# UNIVERSIDAD DE QUINTANA ROO

## División de Estudios Internacionales Y Humanidades

## A COLLECTION OF STRATEGIES FOR

## IMPROVING READING

## TRABAJO MONOGRÁFICO
Para obtener el grado de
*Licenciado en Lengua Inglesa*

### PRESENTA:

Ana Margarita Sánchez Pool

**SUPERVISORES**

Profesora Eunice Peterson Elaine Johnson

Doctora Caridad Macola Rojo

Profesora Floricely Dzay Chulim

Chetumal, Quintana Roo 2005

# UNIVERSIDAD DE QUINTANA ROO

Trabajo monográfico elaborado bajo la supervisión del comité de asesoría y aprobado como requisito para obtener el grado de:

# LICENCIADO EN LENGUA INGLESA

Comité:

DIRECTOR: _____
**Profa. Eunice Elaine Peterson Johnson**

SUPERVISOR: _____
**Dra. Caridad Macola Rojo**

SUPERVISOR: _____
**Profa. Floricely Dzay Chulim**

Chetumal, Quintana Roo; 18 de Febrero de 2005.

# ACKNOWLEGMENTS

# TABLE OF CONTENTS

📖 Strategies for Students and Teachers

# BACKGROUND

The learning of a foreign language is basically composed of the mastery of four skills: reading, listening, writing, and speaking.

> "Word knowledge involves a range of skills and word learning, which is facilitated by approaches that provide varied experiences (i.e. with reading, writing, speaking, and listening)."[1]

These four skills are very important for the success of the E. F. L. (English as a Foreign Language) learner; for this reason E. F. L. instructors want their learners to become proficient in these skills. All the skills previously mentioned are basic for the learner to succeed in, but in this research, the skill of reading will be emphasized since it is essential for the E. F. L. learner to develop. Moreover, there are some views that reflect the importance of teaching reading by E. F. L. instructors.

> "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it." [2]

Furthermore, the practice of reading is basic and essential in the mastery of any language since reading is closely related to the increased knowledge of vocabulary, grammar, jargon, and so on. Part of this view is supported by Krashen's theory of vocabulary acquisition, in which he suggests that we acquire vocabulary through reading (Krashen, 1986).

There are also other authors such as Richard Day who remarks about the importance of reading.

> "First, reading in the target language helps to consolidate the learning that has taken place. In addition, it may help increase knowledge of the target language through exposure to new vocabulary and grammatical structures." [3]

Moreover, the practice of reading gives access to literature in the target language; and literature has many benefits in itself.

> "Literature besides promoting language learning by enriching learners' vocabulary and modeling new language structures, can also provide a motivating and low anxiety context for language learning." [4]

Although it has not been proven that reading reduces anxiety in language learning, it has been proven that reading does play a basic role in the learning of a foreign language. Moreover, reading promotes independent learning which is essential for the language learner.

> "Reading is a mean of self-directed autonomous study enabling students to continue working with the language long after their period of study has ended. Research also suggests that there is a link between good readers and good writers." [5]

Besides, reading is a receptive skill needed before the learner is able to pass to the productive ones of speaking and writing. Therefore, the practice of reading is feeding or nurturing the learner with knowledge of the language to be learnt, before the learner has become productive in the

target language. Having considered the previous opinions and points of views, it can be said that reading is a very important skill for the E. F. L. learner to develop.

However, what happens in the specific case of the Mexican E. F. L. learner, who comes from a culture where reading is not emphasized? The way in which the E. F. L. learner regards reading will depend upon their cultural background, and how their culture regards the importance of reading as well.

> "While reading is ultimately a solitary act by an individual, each culture has its own views of what reading is, and why and how it is done." [6]

As a *general belief*, it is assumed that in Mexico the habit of reading is not a popular one. In other words, the majority of Mexicans have not developed the habit of reading. In fact, according to some statistics provided by the UNESCO (2002), "Mexico ranked in the next to last place of readers from a total of 108 countries researched by this organization." [7]

In addition, there are more statistics from the National Chamber of the Publishing Industry (Cámara Nacional de la Industria Editorial) to support this finding. In a study carried out in the year 2002, it was discovered that "Mexicans read 1.2 books per year." [8]

From the previous data, it can be said that Mexicans, at least a great majority, do not share in an appropriate culture of readers; consequently, the common Mexican does not have the habit of reading. The Mexican

government has even reflected this view. In a recent proposal by the SHCP (Secretaría de Hacienda y Crédito Público), a ten percent tax has been proposed to be charged on books and magazines. [9] However, in a contradictory measure, the government, through CONACULTA, has set a campaign named 'Hacia un país de lectores' ("Forming a country of readers"), whose aim is to promote the habit of reading. With this purpose, commercials on TV in which the habit of reading is promoted are shown, and children's literature is provided in elementary schools. The main point is that there is a general feeling recognized officially by the government: Mexico is a country with an undeveloped culture of readers.

The majority of young people in Mexico may not feel willing to read for pleasure, and they just read because it is a school task. But let us examine how reading is regarded by the Mexican youth (young adults and adult students in general), since this monographic study is concentrated on school students who are supposed to have well developed the habit of reading.

In a recent survey in which secondary school students were interviewed about their favorite activities after school, the habit of reading ranked as 13%, behind the activity of listening to music, which was ranked at 17%.[10] According to another writer, Gabriel Zaid, there are millions of Mexicans with a higher economical and educational level, who only represent two or three thousand copies per each book printed in the yearly

in the sales market of the country. [11] If some of the non-readers or elementary readers are also people with a university degree, then what are the conditions of those in elementary education?

Felipe Garrido states that:

> "In México, enormous economical and man resources have been devoted to eradicate the illiteracy; and this goal is closer to be achieved. However, many of the literate people, some of them with many years of schooling, are just elementary readers, even though they have a university degree." [12]
>
> (Taken from: *El buen lector no nace, se hace: Reflexiones sobre lectura y formación de lectores, 1999*).

It can be seen that the majority of people in Mexico do not regard reading as an important activity, even in their native language. It is then easy to suppose that reading in a foreign language would be a hard skill to use and develop for the Mexican E. F. L. learner. Due to this lack of reading habits, the learner is at a disadvantage in developing the necessary skills that are basic in the achievement and full mastery of a foreign language.

As a consequence, the labor of the E. F. L. teacher becomes more difficult, as he or she cannot ignore the reading tasks in the classroom. The teacher faces a great number of students who supposedly have developed the habit of reading, but who actually do not regard reading as a worthy activity. Therefore, they do not devote the adequate time to increase their abilities or to practice this skill as the mastery of a language demands.

# JUSTIFICATION

According to Kenneth Goodman (1982), there is only one reading process for all the languages, and this process implies a series of strategies.

> "Given the fact that the purposes of the written language are basically the same through all the languages, and the need to be understood by others is universal through all the languages as well as, I believe that there is just one and only one reading process for all languages, independently of the differences in spelling. There is no many ways of conferring sense to a text, there is just only one." [13]

> "The reading process uses a series of strategies . . . the readers develop strategies to deal with the text in such a way that they can figure out and understand the meaning." [14]

The above quotes discuss a unique process needed for reading in all languages, which won't be discussed here, but the remark about the use of strategies to facilitate the readers' practice of this skill will be taken into consideration in this research.

Then the learning of reading strategies is highly recommended to enhance reading improvement. Moreover, it is well known that skilled readers in their native language may employ more reading techniques to deal with the foreign language, than poor or elementary readers.

This view is reflected in Patricia L. Carrell's (1998) article "*Can Reading Strategies Be Successfully Taught?* when she states:

"Thus skilled readers (in their native language) know and use many different procedures (strategies) in coming to terms with text: They proceed generally from front to back of documents when reading. Good readers are selectively attentive. They sometimes make notes. They predict, paraphrase, and back up when confused . . . [15]"

After having seen that the use of strategies for reading is beneficial for readers, the worth of a collection of strategies specifically aimed at E. F. L. readers is illustrated more clearly. The strategies from this monograph and the procedures to apply them will be described in simple steps to follow, and in some cases it will include examples of the strategies in use. These strategies will be ordered alphabetically and will be classified mainly into three groups: in the first group will be the strategies devoted for the teachers; subsequently, the strategies addressed to the learners; and finally the strategies addressed to both the teacher and student.

Before continuing, it is necessary to state that the classification of the strategies into the ones for teachers, for students, or both of them was based on the personal criterion of the author of this monograph; taking into account which of these strategies would require the assistance of a teacher or instructor for its easier development, or which of these were easier and could be developed individually by the learner.

This monograph is meant to be a collection of some of the most recent strategies and techniques for the improvement of readers, especially

E. F .L. readers. Therefore, the Internet media was selected, because of its newness (though books were consulted as well); as the main source to check and gather these strategies and techniques.

This monograph will be a valuable resource for readers of English as a Foreign Language at the university level, as well as for secondary school students, or other students of E. F. L. These strategies can also be helpful to readers of other languages and subjects, which would not necessarily be English. In addition, it will be useful for the teacher to have a collection of some strategies for the improvement of reading which they can consult and apply with their students.

During the research for this monograph, it was found that some authors named strategies for the same procedures that other authors named techniques. Therefore, the title of this monograph embraces these two terms for further covering.

# THEORETICAL FRAMEWORK

The use of reading strategies is suggested in every language, for the readers' own facilitation and improvement on this skill. However, what is exactly a *strategy?* There are several definitions for this concept, including the following ones: "A strategy is a wide schema to obtain, evaluate, and use information." [16] And more specifically what is a reading strategy? "Reading strategies are methods used in reading to determine the meaning of a text." [17]

However, in respect to strategies and skills there has always been some disagreement; because some reading strategies are also considered as reading skills (skimming, scanning, etc.). Other authors like Paris, Wasik and Turner have stated the following definitions for these both terms:

> "*Skills* are applied to a text unconsciously for many reasons including expertise, repeated practice, and compliance with directions, luck, and naive use. In contrast *strategies* are actions selected deliberately to achieve particular goals. An emerging strategy can become a strategy when it is used intentionally. Likewise, a strategy can *go underground* and become a skill. Indeed strategies are more efficient and developmentally advanced when they become generated and applied automatically as skills. Thus strategies are *skills under consideration.*" [18]

Consequently, the distinction between reading skills and reading strategies is not clearly noticeable. Some authors call skills to what other

authors call strategies. For instance, Françoise Grellet (1981) in her book *Developing Reading Skills*, regards skimming and scanning as skills. [19] On the other hand in articles like *"Can Reading Strategies Be Successfully Taught?"* , Patricia L. Carrell (1998) considers skimming, scanning, making predictions, rereading, etc., as reading strategies.

