Chapter 5

Tasks in Reading Pedagogy

5.1 Introduction

The aim of the chapter is to record the teaching of ESL/EFL reading through tasks. The chapter highlights the role and place of reading tasks both in traditional and contemporary language pedagogy. The chapter records some of the reading tasks used in traditional methods to teach L2 reading. And then it moves to record the task used in CLT to teach L2 reading. The tasks are classified on the basis of skill and strategies. Although the chapter highlights the various skill and strategy taxonomies suggested so far, but here I have tried to list some of the most vital skills and strategies relevant for the teaching of L2 reading and the reading tasks are classified accordingly. The tasks are either reproduced or adapted from certain sources. An attempt has been made to give a description of those tasks describing the aim and objective, level of the learners, role of the learners, type of material used, real life purpose etc.of the tasks.

5.2 Reading Tasks in Language Teaching

Rod Ellis (2003:16) by stating that “a task can engage productive or receptive, and oral or written skills and also various cognitive processes” acknowledges the fact that tasks can make use of any of the four language skills that is listening, speaking, reading and writing. And among
these four language skills ‘reading’ is proved as the only skill which is inter-related not only with learner’s cognition but also with other language skills (Hittleman 1978). Krashen (2004) considers reading as the medium of L2 acquisition. A person is not considered as literate if he/she can not read, no matter whether the language is native, second or foreign. Anderson (1999) considers reading as an essential skill for the students of EFL/ESL because it will develop good reading abilities in them and will help them to progress in their academic areas.

An individual reads generally for information, pleasure or meaning. So the main focus and target of reading classes should be to develop reading habits and interest for reading in the students, and also to help them in becoming proficient readers, so that they are able to extract the relevant information from their reading. Reading activities provide students opportunities to apply L1 skills and strategies into their L2. Reading in a second language also makes the students realize how the “grammar and vocabulary they are learning are used in the communication of information and ideas. They can also be exposed to new and unfamiliar language that is within their receptive and predictive range but beyond their productive ability” (Davies et al.1990:109).

5.3 **Reading Tasks used in Traditional Methods**

Several methods to teach reading have been used throughout the centuries. In the history of the teaching of reading these methods were used to make the learners identify, discriminate, and recognize the printed symbols
and words. Dechant (1964) has divided the most prominent methods of teaching reading under three labels, namely ‘synthetic’, ‘analytic’, or ‘analytic-synthetic’ methods. Under synthetic methods he includes all those methods which start with word elements, for example with letters (i.e. Alphabet Method) with sounds (i.e. Phonic Method) or with syllables (i.e. Syllable Method). Under analytic come those methods that begin with word (i.e. Word Method) phrase (i.e. Phrase Method) or sentence (i.e. Sentence Method). And finally the Analytic-Synthetic or Synthetic-Analytic Methods include the combination or intertwining of both Analytic and Synthetic Methods. It is also called as eclectic approach. The tendency of reading teachers during that period was to use both the methods more or less simultaneously. Some teachers in teaching reading, prefer to begin from the total word (Word Method) and then by splitting it into phonemes, move towards Phonic Method, while other prefers to start with phonemes (Phonic Method) and then by blending phonemes into meaningful words they move towards the Word Method. It was believed that “‘the child must be able to Synthesize the part into a whole and to analyze the whole into its parts’………” ‘The good reader probably is one who uses all the analytic-synthetic methods, intertwining them in such a way that he does not even know which one he is using at any given moment’” (Dechant 1964:182).

In educational history, we will find that at some time one method became prominent and was most favored than the others. But this does not bring any change in the reading classroom’s reading activities and
instructions because classroom practice and current theory rarely go hand in hand. It is not possible for teachers to change their approach overnight. They usually graft new methods onto the old ones. The Alphabet Method was the most prominent method up to the 19th century. In the second half of the nineteenth century Phonic Method was widely used. Then in the twentieth century, Word and Sentence Methods were the methods of the century.

