





**Reading Strategies**



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## Pre questions

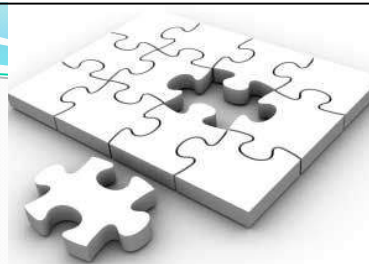


- What do learning strategies or reading strategies mean to you?
- Do you and your classmates read in the same way or are there any differences? If there are differences,
  - What are they?
  - What might be their reasons?
- What kind of activities do teachers administer in the classroom?

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# Content

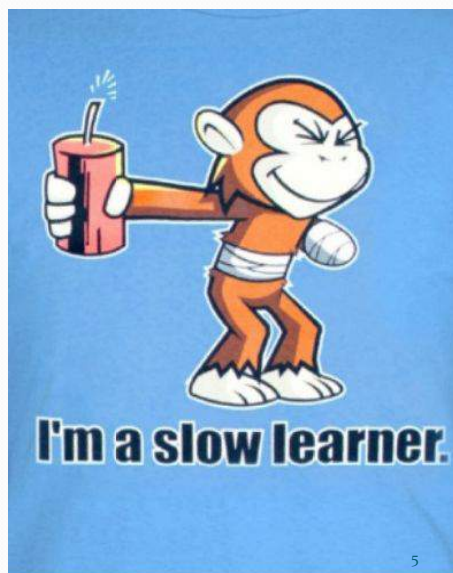


- Learner characteristics
- Language learning strategies
- Categories of LLSs
- Reading strategies
- Categories of reading strategies
- Assignment 1

**What differentiates  
a good learner  
from a poor one?**

## Learner characteristics

- **Good learners** use strategies appropriately and adapt themselves to different situations through monitoring and adaptive strategies.
- **Poor readers** have difficulties in administering strategies such as predicting and monitoring and they use ineffective strategies.

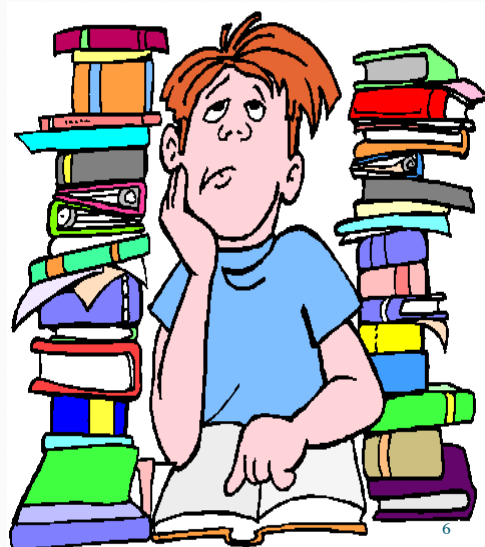


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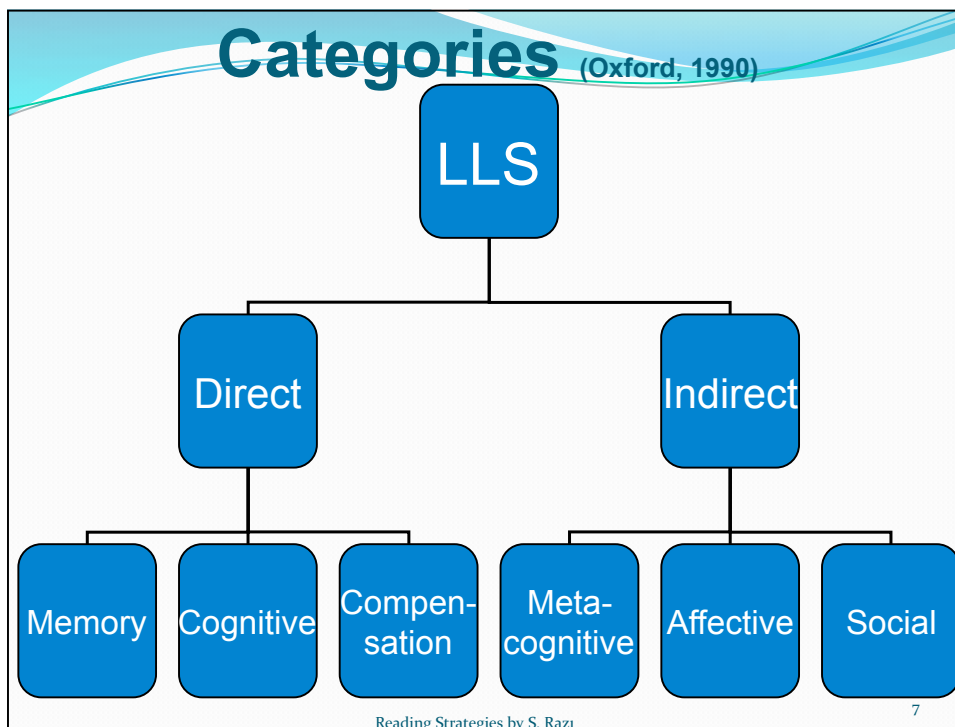
## Definition of learning strategies

- Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.
- The use of strategy is not tied to any specific language.



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**Do you use any reading strategies?**

**Why?**

**Why not?**

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## Introduction to reading strategies



- How to become a more efficient reader.
- “The way to read both faster and better is to read, *read, read, –faster and better.* The method works, too, in most cases.” (Waldman, 1958, p. 5)
- Reading professionals started to deal with the terms of *reading strategies* rather than dealing with *reading skills* (Wallace, 1992).

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## Definition of reading strategies

- “[M]ental activities that the readers use ... to construct meaning from a text” (Aebersold & Field, 1997, p. 14).
- “[M]ental operations or comprehension processes that readers select and apply ... to make sense of what they read” (Abbott, 2006, p. 637).
- Subject to change through age.
- To achieve their goals, readers use different learning strategies, in other words, thoughts and behaviours to accelerate comprehension (O’Malley & Chamot, 1990).
- Allow readers to approach a text in a variety of ways by considering the nature of the text, their purposes, and the context of it (Wallace, 1992).
- Comprehension processes which allow readers to understand what they read (Brantmeier (2002).
- **Specific actions consciously employed by the reader to achieve intended meaning.**

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## Readers' aims and strategies

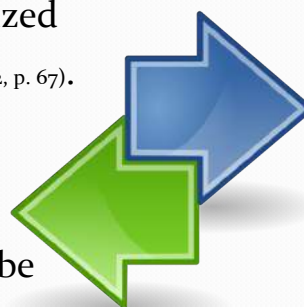
- Relation between reading strategies and readers' aims (Hedge, 2000).
- Allow readers to deal with more proficient texts (Chastain, 1988).
- Identifying words without referring to appropriate strategies is not sufficient for reading comprehension (Grabe, 1999).
- Effective readers rely on a number of different reading strategies in accordance with their purpose in reading, text-type, and context (Wallace, 1992).

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## Transferability of strategies

- “[R]eader strategies can be generalized across subject boundaries” (Wallace, 1992, p. 67).
- Transferability from **L1** to the **TL** is possible.
- L1 reading strategies are subject to be observed while reading a text which is beyond one's limit (Aebersold & Field, 1997).



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## Essential strategies

- By the help of contextual clues, any reader needs to utilize the skills of (Anderson, 1999):
  - **understanding** the main ideas in a text;
  - **inferring** meaning;
  - **predicting** outcomes; and
  - **guessing** lexical items
- Readers are **unaware** of the strategies that they use while reading a text (Noda, 2003).

## Strategy or skill

- The term of *reading strategy*; not *reading skill*, *microskill*, or *subskill*, since a reading skill is supposed to become a strategy when it is used independently by a reader (Abbott, 2006).
- “Strategies would then lead to actions aiming to retrieve and store new information until this information is automatized” (Alptekin, 2007, p. 5).

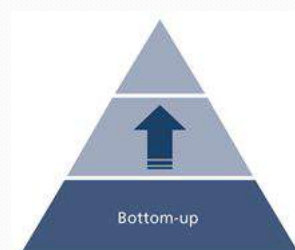


## Warnick's (1996) groups

- Bottom-up strategies
- Top-down strategies
- Metacognitive strategies
- Socioaffective strategies

## Bottom-up strategies

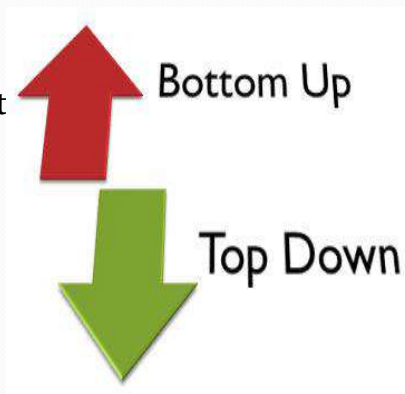
- Dependent on **orthographical functions** of language
- recognizing and analyzing symbols, words, and grammatical functions for comprehension.





