



The Use of Post-Reading Activities in Secondary Schools in FLT

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ABSTRACT

This article considers the significance of using post-reading activities in secondary schools in foreign language teaching. Most often times, what all the teachers focus on is the pre-reading activities and they simply forget the value of having post-reading activities. By writing this article, I want to show why it is important to have a set of activities after a while-reading in teaching and how it can benefit to the learners effectively and efficiently. Additionally, this article focuses on the common post-reading activities and analyze a few of them.

Keywords:

reading comprehension, post-reading activities, intensive reading, authentic materials, while-reading, analytical thinking, logic development;

Introduction

Reading is actually one of the most challenging parts of language skills to acquire. It demands a couple of skills and abilities to show. Especially, in the secondary schools, reading becomes more challenging as most students step into intermediate level of their target language. In this case, it is highly recommended to divide reading itself into small stages, where students can learn step-by-step. Thus, most school lesson plans have pre-reading, while-reading and post-reading activities, so that they can make learning easier and organized. When it comes to the role of post-reading activities, I can say without a doubt that they play a key role in the learning process. Without having them, the reading lesson stays unfinished or partly finished. Due to this reason, it is vital to have post-reading activities as well. In this paper, I analyze the usage of post-reading activities in the secondary schools and give further information about how it could be used effectively.

1.0 Common Post-reading Activities.

“For maximum comprehension of a text, it’s important to fully engage before, during, and after reading. Post-reading strategies help readers summarize their learning, check for understanding, and organize their thoughts and ideas. English as a second language (ESL) students should also participate in post-reading strategies, but you’ll want to make the content more comprehensible for them.” (Sarah Mills, 2022);

Actually, there are a couple of activities which are truly popular among most of the teachers. These activities include a range of different traditional and modern methods. Here you can see the list of these activities:

1. Discussion;
2. Review writing;
3. Story-telling;
4. Role play;
5. Debate about different parts;
6. Reflective writing;
7. Video watching;

8. Analyzing questions;

All of these activities literally stand out among other activities as they have proven their usefulness and as well effectiveness through years through practice and use. That's why I personally believe that it is important to have these activities in the classroom as they may have positive impact in the learning process.

2.0 The Effective Use of Post-Reading Activities.

"Post-reading activities give students the opportunity to review, summarize, and react to a reading passage, and activities such as debates, role-plays, games, and discussions take place in small and large groups, as well as with the entire class." (Dilorom Kholmatovna, 2022); The main aim of having post-reading activities in the classroom is help the students with a couple of things. Below you can see the list of a couple things that will be done in post-reading stage:

- **Analyzing questions.** In the while-reading stage, students work with questions and answer to the questions. That's why after checking them, to know what mistakes they made and how they can correct them, they probably should analyze them and need to work on them. While analyzing these questions, they learn how not to make them again.
- **Working with vocabulary.** Most students choose to analyze new and unknown words after finishing the passage. That's why in the post-reading, vocabulary is learnt and analyzed. Also, the use of new words and their position in the sentence is learnt.
- **Developing analytical skills.** Actually, when doing post-reading activities, what is the students develop are the analytical skills. Because we know that most of the pos-reading activities involve discussions, story writing, review writing and every possible thing related with making conclusion. For that reason, it is particularly clear that logic and brain activation are the main tools here to help the learners to develop critical thinking abilities.
- **Developing speaking skills.** When learners finish a set of reading questions, they will analyze them by themselves, individually. After that, most teachers recommend students

to have discussions on the given topic and learners discuss the heated issues of that reading passage. Here, the learners need to speak and think of new ideas. While they speak, they will speak on a different range of ideas, which will support them with the development of speaking.

As you can see, through these benefits, one can realize and get to know the main benefits of post-reading activities. If a teacher wants to use them efficiently and appropriately, they should be aware of the techniques they use in such kind of activities as well.

"While reading skills are the automatic actions that result in decoding and comprehension with speed, efficiency, and fluency, that usually occur without awareness of the components or control involved, reading strategically is a deliberate action" (Afflerbach, Pearson, & Paris, 2008, p. 368).

Conclusion

To sum up, I can say that having post-reading activities in secondary classes is really useful and using them in the right ways make learning more effective. I think through having the right post-reading activities in the classroom, the teacher can make students more interested in learning and can increase their reading abilities. That's why it is vital to have post-reading activities, mainly in secondary classes.

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