

Incorporating Strategy Training into Reading Instruction

Mastaneh Haghani*

Abstract:

The reading strategies employed by proficient readers during a reading process have long been under the scrutiny of researchers. They have come to this realization that reading ability will greatly be enhanced when learners adopt a wide range of reading strategies. Besides being invaluable tools for the learners, strategies are quite insightful as they can reveal to the teacher whether the students have deeply understood the new lesson or not. In order to help those readers who experience less success in their reading ability, teachers should implement appropriate reading strategies through various tasks.

This paper discusses how strategy training can be employed in the classrooms and enumerates different strategy training activities based on a learner-centered approach, which can help learners gain fluency in the reading skill and become successful independent readers. It also emphasizes the significant role of teachers. If they do not explain, model or reinforce the strategies, the students do not learn to identify, practice, evaluate and transfer strategies to a new learning context and may not become aware that they are using strategies at all.

* Islamic Azad University -North Tehran

Key Terms:

reading strategies, strategy-based model , extensive reading ,bottom-up processing , top-down processing, metacognitive strategies , brainstorming, reciprocal technique

Introduction

Reading skill as one of the most important motive which brings lots of people to language schools has always received the highest attention from the researches and language teachers. An enormous body of research has been conducted on the nature of reading process and how to teach reading at different levels .Yet, the teaching of reading has often involved little more than asking them to answer a series of comprehension questions. Alderson(2000) argues that this procedure just determines whether the readers have already been equipped with the ability to extract certain kind of information from the text but it fails to offer the skills or strategies required to make them efficient and independent readers.

The major concern in the current approaches to reading instruction is to teach such skills and strategies. ESL/EFL has long been searching to find out what fluent readers' strategies are and how they contribute to better understanding. The researchers have always been interested in how strategy training can be incorporated into teaching the reading skill. yet the outcome has remained fairly crude: it has even failed to distinguish among various terms referring to the same concept of strategies and there have

been various classifications for that .Nevertheless no matter how confused the field seems to be as Alderson (2000)calls it ,”claims to teach strategies ,skills and abilities remain pervasive”.

Retrospection

The related literature in the field of teaching languages reveals the fact that teaching approaches to reading for EFL students have been based on either a skills-based model or a strategy-based model (Goodman, Smith, Meredith & Goodman 1987; Holdaway, 1985).The skills-based model of reading instruction concentrates on teaching skills for pronouncing or identifying words and the major concern is the mastery of sound symbols (Ekwall& Shanker,1983).Learners are taught to master letter-word recognition . It is based on the assumption that if learners are taught to acquire sub-skills, then their comprehension will gradually develop.

Strategy-based models consider reading primarily as a thinking process which entails various elements to interact. According to what contemporary psycholinguistics suggests reading is believed to be a successful interaction of conceptual abilities, background knowledge and processing strategies. In this model the aim is comprehension and the readers learn to adopt different strategies, such as, Sampling, predicting, self-questioning or revising, to arrive at the meaning of a text (Newman, 1985).

The predominant skills-based approach to reading during 1950s and 1960s was **“bottom-up”**. It was assumed that readers derive meaning in a linear manner. The reader first discriminates each letter, sounds them out, matching the written symbols with their equivalents, connects them to form words, phrases and sentences to make sense of the print. Rapid word recognition is therefore the final step. (Nunan,1999).

Through the late 1960s and 70s a strategy-based model, **“the psycholinguistic approach”** or **“Top-down”** approach to reading became dominant. In this approach readers drew on their background knowledge (schema) to predict the meaning of the text and read to confirm or correct their predictions. (Goodman, 1967; Smith, 1971, both quoted from Zammi & Ellis 1999).

According to this view reading is not a simple process of decoding a text letter by letter, rather it involves a process which Goodman (1967) has referred to as a “psycholinguistic guessing game Smith (1978)”, quoted from Nunan(1999) argues that the role of a “meaningful context” is significant in removing the need for the reader to the identify each and every individual word. When readers make errors (or miscues), they do so without losing the meaning of the context. Good readers guess the meaning of unknown words, using the meaningful context they have created so, even when they see the wrong word, the overall meaning of the context is not disturbed.

However, as other specialists have pointed out, (e.g. Eskey, 1989) reading cannot be accomplished entirely by top-down processing. Hoda Zaki & Rod Ellis, (1999) suggest that readers have to decode some words in order to create "a meaningful context" for top-processing to proceed. Furthermore when learners do not possess the needed schemata, they rely less on guessing and more on decoding the words in the text.