Some traditional tasks and activities to teach reading through these methods are:

**Task 1:**

**Phonics Scheme:** (Task for Phonic Method, adapted from Teaching Treasures)

1. The teacher provides a series of letters of the alphabet to the students.

An alphabet table using each letter sound

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ape</td>
<td>Bear</td>
<td>Cat</td>
<td>Deer</td>
</tr>
<tr>
<td>Antelope</td>
<td>Armadillo</td>
<td>Civet</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>G</td>
<td>H</td>
<td>I</td>
</tr>
<tr>
<td>Emu</td>
<td>Gerbil</td>
<td>Hippo</td>
<td>Ibis</td>
</tr>
<tr>
<td>Elephant</td>
<td>Fox</td>
<td>Goldfish</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>L</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>Inchworm</td>
<td>Lizard</td>
<td>Monkey</td>
<td>Nightingale</td>
</tr>
<tr>
<td>Jaguar</td>
<td>Kangaroo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>L</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Lizard</td>
<td>Monkey</td>
<td>Nightingale</td>
</tr>
<tr>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
</tr>
<tr>
<td>Ostrich</td>
<td>Peacock</td>
<td>Quail</td>
<td>Rabbit</td>
</tr>
<tr>
<td>Ostrich</td>
<td>Peacock</td>
<td>Quail</td>
<td>Rabbit</td>
</tr>
<tr>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
</tr>
<tr>
<td>Ostrich</td>
<td>Peacock</td>
<td>Quail</td>
<td>Rabbit</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Umbrella</td>
<td>Vole</td>
<td>Walrus</td>
<td>Ox</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
<td>Z</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yark</td>
<td>Zebra</td>
<td></td>
</tr>
</tbody>
</table>

Reproduced from Teaching Treasures (www.teachingtreasures.com)
2. The students are required to learn the name of each letter with its corresponding sound.

3. Now after learning the letter sounds, they are required to blend firstly two letters together to make simple words, then in the same way three letters, than four and so on, for example,

   a-t i-t o-n i-f b-e m-e n-o w-e i-n h-e
   c-a-t s-a-t m-a-t f-a-t p-a-t r-a-t c-a-r g-o-d m-e-n
   f-l-a-t p-l-a-t t-h-a-t s-p-i-t g-r-i-t s-l-i-t

**Task: 2**

**Picture Card:** (Task for word method, adapted from Kshanika Bose 1971:97).

1. Teacher can divide the class into three groups A, B, and C, and ask them to do the following for preparing a class book.

   **Group A:** Collect names of objects and things and illustrate them with pictures.

   **Group B:** Prepare a big chart to show the number of objects arranged to correspond to that number. For example:

   □ one book    □ □ two books
   □ one dog    □ □ two kites
   □ one boy    □ □ two girls etc.

   (Reproduced from Kshanika Bose 1971:97)

   **Group C:** Prepare a book displaying the names of the countries. Draw the flag of the countries.
Task: 3

**Word Card** (Task for Look and Say Approach, adapted from Teaching Treasures)

1- Teacher writes an individual word on the card and say the word.

2- Students repeat the word.

3- Teacher shows the same card again without orally presenting the word.
   But students repeat the same word again.

4- Teacher shows another word card and says the word. Students repeat the word with her.

5- Now, teacher shows the same word card again without orally presenting the word. But the students repeat the same word.

6- The same process is repeated with other word cards. Teacher may prepare more than one word card of those words which occur frequently in a sentences, for example ‘and’, ‘the’, ‘is’ etc.

7- Teacher puts together some word card to form a sentence; and also represents the picture display with a sentence. For example.

   the      is      rat      mat      the      on
   the      rat      is      on         the      mat.

(Reproduced from Teaching Treasures)
Task 4:

**Flash Card:** (Task for Sentence Method, adapted from Kshanika Bose 1971:98).

1- For teaching ‘commands’ teacher holds up the card and give the command orally. Students repeat with her.

2- The teacher shows the card without giving the oral command, and students are expected to speak out the command which they see on the flash card.

3- The same process with other flash cards is repeated by the teacher.

4- The teacher holds up a card from the already shown cards to sort out those students who can recognize the command on the card and can read it aloud.

5- These students are provided with new ‘commands’ or ‘requests’ to practise, written on the new flash cards, while the remaining passive and slow students are required to practice with the same previous flash cards.

6- Teacher can also use flash card substitution tables or flash cards with blanks and substitute pictures and objects for teaching reading.

