1. **Reading Strategy Training Material**

Teaching manual (material) prepared for grade eleven students in Kokebe Tsibah General Secondary School

Introduction

This manual is prepared for EFL teacher who participated in the study to teach grade eleven students selected for the pilot study. The aim is to help the selected teacher to have an awareness of the implementation of reading strategies while teaching reading skills by integrating them with reading activities. The purpose of the research is to investigate the effects of explicit strategy instruction on the students' reading comprehension achievement and reading strategy use; therefore, this training manual aims to give information to the teacher about what reading strategies are, why they are used, when and how they can be used effectively and successfully in EFL classrooms.

Part One: The Concept and Definition of Reading Strategies

➢ **The objective of this part is to help the trainee teacher to have awareness about reading strategies**

Learning strategies are **specific** actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. In the context of reading, reading strategies indicate that readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand. Reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of the textual information; therefore, reading strategies use plays a prominent role in students' reading achievement. In other words, reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of the textual information. Specifically, they have the following characteristics; deliberate, conscious plans, techniques and skills; aiming to enhance reading comprehension and overcome comprehension failures; and behavioral and mental. They are of interest for what they reveal about the way readers manage their interaction with the written text and how these strategies are related to text comprehension.

Reading strategies have been classified by many scholars and researchers in different ways. But researchers frequently use Oxford's (1990) reading strategy taxonomy which is very comprehensive one. In this study, Oxford's classification is adapted to train learners to use the six selected direct and indirect learning strategies, i.e., memory, cognitive, and compensation, metacognitive, affective and social strategies. The assumption is that when learners are trained to use direct and indirect learning strategies, their reading ability is enhanced.

➢ Reading Strategy Taxonomy

Oxford has developed comprehensive learning strategy classifications. She developed a system of classification organized around a division of two strategy groups, direct and indirect. Among these, she identifies six types of general learning strategies. Direct Reading Strategies are those strategies that directly involve learning the target language include memory, cognitive, and compensation. Indirect strategies are those strategies limited to a supportive role without being directly related to the interaction of the language itself. Strategies categorized within this group include metacognitive, affective, and social. These six categories are used in this study in order to identifying the effect of reading strategy instruction on students reading comprehension and their strategy use. Each main strategy is discussed below.

Memory Strategies: help students to store and retrieve new information. Memory strategies are specific devises used by learners to make mental linkages that will allow new information, most often vocabulary, to enter and remain in long term memory. Strategies such as semantic mapping, grouping or using imagery have highly specific functions

Cognitive Strategies: Cognitive strategies (such as predicting, repeating, getting the idea quickly, taking note) help students process and use the language for learning or for accomplishing a task involving the language

Compensatory Strategies: Compensatory Strategies (example, guessing intelligently; using linguistic and other clues) help the learner make up for missing knowledge for all skills

Meta-cognitive Strategies: meta-cognitive means beyond, beside, or with the cognitive. Hence, meta-cognitive strategies (such as self-monitoring and self-evaluating) are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.

Affective Strategies: Affective strategies (such as lowering oneself anxiety, self reward) assist students to manage their emotions, motivation, and attitude associated with learning.

Social Strategies: Social strategies refer to how learners interact with other people in the context of learning language and related culture. They include, among others, ask someone to speak slowly, practice with others and show interest in learning about the culture of the English speaking countries. In general lists of different reading strategies are explained below.

➢ **Reading strategies selected for the experimental group**

Reading strategy taxonomy	Definition	How we use	When we use	Why we use
Semantic mapping & Prediction	-Semantic mappings are diagrams in which the key concept is placed in the middle of the map while the related words are linked with and arranged around the central key word or idea through arrows and lines -Making predictions about the text before reading through activation of students' prior knowledge and looking predicting while reading about the next.	The subject being discussed is written on the board, a chart, and an oval is drawn around it, and the students think of words to describe the subject. As they share them, the teacher writes them on chart in boxes and connects them to the oval with arrows. - Using information from text such as titles, headings, pictures	before, during and after reading	It is used in activation of learners' prior knowledge and enhances vocabulary learning pridicton-helps readers to connect prior knowledge & identify main ideas of the text
Getting the ideas quickly :Skimming &scanning	Skimming & scanning are quick readings. The former involves searching for the main idea or reading material in order to get the gist of it, and the latter is reading for specific information	skimming the text such as the introduction, getting the topic sentences, first and last sentences of paragraph as well as looking down the passage quickly	Before, while & after reading	To identify the main idea of the text and for particular ideas such as names, dates, facts or figures
Taking note	The reader writes down the main ideas, important aspects, key words, a summary of the concepts, or what s/he needs to remember in the form of either text or graphics (e.g. outline chart, list, diagram, semantic map, drawing)	Key points can be written in students own language or mixture of the target and learns' own language. Teaching students to use techniques such as using note book, semantic mapping ,T-formation to take note.	Before while reading & after reading	In different reading aspects such as reading for main idea
Summarizing	Making the condensed, short	Using techniques like pictures or	post	To understand