"Interactive approach" draws on both top-down and bottom-up processing. In this approach reading is regarded as an interactive process involving both top-down and bottom-up. (Grabe, 1991) argues that readers depending on the particular text, need to be able to utilize their background knowledge and the knowledge of the text to extract the meaning. Stanovich, (1980), quoted from Nunan(1999), states that readers make for their inability to use one type of strategy by employing the other one. Zaki & Ellis(1999) argue that reading is an "intrapersonal" rather than "interpersonal" interaction. Reader comprehend a text by a process of self-interrogation. They negotiate meaning from a text by posing questions and answering about it. The non-reciprocal nature of the written discourse requires the reader to get involved in an inner dialogue functioning both as an addressee and an addresser in a "covert cognitive process".(Widdowson,1979a: 77 quoted from Alderson ,2000).The reader asks questions and find the answer in order to create meaning from a text.

Wittrock's (1974) account of learning is compatible with Widdowson's "covert interaction". He is most interested to find out how reading results in learning. Like Goodman and Smith, Wittrock holds that reader's schema facilitates reading comprehension and his generative model suggests that when readers process a text deeply, constructing meaningful elaboration of the text, learning will be enhanced.

One of the generative learning strategies which stimulates deep processing is the use of self-questioning. Asking questions enables the readers to focus their attention, organize the new material and integrate the new information to their existing knowledge. Zaki & Ellis (1999) point out that self-questioning also serves as a metacognitive strategy as it constitutes a way in which learners can check their understanding of what they are reading.

To sum up what was outlined above, the theoretical perspective suggest that :

1. Readers adopt both top-down and bottom-up processes interactively and compensate for their inability by resorting to one or the other.

2. Readers engage in "covert interaction with a text by conducting a discourse with themselves.

3. When readers process a text "deeply" by using a reading strategy, (for example self-questioning), reading comprehension and recall of the context is enhanced.

The Nature of Learners Strategies

In spite of conducting various researches on the importance of using strategies to facilitate learning, the scholars have not come to any consensus on offering a clear-cut definition for the nature of strategies. Grabe(2000) refers to this fact and identifies the need for terminological clarification. He believes teachers need to know what exactly the difference between a skill and a strategy is ;or whether the ability to extract and use information the same strategy or skill is as the ability to synthesize information.

Stern defines strategies as “the conscious efforts learners make” and as “purposeful activities”(Wenden & Rubin,1987:xi). Wenden(1987)refers to strategies as techniques ,tactics , potentially conscious plans ,consciously employed operations, ,learning skills, cognitive abilities, language processing strategies and problem solving procedures. She identifies three major functions for strategies:

Strategies refer to:

- the language learning behavior
- what learners know about the strategies they use
- what learners know about aspects of L2 learning other than the strategies they use.

Wenden points out six characteristics of language learning behavior, which she calls strategies:

1. They refer to specific actions and techniques
2. Some strategies are observable others are not.
3. They are problem-oriented.

4. Strategies contribute directly and indirectly to language learning
5. Sometimes strategies can be consciously developed or they can become automatized and remain below the level of consciousness
6. Strategy behavior can be changed, i.e. unfamiliar ones can be learned.

Rubin(1987) classifies as strategies “any set of operations ,steps, plans, routines, used by the learner to facilitate the obtaining, storage, retrieval and use of information.

Cohen(1996)admits that the term strategies have been used to refer both to general approaches and to specific actions or techniques employed to learn a second language ,so a general approach might be how the target language works and a more specific strategy could be utilizing summaries to understand a reading text or writing marginal telegraphic notes on a text .He acknowledges that for the term strategies there is a continuum from the broadest categories to the most specific ones , and the learners are most interested to see the list of suggested strategies that are specific and can be operationalized.

Schmidt(1994)holds that language learning strategies are either within the focal attention of the learners or within their peripheral attention .If they are not able to identify what strategies they have just adopted or in other words the learner’s behavior is totally unconscious then it would simply be called as a process not a strategy .For example, a

learner may skip an illustration within a sentence in order not to lose the train of thought. If he is aware of the strategy he is using (even, peripherally), then it would be a strategy.

The Classification of the Learning Strategies

Second language learning strategies can be classified as second language learning and second language use strategies. Cohen(1996:2) calls them as "*the steps or actions selected by learners either to improve the learning of a second language ,the use of it or both*".

The explicit goal of language learning strategies is to assist the learners in improving their knowledge in a target language, whereas language use strategies are employed to use the target language the learners have in their interlanguage. Language learning and use strategies are can be further differentiated according to whether they are cognitive, metacognitive, affective or social.(Chamot,1987;Oxford,1990).

