

DOCUMENT RESUME

ED 350 849

FL 020 668

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 TITLE Reading Research: A Guide to Classroom Practices and Teaching Tools.
 PUB DATE Mar 92
 NOTE 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, British Columbia, Canada, March 3-7, 1992).
 PUB TYPE Information Analyses (070) -- Reference Materials - Bibliographies (131) -- Speeches/Conference Papers (150)
 EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS Annotated Bibliographies; *Classroom Techniques; Cognitive Processes; *Cultural Context; *Metacognition; Reading Comprehension; *Reading Instruction; *Reading Research; Reading Strategies; Schemata (Cognition); Teaching Methods
 IDENTIFIERS *Schema Theory

ABSTRACT

Research on six major issues in reading is organized into charts and a bibliography. For each of the six areas (schema theory, reading strategies and processes, comprehension studies, culture and reading, methods for teaching reading, cognitive/metacognitive issues), relevant research is summarized in a chart. Each chart contains two sections, one describing the classroom practices supported by the research and one listing specific tools, ideas, techniques, definitions, or teaching aids suggested in the literature. Each bibliographic item cited in the summary is annotated in the accompanying bibliography. Key terms in reading research are defined in an introductory section, and a 26-item non-annotated bibliography is appended. (MSE)

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Mary Lee Field

READING RESEARCH: A GUIDE TO CLASSROOM PRACTICES AND TEACHING TOOLS*

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The charts and bibliography which follow were compiled for a presentation at TESOL '92 in Vancouver, B.C. This material provides a guide to a body of recent research on reading, including some twenty-seven articles and books. It is especially designed for the classroom teacher who wants to know what research is telling us to do with our students. The research which was analyzed for this presentation focused on six different

MAJOR RESEARCH ISSUES

SCHEMA THEORY

READING STRATEGIES/PROCESSES

COMPREHENSION STUDIES

CULTURE AND READING

METHODS FOR TEACHING READING

COGNITIVE/METACOGNITIVE ISSUES.

Those areas are discussed separately in the charts which follow, and each article or book which addressed one of those issues is briefly described in the Annotated Bibliography which follows. Since one article might address two or more of the major research issues, this bibliography has apparent repetitions in it. A closer examination will reveal, however, that each annotation is specific to the area being discussed.

It is the nature of research to use a vocabulary which is somewhat specialized and technical, but it is also language which addresses other researchers more than it addresses teachers. The following

*A special thanks to Susan Eggly and to the faculty at the ELI, Wayne State University, who kept pressing me to focus on HOW to use this research in the classroom!

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list of key terms is provided to help readers confirm or refresh their own understanding of the recurring concepts that appear in the charts and in the bibliographies.

A final bibliography lists the corpus of works that were synthesized for this study.

KEY TERMS IN READING RESEARCH

interactive--reading is complex, processes work together and influence each other, the student's background knowledge influences reading performance
schema theory--a model that sees prior knowledge as a plan or design into which readers fit information from a text
schema--plan, design, scheme
structural schema--organizational or rhetorical plan
content schema--design which determines basic content
strategy schema--a plan for using strategies
processing schema--the pattern of reading processes one uses
decoding--focus on the lower level processes such as letter, word, and feature aspects of a text
top down & bottom up--top down processing begins with background knowledge and conceptual abilities; bottom up begins with letter and word decoding.
cognitive style--ways of understanding, influenced by individual difference and cultural attitudes or beliefs
metacognitive--being conscious of our ways of knowing, knowing how we know
story grammar--a set of 'rules' which governs the presentation of narrative, even across most cultures
universals--patterns which are shared across cultures and are part of readers' shared assumptions about texts

Recommended article:

Grabe, William. (1991). Current developments in second language reading research. TESOL Quarterly, 23(3), 375-406.