It is not clearly stated which ones are considered reading strategies and which ones are reading skills since many of the writers specialized in this topic have not come to a final agreement. In any case, below, there is included a list of reading strategies from articles specialized in the teaching of English as a Second or Foreign Language.

According to Patricia L. Carrell (1998), the following are reading strategies:

> "Skimming, scanning, making contextual guesses about the meanings of unknown words, skipping unknown words, tolerating ambiguity, making predictions, confirming or disconfirming inferences, identifying the main idea, rereading, and using cognates to comprehend to more recently recognized strategies such as activating prior background knowledge and recognizing text structure." [20]

The following is included in Susanne Bock's (1993) article on *"Developing Materials for the Study of Literature"*, in which she quotes the following authors: Hosenfeld (1977), Hosenfeld et al. (1981), Chamot and Kupper (1989), and Carrell (1989).

"The reading strategies are: decide on a reading purpose; choose a reading approach (i.e. skimming, scanning, reading for detail); read the title, look at illustrations, etc., and make inferences about the meaning; predict how the story will develop; check these predictions; use their knowledge of the world; skip unknown words and take chances to guess at meaning; use a variety of context; use dictionaries sparingly, summarize as they read along; organize the information in some form so as to aid recall through note-taking, semantic mapping, etc." [21]

Comparing these different authors' views on reading strategies, it is noticeable that these authors agree on giving the name of strategies just for some procedures, not for all. However, it is not the purpose of this monograph to discuss at depth into the distinctions between reading strategies and skills.

In the specific case of this monograph, the term *strategy* will mean the planned procedure that can be applied in a simple and systematic way for the improvement of reading; and it will include all the procedures that fit the previous description.

The basic focus of this monograph will concentrate on reading strategies providing a useful collection for E. F .L. readers that will be helpful in and out of the classroom. Therefore, there will be a special focus on the reading strategies and they will be examined in detail. This selection of reading strategies will save the students' and the teachers' time (who can go directly to the sources mentioned at the bibliography).

As was said previously, this monograph has been mainly thought to assist in the development or improvement of reading skills of E. F. L. learners as they are the individuals that an E. F. L. teacher will face; and these learners come mainly from three groups. The first one is composed by students from private schools, the second group is formed by people from public secondary schools, high schools and universities (since English as a Foreign Language is part of the official curricula stated by the SEP [*Secretaría de Educación Pública*] for secondary schools and beyond), and the other learners in E. F. L. courses are adult people who think in their professional or career advancement. Therefore, the age of the E. F. L. possible reader varies, so some of these strategies will need to be adapted by the teacher before using these with his/her students.

Finally, it is also necessary to remark that some of the techniques and strategies included in this work are used with native English readers as well as with E. F. L. readers; since several of these strategies were first developed and used by teachers from other subjects and later modified for its use in the English as a Foreign Language field.

In summary, this monograph will bring together updated techniques and strategies which can be applied with Mexican E. F. L. students so that the Mexican learner can develop and practice the skill of reading in school or at home after the student's class time, and that can be effectively adopted to benefit the student/professional throughout their life.

# OBJECTIVES

## ☞ General Objective

It is the purpose of the present monographic study to collect some of the recommended strategies and techniques for the improvement of reading which can benefit the E. F. L. teachers and learners of English as a Foreign Language as well. This monograph is directed mainly to teachers of English as a Foreign Language, because it was initiated having in mind the reading tasks that they have with their students. However, there are strategies addressed especially to the learners; in addition, the techniques are described in simple steps so that, the learners will be able to try them on their own.

## ☞ Specific Objectives

- To enable the students to read in English so that they will find reading an enjoyable rather than an unsatisfying activity.

- It is hoped that this monograph will become a helpful resource for the E. F. L. learners, as well as for the E. F. L. instructor.

- To provide reluctant Mexican readers with a useful manual of strategies and techniques for the improvement of reading.

# DEVELOPMENT

The main purpose of this monograph is to provide the E. F .L. readers with a collection of useful strategies for the improvement of reading. The strategies considered in this group were the ones found most cited and considered important by writers. For starters, this collection will begin with a list of the strategies arranged according to the order previously stated, and after this preceding list of strategies, each strategy is explained deeply and in a simple way, with their correspondent steps or procedures and the recommendations for their optimal use. And in some cases, examples of specific strategies will be displayed in the appendices at the end of this monograph.

The application of each strategy will depend on the teacher's mastery of them, and on the learners as well as. The readers and users of this collection have to take into account that many of these strategies follow the same basic pattern of steps, just with different names, so some will find a lot of repetition when reviewing them.

Finally, it is important to have in mind, that although these strategies are meant for E. F. L. and E. S. L. (English as a Second Language) readers, they can also be used by readers who want to improve their reading skill in their native language.

# BRIEF DESCRIPTION OF THE STRATEGIES

## ☞ Reading Strategies Addressed To Teachers

### 📖 Creative Mapping for Content Reading
This strategy combines the concepts of graphic organizers and visual arts to display information. It helps students to recognize the organization, and the main ideas and details of the text.

### 📖 Extensive Reading
It is the reading of texts for one's own pleasure.

### 📖 Intensive Reading
It is the reading of texts, usually looking for detailed and specific information.

### 📖 What I know, what I want to know, what I learned (K- W- L)
This recent technique includes the use of a chart to be filled with the questions that give the name to this technique. This chart and its use are shown in the description of the technique.

### 📖 Paired Storytelling
It refers to the reading assignment carried out in pairs. It involves reading two sections of a text, the annotation of the main ideas, the exchange of lists with the main ideas, the writing of the students' own version of the missing section. After that, it follows the comparison and discussion of the writing; and finally the teacher's assessment on the reading task.

### 📖 REAP Strategy
This strategy is composed by several steps which give name to this acronym (Read, Encode, Annotate, and Ponder).

# ☞ Reading Strategies Addressed To Students

### 📖 Gleaning
The Gleaning Strategy implies: reading the text, identifying its main ideas, representing the main ideas in shorthand, symbols and abbreviations, recording the gleaned ideas on note cards, and finally reviewing the lesson by summarizing in complete sentences the main ideas about the reading recorded on the note cards.

### 📖 PROR Strategy
The acronym for this strategy means: Pre-read, Read, Organize, and Review.

### 📖 PRSR Strategy
This strategy involves to Preview, Read, Self-test, and Review.

### 📖 Scanning
"This strategy consists of going quickly through text to find a particular piece of information" (Nutall, 1981).

### 📖 Skimming
"This strategy consists of going quickly through a text to get the general ideas from a text" (Nutall, 1981). This strategy is also known as reading for gist.

### 📖 SNIPS Strategy
This strategy is composed by several procedures that form this acronym: Start with questions; Note what can be learned from hints; Identify what is important; Plug into the chapter; See if you can explain the visual to someone.

# ☞ Strategies For Both: Students And Teachers

## 📖 Exercises in Meaningful Organization
These are exercises that may be used to show students the importance of previewing the texts before reading them in order to detect the meaningful organization of information.

## 📖 MultiPass Strategy
It is a grouping of strategies, in which the reader makes three passes through a text for Surveying the reading, Sizing-up the information, and Sorting out the main ideas.

## 📖 PARTS: A Text Perusal Strategy
This strategy is formed by several steps:
1. Performing goal setting; 2. Analyzing little parts; 3. Reviewing big parts; 4. Thinking of questions that will be answered; 5. Stating relationships, by considering how the text relates to other texts in the unit.

## 📖 PQ4R Strategy
The PQ4R strategy consists of six steps: Previewing, Questioning, Reading, Reflecting, Reciting, and Reviewing.

## 📖 RAP Strategy
The acronym RAP stands for Read, Ask oneself what the main idea is, and Paraphrase the information into the reader's own words.

## 📖 The SQ3R technique
'SQ3R' is the acronym for Survey, Question, Read, Recite, and Review.

## 📖 Story Star/Story Map Frameworks
"The story star and story map strategies are organizational tools for summarizing the main ideas of a work of literature: characters, setting, and plot" (Van Voorhis Judy, 1998).

## 📖 Text Book Organization
This title involves the strategies based on the organization of textbooks, such as: Organization of a chapter, Specific Organization Styles, and Textbook Organization Worksheet.

## 📖 Text Book Reading Guides
These are guides elaborated, mainly in the form of worksheet, to help students to recognize the organization of information and to assimilate the main points of the reading.

# Reading Strategies

# Addressed to Teachers

# 📖 Creative Mapping For Content Reading

(For Teachers)

This strategy is special for the students who have a tendency towards arts and who like to draw; furthermore, it could be said that Creative Mapping can be used specifically with students whose style of learning is visual. Creative Mapping strategy uses images to help students recognize the organization of information in content readings and reorganize the main ideas and details of the text. It combines the concepts of graphic organizers and visual arts to display information, promoting not only reading and thinking but also encouraging memory development.

Creative mapping has two main purposes; one of them is to help students to register and keep in mind information from texts and to understand how main ideas and supporting details are related. The other purpose is to establish associations between existing and new information.

Creative Mapping may be used with a wide variety of topics. It should be modeled by a facilitator, who can provide feedback until the strategy is mastered. The facilitator should disperse student reservations about their artistic abilities by telling the students that the quality and organization of the information are much more important than the quality of the drawing itself.

An effective approach to reading comprehension in the classroom, for instructors, is to lead a group activity in creating a map for a reading

assignment. The instructor asks suggestions from the students for drawing a visual image, or the students may work in groups to develop maps. The resulting map(s) is/are used to stimulate further group discussions of the topic.

The Creative Mapping strategy [A] is useful because it aims important abilities such as remembering information and discerning and understanding relationships among ideas. In addition, the "visual representations are particularly insightful for less skilled readers, who often have difficulty in organizing information from their content reading." [29] Being students today more accustomed to receive the information from a variety of visual media, such as music videos and magazine ads, they should relate to the strategy and quickly gain proficiency.

Another advantage of Creative Mapping is the interest and personal involvement it generates. "The visual image itself can often stimulate critical thinking and promote rereading of the text." [22] The author notes that ". . . the advantage of Creative Mapping over traditional word maps is that the mapping is not simply connecting ideas graph-phonemically or even syntactically, but is also connecting them in a graphically semantic fashion." [23] And Creative Mapping does not assure comprehension but it can clearly illustrate when comprehension is incomplete. Also, it may show what ideas from the text were omitted. [24]

---

[A] See appendix A for an example of Creative Mapping.

☞ **The steps in Naughton's (1993-1994) Creative Mapping strategy are as follows:**

1. READ THE TEXT. Ask the student read the text, encourage him/her to take note of the main ideas and supporting details.

2. DEVELOP AN IMAGE. Creative mapping involves developing a visual image to represent the major concept of the assignment. At first, students may be inclined to use pictures that reflect the subject matter. With practice, students should be encouraged to choose images that indicate the author's main idea, which often is more abstract. It is very important to include familiar information for the students about the topic that may be associated with the new material.