Cognitive strategies encompass identification, retention, storage or retrieval of words, phrases and other elements of the second language. Metacognitive strategies deal with pre-assessment and pre-planning, online planning and evaluation and post-evaluation of the learning process. Affective strategies serve to regulate emotions and attitudes. Social strategies include actions which learners choose to interact with other learners and with native speakers.

Such classifications are not always clear-cut. In other words, the same strategy may function at different levels. For example, skipping an example in the text can be a metacognitive strategy (it's a conscious attempt on the part of the learner in order not to get distracted by details, and at the same time it can be called a cognitive strategy to avoid material that would not contribute to the gist of the statement.

Cohen(1996) points out that the strategies used by successful learners are not always effective ones, or we cannot decided the effectiveness of strategies even if they are adopted by successful learners. In fact, the effectiveness of a strategy depends on various factors, such as: the characteristics of the given learner, the structure of the given language, the given context or the interaction of these. Because the very same learner may find that a given strategy (such as writing ongoing , marginal summaries while reading a text works very well on certain paragraphs of a given text but not for some others. Such a problem can be the result of the learner's lack of vocabulary, grammatical knowledge, or the fact that the material is just summarizer-unfriendly in that paragraph .

The Role of the Teacher

As the current language teaching emphasizes helping the students to be autonomous and be less dependent on the classroom teacher, unfortunately teachers may often have the notion that they feel dissatisfied if they do not teach the

whole time of each session. However, Cotterel(1993)emphasizes the role of teachers to implement a learner-centered method in their classes and train students to use language learning strategies which can help them become better learners .

He also maintains that if a teacher does not reinforce a student-centered approach, the learners will not know the value of taking strategy approaches to learning. Likewise, Willcoxson (1988) quoted from Zaki & Ellis(1999)pointed out that the teachers' method and style is directly influenced by whether he regards teaching as the facilitation of learning or the transmission of knowledge.

As for the reading which is the most prominent need of the many EFL learners who take part in English courses, it is up to the teacher to convey a positive attitude towards the learners' adopting suitable reading strategies and become successful readers. The teacher who aims at training his students to use reading strategies, should learn about what reading strategies his/her students seem to be using by observing their behavior in the class. He should also have adequate knowledge about the students' needs, motivation, the purpose of their learning a language and their understanding of different reading strategies that they can use. Learners within the same classroom might have different approaches to reading and varied awareness of the use of reading strategies; therefore, the language teacher can have a pivotal role to provide a wide range of tasks to match varied learning styles of his students.

One thing that a teacher is advised to do is to analyze the text books to see which reading strategies are already included and which ones need to be taught. He can look for supplementary materials to include the needed reading strategies.

The language teacher should also reflect upon his own teaching method. By analyzing his lesson plans he can determine whether he has devised certain tasks to include strategy training or not. In other words, it should be emphasized that a teacher can be better prepared to focus on language learning strategies and strategy training if he questions himself before planning what to do in each session, then reflecting upon and evaluating his performance after each session.

Finally the most crucial role of a language teacher is to show the students how the things they find in their text books are related to the real world outside their classrooms by encouraging the learners to accomplish as much reading as possible.

Reading Activities

Teachers can use a variety of activities to ensure that the students are actively engaged in reading. They can create opportunities to have the learners interact with variety of texts which can be either selected by the teacher or by the students themselves. Teachers can explicitly teach the students what good readers do.

Good readers:

- have a purpose in mind (e.g. to get information or be amused) and know the purpose of each text(e.g. ads to encourage buying , editorials to reflect the opinions over current issues ,etc.).
- use a variety of strategies to read efficiently (e.g. depending on the text they vary their speed, preview the text and make predictions).
- try to make connections between their knowledge of the world and the information presented in the text.
- Interact with the author through the medium of the text; they evaluate the text critically, ask questions determining they agree or disagree with him.
- skip unfamiliar words that may add relatively little to the total meaning, or guess their meaning from remaining words in a sentence or later sentences.

As good readers read with a purpose, teachers should select texts that are relevant to their needs and interests. Furthermore, they should be exposed to different types of texts which they are likely to encounter in everyday life.

As it was mentioned above one of the principal characteristics of a good reader is *flexibility*. In order to read efficiently he may vary his speed and the whole manner of reading according to the text and his purpose. In fact, good readers are skilled at estimating how much they need to read in order to meet their purpose. They can decide which part of a text to ignore, how to skim to get the gist and which

part to read closely .The students who have done limited amount of reading in their classes mostly in the form of read-aloud activities, the concept of flexibility needs plenty of practice.