## Top-down strategies

- Integrate **cognitive** behaviours of readers.
  - hypothesizing about the text
  - predicting the forthcoming information,
  - inferring meaning,
  - combining background knowledge.



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## Metacognitive strategies

- Require readers to observe their own behaviours during reading process.
  - commenting on the text and the related tasks.
  - monitoring their own comprehension of the text.

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## Socioaffective strategies

- Deal with readers' as individuals in the society by indicating their social role.
  - relating personal memory.
  - reacting to text content.

## Comments on Warnick's groups

- Bottom-up strategies are the **easiest** ones to be taught (Noda, 2003).

## Monitoring

- Readers should monitor whether they achieve their sub-goals or not.
- They need to familiarize themselves with the strategies metacognitively.
- Then, they are able to know
  - **when**,
  - **where**, and
  - **how** to use them.

## Reading strategies and culture

- Relation between reading strategies and culture (Parry, 1996; Abbott, 2006).
- Abbott refers to use of strategy differences between Chinese and Arabic EFL learners.
  - Chinese readers are encouraged to use bottom-up reading strategies.
  - Arabic ones are expected to follow to-down reading strategies by their teachers.

## Strategic readers (Grabe & Stoller, 2001)

- Strategic readers for academic reading who are :
  - aware of their goals in reading,
  - administer strategies effectively,
  - choose carefully depending on their purpose in reading to check their understanding of the text and solve comprehension problems.

## Successful readers

- Successful readers use learning strategies effectively (Aebersold & Field, 1997; Green & Oxford, 1995).
- Efficient readers use different strategies for different purposes; inefficient readers use the same strategy for all texts (Ur, 1996).
- Using more strategies results in better performance (Anderson, 1991).
- Strategy choice under the impact of learner beliefs, which are affected by any aspect in educational practice (LoCastro, 1994).
- Native speakers' strategies are acquired unconsciously in their natural environment (Noda, 2003).
- Strategy use can be accumulated (Bialystok, 1979; Kern, 1989).

## 9 characteristics of strategic readers

- **Imagine, using a variety of senses:** visualize the scenes in the texts and refer to their senses to predict the features of substances.
- **Make connections:** refer to their background knowledge and integrate it with the information from the text.
- **Analyze text structure:** determine the genre and also make use of other specific features in the text such as linking devices, table of contents, and subheadings.
- **Recognize words and understand sentences:** familiarity with the lexical and grammatical knowledge and contextual cues to comprehend the sentences.
- **Explore inferences:** predict the forthcoming information in the text and recognize cause and effect relationship.
- **Ask questions:** question themselves for instance on the author's message, or its relevance with the real life.
- **Determine important ideas and themes:** the introductory and concluding parts are the most important sections to pay attention along with thesis statements in each paragraph.
- **Evaluate, summarize, synthesize:** pausing while or after reading to construct meaning.
- **Reread and adjust approaches to the text:** reread, read aloud, and underline the text and take notes in case of failure in understanding. (Bishop et al., 2005, pp. 207-208)

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## Chamot & O'Malley's (1987) MRs

- **Selective attention**
- **Self-monitoring:** readers check whether they comprehend the text or not.
- **Self-evaluation:** learning by helping students decide how well they have accomplished the task and whether they need to relearn or review any aspects of it.
- **Linguistic markers:** indicate the type of subsequent information (Chamot & O'Malley, 1986):
  - "The most important thing to remember ..."
  - Indicates that the main idea is going to be presented.

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## Essential reader characteristics

- Readers need to (Silberstein, 1994):
  - know both about their cognition, called *metacognition*,
    - such as knowing their goals, and
    - using a variety of different strategies for different reading texts.
  - be able to monitor their comprehension to achieve meaning.
- Essentials of reading process (Grabe, 1999):
  - setting goals, and
  - combining appropriate reading strategies.