   ‣ The overall image should represent the major concept or purpose of the reading.

   ‣ Categories corresponding to the main ideas are represented as different sections of the image. Headings in the text may provide clues for identifying the main ideas.

   ‣ Supporting details for each main idea are recorded in the appropriate sections of the image. These may include names, dates, definitions, or statistics.

# 📖 Extensive Reading

(For Teachers)

Extensive Reading is a program of reading that is also known as Sustained Silent Reading or Free Reading. Extensive Reading is considered more of a school program because it usually requires the support of the school principal at the moment of obtaining the reading materials for the learners. Extensive Reading is a program of reading whose main goal is to encourage the learners to read for pleasure. In other words, the main goal of this program is to turn the learners into good readers who actually enjoy reading. In fact, the learners are the ones who select the books they are going to read. The use of graded readers is valuable, especially for lower reading levels. Children literature can also be selected according to the interest and ages of the students.

> "While there is no reason why extensive reading should be limited exclusively to graded readers, these simplified texts have been shown to have a number of benefits." [25]

It is widely suggested to start with easily read books according to the level of the learners, because the learners can choose what they like and what they can read. In this way, they will not feel frustrated with the difficulty of the book.

"The reading materials must be both easy and interesting. 'Easy' means materials with vocabulary and grammar well within the students' linguistic competence. When students find no more than one or two difficult words on a page, the text is appropriately easy." [26]

An extensive Reading program differs from an intensive one, which focuses on smaller portions of texts, while Extensive Reading covers a great variety of longer texts. Extensive Reading consists of devoting a considerable amount of time from the learner to the reading of a great variety of texts which are really interesting for the students. Great pressure is not placed on the students, perhaps the only task the learner has to do is a regular writing about the reading he/she has done. This writing is according to the teacher's criterion, because if he/she wants to use another form of record, like book reports[B], etc., to check the readers' advancement, this decision would depend on him/her. [27]

☞ **Summary of recommendations for the use of Extensive Reading (Bamford, 2000).**

1. The learners read as much as they are able.

2. There is a good variety of reading materials available.

3. The learners choose what they want to read.

---

[B] See appendix B to check a sample format used for Book Report.

4. The purpose of reading is related generally to pleasure, information and general understanding.

5. Reading is the award itself, and not the grades.

6. The reading materials are according to the linguistic competence of the learners.

7. Reading is done individually and silently.

8. The reading speed is faster.

9. Students understand the program's purposes, procedures and goals.

10. The teacher participates as another reader in the Extensive Reading Program, in other words, the teacher is the *model reader* to the learners. For example, the teacher may read a novel in front of the students while they are occupied with another activity or exam.

# 📖 The Intensive Reading Technique

(For Teachers)

The Intensive Reading Technique is basically a "study" technique for organizing readings which will have to be understood and remembered. This technique is basically described in six principles, which are quite effective for providing detailed comprehension and long retention.

---

☞ **Principles of Intensive Reading**

**O**= Over viewing

**P**= Planning the Purpose

**Q**= Questioning

**R**= Reading

**S**= Summarizing

**T**= Testing

---

**1. OVER VIEWING.** People usually survey or skim to obtain an overview from a reading. The persons start with *the summary*, if one existed. Next, they read the *title, the beginning, headings, endings, and note illustrations.* If headings are missing or inadequate, or if there is unfamiliar material, then readers skim with greater attention to *topic* and *summary sentences,* and other *cues within the paragraphs.* From this overview, the reader should get the *general theme, main ideas* and *the major conclusion* of the important topics and questions discussed. With this step the reader is doubly exposed to a text, because this step aids in the organization of ideas from a text and

when the material is read line by line, the important points are already familiar since they are reviewed by a second time. Therefore, the material becomes easier to understand and to remember.

**2**. PLANNING THE PURPOSE. It refers to taking some time before reading in order to state what the reader wants to get from the text. It is fundamental to consider what details are needed to remember and for how long, to enable the students to do note-taking or summarizing in later tasks.

> "The reader needs to know the following about the reading: What information is needed; how detailed the comprehension should be; and whether the emphasis should be placed on ideas, sequence, specific facts, etc.; how long the information will be retained – only until a test the next day or for a longer period of time; how it is used the information - to think with, to write a report, to take a test." [28]

**3**. QUESTIONING. This step refers to the order of the questions, which should follow the same order as they appear in the material; if possible because this logical sequence helps the reader not to forget questions that might have arisen during the overview; however, new questions can be added too. Ideally, the questions are the headings which will provide a neat outline of important information in the text. The basic interrogatives *who, what, when, why,* and *how,* are often useful in suggesting important concepts in almost all reading texts.

**4.** READING. One basic aspect of Intensive Reading is reading carefully and in a planned way, being guided by the purpose and questions. It is important for the reader to keep in mind that the reading rate can vary depending upon the difficulty and familiarity of the material and the time consumed in organizing the information.

**5.** SUMMARIZING. This step could be done during the reading and it must be expressed finally in notes using the reader's own words. The most effective type of summarizing is an *outline of questions* reflecting major ideas and concepts. It is suggested to use questions as headings, and answer these questions by writing essential cues (hints) to remind the reader of everything needed to remember. Another effective type of summarizing is *underlining*; however, the readers must avoid underlining too much because they may get lost in the underlined parts of the text.

Another kind of summarizing is *making marginal notes and questions*. The reader may elaborate, raise questions, relate, and organize certain important concepts or points in this manner. However, the reader has to avoid overusing this technique because it could become a waste of time and may hinder (rather than facilitate) the learning.

**6.** TESTING. This means testing the reader with an *essay* or a *fill-in-the-blank type test*. This testing seems to reinforce the information in his mind so that the reader will retain it better. [29]

# 📖 Instructional Reading Strategy: K-W-L (Know, Want To Know, Learn)

(For Teachers)

This strategy involves the use of a chart which is used to write the answers to three important and basic questions, whose initial letters give name to this strategy: K-W-L.

K-W-L [30] is the creation of Donna Ogle and is basically a three-column chart that helps to capture the: before, during, and after components of reading a text selection. K-W-L [31] is an instructional reading strategy used to guide students through a text. This strategy has several purposes, such as:

> ⋗ Eliciting the students' prior knowledge of the topic of the text.

> ⋗ Setting a purpose for reading.

> ⋗ Helping students to monitor their comprehension.

> ⋗ Allowing students to assess their comprehension of the text.

> ⋗ Providing an opportunity for students to expand their ideas beyond the text.

## ☞ How to Use K-W-L (Ogle, 1986).

**1.** CHOOSE A TEXT. The teacher has to know that this strategy works best with expository texts.

**2.** CREATE A K-W-L CHART. The teacher should create a chart (there is an example of this chart in the next page) on the blackboard, or on an overhead transparency. Besides, the students should have their own chart on which to record information.

☞ **Example of K-W-L chart** [c]

| K<br>(what I know) | W<br>(what I want to know) | L<br>(What I learned) |
|---|---|---|
| What do I already know about this topic? | What do I think I will learn about this topic?<br>What do I want to know about this topic? | What have I learned about this topic? |

**3.** ASK STUDENTS TO BRAINSTORM WORDS, TERMS, OR PHRASES they associate with a topic. The teacher and students record these associations in the **"K"** column of their charts. This is done until students run out of ideas; after that, the teacher engages the students in a discussion about what they wrote in the "K" column.

**4.** ASK STUDENTS WHAT THEY WANT TO LEARN ABOUT THE TOPIC. The teacher and students record these questions in the **"W"** column of their charts, until students run out of ideas for questions. If students respond with statements, the teacher turns them into questions before recording them in the "W" column.

**5.** STUDENTS READ THE TEXT AND FILL OUT THE "L" COLUMN OF THEIR CHARTS. Students should look for the answers to the questions in their "W" column while they are reading. Students can fill out their **"L"** column whether during or after reading.

**6.** DISCUSS THE INFORMATION THAT STUDENTS RECORDED IN THE "L" COLUMN.

**7.** ENCOURAGE STUDENTS TO RESEARCH ANY QUESTIONS IN THE "W" COLUMN that were not answered by the text.

After reading students can clear up misperceptions about the topic which might have shown up in the 'Know' column before they actually read anything. This is the stage of meta-cognition: did they get it or not?

---

[c] An example of this strategy in use is included in appendix C.

# NOTES FOR THE TEACHER:

☞ **Suggestions for the teacher about each column of the K-W-L chart**

**"K" COLUMN**

Have questions ready to help students brainstorm their ideas. Encourage students to explain their associations. This is especially important for vague unusual associations. Ask, "What made you think of that?"

**"W" COLUMN** (Or predicting about the text)

Ask an alternative question for generating ideas for the "W" column. If, in response to "What do you want to learn about this topic?" your students are either having trouble coming up with ideas, or are saying, "nothing," try asking one of the following questions instead: "What do you think you will learn about this topic from the text you will be reading?"

Choose an idea from the "K" column and ask, "What would you like to learn more about this idea?"

Come prepared with your own questions to add to the "W" column. You might want students to focus on ideas in the text on which the students' questions are not likely to focus on. Be sure not to add too many of your own questions, however. The majority of the questions in the "W" column should be student-generated.

## "L" COLUMN

In addition to answering the "W" column questions, encourage your students to write in the "L" column anything they found especially interesting. To distinguish between the answers to their questions and the ideas they found interesting, have the students code the information in their "L" column.

For instance, they can put a check mark next to the information that answers questions from the "K" column, and they can put a star next to ideas they found interesting. The students have to consult other resources to find out the answers to questions that were not answered in the text. (It is unlikely that all of questions in the "W" column will be answered by the text.)

## ☞ Modifications of the K-W-L Strategy

One modification of the K-W-L strategy involves the use of mapping as an aid to organize the categories generated during brainstorming. Mapping techniques are used to reinforce comprehension after reading. Mapping formats are available in several formats, such as word maps, spider or web maps, herringbone maps, mind maps, and hierarchical charts. For more advanced students, summarization activities can be added. Students should be taught to summarize the reading selection in writing. They need to learn to focus on the main idea, to eliminate redundancy, to collapse lists into a category, and to be certain they have captured the author's intention.

## ☞ Cautionary Notes

When the procedure is used, the instructor should ask him/herself what he/she wants the students to learn from the text, the instructor has to identify what it is that students should understand, and remember if they had no reading difficulties. K-W-L activities should be directed toward reading comprehension, if students do not follow through on their own.

Second, K-W-L works best with expository texts because their primary purpose is to provide precise explanations and set forth meanings about a topic. It can work with narratives, but it is not the same because they have a built-in structure that makes comprehending stories different. For stories, it is better to use a story map framework instead of K-W-L. As an instructor, try to be certain that students can identify the different types of text and questions to be asked.

