

*Reading Strategy Use: A
Basic Factor Contributing to
EFL Proficiency Level and
Comprehension
Performance*

- ❖ **The study investigates the differences in the use of four reading strategies, namely:**
 - ⊙ **Cognitive**
 - ⊙ **Metacognitive**
 - ⊙ **Compensation**
 - ⊙ **Testing**

- ❖ **Examines the relation between reading strategy use and the students' reading performance and comprehension.**

RESEARCH QUESTIONS

- 1- What is the most frequently used reading strategy by EFL students?**
- 2- Is there any significant relation between reading strategy use & reading performance?**
- 3- What are the differences in the reading strategy uses of skilled and less skilled EFL readers in relation to comprehension performance?**

READING STRATEGIES

- ◎ **Most linguists agree that the term ‘strategy’ refers to the mental operations involved when readers purposefully approach a text to make sense of what they read (Chamot , 2005; Oxford, 1995;Zhang, 2008).**
- ◎ **Using Reading strategies helps EFL learners by serving as an effective way of overcoming language deficiency & obtaining better reading achievement on language tests (zhang,2008) .**

READING STRATEGIES

- ❑ Plans and ways readers follow.
- ❑ Behaviours and thoughts readers are engaged in during reading.
- ❑ Specific procedures readers

COGNITIVE STRATEGIES

- **The skills of predicting meaning based on:**
 - **Prior knowledge**
 - **Analyzing text organization through specific patterns.**
 - **Self questioning**
 - **Making summaries**
 - **Using context clues**
 - **Transferring**
- (Chamot & kupper,1989;Oxford,1990).**

◉ *Main divisions of cognitive strategies*

1- Rehearsal Strategies

2- Elaboration Strategies

3- Organizational Strategies

□ Rehearsal strategies

- ◎ Underlining the text
- ◎ Saying a word or a phrase aloud.

□ Elaboration strategies

- ◎ Paraphrasing
- ◎ Creating analogies
- ◎ Note-taking
- ◎ Explaining ideas to others.
- ◎ Asking and answering questions about the text.
- ◎ Using Context Clues

▣ *Organizational Strategies*

- ◎ **Selecting the main idea from the text.**
- ◎ **Outlining the text to be learned .**
- ◎ **Using a variety of techniques for selecting and organizing ideas in the text.**

USING CONTEXT CLUES

- Students search the context for clues that would help them predict the meaning of unknown words.

TYPES OF CONTEXT CLUES

□ Definitions

- ❖ After the fire ,the entire office was restricted, that is only a few people could enter, for several days.

❑ Synonyms

- ❖ The boss complained when he was tardy ,or late, for work for the third time.

❑ Antonyms

- ❖ Tom was exhausted after the trip but Joe was wide awake and alert.

USING PRIOR KNOWLEDGE

- Readers activate what they know about the topic and use this knowledge before, during, and after reading to clarify misconceptions and understand the text.

- Readers relate what they read to personal experiences (text-to-self), to information from other texts (text-to-text), or to information about the world (text-to-world) in order to enhance comprehension.

SUMMARIZING

- Readers identify key elements and condense important information into their own words during and after reading to solidify meaning.

STRATEGY INSTRUCTION

- ❑ 1.The teacher Provides direct instruction regarding the reading strategies.

A. Defining and explaining the strategy.

- ❖ Summarizing is restating in your own words the meaning of what you have read--using different words from those used in the original text--either in written form or orally.

B. Explaining the purpose the strategy serves during reading

- ❖ Summarizing enables a reader to determine what is most important to remember once the reading is completed. Many things we read have only one or two main ideas, and it's important to identify them and restate them.

C. Describing the critical attributes of the strategy.

- ❖ A summary has the following characteristics. It is:
 - short
 - to the point, containing the big idea of the text.
 - Omits insignificant information and collapses lists into few words or phrases.
 - not a retelling or a "photocopy" of the text.

D. Providing concrete examples of the strategy.

- ❖ The mistakes that students commonly make when writing summaries can be more readily avoided by showing students examples, like (e.g., a paragraph that is too long, has far too many details, or is a complete retelling of the text rather than a statement of the main idea).

METACOGNITIVE STRATEGIES

- ◎ **They involve thinking about the learning process, planning for learning, monitoring the learning task and evaluating how well one has learned (Chamot & Kupper, 1989; Oxford, 1990).**

□ Main divisions of metacognitive strategies

- ◎ Centering
 - ◎ Arranging & planning
 - ◎ Evaluating the learning process
-
- Cognitive and metacognitive strategies may overlap sometimes in that the same strategy, such as questioning could be regarded as cognitive or metacognitive strategy depending on the process of using it.

 - Self questioning is cognitive if used as a means of obtaining knowledge, and metacognitive if used as a way of monitoring what have been read.

□ Compensation strategies

1. Linguistic clues

Guessing meanings from suffixes, prefixes and word order.

2. Semantic clues

Text structures, like introductions, summaries, and conclusions .

□ Testing strategies

1- Skimming

2- Elimination of irrelevant answers

Participants

- Second year students, majoring in English language at Cihan university-Erbil for the academic year 2014-2015.

Instrument & procedure

- ◆ Based on the interactive model of the reading process offered by Oxford (1990), the following procedures were adopted:
 - 10 sets of reading strategies were selected as essential for students to enhance their English reading comprehension.
 - The strategies were categorized into four groups.
 - The participants' strategy uses were evaluated according to the results of :
 - *Reading comprehension test*
 - *Reading strategy questionnaire*
 - *TOFEL test /reading comprehension section*
 - *Pilot test*
 - *Person correlation*

- ◎ **To examine the relation of strategic use on students' reading performance, Person Product Moment Correlation was employed.**
- ◎ **To examine the interaction effect between good and poor readers (Skilled & less skilled readers) on their ability in using reading strategies, a multivariate analysis of variance was conducted.**

Results

- ◉ Iraqi *EFL* students generally used more cognitive and testing strategies and devoted more efforts to using rehearsal and eliminating strategies to reach higher level of performance in reading comprehension.
- ◉ A significant interaction effect was found between strategy use and proficiency levels between poor and good readers in their use of all strategies.
- ◉ Students with higher reading ability frequently used more reading strategies than did those with poorer reading ability.