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## Characteristics of skilled readers

- During reading, skilled readers orchestrate a large number of cognitive and metacognitive mental activities (comprehension strategies) such as:
  - summarizing or paraphrasing,
  - generating questions and answering them,
  - activating relevant background knowledge, and
  - **monitoring** (Cromley & Azevedo, 2006).

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## Characteristics of insufficient readers

- Insufficient readers are
  - unable to solve the problems they encounter while reading a text as they lack
    - declarative,
    - procedural, and
    - conditional knowledge (Baker & A. L. Brown, 1984; Mokhtari & Reichard, 2002; Paris & Jacobs, 1984).
  - less aware of effective strategies and of the counterproductive effects of poor strategies,
  - less effective in their monitoring activities during reading (Çubukçu, 2009, p. 3).

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## Skimming and scanning

- The most valuable reading strategies (Brown, 2001).
- *Skimming*: a metacognitive skill used by good readers which allow them to read for general understanding (Alderson, 2000; Bachman & Cohen, 1998; Flowerdew & Peacock, 2001).
- In daily life readers' scan with the help of *skimming* and also *skipping* (Davies, 1995).

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## Reading activities

- Reading activities play a vital role in reading.
- Usually subcategorised as:
  - *pre-reading*,
  - *while-reading*, and
  - *post-reading* activities (Ur, 1996; Williams, 1984).

## Pre-reading activities

- Enable readers to feel themselves ready for reading.
- Provide motivation for the reading task.
- If they are motivated, they
  - finalize the task better,
  - with less effort, and
  - are eager to take part in the activity as they are confident (Chastain, 1988).
- Encourage learners to evaluate what they read (Lewin, 1984).
- Assist readers to recognize their reason in reading the text (Bartram & Parry, 1989).
- Make the reading instruction closer to real-life reading situations (Nara, 2003).
- Do not regard introducing the topic to the readers as a time-consuming activity (Brown, 2001).



## Schema activation

- Activating readers' relevant background knowledge before reading may foster reading comprehension (Alderson & Urquhart, 1984; Carrell & Eisterhold, 1983; Grabe, 1991; Steffenson & Joag-Dev, 1984; Ur, 1996).
- In case of lack of relevant background knowledge, the teacher should provide it before reading.
- They make the activity more challenging as readers identify an aim in reading the text.
- They are the indicator of comprehension.

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## Brainstorming

- Tell related words with the topic (Wallace, 1992).
- Easiness in preparation without preparation beforehand.
- Independency of talking on the issue relevant with students' background knowledge.
- Integrate all students.
- Presents a semantic map to the learners.
- Allows readers to see what they are able to bring to the text before they start reading.
- In turn assigns the strategies that they will use in the reading process.

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## Previewing

- Enables readers to develop their own expectations about the forthcoming information in the text.
- Have an idea about the organization of the ideas in a text.
- To preview:
  - read the introduction
  - read the conclusion,
  - read the first sentences of each paragraphs in the body of the text,
  - skim, and
  - scan.

## Various pre-reading activities

- **Pre-questioning:** ask a general question to readers before reading.
  - Find out some information related to the understanding of the text.
- **Previewing:** helps activate readers' schemata.
- **Semantic mapping:** establishes background knowledge.

## Hedge's (2010) pre-reading activities

- Choose appropriate pre-reading activities from the following list in accordance with aim:
  - talking about pictures accompanying the text;
  - predicting from the title;
  - agreeing or disagreeing with a set of proposals about the topic;
  - answering a set of questions or a quiz;
  - listing items of information they already know about the topic; or
  - discussing the topic.

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## While-reading activities

- Principally function to stimulate readers to read in a flexible, active, and reflective way (Wallace, 1992).
- Being active and reflective requires integrating background knowledge to the text.
- Being flexible forces to use effective strategies in accordance with the text type.
- Make readers aware of their reading aims (Brown, 2001).

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## Surveying (Hyland, 1990)

- An activity to develop reading efficiency.
- Enables the reader to preview the text content and organisation by using referencing and non-text material.
- The aim is as quickly checking the relevant extra-text categories such as;
  - referencing data,
  - graphical data, and
  - typographical data.

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## 4-S technique (Waldman, 1958)

- Account for speed in reading.
  - *selecting*,
  - *skipping*,
  - *skimming*, and
  - *scanning*.
- **Selecting** requires the examination of the title of the book and also author's name.
- A very quick overlook of chapter headings and the preface will help the reader to decide whether to continue reading the book or quit it.