# 📖 Paired Storytelling Strategy

The Paired Storytelling strategy was developed by Anita Lie in 1993. This strategy suits foreign students in high school and college because it encourages them to use their prior knowledge to improve comprehension of reading assignments. They also practice the skills of Reading and Writing in the group activities that Paired Storytelling involves.

> "This approach includes five characteristics important in teaching students to read in a foreign language: (a) students' cultural background plays an important role in reading comprehension; (b) L2 (second language) readers should use the same sorts of skills as effective L1 (first language) readers do; (c) reading should be integrated with writing; (d) students should be engaged in non-threatening cooperative contexts; and (e) the reader should have the opportunity to process information effectively and communicate in the target language (TL)." [32]

The Paired Storytelling strategy has several advantages. First, it gives ESL students the opportunity to speak in the target language in an informal setting. Because it is a group attempt, Paired Storytelling encourages cooperation, motivation, and confidence. Self-esteem often is impacted positively. Second, verbal use of the target language improves the students' skills in reading and writing the language. A third advantage of the strategy is the contextualized practice with vocabulary that it provides. New words are used in meaningful ways by both partners in each pair. The Paired

Storytelling strategy requires guidance by a facilitator. Directions for using this strategy are as follows:

☞ **Directions for using Paired Storytelling (Lie, 1993).**

1. DIVIDE STUDENTS. Break the class into pairs of students.

2. INTRODUCE TOPICS. Introduce the topic of the reading assignment and write it on the board or overhead projector.

3. BRAINSTORM. Help the students brainstorm about the topic. What previous knowledge do they have about the topic? How does it relate to personal experiences?
   The facilitator should emphasize that there are no "right" answers or comments in this initial stage. The point is to activate the students' background knowledge and to encourage them to anticipate what they might find in the assignment. For the facilitator, the brainstorming stage is important for evaluating whether or not the students' knowledge base is adequate for the reading assignment. If necessary, the facilitator may provide additional background information relevant to the reading.

4. DISTRIBUTE ASSIGNMENT. Divide the reading assignment into two parts. Give a copy of the first section to one student in each group, and a copy of the second section to the other student in each pair.

5. READ AND ANNOTATE. Ask each student reads his/her section, he/she should write down the main ideas in the order in which they appear in the text. It may be helpful to limit the number of main points to be recorded for each of the two sections of text.

6. **EXCHANGE LISTS.** The students in each pair then exchange their lists of key ideas with their partners. The students are given a few minutes to evaluate his/her partner's list with respect to the section he/she read and annotated. At this stage, if a student does not understand an item on his/her partner's list, the facilitator or partner may define it or use it in a sentence in the target language.

7. **WRITE A STORY.** Using his/her partner's list as well as recollections of the section he/she read, each student composes his/her own version of the missing section. The student who read the first section predicts what happens in the end, and the student who read the second section predicts what happened in the beginning.

8. **READ STORIES.** The partners then read their versions of the missing sections to each other. The facilitator also may seek volunteers to read their versions to the entire class. During this stage, it is important to forbid teasing or deriding by the other students.

9. **COMPARISON.** The missing sections are then distributed to the students, who read it and compare it to their own versions.

10. **DISCUSSION.** The complete story is then discussed within each pair and/or by the entire class. The former situation is better if students are wary of speaking in front of others. The facilitator may move among the pairs to monitor the discussion.

11. **EVALUATION.** The facilitator may choose to quiz students on the reading assignment. If so, the evaluations should be completed individually.

# 📖 The REAP Strategy

(For Teachers)

Eanet and Manzo (1976) developed the REAP strategy for composing annotations of texts. The acronym is for Read, Encode, Annotate, and Ponder. Intended for use by high school or college students, REAP includes ten varieties of annotations, each focusing on different aspects of a text, that help to improve student writing skills, meta-cognitive awareness, and comprehension of main ideas .

Annotation writing enhances information processing and, improves registration of information in memory. There is less information to remember when it has been summarized in an annotation, and annotations are written in a student's own words. Students exposed to annotation writing are better at writing concise summaries of texts, which may improve performance on exams and standardized tests. Annotating focuses student attention on those aspects of the text often overlooked while reading. This strategy is especially helpful in English courses in which summary and critique writing are common requirements.

☞ **A Description of the Steps of "The REAP Strategy" (Eanet and Manzo, 1976).**

**1.** READ. The first step of the strategy is to read the text. If desired, other reading strategies like SQ3R or PARTS may be used at this stage, as they relate to the type of annotation to be written.

**2.** ENCODE. After reading the text, the information is paraphrased by the student into his/her own words.

**3.** ANNOTATE. Annotations are brief summaries of a text that explain and/or critique the text. Different aspects of the text are handled differently when writing annotations. Therefore, there are several types of annotations that may be written for a single text.

**4.** PONDER. The student evaluates the annotation for accuracy and completeness. Consideration is also given to other readings, to course objectives, and to classroom activities.

## NOTES FOR THE TEACHER:

☞ **The Ten Annotation Types in the REAP Strategy** [33]

**1.** SUMMARY ANNOTATION

The student's interpretation of the text is given in the summary annotation. Only the most important ideas are included in a clear, concise summary. Examples, statistics, and story plot, and descriptions are not included in the summary annotation.

**2.** THESIS ANNOTATION

The thesis annotation clearly states the main idea of the text, answering the question "What is the main point that the author is trying to get across to the reader?" This annotation does not need to be written in complete sentences.

**3.** QUESTION ANNOTATION

The student's interpretation of the main point of the text is given in this type of annotation, and it may or may not coincide with the author's

stated or implied thesis. To write the question annotation, the learner will answer the question "What question(s) is/are the author trying to answer in the text?" The annotation should be written in question form.

## 4. CRITICAL ANNOTATION

In the critical annotation, the reader states his/her position on the author's thesis. The reader may agree, disagree, or agree partly with the author's position. Three sentences comprise the critical annotation: the first sentence restates the author's main idea, the second sentence gives the reader's response, and the third sentence explains or defends the reader's position.

## 5. HEURISTIC ANNOTATION

This type of annotation mixes the author's and reader's words with respect to the main idea of the text. The author's words are indicated by quotation marks (") and the latter are set off with brackets ([ ]) in the annotation.

## 6. INTENTION ANNOTATION

The author's purpose, goal or intention for writing the text is given in the intention annotation. Using knowledge about the author, the author's language and writing style, and their feelings about the text, the readers indicate what they believe the author's reason for writing the text is.

## 7. MOTIVATION ANNOTATION

In the motivation annotation, the reader speculates on what motivated the author to write the text, and to include the facts chosen for the text. He/she considers "What kind of person would write something like this?"

## 8. PROBE ANNOTATION

Questions, practical points, and issues in the text that deserve further explanation are given in the probe annotation. The reader should ask "About what do I want to know more?" and "Why is this so?"

## 9. PERSONAL VIEW ANNOTATION

The reader is given the opportunity to draw upon his/her personal experiences and background when writing the personal view annotation. The reader compares beliefs and opinions about the subject with those of the author. He/she also considers similarities and differences in their opinions and those of the author.

## 10. INVENTIVE ANNOTATION

Focusing on the conclusion of the text, the reader will draw upon his/her creativity to write a new and different ending to the reading based on the author's ideas, by picking up where the author left off and plunging into the subject to create another conclusion to the reading.

# Reading Strategies

# Addressed to Students

# 📖 Gleaning

(For Students)

Gleaning is other strategy related to the organization of a text developed by Hulme L. D. (1993), and its steps are as follows:

☞ **Steps for "The Gleaning strategy" (Hulme L. D., 1993).**

1. Read the text.
2. Identify the main ideas of the assignment.
3. Represent the main ideas in shorthand, symbols and abbreviations.
4. Record the gleaned ideas on note cards.
5. Review the lesson by restating in complete sentences the main ideas of the lecture, based on the information recorded in shorthand on the note cards.

# 📖 The PROR Strategy

(For Students)

This strategy is a variation of the many reading organization strategies.

☞ **Description of the Steps of "The PROR strategy"** [34]

1. PRE-READ. Use the title, headings, introduction, and summary to form questions to guide reading. Recall prior knowledge related to the subject to form more questions.

2. READ. Read with the goal of answering the questions. Annotate key concepts, supporting details, and examples. Consider how illustrations relate to the text.

3. ORGANIZE. Develop rehearsal strategies to organize the important information and memorize it. Answer the questions aloud. Compare the text to lecture material.

4. REVIEW. Reduce the information to the essential. Target the information that was unclear. Talk through the material to yourself or another student.

# 📖 The PRSR Strategy

*(For Students)*

PRSR is for Preview, Read, Self-test, and Review. The points stressed with his technique are Organization, Paraphrasing, and Self-evaluation.

## ☞ Description of the Steps for "The PRSR strategy" [35]

**1. PREVIEW.** Read the title and introduction. What do you already know about the subject? Read the headings and subheadings to determine the main ideas covered in the text. Examine the illustrations for additional information. Look at the words in italics or bold print. Read the summary and then skim any review questions or discussion questions at the end of the chapter.

**2. READ.** Form the headings into questions and then read with the goal of answering those questions. Identify important points by underlining or taking notes. Use think-aloud to work through the meaning of the text. Clarify meanings further with visual imagery.

**3. SELF-TEST.** Monitor understanding by answering self-made questions as well as review and discussion questions at the end of the chapter without referring to the text. Use summaries to organize important information. Try explaining key ideas and concepts to another person.

**4. REVIEW.** Check answers to review questions against the text. Reconsider information that was forgotten or misunderstood. Repeat the self-test and review stages until the material is mastered. Then review periodically to keep the information in long-term memory.

# 📖 Scanning a Text

This is a technique that people often use when looking up a word in the telephone book or dictionary. It is when the learners search for key words or ideas. In most cases, they know what they are looking for, so they are concentrating on finding a particular answer. "Scanning involves moving the eyes quickly down the page seeking specific words and phrases." [36]

"Scanning is a reading technique to be used when the learners want to find specific information quickly. In scanning they have a question in their mind and they read a passage only to find the answer, ignoring unrelated information." [37]

## ☞ How to Scan (Lamb and Johnson, 1999).

**1.** State the specific information you are looking for.

**2.** Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.

**3.** Use headings and any other aids that will help you identify which sections might contain the information you are looking for.