RESEARCH ISSUE: SCHEMA THEORY

<p>CLASSROOM PRACTICES SUPPORTED BY THIS RESEARCH</p>	<ul style="list-style-type: none"> ■ Check your texts to see if they distinguish between <u>selecting</u> the main idea from a passage and <u>constructing</u> the main idea. We need to recognize that those tasks are quite different and the teacher must allow more time for the construction task. (Afflerbach) ■ The task of constructing the main idea of a text (when that idea is not explicitly stated) may help you discover which students do not have adequate background knowledge of the content. The exercise provides a setting in which you can both teach the steps for constructing the main idea and also provide more background material if the students need it. (Afflerbach) ■ Use familiar forms such as the fairy tale, newspaper article, or experimental study as examples of structural schemata. Make these explicit before students begin to read. In moderately familiar content material, a knowledge of text structure helps students' overall comprehension. (Barnett; Roller) ■ Since standardized tests like TOEFL have passages NOT related to the students' native cultures, developing both cultural schemata and good reading processes are important. Having the students read in English about their own culture may help them understand cultural issues better while at the same time (since the content is familiar) helping them develop their reading ability. Also, analyzing passages which have embedded cultural information may help students recognize similar problems in other readings--even on a standardized test. (Nelson & Schmid) ■ Check your texts and reading materials. Do the texts provide ways to tap into the students' schemata? If not, can you provide it? Examine any assigned reading passage to see what cultural and/or structural information may be embedded there; make it explicit in pre-reading exercises. (Pritchard) ■ If "schema theory" seems too vague and doesn't help you with preparation for your classes, the model of "dual coding" may be more useful. Dual coding is defined as "two separate but interconnected mental subsystems, a verbal system and a nonverbal system." Does re-thinking your students' comprehension problems using that model help? (Sadoski) ■ Use semantic mapping exercises to develop formal schema, check vocabulary and build background knowledge. (Carrell) ■ Remember that schema can also include <u>incorrect</u> information. Check to see what misconceptions may be a part of the students' background knowledge. (Pearson, et al.)
<p>SPECIFIC TOOLS IDEAS TECHNIQUES DEFINITIONS TEACHING AIDS</p>	<p>BARNETT: Includes a teacher's guide to analyzing text structure and identifies elements that will help students recognize structural schemata. (202-203)</p> <p>CARRELL, et al.: Has several examples of pre and post reading semantic mapping exercises to use in class. Also shows how to develop a partial semantic map which may be used like a cloze test to check the students' understanding of these elements. The instruments used in the research project are clearly presented, providing a number of items which the classroom teacher can easily adapt. (650-654)</p>

RESEARCH ISSUE: READING STRATEGIES

<p>CLASSROOM PRACTICES SUPPORTED BY THIS RESEARCH</p>	<ul style="list-style-type: none"> ■ Most authors urge the teaching of specific reading strategies, getting the students to develop conscious awareness of the processes which they use and of what governs their strategy use. (Carrell, Barnett, Kletzien, Itzès, Sinatra) ■ Explicit teaching of strategies will best help poor comprehenders, who need to be taught when, how and why to apply strategies. (Kletzien) ■ Guessing of words from context can also be improved by teaching students specific types of context clues. (Sinatra) ■ Hudson and Anderson, et al. argue against the explicit teaching of strategies which are not DIRECTLY focused on meaning/content. They argue that all exercises and work on strategies should come clearly from a focus on meaning. (Hudson is L2 study, Anderson, et al. is L1)
<p>SPECIFIC TOOLS IDEAS TECHNIQUES DEFINITIONS TEACHING AIDS</p>	<p>BARNETT: Provides a questionnaire on "Perceived Strategy Use" which students can answer and then use for discussion, for monitoring of their own use of reading strategies, and for becoming more conscious of their reading process. (150-152)</p> <p>Also provides sample strategy exercises to get students to analyze their ways of guessing words, their ways of getting meaning out of a text, and their strategies for finding main ideas.</p> <p>List of six points that the teacher can clarify about guessing words:</p> <ol style="list-style-type: none"> 1) if there are enough clues, it is probably better to guess than to stop and go to the dictionary 2) not all words are worth guessing 3) use as many tactics as necessary to get word meaning 4) always check the "guess" with the context--carefully 5) not all words <u>can</u> be guessed 6) knowing the exact meaning of a word is not always vital (126) <p>PRITCHARD: Gives a list of 22 processing strategies arranged in the following 5 categories:</p> <ol style="list-style-type: none"> 1) developing awareness 2) accepting ambiguity 3) establishing links within a sentence 4) establishing links between sentences 5) using background knowledge <p style="text-align: right;">(280)</p> <p>SINATRA: Identifies 15 categories of semantic and syntactic context clues for learning vocabulary. (228)</p>