Contrary to the proficient readers who are active in the reading process and use variety of strategies to meet their needs , learners with reading disabilities lack the necessary reading strategies for efficient comprehension ,and approach learning in a more or less passive manner. What we are after is not just to implement teaching strategies but to help the learners understand the nature of them.The students should learn how to make decisions about the best time to utilize the reading strategies and get actively involved in the reading process.

The following model (Jean Cibrowsky, 1993) has a wide range of applicability and reduces the memory pressure which the poor readers experience while they are reading. This strategy-training model divides the reading instruction into three phases: BEFORE READING, DURING READING and AFTER READING.

What follows is a brief discussion of these phases along with some teaching suggestions which can be applied to each of them.

PHASE I: BEFORE READING:

The time spent in Phase I activities can be viewed as a "headstart" and a chance to arouse the learners' curiosity and interest in the upcoming topic.

SUGGESTED ACTIVITIES FOR PHASE I:

1. Activating the learners' background knowledge:

Some learners' apparent reading problems may be caused by the lack of background knowledge. Carrell (1988b ; 245) mentions different ways of constructing the relevant schemata .These include lectures, visual aids demonstrations, discussions ,introductions and discussions of key vocabulary, text-previewing , etc. For example, students can listen to a videoclip of a film which is the adaptation of the story which the students are about to read, or the teacher can show the picture of a city and explain about it before asking the students to read the text.

Some insufficiency of the background knowledge might be culture-specific. Carrell and Eisterhold (1988) suggest that “ every culture-specific interference problem dealt with in the classroom presents an opportunity to build new culture-specific schemata that will be available to the EFL/ESL students outside the classroom”. Thus, in such cases the best thing teachers can do is to construct the relevant background knowledge prior to reading, through the means of appropriate pre-reading activities.

Reading problems are not just caused by schema deficiencies or the learners' lack of prior knowledge but their schemata are not necessarily activated. Therefore, a suitable pre-reading activity can generate new information

in the readers and activate the prior knowledge which the students already possess.

A very useful pre-reading activity which can be adopted by teachers is questioning and *brainstorming*. Classroom members can brainstorm ideas about the meaning of a title or an illustration. Hence, they can generate information on the topic based on their own experience and knowledge. Here is an example through which the writer of a textbook has attempted to activate the learners' prior knowledge:

1. You are going to read a magazine article about the dangers of the modern living. Before you begin discuss these questions:
 - How safe is it in your city to go out at night?
 - Is it getting better or worse?
 - What precautions should you take?

Taken from Jon Naunton(1996) .Think First Certificate, P . 36.

2.Encouraging the learners to predict:

The ability to predict is an aid to understanding and a sign of it. When a reader understands a text, he is most probably able to guess what is likely to come next. He can predict because he understands the text. How much prediction can contribute to understanding of a text is less clear but as

Nuttal(1996,p:118) suggests “It is a principle of learning that new information is more easily assimilated if it can be fitted into an existing framework of ideas.” Therefore, if the learner can frame the kind of thoughts the writer is likely to put forward next, it will aid him to grasp it even if his predictions were wrong. Predictions start when the reader starts to read the title of a text; at that moment he forms expectations of what the text is likely to contain. Even false expectations cause the reader to think and get actively involved .Predictions need not be necessarily correct to be useful.

In order to work on prediction, a very useful pre-reading activity can be previewing the text. This would activate the learners’ schemata and help them to predict what they are going to read. In the following example you will notice how the learners are guided to predict:

1. Look at the title of the unit. Think of ten to fifteen words which you are likely to find in the passage.
2. Work with another student, think of five things you can do to prevent burglaries.
3. Now read the passage and check whether the words you predicted in 1. actually appeared or not.

Title: Burgled Seven Times

Taken from Greenall & Swan(1995). Effective Reading ,P:36.

For textual *prediction* the teacher can expose the first paragraph of a text and give the students time to read it (individually or in groups). After feeling sure that they have understood the text, he can discuss what the paragraph is doing (e.g. making a generalization, or starting a story). Then he can ask what the next paragraph is likely to do: Will the writer qualify the generalization, using certain examples, or (if it is a story), what will happen next? The students are encouraged to look for the clues within the paragraph or make questions which the writer is likely to answer in the next paragraph. When it has been discussed enough, the teacher can expose the second paragraph and discuss how far the readers' predictions were correct. This technique can be repeated for the rest of the text and if the text is a story, it will even be more enjoyable to the learners and can also promote creative thinking.

3. Introducing core vocabulary:

Students at lower levels may possess the relevant schemata which are activated during a pre-reading activity but as they lack the linguistic skills to discuss them in L2, it is essential that teachers introduce the relevant vocabulary otherwise as Aebersold and Field (1997:77) point out:

“Schema has been activated but learning the L2 has not been facilitated.”