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## Scanning

- You need to be familiar with graphic stimuli for the item being sought (Nara, 2003).
- In scanning:
  - First decide the form of the information that they are searching such as names or dates.
  - Then, decide the probable location of the information in the text.
  - And move eyes quickly until you find the desired information.
  - When you find it, evaluate whether this information is the desired one (Aebersold & Field, 1997).
  - If it is the desired information there is no need to read any further.

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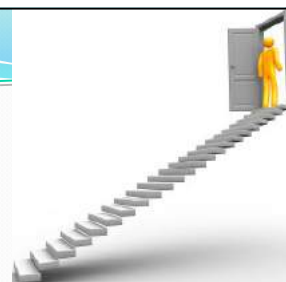
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## Skimming

- A superior reading activity when compared with scanning (Levine et al., 1985).
- A metacognitive skill; one the characteristics of good readers (Alderson, 2000).
- Combines surveying and scanning together (Wallace, 1999).
- Take the genre of the text into consideration in skimming.
- Readers skim (Nara, 2003):
  - to test hypothesis about the story line,
  - to get the main idea of the text,
  - to clarify the thesis statements,
  - to pay attention to the details while reading it for the next time, and
  - to teach transition words to low proficiency readers while disregarding specific information.

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## Steps for skimming



- Careful reading of distinguished sentences is essential to get the main idea of the text (Baudoin et al., 1993).
- Do not read every individual word in a text.
- Referring to the title, headlines, textual clues might be profitable.
- After receiving the main idea of the text, read the whole text carefully or scan important parts of it.

## Skipping

- Readers are able to by-pass the irrelevant information in a text (Waldman, 1958).
- The **danger** of over and misusing of the strategies of skipping and scanning (Lubliner, 2004).
- Young readers have a tendency of skipping the difficult part of a text scanning the rest of it.

## Hedge's (2000) while-reading activities

- Select appropriate while reading activities from the following list:
  - follow the order of ideas in a text;
  - react to the opinions expressed;
  - understand the information it contains;
  - ask themselves questions;
  - make notes;
  - confirm expectations or prior knowledge; or
  - predict the next part of the text from various clues.

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## Post-reading activities

- **The first aim:** assisting readers to clarify any unclear meaning by focusing on it, not on the grammatical or lexical aspects of the text (Chastain, 1988).
- Besides lexical items and also grammatical patterns from the text may be examined (Brown, 2001; Nara, 2003).
- In post-reading: the text is followed by a number of questions.
- **Be careful about the questions which can be answered without reading the text by simply relying on background knowledge.**

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## Suggested post-reading activities

- Readers can interpret the text and illustrate the relationship between the questions and their answers by
  - *summarising*,
  - *question and answer*, and
  - *drawing conclusions* (Karakas, 2002).
- **Summarizing:**
  - Summarise the content in a sentence or two (Ur, 1996).
  - Can also be administered in L1 to prevent the integration of a productive skill of writing in the TL (Razi, 2007).
- Catch the missing parts of the mental picture through
  - *thinking aloud*,
  - *discussion* and
  - *summarising*.
- **Discussing** the correct answers is tremendously beneficial rather than simply giving the correct answers (Bartram & Parry, 1989).

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## Hedge's (2000) post-reading activities

- Post reading activities should be in parallel with pre and while reading activities.
- Select appropriate while reading activities from the following list:
  - Discuss response to the writer's opinions,
  - Use notes for a writing activity, debate, role-play, reading of contrasting texts.
  - Focus on its language and vocabulary.

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# Visualization

## Why Visualize?

If you don't picture the events of the story, you will get bored.

The author's job is to paint pictures in the reader's mind.