RESEARCH ISSUE: COMPREHENSION STUDIES

<p>CLASSROOM PRACTICES SUPPORTED BY THIS RESEARCH</p>	<ul style="list-style-type: none"> ■ Look for the characteristics of the active, expert reader (good comprehension): searches for connections, uses inferencing, asks questions, monitors comprehension, corrects faulty understanding, distinguishes between major and minor points easily. (Pearson, et al.) ■ Recognize that good comprehension does not always insure analytical ability. Those are separate items, and often analysis must be taught. (Barnett) ■ Since careful pre-reading activities directed by the teacher enhance comprehension, don't neglect this part of the reading class. (Dole, et al.) ■ Making explicit some universals--such as basic plot elements of a story which exist in nearly all narratives--can aid comprehension. (Feldman) ■ Since comprehension problems may be caused by pronoun referent confusion, we need to anticipate troublesome examples in the pre-reading activities. (Demel) ■ Since two studies showed better results with a "content comprehension approach" rather than a focus on strategies and skills, we must keep in mind the central issue of reading--understanding content--and make sure that all other elements in the reading class are subordinate to that. (Anderson, et al., Hudson) ■ Making our students aware of how they can monitor their own comprehension may be another step in improving students' reading processes. (Pressley, et al.)
<p>SPECIFIC TOOLS IDEAS TECHNIQUES DEFINITIONS TEACHING AIDS</p>	<p>AFFLERBACH: Argues that constructing the main idea of a reading (not simply finding a thesis sentence) is a powerful aid to comprehension; also defines five strategies used in the construction task. (34)</p> <p>BARNETT: Defines comprehension as an interactive process which depends upon "reader's expectations as defined by his or her content and formal schemata, linguistic proficiency, first language reading skill, reading strategies, and interest and purpose in reading the text." (111)</p> <p>Gives suggestions for making the transition from comprehension to analysis. (154-155)</p> <p>DEMEL: Gives examples of pronoun reference problems which caused breakdowns in comprehension. Suggests ways to prepare a pre-reading exercise which will anticipate problems with pronoun reference and conceptual or cultural information. (281-284)</p> <p>DOLE, et al.: Gives detailed description of a teacher-directed pre-reading activity which aids comprehension of the text. (150-151)</p> <p>PEARSON, et al.: Includes details about comprehension monitoring (L1) and builds an instructional model of the expert (L1) reader. (4-5)</p>

RESEARCH ISSUE: CULTURE AND READING

<p>CLASSROOM PRACTICES SUPPORTED BY THIS RESEARCH</p>	<ul style="list-style-type: none"> ■ When the reading is a clearly recognizable type such as a folk tale, narrative, or argument, be sure that students are aware of the structural elements common, even across cultures, to that type. (Feldman) ■ Have a discussion about WHY people read. What do they read in their native cultures? What benefits do they get from reading--utility, enjoyment, escape? (Greaney & Neuman) ■ Find out about the learning styles of the students. Which are more reflective? More impulsive? Can they monitor that behavior in order to deal with different kinds of material? The reflective reader may be able to deal with culturally dense material which only frustrates the impulsive reader. (Hewett) ■ Give the students every opportunity to develop cultural background knowledge before beginning to read. (Pritchard)
<p>SPECIFIC TOOLS IDEAS TECHNIQUES DEFINITIONS TEACHING AIDS</p>	<p>DOLE: Gives description of how to develop a paragraph specifically to elicit prior knowledge as part of the teacher-directed prereading activity. (149-151) (L1 study)</p> <p>GREANEY & NEUMAN: Provides a thorough list of many functions of reading--good for a discussion with students (195).</p> <p>HEWETT: Provides a quick reference list to the possible role of culture in eleven reading strategies: scanning, fixing, selecting, predicting, forming, searching, tentative choosing, testing--semantic and syntactic, testing--graphophonemic, regressing and decoding (67-71). Ten suggestions for teachers, taking into account culture and cognitive style:</p> <ol style="list-style-type: none"> 1) Question research results, especially those which want to apply cognitive style theory in the classroom. 2) Be aware of problems with IQ testing and other standardized test scores, especially when the class is ethnically mixed. 3) Become familiar with different types of learning behavior. 4) Try to recognize the differences between a fast reader and an impulsive one. 5) Help students become conscious of and able to use all styles. 6) Learn as much as you can, take courses even, about anthropology and sociolinguistics. 7) Prepare for classes by anticipating cultural issues which might cause reading problems. 8) Teach different reading systems, such as SQ3R. 9) Help learners become more aware of their strategies which cause problems for them. 10) Don't assume that this study minimizes the benefits of rapid reading. (83-84).