EFL readers need a “massive receptive vocabulary that is rapidly, accurately and automatically

accessed”(Grabe,1988: 63,quoted from Grabe,2000) .In order to develop the vocabulary and the schemata, Carrell(1988b)suggests a “parallel approach” which is pre-teaching vocabulary and the background knowledge concurrently before the text is read.

4.Using analogies in order to create visual images.

This pre-reading strategy enables the learners to make meaningful links between what they will be learning and what is familiar to them. This conjures up mental images, which make the new information much easier for the learners to grasp. For example, if the topic is about the wedding ceremony in Japan, the teacher can lead a discussion about a topic which is familiar to the students,e.g, the wedding ceremony in Iran. Teachers should continue to reinforce this type of analogous thinking because it demonstrates that while the students may have poor reading skills they are developing their ability to think abstractly.

5. Having the students use graphic Organizers.

Many teachers are well aware of the value of visual format such as "*concept maps*" or "*graphic organizers*". These graphic organizers, when used before reading, can show students the important concepts and ideas of the chapter and how they are related to one another. In the pre-reading phase ,maps might be partially completed so that the learners can fill in the remaining concepts as they are studied.

One of the graphic Organizers is KWL(Ogle1986)

.Before introducing a chapter or a concept ,the teacher leads the students into brainstorming ideas in order to activate their background knowledge .He guides a discussions of those things the students Know and Want to know , the students draw a chart called KWL and write all that they know about the topic in columns one and two and after going through the reading process, they are asked to complete the chart.

KWL

K	W	L	
What Do I Know?	What Do I Need or Want to Know?	What I Learned:	What Else Do I Need to Know:

KWL ,Taken from (Donna Ogle, 1986) . *Teaching Reading as Thinking.*

Being aware of the content of the lesson, the students' interest and knowledge of English, the teacher can decide which of these techniques is most appropriate. Phase I pre-reading strategies makes the students more interested in the new content and more confident in their ability to understand the lesson which is about to be presented.

PHASE II: DURING READING:

Students with reading disabilities need more help than offering them a lecture followed by oral or silent reading because:

- They strain to decode individual words rather than constructing meaning from the text;

- Instead of using context clues to predict the meaning, they overattend to individual words;
- There are many texts designed in such a way that their implicit main idea are supposed to be read between the lines but poor readers only grasp the superficial meanings clearly stated in the text.

Therefore, teachers through adopting appropriate activities should get their students to develop the strategies needed to become more active comprehenders and thinkers.

SUGGESTED ACTIVITIES FOR PHASE II:

1. Reciprocal Teaching techniques (Palinscar and Brown, 1984)

It is a comprehension-fostering activity which helps students develop independence in constructing meaning from text. Having a learner-centered approach to learning, it is a very powerful technique. During the instructional period, teachers provide a great deal of modeling. The students divided into groups, appoint a member of their groups as their leader. Those who assume the role of a leader follow the teacher's model for the strategies taught to them and lead a discussion with the other students. During the discussion period, students may ask the teacher for clarification of terms or key points made in the text.

The teacher must teach that there are four ideas which form the basis of Reciprocal Teaching -- **summaries** (what they are and when they are useful), **questions** (why they are important and how to phrase them), **clarifications**

(what they are and how to phrase them), and **predictions** (what they are and how to phrase them).

Question generating reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels.

Clarifying is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).

Summarizing provides the opportunity to identify and integrate the most important information in the text. Text

can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the Reciprocal Teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

Predicting occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

- Assign reading for ten to twenty minutes (a portion of a text which contains a subheading).
- Model by orally summarizing the reading--the main idea, supporting details.
- Model self-questioning--ask: What was the problem? What was the solution? What was the cause? What were the effects? What was the order of events?

- Clarify ambiguities--ask: What did the word at the bottom of page 4 mean? What did the author mean when he said.....?
- Predict the upcoming section--ask: What will the author say next...? What is going to happen when...?

Once these skills are taught, the students take turns in leading the discussions on the subsequent portions of the reading assignment. Their skills in summarizing and asking more complex questions improve with practice.

2. Reading Logs

In order to respond to the reading texts, teachers can choose different texts among which **Reading Logs** can be mentioned. Students copy quotes from the text and then write about the ideas occurred to them while they were reading. They can arrange their reading logs in the form of **Double-Entry Journals**. The students need to fold their notebook paper vertically so that there are two columns. The left side should be headed with "**Key Ideas**", the right side should include examples or applications to real life and be headed "**What It Means To Me.**"

Students can also have **graphic logs**, in which they write quotes and draw certain symbols and pictures that are relevant to the quotes. This activity can be more appealing to the learners as it combines visual or graphic symbols with words.