			reading stage	the main idea of the text & to save it in the long term memory
	version of the original passage	giving titles to what has been read; selecting the relevant information and rewriting		
Highlighting	Highlighting is a way of emphasizing on major points through different techniques	Through coloring , underlining, capital letters, big writing, bold writing, stars, boxes, circles & so on	Before and While reading	To get different information such as such as vocabulary & gist of the passage
guessing intelligently	learners can understand language through systematic guessing without comprehending all the details	analyze part of speech or using linguistic clues such as *Suffixes, prefixes* and using techniques other than knowledge of clues (eg. *titles* and *nicknames)*	Before and While reading	To discover the meanings of words & identifying the main ideas
Self-monitoring	learners' taking responsibility for their own learning ;Students notice and learn from errors	Learners skim or scan and guess what will come next, and correct any misinterpretation as they move ahead.	While reading & after reading	readers monitor themselves if they are able to understanding the text
Lowering anxiety	Learners need to reduce anxiety while reading	Using techniques: relaxation, mediation deep breath, using laughing and music	Before, while & after reading	To be confident and enhance reading ability
Self-encouragement	It is process of taking risks ;self-rewarding and making positive statements about one self before or during reading	By making positive statements (Eg. Everybody makes mistake; I can learn from mine! I am reading faster than I was a month ago).	While reading & after reading	To enhance reading ability
Cooperating with peers	learners works together with peers to solve a problem and activities with a common goal	Using small group in Jigsaw reading activities encourages cooperation with peers/ learners discuss in group	Before, while & after reading	Facilities reading comprehension and develop learners' ability to cooperate with others

Part Two: Frame work /model of reading strategies implementation

> ➢ the objective of this part is to help the teacher to teach reading skill using explicit strategy training model

To inform the process of instruction, the researcher has adopted frame work of reading strategy instruction (the CALLA model) .The model is selected for this study because it is in favour of explicit strategy instruction and integration of strategy training into the meaningful language contexts and supports the idea of learner autonomy and self-direction in strategy based instruction. CALLA (cognitive academic language learning approach) refers to a frame work that assists students becoming more strategic by explicitly teaching reading strategies. Explicit instruction is characterized by a series of supports or scaffolds; instruction includes the development of students' awareness of their strategies, teacher modeling of strategic thinking, identifying the strategies by name, providing opportunities for practice and self-evaluation. An explicit approach helps learners maintain strategies over time for a variety of learning contexts and thus they take on more responsibility for their own learning.

The CALLA teaching approach consists of five phases and the teacher follow these phases for strategy instruction during implementing reading strategy training in the experimental classes. This approach focuses on the integration of three aspects of learning: content area instruction, academic language development, and explicit instruction in learning strategies. The framework for this instruction is presented in the following table.

	Objective	Steps
preparation	• to help students identify the strategies they are already using, and to develop their metacognitive awareness of the relationship between their own mental processes and effective learning as well as to increase students' awareness of the strategies they currently use by giving them a tool to identify additional strategies	• the teacher assists students in activating prior knowledge, in order to be better informed about the students' needs and make appropriate decisions about which strategies to teach and how to teach them • this can involve in group/whole class discussion • students attend and participate
Presentation	• To teach particular reading strategies explicitly • To provide guidance for students on when, why and how to use a particular strategy	In this stage the teacher : • present, name and explain new strategy explicitly • provides rational for strategy use • models how to use strategy through specific reading task • learners attend and participate

practice	• learners got the opportunity of practicing the reading strategies with an authentic learning task	• Learners practice the strategy with the tasks/activities under the guidance of the teacher. • students engage in activities in which they apply learning strategies, often in cooperative small-group sessions • the teacher should encourage the use of strategy and must ensure it is being used effectively
Evaluation	• to provide students with opportunities to evaluate their own success in using learning strategies • promote learner autonomy, and enable the instruction to be more individualized	• Learners reflect on their use of a specific strategy or strategies and evaluate its usefulness. • The teacher gives feedback on students' strategy use • The teacher appraise students' success in using the strategies\ • Establish-independent