**4.** Selectively read and skip through sections of the passage.

# 📖 Skimming a Text

(For Students)

Skimming is a known strategy in which the reader quickly surveys the reading, and gets the main ideas from a passage in order to have an overall understanding of the content of a text. [38]

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarize and other organize as they move down the page or screen. They might also read the title, subtitles, subheading, and illustrations or the first sentence of each paragraph. In this technique the student quickly identifies the main ideas of the reading, since its usefulness come from providing the reader with a general understanding of the information. [39]

☞ **How to Skim (Lamb and Johnson, 1999).**

**1.** Read the title.

**2.** Read the introduction or the first paragraph.

**3.** Read the first sentence of every other paragraph.

**4.** Read any headings and sub-headings.

**5.** Notice any pictures, charts, or graphs.

**6.** Notice any italicized or boldface words or phrases.

**7.** Read the summary or last paragraph.

# 📖 The SNIPS Strategy

(For Students)

The SNIPS strategy is a five-step reading approach for facilitating on-line processing through interpretation of visual aids. The kind of tasks involved in SNIPS and other reading comprehension strategies such as SQ3R and RAP. SNIPS, however, focuses exclusively on pictures, graphs, charts, maps, time lines, and other visual representations found in texts. [40]

☞ **Description of the Steps for "The SNIPS strategy"**

**1.** START WITH QUESTIONS. Clarify your goals by asking yourself "Why am I looking at this visual aid?" Then, ask questions to determine what kinds of information on which to focus, depending on the type of visual aid presented.

In the case of pictures, ask the following question "What is this picture of?" and "What's the motion or emotion?" For graphs and charts, consider "What is being compared?" and "How are the things being compared?" For maps, ask "What key areas are important to see?" and "What makes them key areas?" Questions like 'The time line shows what?" and "What are the starting and ending dates and the time intervals?" may be asked for time lines.

**2.** NOTE WHAT CAN BE LEARNED FROM HINTS. In order to answer the questions, look for hints or clues about the meaning of the visual aid in the title, caption, lines, numbers, or colors. Activate prior knowledge as it relates to the subject.

**3.** IDENTIFY WHAT IS IMPORTANT. Identify the main idea of the graphic as well as two facts represented in the graphic.

**4.** PLUG IT INTO THE CHAPTER. Consider how the visual aid relates to the main ideas of the chapter or article.

**5.** SEE IF YOU CAN EXPLAIN THE VISUAL TO SOMEONE. Explain the visual aid to another person, or explain it aloud to yourself if no one is available. What is the graphic about? How does it relate to the chapter? What are the best hints about the meaning, and why are they good hints?

# Reading Strategies

# Addressed to

# Students and

# Teachers

# 📖 Exercises in Meaningful Organization

(Both: Teachers and Students)

These exercises can be done by the students themselves or with the assistance of a facilitator. These exercises show the students the importance of previewing the texts before reading them in order to detect the meaningful organization of information. By examining the titles, headings, and illustrations of a text, the reader begins to recognize what the text covers and he/she is able to recall prior knowledge of the subject.

## ☞ Examples of Exercises in Meaningful Organization [41]

Below there are texts without titles, headings, or other contextual clues which indicate the subject of the text. The reader has to go through the passages and to try to summarize the content in one sentence. If he/she is unable to do so, then the titles can be checked to see if the text makes more sense.

## Exercise 1

> ﹥ "With hocked gems financing him, our hero bravely defied all scornful laughter that tried to prevent his scheme." Your eyes deceive." "It is like an egg, not a table." Now three sturdy sisters sought truth. Forging along, sometimes through calm vastness, yet more often over turbulent peaks and valleys, days became weeks as many doubters spread fearful rumors about the edge. At last, from nowhere, winged creatures appeared, signifying momentous success" (Ellis, p. 101).

> ﹥ Summary:

## Exercise 2

> "The procedure is actually quite simple. First you arrange things into different groups. Of course one pile may be sufficient, depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step; otherwise you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well. At first the whole procedure will seem complicated. Soon however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but one never can tell. After the procedure is completed one arranges the material into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole cycle will then have to be repeated. However, this is part of life" (Nist and Diehl, p. 118).

> Summary:

## Exercise Titles

> The title of the first exercise is 'Columbus: Journey to the Americas.'

> The title of the second exercise is 'Doing the Laundry.'

The rather vague texts should make more sense knowing the titles and the subjects discussed, and the reader may use the titles to trigger prior knowledge that is helpful in deciphering the material.

# 📖 The MultiPass Strategy

(Both: Teachers and Students)

MultiPass is a grouping of some strategies intended to improve reading comprehension, learning acquisition, generalization and paraphrasing skills. Developed by Schumacher, Deshler, Alley, Warner, and Denton (1982), the approach requires that the reader make three passes through a text. Different strategies are used in each pass for surveying the reading, sizing-up the information, and sorting out main ideas.

One advantage of MultiPass is that registration of information in long-term memory is enhanced by going over the reading several times with different goals in mind. This technique has several advantages such as its possible use to improve understanding of readings in a variety of subjects, including reading textbook assignments, journal articles and other forms of text. Also this strategy aids in exam preparation by producing written materials and providing a review of readings.

☞ **Guidelines for Using "The MultiPass Strategy"** [42]

**1.** FIRST PASS: SURVEY THE READING. The reader becomes familiar with the organization and main ideas of the text by quickly surveying the title, introduction, headings, visual aids, and summary. The reader considers the following questions: What is the general subject of the reading? What is the purpose or goal of the author? What are the main ideas covered in the text? What does the author conclude?

**2.** SECOND PASS: SIZE-UP THE READING. In the second pass, the reader carefully reads the text, looking for textual information and visual representations that support the main ideas. The reader pays particular attention to illustrations, statistics, and words in bold or italic print. The reader may wish to record the main ideas and supporting details on audio cassettes or in writing using some organizational tool like an outline, a word map, a time line, or a flow chart.

**3.** THIRD PASS: SORT OUT THE INFORMATION. The final pass allows the reader to evaluate his/her understanding of the text. He/she should determine what was learned and what still needs to be learned. The sorting-out process may be accomplished in one of several ways, used individually or in combination. First, if there are review questions at the end of the text, the reader may self-evaluate by answering them with the read-answer-mark process. The reader must answer questions he/she can, and mark those that must be looked up in the text. Second, if the text lacks review-questions, the student (or the instructor or a partner) may make up and answer his/her own questions. Explaining the main points of the text to another person is a third way of evaluating self-understanding of the material.

## 📖 PARTS: A Text Perusal Strategy

(Both: Teachers and Students)

The PARTS strategy guides students in carefully reading an assignment in order to enhance learning. Similarities with the SQ3R strategy include reading in parts, asking and answering questions, and reviewing. PARTS may be used to read assignments in most subject areas, and it can be used by individual students, students and facilitators, or groups of students.

☞ **Description of the Steps of "The PARTS Strategy"** [43]

**1. PERFORM GOAL SETTING.** Consider why you are analyzing the text parts. Does it aid understanding? Is it for improving class participation? Is it because of the quality of lecture notes? Or does it improve quiz scores? Identify a goal related to this reason, such as making one comment or asking one question in the next class, or improving the next quiz score by five points. Make a positive self-statement.

**2. ANALYZE LITTLE PARTS.** Divide the text into parts, such as title, headings, visuals, and words. Analyze one part at a time. What is the main idea of each part? What details support each part? Explain the information included in each part. Then, based on one part, predict what the next part will discuss. After reading all parts, tie them together. How are the parts related?

**3. REVIEW BIG PARTS.** Review the introduction and summary of the text. Search for signal words, such as "the most important" or "the purpose is" that indicates the main ideas. Decide what the author's main goal or purpose is. Relate the new information to knowledge you have already about the subject. Paraphrase the main ideas into your own words.

**4.** THINK OF QUESTIONS YOU HOPE TO BE ANSWERED. Identify your own questions based on titles and headings, previous knowledge, and predictions. Check the questions at the end of the text.

**5.** STATE RELATIONSHIPS. Consider how the text relates to other texts in the unit. Consider how the text relates to the course objectives indicated on the syllabus. Consider how the text relates to what you already know about the subject.

# 📖 The PQ4R Strategy

(Both: Teachers and Students)

This strategy is alike the SQ3R strategy, but this PQ4R consists of six steps and it involves Previewing, Questioning, Reading, Reflecting, Reciting, and Reviewing. Besides adding the additional step, PQ4R requires that the text be read entirely before reflecting, rather than section by section as with SQ3R. Students can use PQ4R on their own, without the intervention of a facilitator.

☞ **Description of the Steps of "The PQ4R strategy"** [44]

**1. PREVIEW.** The preview stage of PQ4R is essentially the same as the survey phase of SQ3R, as follows: To preview a reading, scan the title, section headings, and visual aids. The reading of the first and last paragraphs should give the reader a general idea of the purpose of the text and the major concepts to be covered. The information collected from the preview is used in the next step.

**2. QUESTION.** Again, the second phases of PQ4R and SQ3R are identical and involve predicting questions that may be answered in the text. Convert headings into questions or draw upon past experiences to form questions. Look for answers to the questions while reading in the next step.

**3. READ.** Unlike SQ3R, the text is read in its entirety with the PQ4R strategy. Carefully read the complete text, recording notes in the margin or underlining important information that answers the predicted questions.

**4.** REFLECT. Information from the entire chapter or article is linked together in the reflection phase. The reader must attempt to develop insight into the topic and make associations among the important material noted while reading.

**5.** RECITE. Recitation involves summarizing the main points and supporting details of the complete text. To involve more senses and improve understanding, saying the summary aloud or writing it down using an organization tool such as flowcharts and outlines.

**6.** REVIEW. The final review entails highlighting key points of the text, make sure the predicted questions have been answered, and that the author's purpose is fully understood.

# 📖 The RAP Strategy

(Both: Teachers and Students)

The RAP strategy (Schumaker, Denton, and Deshler, 1984); focuses on the reader's ability to understand main ideas and supporting details by emphasizing paraphrasing skills. The acronym means Reading, Asking questions, and Paraphrasing.

RAP may be used by students on their own or with the help of facilitators. However, the approach may be modified for use in group activities lead by the instructor. This strategy can be used for other subject areas also. In general, RAP is similar in purpose and structure to SQ3R, PQ4R, and other that focus on how information is organized.

**1.** READ. One paragraph of the text is read at a time. Reading may be done by the facilitator, but it is more effective if the student completes the reading. The student may read silently or aloud.

**2.** ASK ONESELF WHAT THE MAIN IDEA IS. The reader asks him/herself what the main idea of the paragraph is. He/she should also identify details supporting the main idea.

**3.** PARAPHRASE. The information is then paraphrased into the reader's own words and recorded on paper or audio tape. Written material from several paragraphs should be organized using outlines, word maps, matrixes, or other organizational tools.