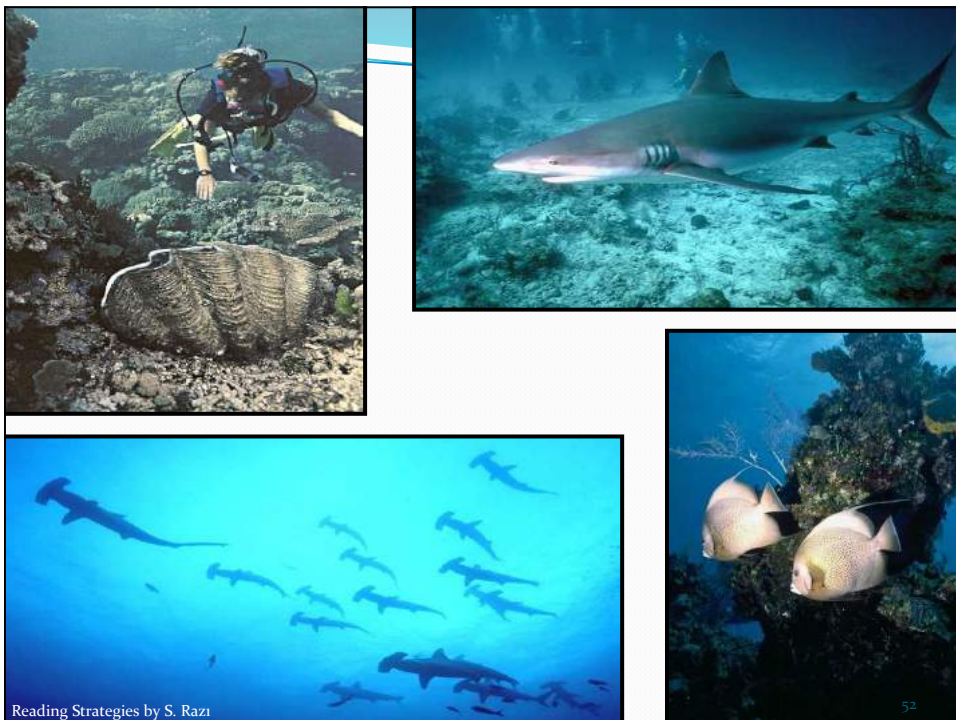
The reader's job is to visualize what the author describes.



Imagine the feeling of suddenly having all of your weight lifted from you. You glide along almost without effort. You feel the coolness of water around you. You see the brilliant colors of the fish swimming past you, and the sounds of the world outside are muffled. These are just a few of the pleasures of snorkeling.