<table>
<thead>
<tr>
<th>This is</th>
<th>a bird</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a toy</td>
</tr>
<tr>
<td></td>
<td>a bus</td>
</tr>
<tr>
<td></td>
<td>Veena</td>
</tr>
<tr>
<td></td>
<td>Bimal</td>
</tr>
</tbody>
</table>

Flash Card Substitution Table.
(Reproduced from Kshanika Bose 1971:98)
Task 5:

**Alphabet Cards:** (Task for Alphabet Method, adapted from Kshanika Bose 1971:94).

1- Teacher makes the several copies of alphabet cards.

2- Students are asked to make a complete set of alphabet for themselves.

3- Now the students are required to make their own names out of the letters starting with their own name cards as models.

4- Now the teacher can ask them to repeat the same process for making the name of their friend, favourite fruit, food, colour or any content word they encounter frequently.

For Example,

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T O M
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```
P I N K
```
5.4 The Application of CLT in Reading

Traditionally reading was viewed as a process of decoding and structural analysis and its main purpose was considered only to learn vocabulary and grammar of a language. But then CLT emphasizes reading as a way of extracting meaning or the message from the printed or the written words; where students use different skills and strategies for example, skimming, scanning, predicting and so on according to their reading purposes. As reading comprehension is a complex process of interaction between the reader, the text and the context, so the reader in his/her act of reading brings his/her cognitive capabilities; motivation, knowledge, and experience (Snow2002). It is said that when the students encounter any reading task, they should be properly encouraged to make appropriate use of the various strategies. And this could be done with expert modeling that demonstrates the steps that result in getting of information (Ericsson and Lehmann 1996; Richman, Gobet, Staszewski and Simon 1996).

According to Krashen (1985) L2 acquisition is an unconscious use of language rather than conscious learning. So the teacher should create such classroom atmosphere and setting which could help students to acquire L2 by using it unconsciously in classroom activities. But Ellis (1997) argues that student’s understanding of language largely depends on his/her mental capabilities, that is, whether he/she is a good or poor language learner. And to become a good language learner he/she needs to receive information from reading and listening and then to express himself / herself clearly. Reading
and listening exercises are considered as an initial step for students to get familiar with new sentence patterns.

CLT recognizes reading as an active communicative activity rather than a passive activity and the meaning is extracted from the text through an interaction between the reader and the writer.

“Meaning does not, therefore, reside exclusively in the text, but rather arises through negotiation between the reader and the writer” (Freeman 2005:131).

This shows that in every written text there is a hidden writer and reader interaction. The writer always writes with the reader in mind, and the reader using all his cognitive capabilities, knowledge, experience and motivation interprets the text. In the texts used in CLT syllabuses, exercises are designed depending on the premise that “it is not a normal communicative activity to answer questions about what we have read, but to do or say something as a result of having read it”. (Widdowson1978:5). So, the texts are basically concerned in providing the learners those techniques which help them to get into the text, and then use communicatively whatever is extracted. Through reading tasks and activities, students refine and activate their content and cultural schemata: that is, their “frames of reference”, (Carrell 1987) which they bring to the reading of ESL/EFL.

CLT views reading as a legitimate goal of the ESL/EFL curriculum for the teachers. Traditionally reading was viewed merely as a
process of decoding a great variety of literary work written in English; but now CLT views reading in terms of helping the educated native speaker, in solving all the reading related tasks given by his environment, for example, reading personal or business letters, magazines, newspapers, forms, hoardings, pamphlets, brochures etc. The current L2 text now approaches the linguistic and situational varieties of language than texts of an earlier age.

Earlier there was a misconception that CLT emphasizes listening and speaking over reading and writing, due to the fact that teachers in the initial years of CLT depends largely on listening and speaking skills for classroom instruction. The strong lingering influence of the Audio-lingual Method (ALM), giving preference to listening and speaking over reading and writing, which dominated the language teaching field for nearly 30 years, was also one of the factors. Moreover, the importance given by structural linguists to phoneme-grapheme relationship also adds to the misconceptions. Due to this importance, it was wrongly believed that aural-oral proficiency automatically would result in reading and writing. But when ALM began to decline, then L2 teachers realized that reading and writing can not automatically be produced. Researchers such as Carrell (1988) then started proposing reading as a unit to be taught in its own right. After this, many interactive approaches to reading, based on the psycholinguistic models of L1 reading (Goodman 1967; Smith 1971) came into focus (Spada, N 2007).