# 📖 SQ3R - A Reading/Study System

(Both: Teachers and Students)

The SQ3R is a system to read academic material such as textbooks, articles, research studies or manuals that can increase the reader's comprehension of what he is reading and improve his ability to recall it. 'SQ3R' is the acronym for Survey, Question, Read, Recite, and Review. The appliance of the five steps of the SQ3R Method should result in an increase in reading comprehension, an improved ability to identify important points and a better retention of the reading material. [46]

☞ **A description of each of the five steps of the SQ3R system is given below** [47]

**1.** SURVEY. Skim the title of the chapter, the introduction, the table of contents and any illustrations, charts or graphs and the summary paragraph; remember to skim carefully the section headings and the first

sentences of each paragraph to find the important points that will be developed. Then, note any unknown vocabulary and find its meaning. This orientation should not take more than a few minutes, making a conscious effort to look only at the headings, etc. This will help with the organization of the ideas as they are read later.

**2.** QUESTION. The reader will benefit himself if he turns the first heading, or the first sentence of the first paragraph, into a question. This increases active involvement and comprehension from the reader, and the question will bring up important points while explanatory detail is recognized, however, it will demand a conscious effort on the reader's part to find the answer.

**3.** READ. Read to answer each question. This is not a passive plodding along each line, but an active search for the answer. Underline only key words-never whole paragraphs. The use of a dictionary is necessary to look up unfamiliar vocabulary. The reader should definitely have in mind what he wants to learn as he reads each section and not just passively read it, line by line.

**4.** RECITE. Once the reader has read the first section, he can look away from the book and try to recite in his own words the answer to his question (aloud, if possible). If he is able to do this, he knows what is in the section; if he is not able to do so, he will need to skim the section again and repeat the exercise of reciting. A brilliant way to do this reciting from memory is to write down clue phrases in outline form on a sheet of paper, making these notes very brief. Now the steps 2, 3, and 4 must be repeated on each subsequent headed section. That is, turning the next heading into a question, reading to answer that question, etc. What follows is to keep reading in this way until the entire chapter is completed, taking very brief breaks between sections as needed.

**5.** REVIEW. When the chapter or selection has been completely read, the reader has to look over his notes to give a quick review of the points and their relationship to one another.

The reader may check his memory by reciting the major points under each heading and the sub-points under each major point. This can be done by covering up the notes and trying to recall the information.

---

### SUMMARY OF THE SQ3R READING SYSTEM [48]

**Survey** - gather the information necessary to focus and formulate goals.

1. Read the title - help your mind prepare to receive the subject.
2. Read the introduction and/or summary – think how this chapter fits the author's purposes, and focus on the author's statement of most important points.
3. Notice each boldface heading and subheading - organize your mind before you begin to read - build a structure for the thoughts and details to come.
4. Notice any graphics - charts, maps, diagrams, etc. are there to make a point - don't miss them.
5. Notice reading aids - italics, bold face print, chapter objective, end-of -chapter questions are all included to help you sort, comprehend, and remember.

**Question** - help your mind engage and concentrate.

One section at a time, turn the boldface heading into as many questions as you think will be answered in that section. The better the questions, the better your comprehension is likely to be. You may always add further questions as you proceed. When your mind is actively searching for answers to questions it becomes engaged in learning.

**Read** - fill in the information around the mental structures you've been building.

Read each section (one at a time) with your questions in mind. Look for the answers, and notice if you need to create some new questions.

**Recite** - retain your mind in concentrate on learn as you read.

After each section - stop, recall your questions, and see if you can answer them from memory. If not, look back again (as often as necessary) but don't go on to the next section until you can recite the answers to your questions.

**Review** - refine your mental organization and begin building memory.

Once you've finished the entire chapter using the preceding steps, go back over all the questions from all the headings. See if you can still answer them. If not, look back and refresh your memory, then continue.

---

# 📖 Story Star / Story Map Frameworks

(Both: Teachers and Students)

"The story star and story map strategies are organizational tools for summarizing the main ideas of a work of literature: characters, setting, and plot" (Van Voorhis Judy, 1998).

☞ **The Story Star** is a five-point star used to answer a number of questions about the reading. Each question and answer is placed on one point of the story star. [49]

1. Where does the story take place?
2. Who is in the story?
3. When does the story take place?
4. How does the story turn out?
5. What is the story about?

☞ **The Story Map** framework uses a series of boxes, similar to a flow chart (like the one below), to summarize the characters, setting, and plot of the reading. [50]

**BOOK TITLE:** _____

| Characters:<br>1.<br>2.<br>3. | Time: | Place: |
|---|---|---|
| The Problem: | | |
| Action: | | |
| Resolution or Outcomes: | | |

# 📖 Text Book Organization

Most of the textbooks have the same general format. Textbooks are divided into chapters; a list of the chapters is found in the table of contents at the beginning of the book. Chapters related to the same theme or general topic may be arranged into units.

## ☞ Organization of a Chapter [51]

Most chapters have the following components: *title, introduction, headings, illustrations, and summary.* All of these may be used to improve one's understanding of the material.

▸ THE TITLE stimulates the reader's prior knowledge of the subject and helps to generate interest.

▸ THE INTRODUCTION indicates the general purpose of the reading and hints at the main ideas to be covered.

▸ THE CHAPTER HEADINGS since they divide the text by topic, they delineate the main ideas of the text and may be used to organize the reader's thoughts.

▸ ILLUSTRATIONS help to clarify information by presenting it in alternate formats. They may also be used to register information in and recall information from memory.

- THE SUMMARY recaps the main points and reiterates the author's conclusions.

Within each section of text demarked by a heading, the author expands upon the major idea covered in that section. Quite often, each paragraph will present one supporting detail related to the major point of the section. Examples, statistics, quotations, dates, and other information usually comprise the descriptions. Additional information that may be found in a textbook chapter is *objectives, vocabulary lists, review questions, discussion questions,* and *suggested readings.*

- THE OBJECTIVES listed on the first page of the chapter, explain the purpose of the reading and may be used in reading preparation and in assessing one's comprehension after reading.

- VOCABULARY LISTS found at the end of the chapter, summarize the important terms introduced in the chapter. They may be used to evaluate one's understanding of the reading.

- REVIEW QUESTIONS at the end of the chapter test the reader on the actual content of the reading to ensure comprehension.

- END-OF-CHAPTER DISCUSSION QUESTIONS go one step further, encouraging the reader to link the new information with prior knowledge and experiences and to process or apply the information in new ways.

Most texts have glossaries at the end of the book. The glossary is a valuable resource for looking up the definitions of content-specific words used in the text.

☞ **Specific Organization Styles** [52]

Recognizing how the information is organized makes it easier to identify the major concepts of the text because the reader learns what to expect. Readers are to be warned about the different styles of organization[D] for specific kind of texts.

▷ COMPARISON-CONTRAST

Comparison-contrast texts cover two sides of or two approaches to a topic. The main points of each side may be presented separately. For example, a discussion of the goals, leadership, strengths, and weaknesses of the North in the Civil War may be followed by a discussion of the things for the South.

Or, both sides of each major issue may be presented one at a time. For example, a biology text may discuss the assumptions of evolutionary theory and creationism, followed by the goals of each, the basic principles of each, the strengths of each, and the weaknesses of each.

> **Key words and phrases:** *like, similarly, in the same, analogously, in contrast, but, however, rather, and on the other hand.*

---

[D] See appendix D for exercises in identifying "Organizational Styles."

> MAJOR POINTS

Some texts or portions of text, like the introduction and summary, are arranged according to major points.

> **Key phrases** indicating the major points are: *the major points are, there are several reasons why, most significant is, more importantly, of special note, and the primary purpose is.*

> CAUSE-EFFECT

The cause-effect organizational style presents some topic or phenomenon and then offers explanations for it. For example, a discussion of the big bang theory or the Great Depression may be arranged according to cause and effect.

> **Key words and phrases** of this style are: *because, reasons for, source of, led to, so, therefore, consequently, as a result of.*

> PROBLEM-SOLUTION

Math, statistics, and accounting texts are often arranged in a problem-solution style. With this form of organization, explanation of a new concept is followed by a problem and solution to illustrate it.

> SEQUENCE - TIME ORDER

Information arranged sequentially or in time order is used to represent historical order or processual order. Examples of the former include: texts discussing battles of the Civil War or the Spanish conquest of the Aztec.

Examples of the latter are: texts describing the process of mitosis or classical conditioning.

**Key words and phrases** indicating sequential or time-ordered information are: *first, second, then, following that, next, after, the first step, and finally.*

> ENUMERATION

Information arranged in the enumeration style is arranged in topical order. Such text may resemble a catalog or a detailed list of main points and supporting details. A chapter covering the causes of World War I may be arranged with the enumeration style.

**Key words and phrases** indicating enumeration are: *first, also, in addition, another, next, and finally.*

> EXAMPLES AND ILLUSTRATIONS

In this style of organization, each main point is followed by examples and illustrations related to it. For example, a text on rock types includes examples and photos of each.

**Key words and phrases** indicating examples and illustrations are: *for example, for instance, to illustrate, imagine, more specifically, and, a case in point is.*

☞ **Textbook Organization Worksheet** [53]

The following worksheet may be used to evaluate the organization of a particular textbook. Clarification of the book's organization helps students to distinguish purposes and main ideas and to comprehend the information while reading.

| **TEXT BOOK REVIEW for :** |
| --- |
| _____ |
| (name of book) |
| TABLE OF CONTENTS: |
| How are the chapters arranged? |
| • _____ sequentially |
| • _____ chronologically |
| • _____ topically |
| _____ other _____ |
| CHAPTER / UNIT SUMMARY: |
| Write a one-sentence summary of each chapter and/or unit. |
| 1. |
| 2. |
| 3. |
| 4. |
| STUDY AIDS: |
| What study aids are found in the book? In each chapter? |
| • In the Book |
| • _____ glossary |
| • _____ bibliography |
| • _____ appendices |
| • _____ other _____ |

- In the Chapters
    - _____ lists of objectives
    - _____ introductions
    - _____ headings
    - _____ subheadings
    - _____ summaries
    - _____ suggested readings
    - _____ review questions
    - _____ discussion questions
    - _____ vocabulary lists
    - _____ bold or italics vocabulary
    - _____ tables
    - _____ graphs or charts
    - _____ photographs
    - _____ figures
    - _____ other _____

VISUAL AIDS:

What function(s) do the visual aids serve?

- _____ create interest in the subject
- _____ summarize information
- _____ illustrate key ideas
- _____ present new information
- _____ other _____

SUPPLEMENTAL MATERIAL:

Which supplemental materials are available for the book?

- _____ student workbook
- _____ instructor's manual
- _____ lab manual
- _____ audio cassettes
- _____ slides
- _____ movies                    ♠ _____ other _____

# 📖 Text Book Reading Guides

(Both: Teachers and Students)

Reading guides to aid students in reading texts may be developed for nearly any subject or reading level. These guides help students to recognize the organization of information and to assimilate the main points of the reading. These guides in the form of reading worksheets can be developed by the facilitators or instructors for the students' use, or the same students may work individually or in study groups to design their own.