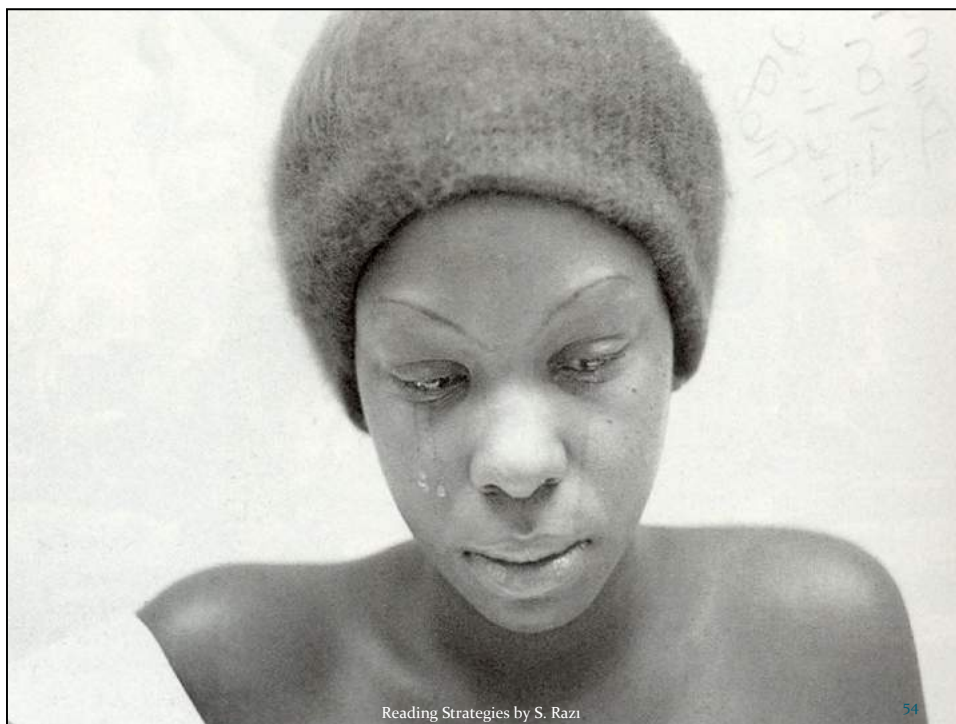
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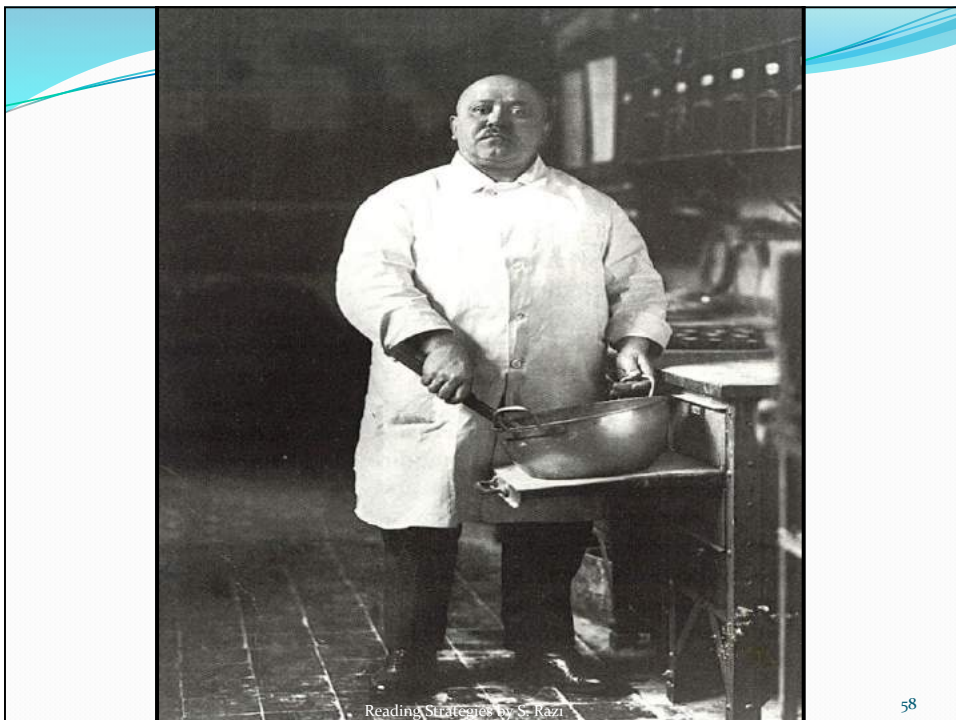
Too tired to erase the tears that fall against her darkened face, she stares into open space; her eyes too sad to focus. Will the hat upon her head be the only warmth she feels?



Blanketed by white wonder, the mountains sit beside one another as if in conversation. Though its peaks are crisp and rigged its beauty melts and smoothes.



Mr. Sanders was a pastry chef and he didn't like his job, I'm not sure if he liked anything. He was a big man with a round, bald head and he stared at me as if he was looking right through me. His white coat was buttoned all the way up to his double chin and it came down to his knees; he wore black pants and black shiny shoes. He had been stirring that cake batter for the last half-hour.



## Self survey

- Strategies are very important in reading comprehension.
- MRSQ includes 22 statements on reading strategies.
- Indicate what you do while reading.
- While responding to the statements, imagine that you are reading a text for school.
- Take a moment to think about the typical things you do to help you comprehend the text.
- For each strategy statement, choose the statement (between 1 and 5) that best indicates how much you use that strategy.

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## MRSQ (Taraban et al. 2004)

1. As I am reading, I evaluate the text to determine whether it contributes to my knowledge/understanding of the subject.
2. After I have read a text, I anticipate how I will use the knowledge that I have gained from reading the text.
3. I try to draw on my knowledge of the topic to help me understand what I am reading.
4. While I am reading, I reconsider and revise my background knowledge about the topic, based on the text's content.
5. While I am reading, I reconsider and revise my prior questions about the topic, based on the text's content.
6. After I read the text, I consider other possible interpretations to determine whether I understood the text.
7. As I am reading, I distinguish between information that I already know and new information.
8. When information critical to my understanding of the text is not directly stated, I try to infer that information from the text.
9. I evaluate whether what I am reading is relevant to my reading goals.
10. I search out information relevant to my reading goals.
11. I anticipate information that will be presented later in the text.
12. While I am reading, I try to determine the meaning of unknown words that seem critical to the meaning of the text.
13. As I read along, I check whether I had anticipated the current information.
14. While reading, I exploit my personal strengths in order to better understand the text. If I am a good reader, I focus on the text; if I am good with figures and diagrams, I focus on that information.
15. While reading I visualize descriptions to better understand the text.
16. I note how hard or easy a text is to read.
17. I make notes when reading in order to remember the information.
18. While reading, I underline and highlight important information in order to find it more easily later on.
19. While reading, I write questions and notes in the margin in order to better understand the text.
20. I try to underline when reading in order to remember the information.
21. I read material more than once in order to remember the information.
22. When I am having difficulty comprehending a text, I re-read the text.

