of how to read and to establish the possible dependence of unprepared reading from a gender perspective, the level of speech competence of a speaker, and the type of the text.

The object of this study is reading aloud as a kind of verbal activity.

The subject of the research is a gender-specific deviation from the printed text which is found in the real acts of reading in the form of omissions or inclusions of fragments of the text.

The materials for the research were 60 texts recorded by 30 respondents (each respondent reads 2 texts). The respondents read two articles from the newspaper "Sovetskaya Belarus": "How To Win Barsa" (the topic of the text is football), and "Some Rules Of The First Date" (the topic of the text is dating) without any prior training. Students, former students of the university, people with secondary and secondary specialized education were invited to take part in the research. The age of the respondents was from 18 to 43 years old. The readings of the texts were recorded and carefully analyzed that helped to obtain a list of many and minor mistakes made by the readers while reading aloud.

In accordance with the established commitment of many linguists - women follow the rules and accept standards of using the language in the society. It is seemed reasonable to assume that certain deviations from the verbal structure of the printed text are often implemented in men's reading aloud. The general data on the number of deviations do not quite confirm the hypothesis.

The analysis of the presented texts shows that in all of them there are the typical features of unprepared reading such as pauses, hesitations, repetitions. It was the first approach to the assertion that the unprepared reading can definitely be considered as a form of the oral spontaneous monologue.

You can also note that more pauses were made while reading the article concerning the dating rules, especially by the men. Some additional information was in the brackets, and men-readers thought this information was unnecessary and, to a great extent, considered reading it as a waste of time. Additional information brings something new to the text as usual, but if you omit it, the meaning of the text is not distorted. This information helps to understand texts more deeply.

Insertions and omissions of words bear witness that the respondents create a new text- they bring something from their life experiences, their memories, which are essential for understanding the content of the text. Listening to reading entries, you'll notice that each text is different from other presentations.

The most common pronouncing both men and women's mistakes were made in reading aloud the article "How to win Barsa": proper names like Neymar, Suarez, Sokol, Jakimovich, Logwin, as well as geographical names: San Sebastian, San Antonio as well as abbreviations and acronyms BATE, Barsa. When reading the article "Some rules of a first date", there were fewer mistakes in accents, but the most common were: *хлодны, яства, темпаче*. These mistakes indicate that people don't deal much with the words in their lives and do not know them.

After making the research among male and female respondents, we can make the following conclusions:

1) the real action of reading aloud is carried out with a certain amount of various discrepancies or deviations from the printed text;

2) derogation from the text characterize representatives of all genders.

3) the author's inserts are emotional state signals and signs of appeals to the interlocutor. They are prevalent in the women's reading.

4) missing the fragments of the text is a universal phenomenon. However, it is frequent in men's reading. In addition men correct this type of mistake themselves very rarely.

This experiment showed that while reading, we do not just transform written text into an oral, but take into account our previous experience, that is essential for the understanding of the content of the text, and we present it in a little bit different form in each act of reading.

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