Students and facilitators select from a set of questions and statements designed to guide readers through the major ideas and supporting details of the text or readers can make up their own items. The strategy is especially useful when lecture information, course objectives, and prior exams are considered in making the reading guide[E]. Sample items that one might include in a text book reading guide are provided below; these items may be expressed as statements or as questions. [54]

☞ **Sample items that might be included in a Text Book Reading Guide:**

▹ The main idea introduced is . . .

   What is the main idea?

▹ The author's purpose for writing the text is . . .

   What is the author's purpose of writing the text?

---

[E] See appendix E for looking a Reading Guide sample.

- The author's thesis is . . .

  What is the thesis of the reading?

- The main idea is significant because . . .

  Why is the main idea significant?

- The main idea may be defined as . . .

  What is the definition of the main idea?

- Examples of the main idea are . . .

  What are some examples of the main idea?

- The author elaborates on the main idea by discussing the differences

  between __ and __.

  What two things or ideas are contrasted?

- Visual aids in the text show . . .

  What do the visual aids tell us about the subject?

- Important dates discussed in the text are . . .

  What are the important dates discussed in the text?

- The most significant contribution of ___ was . . .

  What are the significant contributions of the people discussed in the text?

- The main idea is related to the reader's personal experiences of . . .

  What personal experiences of the reader are related to the main idea of

  the text?

- The author's motivation for writing the text was.

  What was the author's motivation for writing the text?

# CONCLUSIONS

The starting point for this monograph was the importance of reading in the mastering of English as a Foreign Language, and the way in which a significant number of Mexican E. F. L. learners regard reading: not as a worthy activity but almost as a duty imposed by the school or job.

From my own personal experience, I could perceive that reading is not a pleasure for everybody; and having been an E. F. L. learner myself, I realized that the E. F. L. teacher has a tough job because he or she can not avoid the reading tasks with the students. Moreover, the E. F. L. teacher has to take into account the background of his/her students as readers.

This situation led me to decide on finding reading strategies which could make the practice of this skill easier for the teachers as well as for the learners, and that could benefit both of them. Therefore, this collection is not restricted only to teachers; the learners can also benefit themselves by using some of the strategies especially suggested for them.

With respect to my conclusions after finishing this research process about the strategies for the improvement of reading, the results turned out: that the term *techniques* and *strategies* were used indistinctively by some authors at the moment of referring to the procedures used for the reading improvement. It was also found that most of the strategies for the improvement of reading were developed mainly, for helping elemental

readers to improve their reading in their native language; and after, the E. F, L. teachers adapted them for their use into this field.

Then, several of these collected techniques were developed first to be used with native English speakers for other school subjects, and later on used in the E. F .L. field. Therefore, some of these strategies could be applied with other subjects, which would not necessarily be English. For instance, the techniques skimming and scanning can be used in history, biology, or even so with another foreign language. These techniques are good examples of this point, since they both are some of the techniques most known and used at the moment by E. F. L. teachers in the reading tasks (at least in the state of Quintana Roo).

Many of the strategies included in this monograph that can also be used with other subjects, apart from English are: the Gleaning technique, Creative Mapping, Paired Storytelling, Skimming, Scanning, Intensive and Extensive Reading strategies, the K-W-L the PROR, PRSR, and the REAP techniques. They were designed just for making easier the reading of a text, and for increasing the comprehension about the same text.

After having reviewed the strategies, it became clear the resemblance that some of these strategies have among them. And especially in the steps, which were a type of repetition of the steps of the others, as the case of the SQ3R, PQ4R, and PARTS strategies.

Most of these strategies were new for me but I had heard about some of them. Personally, I would have liked to find a strategy particularly designed for the E. F. L. learner but during the time of this research, I did not come across with a specific one. However, it is possible that one is being developed at this present moment, and for that reason I consider that this monograph may be enriched with future discoveries into the E. F. L. reading field.

Nevertheless, the main objective of the monograph, which I hope has been fulfilled, is that of being a help for the E. F. L. teachers, the same as for the E. F. L. learners with respect to reading. Finally, the reading strategies will not guarantee achievement in reading, it does not matter how good or up-to-date the strategies are. The key to succeed in reading is the motivation and attitude of the learner towards reading and this will depend in a great amount on himself or herself; and in a lesser degree on the teacher's work to promote reading.

# ENDNOTES

[1]Boyd Zimmerman, *Do Reading and Interactive Vocabulary Study Make a Difference? An Empirical Study* (1997), pp. 121-140.

[2]Christine Nutall, *Teaching Reading Skills in a Foreign Language* (1996), p. 128.

[3]Richard Day, *New Ways in Teaching Reading* (1993), p. ix.

[4]Irma K. Ghosn, *Nurturing Emotional Intelligence through Literature* (2001), p. 10.

[5]Andy Houghton and Nic Hurst, *Out of the Blue and into the Black: There is More to Reading than Meets the Eye* (1993), p. 43.

[6]Richard Day and Julian Bamford, *Reaching Reluctant Readers* (2002), p. 12.

[7]Daniela Pastrana, "¿Hacia un país de lectores?: Los sermones no sirven" (28-IV-02); available at http://www.jornada.unam.mx/2002/ abr02/ 020428/mas-sermones.html

[8]Ibid.

[9]Claudia Guerrero y Jorge A. Hidalgo "Plantea SHCP aplicar IVA a libros y revistas" (04-XI-03); available at http://www.sep.gob.mx/wb2/sep/ sep-07ref41103

[10]Mina Piekarewicz Sigal, *México diccionario de opinión pública* (2002), p.123.

[11]Gabriel Zaid, *Interrogantes sobre la difusión del libro* (1999), p. 9.

[12]Felipe Garrido, *El buen lector no nace, se hace: Reflexiones sobre lectura y formación de lectores* (1999), pp. 37-38.

[13]Kenneth S. Goodman, *El proceso de lectura: consideraciones a través de las lenguas y del desarrollo: En nuevas perspectivas sobre los procesos de lectura y escritura*; eds., Emilia Ferreiro y Margarita Gómez Palacio. (1996), p. 17.

[14] Ibíd., p. 21.

[15] Patricia L. Carrell, "Can Reading Strategies be Successfully Taught?" (4-VII-98); available at http:www.jalt-publications.org/tlt/files/98/mar/carrell.html

[16] Goodman.

[17] Ontario Institute for Studies in Education of the University of Toronto, "Glossary" (7-VI-04); accessed on-line (10-VII-04); available at http://eslinfusion.oise.utoronto.ca/index.asp

[18] Carrell.

[19] Francoise Grellet, *Developing Reading Skills* (1981), p. 4.

[20] Carrell.

[21] Susanne Bock, *Developing Materials for the Study of Literature* (1993), pp. 2-3.

[22] Naughton, V.M., *Creative mapping for content reading* (1993-1994), pp. 324-326.

[23] Ibid.

[24] Ibid.

[25] Richard Day and Julian Bamford, "Extensive Reading: What Is it? Why Bother?" (2000); available at http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/97/may/extensive.htm

[26] Ibid.

[27] Note: for the teachers who want to know more about this strategy, there is an article written by Timothy Bell who gives suggestions for a program on Extensive Reading. (Timothy Bell, published in the Internet TESL Journal, Vol. IV, No. 12, December 1998).

[28]Texas Center for the Advancement of Literacy & Learning, "Intensive Reading Technique" (18-IV-04); available at http://www-tcall.tamu.edu/research/NSO/SS/SSc.htm

[29]Ibid.

[30]Donna Ogle, *The K-W-L: A Teaching Models that Develops Active Reading of Expository Text* (1986), pp. 564-70.

[31]Jennifer Conner "Instructional Reading Strategy: K-W-L (Know, Want to know, Learn)" (2004); available at ww.indiana.edu/~l517/KWL.htm

[32]Anita Lie, 1993, "Paired storytelling an integrated approach for EFL students", *Journal of Reading*, XXXVI, 8: pp. 656-658.

[33]Muskingum College Center for Advancement of Learning, "Reading Comprehension" (1998); available at http://muskingum.edu/~cal/database/readingcomp.html#ESL

[34]Ibid.

[35]Ibid.

[36]Annette Lamb and Larry Johnson, "The Topic: Skimming and Scanning" (1999); available at http: //www. 42explore.com/skim.htm

[37]Ibid.

[38]Nutall.

[39]Lamb and Johnson.

[40]Muskingum College Center for Advancement of Learning.

[41]Ibid.

[42]Ibid.

[43]Ibid.

[44]Ibid.

[45]Ibid.

[46]Virginia Polytechnic Institute and State University, "SQ3R-A Reading/ Study System"; available at http://www.ucc.vt.edu/stdysk/sq3r.html

[47]Columbia College: Writing Center Study Skills, "The SQ3R Reading System"; available at http://www.ccis.edu/departments/writingcenter/ studyskills/sq3r.html

[48]Kwantlen University College, "The SQ3R Reading System" (2003); available at http://www.kwantlen.bc.ca/counadvs/counselling/pdf/the_ sq3r_reading_method.pdf

[49]Muskingum College Center for Advancement of Learning.

[50]Ibid.

[51]Ibid.

[52]Ibid.

[53]Ibid.

[54]Ibid.

# BIBLIOGRAPHY

Bell, Timothy. "Extensive Reading: Why and How" *The Internet TESL Journal*, IV, 12 (XII-98). Accessed on-line (30-VI-04). Available at http://iteslj. org/Articles/Bell-Reading.html

Bock Susanne. "Developing Materials for the Study of Literature." *English Teaching Forum*, XXI, 3 (1993), pp. 2-3.

Carrell, Patricia L. "Can Reading Strategies be Successfully Taught?" (4-VII-98). Accessed on-line (30-VI-04). Available at http:www.jalt-publications.org/tlt/files/98/mar/carrell.html

Columbia College: Writing Center Study Skills. "The SQ3R Reading System" Accessed on-line (26-VII-04). Available at http://www.ccis.edu/ departments/writingcenter/studyskills/sq3r.html

Conner, Jennifer. "Instructional Reading Strategy: KWL (Know, Want To Know, Learn)" (2004). Accessed on-line (23-VII-04). Available at http://www.indiana.edu/~l517/KWL.htm

Day, Richard. *New Ways in Teaching Reading*. Alexandria, VA.: TESOL, 1993.

Day, Richard and Bamford, Julian. "Reaching Reluctant Readers." *English Teaching Forum*, XXVIII, 3 (2000). Available at http://exchanges. state.gov/forum/vols/vol38/no3/p12-htm

Day, Richard and Bamford, Julian. "Extensive Reading: What is it? Why Bother?" *The Language Teacher Online*, XXI, 5 (VII-00). Accessed on-line (5-X-04). Available at http://langue. hyper.chubu.ac.jp/jalt/ pub/tlt/ 97/ may/extensive.html

Day, Richard. and Bamford, J. *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press, 1998.