Expansion	• To enable students to apply the strategies to other materials which were not part of the original classroom examples or instruction	• Assignments to use learning strategies on tasks related to cultural backgrounds of students. • students are encouraged: to transfer strategies to new tasks, and apply or use strategies independently

 The CALLA teaching procedure follows the five steps described above. In each strategy training session, students in the experimental group are explicitly taught individual reading strategies in class. In every session, one or more pertinent reading strategies are introduced, explained, demonstrated, and practiced; in each session, the target strategy is labeled and given a rationale. Firstly, the teacher needs to elicit a certain amount of information from the students, in order to be better informed about the students' needs and make appropriate decisions about which strategies to teach and how to teach them .In other words, students prepared for strategies instruction by identifying their prior knowledge about and the use of specific strategies. Secondly, each strategy will be taught by introducing the passage to be read, explaining the strategy to be learnt, when it would be used in the passage; the teacher models by describing and naming each strategy. Thirdly, learners are given the opportunity to practice the strategy with regular class activities and adequate opportunities is offered to compare and evaluate the strategies; students practiced in groups while the teacher give them the necessary guidance, moving between groups. Fourthly, learners reflect on their use of a specific strategy or strategies and evaluate its usefulness, in other words, Students self-evaluate their use of the learning strategy and the way the strategy assists them. Lastly, learners are shown how to transfer the new strategy to different situations or tasks, and given opportunities to practice it.

Sample Lesson plan for strategy-based instruction (for experimental group)

Grade : 11

Date: 25/ 06/2014

Day/……….

Unit:Eight

Main Topic: Water, Sub topic: The tale of a Tape

Reading strategies: Semantic mapping& prediction (using background knowledge)

Time:40 minutes.

Materials: Students' Text book, handouts and Work sheets.

Instructional Objectives: content, strategy and language objectives

1. **Content objectives**
   - students will be able to read and understand a passage about 'The tale of a Tape' in collaboration with their classmates
2. **Strategy objectives**
   - Students use title and the pictures of the text book to predict what they will read
   - Students will be able to enhance their vocabulary knowledge using context and their background knowledge on diagram
   - Student will be able to practice reading strategies such as semantic mapping & predicting
3. **Language objectives**
   - Share information with classmates to foster collaborative learning before, while, and after reading different types of texts in English.
   - Students will be able to participate in pair, group, and whole class discussion

Teachingmaterials:text book and handout

	Time	Teacher's and Students' role
preparation	8 minutes	**Teacher**: begins the lesson by using a warm up activity like 'what strategies/techniques do you know and use to read and comprehend a given text?', and engage the learners to participate in the process in group/whole discussion . Then he writes their answers on the board and explains to the class latter. **Teacher**: tries to find out how much students know about connecting background knowedgy during reading and if they are able to use it **Teacher**: tells the student to open their text book and look on pag, 199, and asks "What do you think the passage is about?, 'What do you see?' in which learners are asked to see the tittle and the pictures in the text book in order to predict about the idea of the passage based on their prior knowledge. **Students:** work individual ,then in small group
Presentation	10 minutes	**Teache**r: tells learners that today they are going to learn about 'conecting background knowledge in prediction &semantic mapping , which can help them understand and remember passages better **Teache**r: teaches students explicitly what what **background knowledge** is in reading,is how to use, why to use and when to use it, and he shows semantic mapping to activate sudents' background knoewledgy - models how to conect background knowledge to the passage from students' text .He draws a large oval on the black board and write the topic inside. And write words related to the topic followed by connecting the students with the key words in the oval using arrows and links
practice	15 minutes	**Learners** :are given time and to practice the strategies that they learn on the rest of the text The **teache**r: asks students to answer questions in the textbook &encourage them to use the strategies of predicting & semantic mapping using their prior knoweledgy. **Students**: work individually ,in pair or in group,tell them to take notes The **teacher:** walks around class to observe learners' performance and offer further explanation when needed, Guides& Provides feedback. The **teacher** :goes over to the answers in class & give feedback when needed

Evaluation	4 minutes	**Teache**r: asks learners to evaluate their learning and strategy use. For example, Do you think it was more interesting to deal with the text in this way instead of simply reading the text? **Learners**: discuss how the strategy (using background knowledgy) helped them achieve comprehension from the text and reflect on what they did well, what their problems were and what they could do differently next time to solve the problems.
Expansion	3 minutes	**Teacher:** encourages **learners** to use the stratrgies they learned combining with other strategies when they read on their own. For example, the teacher asks: Do you think you could use the same strategy in a real life/ situation to other reading activities (e.g reading fiction, magazine or news latter)?