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## Consider these

- Evaluate your responses to each item in the questionnaire by considering the following questions.
  - Do you employ each strategy when you read?
  - Which strategies do you employ frequently?
  - Are there any strategies that you do not employ?
  - How effectively do you employ them?
  - When do you employ them?
  - Why do you employ them?
  - How do you employ them?

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## Peer check MRSQ

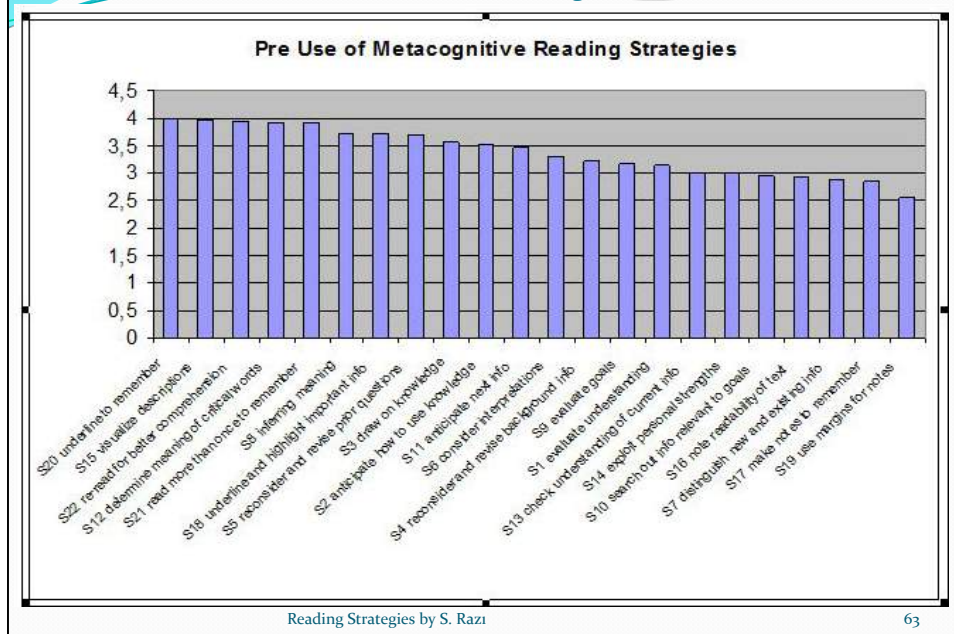
- After answering the previous questions for your responses to the items in the questionnaire, discuss your results with your partner's.
- A careful examination of your partner's strategy employment may help you for better use of them.



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## The most common MRSs of ÇOMU ELT students



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## Assignment 1

- Describe your use of metacognitive reading strategies reference to MRSQ.
- **Word limitation:** between 400 and 600 words
- **Deadline:**
  - First draft: 2 November 2016 Tuesday 23:59
  - Peer review: 6 November 2016 Sunday 23:59
  - Resubmission: 9 November 2016 Tuesday 23:59
- **Your assignment must**
  - be submitted through Turnitin,
  - be on A-4 paper,
  - have 2,54 cm margins on all sides,
  - be written with Times New Roman font, 12 size, double line spacing, and justified left,
  - not include any information about your ID, including your name, student number and class.



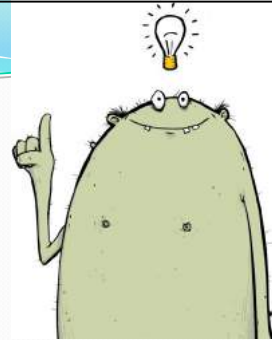
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## Conclusion

- There are various type of reading strategies.
- Familiarization on strategies employed by readers is essential.
- Surveying your own use of strategies provides this familiarization.
- Do not use the same strategies all the time; instead choose the most appropriate strategy for each task.
- In the following chapter, you will learn about metaphorical models of reading.



*The End*