Garrido, Felipe. *El buen lector no nace, se hace: Reflexiones sobre lectura y formación de lectores*. México, D.F.: Editorial Planeta, 1999.

Ghosn, Irma K. *"Nurturing Emotional Intelligence through Literature." English Teaching Forum*, XXXIX, 1 (2001), p. 10.

Goodman, Kenneth S. *El proceso de lectura: consideraciones a través de las lenguas y del desarrollo: En nuevas perspectivas sobre los procesos de lectura y escritura*, eds., Emilia Ferreiro y Margarita Gómez Palacio. Madrid: Siglo Veintiuno Editores, 1996.

Grellet, Francoise. *Developing Reading Skills*. Cambridge: Cambridge University Press, 1981.

Guerrero, Claudia e Hidalgo, Jorge A. "Plantea SHCP aplicar IVA a libros y revistas" (04-XI-03). Accessed on-line (15-XI-03). Available at http:// www. sep.gob.mx/wb2/sep/sep-07ref41103

Houghton, Andy and Hurst, Nic. "Out of the Blue and into the Black: There is More to Reading than Meets the Eye." *English Teaching Forum*, XXI, 3 (1993), p. 43.

Jones, Raymond. "K-L-W" (07-XI-01). Accessed on-line (26-VII-04). Available at http://curry.edschool.virginia.edu/go/readquest/strat/kwl.html

Kwantlen University College. "The SQ3R Reading System" (2003). Accessed on-line (26-VII-04). Available at http://www.kwantlen.bc.ca/ counadvs/counselling/pdf/the_sq3r_reading_method.pdf

Lamb Annette and Johnson Larry. "The Topic: Skimming and Scanning" (1999). Accessed on-line (30-VI-04). Available at http: //www. 42explore.com/skim.htm

Lie Anita, 1993. "Paired storytelling an integrated approach for EFL students." *Journal of Reading*, XXXVI, 8, pp. 656 -658.

Muskingum College Center for Advancement of Learning. "Reading Comprehension" (1998). Accessed on-line (10-VIII-04). Available at http://muskingum.edu/~cal/database/readingcomp.html#ESL

Naughton, V.M. "Creative Mapping for Content Reading." *Journal of Reading*, XXXVII, (1993-1994), pp. 324-326.

Nutall, Christine. *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann, 1996.

Ontario Institute for Studies in Education of the University of Toronto. "Glossary" (7-VI-04). Accessed on-line (10-VII-04). Available at http://eslinfusion.oise.utoronto.ca/index.asp

Ogle, Donna. "The K-W-L: A Teaching Model that Develops Active Reading of Expository Text" *The Reading Teacher*, XXXIX, (1986), pp. 564-70.

Pastrana, Daniela. "¿Hacia un país de lectores?: Los sermones no sirven" (28-IV-02). Accessed on-line (15-IX-03). Available at http://www.jornadad.unam.mx/2002/abr02/020428/mas-sermones.html

Piekarewicz, Mina Sigal, *México diccionario de opinión pública*. México, D.F.: DOPSA, 2002.

Texas Center for the Advancement of Literacy & Learning. "Intensive Reading Technique" (18-04-04). Accessed on-line (30-VI-04). Available at http://www-tcall.tamu.edu/research/NSO/SS/SSc.htm

Virginia Polytechnic Institute and State University. "SQ3R-A Reading/Study System". Accessed on-line (26-VII-04). Available at available at http://www.ucc.vt.edu/stdysk/sq3r.html

Zaid, Gabriel. "Interrogantes sobre la difusión del libro." *Vuelta*, CCXXXIV, (1999), p. 9.

Zimmerman, Boyd. "Do Reading and Interactive Vocabulary Study Make a Difference? An Empirical Study." *TESOL Quarterly*, XXXI, 1 (1997), pp. 121-140.

# Appendices

# APPENDIX A

## An example of "The Creative Mapping Strategy"

Naughton (1993-1994) offers the following example of the creative mapping strategy. It is based on an article, "Death of the Unsinkable Titanic", found in the book *Disasters!*

- The visual representation depicts the author's main point that the sinking of the ship by an iceberg resulted in a huge loss of life. Five main ideas related to this thesis are identified and represented as separate sections of the image: causes of the disaster, crew, survivors, deaths, and the Carpathian (the rescue ship).

- The causes are pictorially represented by an iceberg and the crew by stacks on the ship. Ideas related to survivors are represented by a life boat, while the water below the sinking Titanic image is used to represent deaths. The image of a smaller ship represents the rescue ship. Supporting details for each of these ideas are recorded in the appropriate sections of the visual image.

- The image also shows associations with previous knowledge. For example, the iceberg, the primary cause of the disaster, is illustrated with most of the ice under sea level. Other "hidden" causes that contributed to the sinking are shown under water.

Source: Muskingum College Center for Advancement of Learning, (1998).

# APPENDIX  B

## Sample of "A Book Report"

| | |
|---|---|
| 📖 Book Report No: | 1 |
| Type of Book: | Condensed Book |
| Book name(s): | *Outpost of Freedom* |
| Number of pages: | From page 8 to 48 |
| Semester: | English VI |
| Date: | August 2001 |

COMMENTARIES ABOUT THE BOOK:

This is an autobiographic novel written by the Captain Roger H. C. Donlon, awarded with a Congressional Medal of Honor.

PERSONAL COMMENTARIES:

I like the part where the Captain Donlon describes his childhood.  He remembers his father with love and respect.  In these pages, he tells how his parents were.

Captain Donlon regarded his father as a strict and patriotic man but also as a good husband.  He always had encountered feelings when thinking about his father.  His feelings were a mixture of love, respect, and admiration . . .

📖 This sample of *Book Report* was taken and adapted from the English course VI, (August 2001).  The format was provided by the teacher Eunice Peterson, and was filled out by the author of this thesis when she studied that course.

# APPENDIX C

### An example of "The K-W-L Strategy"

Below there is an example of a completed K-W-L chart that students might complete if they were reading a text about gravity.

**TOPIC:** Gravity

| K | W | L |
|---|---|---|
| -It keeps us from floating around.<br>-It's makes things fall.<br>-There is less gravity on the moon.<br>-Isaac Newton discovered gravity | - What is gravity?<br>- Why is there less gravity on the moon?<br>- How did Newton discover gravity?<br>- What determines how fast something will fall to the ground? *(teacher question)* | - Gravity is the force that pulls objects towards Earth.<br>- The amount of gravity there is depends on the masses of the objects involved. The moon is a lot less massive than the earth, so there is less gravity on the moon than there is on earth.<br>- Air resistance determines how fast something will fall to the ground. |

The students' question about Newton in the W column was not answered in the text. Students should be encouraged to consult other sources to find out the answer to this question.

Source: Jennifer Conner, (2004).

# APPENDIX D

**Exercises in identifying "Organization Styles" (from Textbook Organization)**

Choose the appropriate words to indicate the type of organization used in the following samples of text: *major point, examples and illustrations, enumeration, sequence, cause and effect, and comparison-contrast.* Identify textual clues that indicate the type of organization.

1. The passage of the Fourteenth Amendment in June, 1866 was followed by a concerted effort to compel the southern states to ratify it by making approval a condition of readmission to the Union.

   Textual Clues:

2. Bookkeeping is only a small, simple but important part of accounting. Accounting, in contrast, includes the design of an information system that meets user needs.

   Textual Clues:

3. Because the demand for steel is a derived demand, managements failed to appreciate that the major growth industries, such as telecommunications, were not the major users of steel.

   Textual Clues:

4. The organ systems of the human body are circulatory, digestive, endocrine, lymphatic, muscular, nervous, reproductive, respiratory, skeletal, and urinary.

   Textual Clues:

5. The major reason for studying accounting is to acquire knowledge and skills to participate in important economic decisions.

   Textual Clues:

6. An especially important federal contribution to Gilded Age economic growth was friendly tax policy.

   Textual Clues:

7. Both the dendrites and the axon of a neuron carry information in the form of nerve impulses.

   Textual Clues:

8. After the 1870's, the tariff rose virtually without pause until the twentieth century.

   Textual Clues:

9. The high viscosity of the granite lava results from the high silica content.

   Textual Clues:

10. After the chromosome replicates and divides, the cell divides into two daughter cells with the same genetic material.

    Textual Clues:

☞ **Key Answers to the exercises are as follows:**

1. This is a sequence (or time-ordered) statement. It indicates the order of events. Key words include "followed by."

2. This is a compare-contrast statement. The two things, bookkeeping and accounting, have different definitions, indicating contrast. "On the other hand" is a key phrase in this case.

3. This is an examples and illustrations statement. Words like "such as" and "like" are indicators of this style.

4. This is an enumeration statement. The list of items is the main clue here.

5. This is a major point. One clue is the phrase "major reason."

6. This is a cause and effect statement. The sentence indicates that one thing lead, at least in part, to another. The phrase "contribution to" could be substituted with "cause of."

7. This is another compare-contrast statement. The two things in the sentence, dendrites and axon, have similar functions, indicating a comparison. A key word is "both."

8. This is another major point. The statement makes a single point without indicating an examples or causes.

9. This is a cause and effect statement. One thing leads to another. The key phrase is "results from."

10. This is a sequential (time-ordered) statement. The order of events in a process is indicated. "After" is a key word.

☐ Source: Muskingum College Center for Advancement of Learning, (1998).

# APPENDIX E

## An Example of "A Reading Guide"

- A reading guide was developed for the following excerpt from a chemistry book.

  "Different elements combine in proportions that are fixed and unvarying to form compounds. For example, the compound water has a fixed proportion of two elements: 11.9 % hydrogen to 88.1% oxygen by mass. Compounds are unlike mixtures, in which two or more elements can be present in varying proportions. Seawater is a mixture. It consists of sodium, chlorine, potassium, calcium, sulfur, magnesium, and other substances dissolved in water, but the percentages of each substance varies from place to place. The compound water is 11.9% hydrogen and 88.1% oxygen no matter where you find it."

---

- The main idea introduced is _____.
- It can be defined as _____.
- An example is _____.
- The authors elaborate on the idea by discussing the differences between _____ and _____.

---

☞ **Key Answers to the above exercise:**

- The main idea introduced is <u>compounds.</u>
- It can be defined as <u>different elements combined in fixed and unvarying proportions.</u>
- An example is <u>water (always 11.9% hydrogen and 88.1% oxygen).</u>
- The authors elaborate on the idea by discussing the differences between <u>compounds (water)</u> and <u>mixtures (seawater).</u>

📖 Source: Muskingum College Center for Advancement of Learning, (1998).