3. Graphic Organizers

One of the invaluable tools for the teachers to check the learners' understanding of the lesson learnt is **Graphic Organizers**. They pave the way for the students to remember the main points stated in the text. In fact, when the readers are asked to draw the concept maps, they have to realize the relationship among the concepts within the text. Therefore, concept maps are highly reflective of the students' understanding. Discussions might take place when students clarify the connections, clear up misconceptions and come to consensus on the structure of the map.

4. "Under-the surface" questions

A reading strategy which can enhance students' understanding of texts is to reflect upon "**under-the-surface**" questions. These are the questions which cannot be answered by simply referring to certain obvious facts stated in the text and contain the question words such as "how" and "why". In order to utilize this strategy, the teacher should model several under-the-surface questions and have the students answer them. As the next step the teacher can even ask the learners to construct such questions by themselves.

6. Say Something

Students silently read the text. After having read a section, partners turn to each other to say something about what they have just read. It may be a summary, a shared

experience related to the text , or an application of a concept.

PHASE III: AFTER READING:

Getting the students to consolidate and extend their text book knowledge

In this phase ,students reflect on what has been read and respond to the text in some way.

SUGGESTIONS FOR PHASE III.

1.Vocabulary/prediction

Have the students examine the shift in their thinking from pre-reading level to the post-reading level. If they have been asked to use graphic organizers such as KWL , they can fill in the final column which asks them what they know now. They can also check the vocabulary they had predicted in phase I.

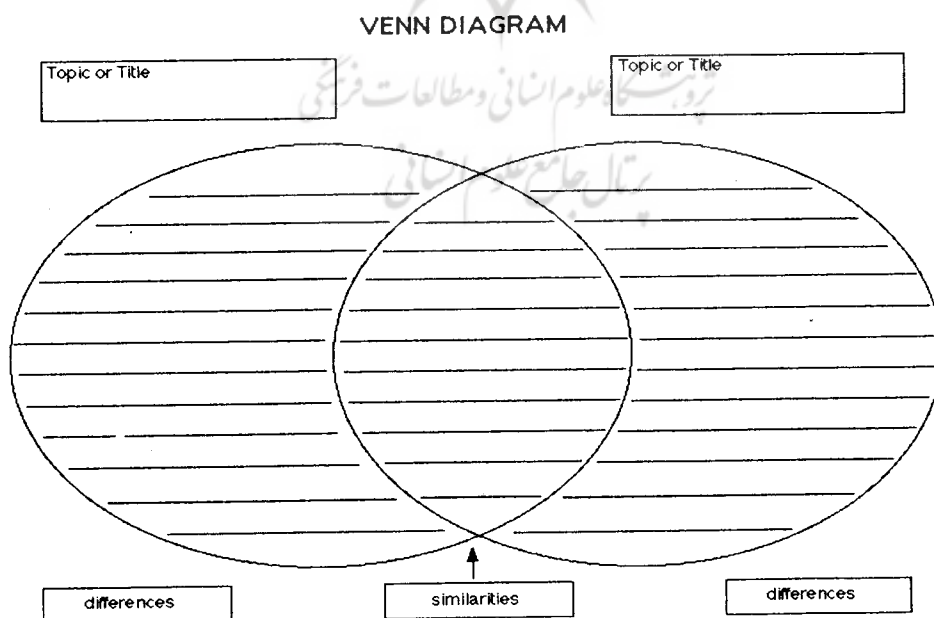
2.Short Summary Notes

Concept maps can also serve as an invaluable tool for students to summarize a text. In order to learn how to summarize a text, the students should learn to identify the relationship between the concepts in the text, recognize the most important elements to be used for a summary, ignore those which should be omitted and finally synthesize ideas across paragraphs. Therefore, having the students use the graphic organizers will make it much easier for them to write summaries.

Students can be taught how to condense the main idea and important supporting details of a text by using a tool which assist them in organizing the key points. The teacher "chunks" the reading passages for the students and asks them to

record the main ideas and supporting details for each passage on a frame. The students place the title of the passage in the center of the summary frame, two to four main ideas in circles around the title and one to three details under each main idea. When the students have prepared their own summaries of the text, the teacher can have the students exchange and edit each others' summaries.

Venn Diagram Venn Diagram is one of these graphic Organizers which is used to compare and contrast characters, systems, operations, or attributes.