RESEARCH ISSUE: METHODS FOR TEACHING

<p>CLASSROOM PRACTICES SUPPORTED BY THIS RESEARCH</p>	<ul style="list-style-type: none"> ■ Support for these methods: <ul style="list-style-type: none"> --focus on content/meaning/comprehension (Anderson, et al., Hudson) --monitor your own behavior in the "discussion" part of the class. Do you focus on keeping control and teaching content rather than encouraging active participation from students to construct the meaning of the text? Do you use the discussion period as a tool for social control? (Alvermann, et al.) <ul style="list-style-type: none"> --use L1 ability to enhance L2 reading, especially at low/intermediate level (Carson, et al.) --be sure the method fits the purpose. A teacher-directed prereading is best for comprehension; interactive group prereading work may give students ways to develop schema when working with a teacher. (Dole) --anticipate problems (pronoun/referent, cultural issues, developing schema) and plan careful pre-reading materials/activities. (Demel) --use storytelling and other oral activities to build oral skills and help younger children move from speaking to reading. (Verhoeven) ■ Instructional Guidelines <ul style="list-style-type: none"> --reading instruction should be a part of a content-centered and integrated curriculum --use a reading lab for individual instruction --incorporate sustained silent reading into the program --include pre, during, and after reading activities --teach and have students practice specific skills --use group and collaborative work situations in class --students must read extensively (Grabe) ■ Rules of Thumb (from an L1 study) <ul style="list-style-type: none"> --create an environment where reading is powerful --focus on a few important strategies rather than trying to teach them all --activate background knowledge --reading and reading instruction are both intentional and adaptable --make the reading process interactive and reciprocal --create "scaffolding" to support students as they move on --help students develop a broad understanding of the reading process --use a process-centered approach to teaching reading, not a quick fix attitude (Pearson, et al.)
<p>SPECIFIC TOOLS IDEAS TECHNIQUES DEFINITIONS TEACHING AIDS</p>	<p>BARNETT: Includes a reading class lesson plan which addresses questions on many aspects of the reading class. Gives details for planning prereading, while reading, post reading and follow up activities. Takes issues like cultural and formal schema, reading strategies and processes, cognitive and metacognitive considerations into account in each part of the lesson planning task. (115-143)</p> <p>DOLE: Appendix A gives an example of a teacher-directed strategy for a pre-reading exercise. (158) Appendix B gives an example of a semantic mapping exercise from an interactive prereading exercise. (159)</p>