A sample of Venn Diagram : popularized by John Venn (1834 - 1923) ,taken from www.Venndiagram.com

3.Synthesis Journal(McAlexander& Burrell,1996)

Synthesis journals take multiple perspectives on a topic from various sources and attempt to synthesize them all. It may include the information the teacher has presented , information from a text, a video , a guest speaker, information obtained from classmates , personal experiences and information from students. Once all of the perspectives have been presented, the students take all of them to develop an overall synthesis. Because it is a complex process, it may need to be modeled by the teacher beforehand.

4.Analyze end-of-the-chapter questions

Use these questions as a review of the type of questions that are generally asked in the textbooks--those looking for factual answers; those asking them to make inference or analyzes; or those asking their opinion. Teach students to discriminate among the three types. Do not require the students to answer the questions; build their ability to think and analyze.

5.Recreational reading of topics which relate to textbook

Encourage the students to read other resources that are related to the textbook because this can provide opportunities for a great source of growth in vocabulary,

spelling and writing. This can be done along side their textbooks and take the form of *Extensive reading*. Motivating the students to read extensively for a sustained, uninterrupted period of time, will help them to get equipped with an invaluable tool to develop automaticity in word recognition. Unless students read in large quantities, they will not gain fluency in reading and extensive reading can pave the way to develop their reading proficiency and language acquisition in general. (Grabe, 1991; Krashen, 1993)

Another reason to encourage the learners to have extensive reading is the concept of "*intertextuality*". Wallace (1992:47) argues that "all texts contain traces of other texts, and they cannot be readily interpreted—or at least fully appreciated—without reference to other texts". Many everyday texts contain allusions or cultural references which are assumed to be understood by the readers. Although these references do not play significant role in the overall message, they enhance the enjoyment of the text and reveal the points the L2 readers lack: *the textual memory*. Therefore, the learners must be exposed to various texts as much as possible in order "to capture some of what native readers carry to the text: both schemata and textual memory" (Stott, 2001 TESL Journal).

Conclusion

The primary goal of a reading program should be to help students acquire the skills and confidence to become

successful, independent readers. In order to achieve this goal poor readers should be guided to employ and practice the strategies proficient readers use. Researchers have found that proficient readers read purposefully, monitor their comprehension and reflect upon their reading. They possess effective reading strategies or certain mental and behavioral activities which increase their comprehension.

Unsuccessful readers may grasp fundamental reading processes but they generally lack well-articulated concepts about effective strategies which enhance comprehension. They need to develop more knowledge about strategies, e.g. how strategies function, when they can be used ...

Teachers should become more aware of the learning strategies which are useful for the learners and based on the needs, purpose and interest of the learners, train them to use appropriate strategies. Reading strategies can be taught through explicit instruction and illustration or indirectly through activities such as having the learners create graphic organizers, reading logs, etc.

References:

- _ Aebersold, J. A., & Field, M. L. (1997). *From reader to reading teacher*. Cambridge: Cambridge University Press.
- _ Alderson, J., Charles & Bachman, F., Lyle.(2000)*Assessing Reading*.UK: Cambridge University Press.

— Anderson, N. (1999). Exploring Second language Reading: *Issues and Strategies*. Boston, MA: Heinle & Heinle.

— Barnett, M. A. (1988). Reading through context: How real and perceived strategy affects L2 comprehension. *The Modern Language Journal*, 72(2), 150-162.

— Bereiter, C., & Bird, M. (1985). Use of thinking aloud in identification and teaching of reading comprehension strategies. *Cognition and Instruction*, 2(2), 131-156.

— Brown, H., Douglas. (2000). Principles of Language Learning and Teaching. NY: Addison Wesley Longman, Inc.

— Carrell, P.L. (1988b). Interactive Text Processing : Implications for ESL/ Second Language Reading Classrooms. In Carrell, P.L. , Devine, J. and Eskey, D.E. (eds.). *Interactive Approaches to Second Language Reading*. Cambridge: CUP.

— Carrell, P. and Eisterhold. (1988). Schema Theory and ESL Reading Pedagogy. In Carrell, Devine and Eskey (eds.) *Interactive Approaches to Reading*. Cambridge: Cambridge University Press.

— Carrell, P.L. (1985). Facilitating ESL Reading by Teaching Text Structure. *TESOL Quarterly* 19/4: 727-52.

— Chamot, A. U. (1987). The Learning Strategies of ESL Students. In A. Wenden & J. Rubin (eds.), *Learner Strategies in Language Learning*. Englewood Cliffs, NJ: Prentice Hall.