RESEARCH ISSUE

COGNITIVE AND METACOGNITIVE CONCERNS

<p>CLASSROOM PRACTICES SUPPORTED BY THIS RESEARCH</p>	<ul style="list-style-type: none"> ■ Make students aware of, teach directly, and make explicit cognitive processes/strategies/styles. (supported by most studies) ■ The teaching of meaning/content/comprehension is more important than the explicit teaching of reading strategies. (Hudson) ■ Use an awareness of L1 reading strategies as a part of the low/intermediate L2 reading class. (Carson, et al.) ■ Since learning styles have some effect on the way students learn and use reading strategies, we will be better able to plan our teaching if we know about their learning style preferences. (Carrell, et al.) ■ Since cognitive style influences student reading performance as well as student awareness of reading strategy use, we need to know more about our students' learning styles. Students who can articulate their strategies perform better in "searching" tasks. (Hewett) ■ When culture shapes a learning style (impulsive/reflective), it may be useful to make those styles explicit and encourage switching. (Hewett)
<p>SPECIFIC TOOLS IDEAS TECHNIQUES DEFINITIONS TEACHING AIDS</p>	<p>BARNETT: "Perceived Strategy Use" questionnaire is a tool for making strategies conscious and eliciting discussion of reading strategies. (195-98)</p> <p>CARRELL, et al.: Provides semantic map examples, including a partial map (cloze type) which are directly useable in class. (650-654) Includes some detailed description of how to do a learning styles inventory with students so that it is not threatening and produces useful information for the teacher. (661-663)</p> <p>HEWETT: Ten suggestions for teachers which connect cognitive style and cultural issues. (see the full list on the "Culture and Reading" chart)</p>

SUMMARY OF ARTICLES: SIX MAJOR RESEARCH ISSUES

[NOTE: Some articles appear more than once because they include information relevant to several of the major issues.]

SCHEMA THEORY

Afflerback, *The influence of prior knowledge on expert readers' main idea construction strategies*

In a study of students' ability to reconstruct the main idea of a text, those with good understanding of the content area perform better. Not having prior knowledge makes the task more difficult. Distinguishes between "selecting" the main idea and "constructing" the main idea; later task is much more difficult and takes more time.

Barnett, *More Than Meets the Eye*

Reviews research; discusses content schema and structural schema; points out that analytical tasks may be culturally shaped. Distinguishes between "experienced, analytical reader" and "non-analytical but comprehending reader."

Grabe, *Current developments in second language reading research*

Current, concise summary of research on schema theory and implications for the classroom. [This article provides a concise summary of reading research and is recommended for ALL the sections identified here.]

Nelson & Schmid, *ESL reading: Schema Theory and standardized tests*

Comprehension in L2 is higher when students are reading about L1 cultural material, but standardized test questions are often embedded in L2 culture. Study examines improvement in test scores by having students read L2 texts about their native cultures. Reading about familiar material helped them develop reading habits that transferred to texts about the L2 culture. More evidence of the importance of content schemata in developing reading skills.

Pritchard, *The effects of cultural schemata on reading processing strategies*

Argues that readers must have the chance to develop schemata.

Roller, *Commentary: The interaction between knowledge and structure variables in the processing of expository prose*

Explains some inconsistent results in research on structural schemata and processing texts. Argues that understanding the structure is most important when the text content is only somewhat unfamiliar. A knowledge of structural features will not overcome the difficulties with a difficult text and is not necessary in a very familiar text.

Sadoski, et al. *A critique of schema theory in reading and a dual coding alternative*

Argues against the theoretical model of schema theory. Substitutes "dual coding system" as a clearer and more flexible model. (See Grabe for explanation of details). Believes that the definition of schema theory is imprecise and tried to make concrete an abstract model.

**READING
STRATEGIES/PROCESSES**

Barnett, *More Than Meets the Eye*

Sets up a model for a study of reading, including a questionnaire for "perceived strategy use" by students. Argues for explicit teaching and monitoring of strategies.

Carrell, et al. *Metacognitive strategies training for ESL reading*

Argues for explicit training in strategy use, comprehension monitoring, metacognitive training. Uses semantic mapping exercise (sample included) and teacher-led sessions to connect the students' experience with the text. Advocates "explicit, comprehension fostering metacognitive strategy training."

Hudson, *A content comprehension approach to reading English for science and technology.*

Argues AGAINST skills/strategy teaching in favor of complete focus on comprehension of the content. Study with ESP students with a focus first on meaning (all other techniques subordinate to that central issue) provides his evidence.

Itt , *Lexical guessing in isolation and context*

Study of guessing strategies both in context and in isolation. Connects vocabulary acquisition to thinking processes and knowledge of the world. Shows the complexity of the issue.

Kletzien, *Strategy use by good and poor comprehenders reading expository text of differing levels*

Study of all strategies used by L1 readers at high, medium and low levels. Argues for careful teaching not only of strategies but also "when, how, and why to apply" them. Ability to control/regulate the use of strategies appears key.

Pritchard, *The effects of cultural schemata on reading processing strategies*

Provides a taxonomy of twenty-two processing strategies in five categories. Cautiously argues that the use of strategies by good readers may serve as a model for teaching lower level readers.

Royer & Carlo, *Transfer of comprehension skills from native to second language*

Study of how reading and listening skills transfer from L1 to L2. Provides some evidence that reading skills do transfer, but listening skills may only transfer somewhat later.

Schwanenflugel & White *The influence of paragraph information on the processing of upcoming words*

Study of the complex ways that discourse information can have an effect on the processing of upcoming words in a text. Argues that discourse does have an effect, but no support for a "strong interactive view."

Sinatra & Dowd, *Using syntactic and semantic clues to learn vocabulary*

Identifies fifteen categories of syntactic and semantic context clues. Argues for teaching all the categories; giving students an explicit understanding of the clues helps them learn how language works and improves vocabulary acquisition.

COMPREHENSION STUDIES

Anderson, et al. *A microanalysis of the small-group, guided reading lesson: Effects of an emphasis on global story meaning*

Argues that an emphasis on global story meaning aids in recall, especially in lower levels. Also argues for asking questions which will encourage students to guess upcoming events in a reading. (L1 study)

Barnett, *More Than Meets the Eye*

Survey of types of comprehension questions (25). Posits that comprehension depends on reader's expectations, linguistic proficiency, L1 reading skill, reading strategies, interest and purpose in reading the text.

Demel, *The relationship between overall reading comprehension and comprehension of coreferential ties for second language readers of English*

Help students monitor comprehension of pronoun reference; confusion in interpreting a referent for a pronoun may indicate a lack of understanding of another part of the reading.

Dole, et al. *Effects of two types of prereading instruction on the comprehension of narrative and expository text*

The teacher-directed prereading exercise proved more effective than the group, interactive exercise. However, the interactive exercise may train students to work without the support of a teacher while the teacher-directed exercise makes students dependent. (L1 study)

Feldman, *The role of universal knowledge versus culture specific knowledge for comprehending text*

Argues for using universal knowledge features to help break down the distances created by culturally specific understanding. Uses story schema and folk tale schema as examples of form which share some universal understanding.

Hudson, *A content comprehension approach to reading English for science and technology*

A study which uses reading for content as the central issue (all other techniques, strategies, processes subordinated to it) produces improvements in reading comprehension and general reading ability. Critique of the skills-centered approach. Argues for a cognitive view of comprehension rather than a model which emphasizes individual strategies.

Pearson, et al. *Developing expertise in reading comprehension: What should be taught?*

Presents an instructional model of the characteristics of the (L1) active, expert reader. Model includes: searching for connections, monitoring comprehension, distinguishing major from minor, synthesizing materials, making/recognizing inferences, asking questions.

Pressley, et al. *Sometimes adults miss the main ideas in text and do not realize it*

Adult (L1) students are not accurate evaluators of their own ability to restate main ideas and may be quite unaware of the comprehension problems. They are better able to assess their performance on multiple choice comprehension questions.

Royer & Carlo, *Transfer of comprehension skills from native to second language*
Argues for better comprehension when students can make a conscious transfer of L1 reading skills to the L2 process.

Schwanenflugel & White *The influence of paragraph information on the processing of upcoming words*

The introduction of discourse-level information in paragraphs benefits the processing of words later in the text. (L1 study)

CULTURE

Feldman, *The role of universal knowledge versus culture specific knowledge for comprehending text*

Argues for the use of universal knowledge structures (such as folk tale or other story structures) to help students understand text. Shows that there can be similar understanding of a given work by different language groups. Like Greaney, is looking for non-differences across cultures. Bases work on Chomsky and Piaget.

Greaney & Neuman, *The functions of reading: A cross cultural perspective*

Study across fifteen cultures shows great similarity in the functions of reading: utility, enjoyment, escape. These functions exist in a wide range of cultures and Greaney urges the reader to look for similarities as well as differences among students.