- _ Cibrowski, Jean (1993). Textbooks and the Students Who Can't Read Them. Cambridge, Massachusetts : Brookline Books.
- _ Cohen, D., Andrew.(1996). Second language Learning and Use Strategies: Clarifying the Issues. Spain, Seville: Symposium on Strategies of Language Learning and Use.
- _ Cotterall, S. (1993). Reading Strategy Training in Second Language Contexts: Some Caveats. *Ana*, 16/1, 71-82.
- _ Day, Christopher.(1999). Developing Teachers: The Challenges of Lifelong Learning. London: Falmer Press.
- _ Duzer, Van, Carol. (Winter, 1999-2000). *Reading in English*. NCLE notes, Vol.8, No.2. www.cal.org/ncle.
- _ Ekwall, E. E., & Shanker, J. (1983). Diagnosis and Remediation of the Disabled Reader. Newton, MA: Allyn and Bacon.
- _ Ellis, Rod. (1999) Learning a Second Language through Interaction. North America, USA: John Benjamins.
- _ Eskey, D.(1989). Holding in the Bottom : An Interactive Approach to the Language Problems of Second Language Readers. In P. Carrell, J. Devine and D. Eskey(eds.). *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press.
- _ Goodman, K. S., Smith, E. B., Meredith, R., & Goodman, Y.(1987). Language and Thinking in School. A Whole Language Curriculum.(3rd ed.). New York: Richard C. Owen.

- _ Grabe, W., & Stoller, F.L.(2002).Teaching and Researching Reading. London, England: Pearson Education.
- _ Grabe, W. (2000). Developments in Reading Research and their Implications for Computer-adaptive Reading Assessment. Cambridge: Cambridge University Press.
- _ Grabe, W. (1991) Current Development in Second-language Reading Research. TESOL Quarterly.25/3, 375-406.
- _ Greenall, Simon &Swan, Michael(1995). Effective Reading. Cambridge:
- _ Holdaway, D. (1985). Stability and Change in Literacy Learning . Portsmouth, NH: Heinemann Educational Books.
- _ Krashen, S. (1993). The Power of Reading: *Insight from Research*. Englewood Co: Libraries Unlimited.
- Mac Alexander & Burrell(1996). Synthesis Journal. In Schools of California: *Online Resources for Education*.www.score.k12.ca.us.
- _ Naunton, Jon(1996).(Fifth ed.). Think First Certificate.Edinburgh:Addison Wesley Longman Limited.
- _ Newman, J. M.(1985). Whole Language: Theory and Use. Portsmouth, NH: Heinemann Educational Books.
- _ Nunan, David.(1999)Second Language Teaching and Learning. Canada: Heinle & Heinle Publishers.
- _ Nunan, David.(1989).Designing Tasks for the Communicative Classroom.UK: Cambridge University Press.

- _ Nuttall, Christine.(1996).Teaching Reading Skill in a Foreign Language. Oxford: Macmillan Publishers Limited.
- _ Ogle, D. S. (1986). K-W-L group instructional strategy. In A. S. Palincsar, D. S. Ogle, B. F. Jones, & E. G. Carr (Eds.), *Teaching reading as thinking* (Teleconference Resource Guide, pp. 11-17). Alexandria, VA: Association for Supervision and Curriculum Development.
- _ Oxford, R. (1990). *Language Learning Strategies: What Every teacher Should Know*. Rowley, mass: Newbury House.
- _ Palincsar, A.S. (1986). Reciprocal teaching. In *Teaching reading as thinking*. Oak Brook, IL: North Central Regional Educational Laboratory.
- _ Palincsar, A.S. & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1(2), 117-175.
- _ Rubin, J. (1987). Learners Strategies: Theoretical Assumption, Research history. In Wenden and Rubins (eds.).
- _ Schmidt, R.(1994). Deconstructing Consciousness in Search of Useful Definitions for Applied Linguistics. *AILA Review* 11: 11-26.
- _ Stott, Nigel.(November, 2001).Internet TESL Journal, Vol. VII, No. 11.<http://iteslj.org/>

- _ Wallace, C. (1992). Reading. Oxford: Oxford University Press.
- _ Wenden, A. (1987). Conceptual Background and Utility. In A. Wenden and J. Rubin(eds.), *Learner Strategies in Language Learning*. London: Prentice Hall International.
- _ Wenden , A.and Rubin, J.(eds.).(1987). *Learner Strategies in Language Learning*. London: Prentice Hall International.
- _ Wittrock, M.(1974). Learning as a Generative Process. *Educational Psychologist* 11: 87-95.
- _ Zaki, Hoda and Rod Ellis.(1999). Learning Vocabulary through Interacting with a Written Text. In Rod Ellis. *Learning Second Language through Interaction*. North America, USA: John Benjamins.