Hewett, *Reading, cognitive style, and culture . . .*

Identifies "reflective" and "impulsive" cognitive styles and shows how they may influence the comprehension of texts with culturally weighted materials. Shows the influence of cultural values on the reading process.

Pritchard, *The effects of cultural schemata on reading processing strategies*

Study of American and Palauan students' use of reading strategies. Argues that strategies may be the result of culture as well as of educational practice. American students used certain strategies which may need to be taught in other cultures.

METHODS FOR TEACHING READING

- Alvermann, et al. *What teachers do when they say they're having discussions of content area reading assignments*
A study of teachers' stated goals and actual practice in discussion sessions illustrated differences between what we say and what we do. Discussion sessions often became lectures, were dominated by a fear of losing control, and were used to evaluate students' recall.
- Anderson, et al. *A microanalysis of the small-group, guided reading lesson: Effects of an emphasis on global story meaning*
Study (which supports Hudson) where a focus on meaning increased overall comprehension. (L1 students)
- Garnett, *More Than Meets the Eye*
Argues for four phases in the reading class: pre-reading, while reading, post reading, and follow-up. Gives detailed categories of methods to use. (FL)
- Carson, et al. *Reading-writing relationships in first and second language*
Careful study which examines the relationship between reading and writing in L1 and L2. Argues that the relationship between reading in L1 and L2 should be exploited in the lower level classroom; transfer is not automatic. Connections between writing in L1 and L2 appear to come later.
- Dems1, *The relationship between overall reading comprehension and comprehension of coreferential ties for second language readers of English*
Study of students' misinterpretation of pronoun referents suggests that a misunderstanding of the antecedent for a pronoun may not only cause comprehension problems but may also indicate other--often cultural--problems with comprehension. Argues for conceptual/cultural information in pre-reading activities.
- Dole, et al. *Effects of two types of prereading instruction on the comprehension of narrative and expository text*
Study shows the teacher-directed prereading to be more effective, but teachers must be sure of their objectives in pre-reading activities. Is the goal to help with comprehension or to train independent readers. The two types of instruction have different long range outcomes.
- Hudson, *A content comprehension approach to reading English for science and technology*
Taking a cognitive view of reading comprehension which subordinates all specific instruction in language, background, writing and listening to a focus on meaning, this author shows excellent improvement in general reading ability and comprehension for students in the study.

Pearson, et al. *Developing expertise in reading comprehension: What should be taught?*

Instructional model for L1 students sets up "Rules of Thumb" which include creating an environment for the usefulness of reading, providing opportunities for supplying background knowledge, developing a broad metacognitive understanding of reading, and seeing reading as both interactive and reciprocal.

Verhoeven, *Acquisition of reading in a second language*

Study of Turkish children learning Dutch illustrates that building oral skills before learning to read in L2 is important. In addition, pre-reading activities help children move from oral to written language.

COGNITIVE/METACOGNITIVE ISSUES

Barnett, *More Than Meets the Eye*

Explicit teaching of reading strategies builds student morale and confidence. Strategy schema may be another category for metacognitive work.

Carrell, et al. *Metacognitive strategies training for ESL reading*

Argues that metacognitive strategy training is a necessary tool for improving second language reading.

Carson, et al. *Reading-writing relationships in first and second language*

Reading skills may transfer from L1 to L2, but one cannot depend on an automatic transfer process; it must be made explicit. Transfer is more useful at the lower levels of proficiency.

Guthrie, et al. *Roles of document structure, cognitive strategy, and awareness in searching for information*

In a study where students searched to find information in a reading passage, those with well developed strategies were more able to explain the process they used. Authors posit an "executive control system" which monitors or controls the processes used in the search.

Hewett, *Reading, cognitive style, and culture*

Argues for teacher and student to become aware of learning style and how they influence the student's behavior. Make conscious the advantages and disadvantages of impulsive and reflective; encourage switching. Recognize and discuss the links between cultural attitudes and reading behavior.

Roller *Commentary: The interaction between knowledge and structure variables in the processing of expository prose*

Argues that a knowledge of text structure is most helpful to the reader when the content of the reading is moderately familiar. For very familiar content the text structure knowledge is not necessary; very difficult material cannot be accessed even with the help of structural clues.

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