However, many of CLT researchers from the beginning accepted as one of the basic tenet of CLT to treat linguistic skills and
communicative abilities together rather than in isolation from each other. Widdowson (1978), giving attention to discourse in CLT claims: “What the learners need to know how to do is to compose in the act of writing, comprehend in the act of reading, and to learn techniques of reading by writing and techniques of writing by reading” (p 114). Getting influenced by this view; CLT material writers started producing reading texts rich in content rather than in structure-based-instruction. At present, a rich variety of textbooks, meeting the specific needs of specific groups of L2 readers (ELT), have taken over the market. Moreover CLT always has given importance to social and contextual factors, as contributing most to the L2 learner’s comprehension and production (Spada, N 2007).

Extensive reading is another major area, which is often assumed as associated with CLT by reading researchers. This may be due to the fact that ‘learn to read by reading’ is the basic assumption of CLT. Then through his ‘input hypothesis’ he made the point that learners, exposure to sufficient amount of comprehensible input (for example via reading) improves their ability to read in L2 as well as helps them in the acquisition of target language’s linguistic features.

### 5.4.1 Applying TBT in Reading

Task Based Teaching, which appeared first in the 1980’s, {as a result of Prabhu’s Bangalore Project, started in 1979 and was completed in 1984}, is fairly a strong view of CLT. It is both student-centered and task-based.
The Task-based approach is closely related to the purpose for reading. If the learner wants to get the main idea of a passage, tasks should be designed in a way to scaffold this purpose. The task should also determine the kind of strategy to be used (Varaprasad 2004).

Reading tasks are of special interest for both teachers and researchers. The way the learners process the specific linguistic features can be easily investigated through reading tasks by the researchers. Targeted linguistic features can be mixed up with the input and assigned through tasks to the learners. Now if learners are successfully able to process the feature, only then the required outcome is possible. In this way, reading tasks facilitate the acquisition of the targeted feature too. Language teachers can start very effectively the task-based course with reading tasks. For the low-proficiency learners, reading tasks is the best non-threatening way to start with. It will be a meaning-centered activity for them and afterwards develop that proficiency in them by which they can easily solve production tasks. Through reading tasks teachers can present the linguistic feature they want to target.

5.4.2 Instructional Program for Reading Tasks

After the selection and the sequencing of a set of tasks and preparing the workplans, it is necessary to decide the methodology to be used in the classroom for executing the workplan for each task. Various studies have been conducted regarding the teaching of task-based lessons (for example, Prabhu 1987; Estaire and Zanon 1994; Skehan 1996; Willis 1996; Lee 2000; Nunan 2004). Generally, a task-based lesson consists of the stages
or components of a lesson with tasks as its principal component. Ellis (2003:244) has given a framework for designing task-based lessons, which is reprinted below in table 5.1

<table>
<thead>
<tr>
<th>Phase</th>
<th>Examples of options</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Pre-Task</td>
<td>framing the activity, e.g. establishing the outcome of the task</td>
</tr>
<tr>
<td></td>
<td>planning time</td>
</tr>
<tr>
<td></td>
<td>doing a similar task</td>
</tr>
<tr>
<td>B During task</td>
<td>time pressure</td>
</tr>
<tr>
<td></td>
<td>number of participants</td>
</tr>
<tr>
<td>C Post-task</td>
<td>learner report</td>
</tr>
<tr>
<td></td>
<td>consciousness raising</td>
</tr>
<tr>
<td></td>
<td>repeat task</td>
</tr>
</tbody>
</table>

Table: 5.1 A Framework for Designing Task-Based Lessons  
(Reproduced from Ellis 2003:244)

According to Ellis (2003:243), “the first phase is ‘pre-task’ and concerns the various activities that teachers and students can undertake before they start the task……. The second phase, the ‘during task’ phase, centres on the task itself and affords various instructional options … The final phase is ‘post-task’ and involves procedures for following up on the task performance”.

There are many other proposals for phasing task-based classroom teaching but Willis’s (1996) proposal is the most convincing. Willis’s framework consists of three stages a) Pre-task, b) Task cycle, and c) Language focus.
a) **Pre-Task:**

At this stage, the teacher introduces the topic. The students recall and activate their topic related knowledge. The teacher can also provide useful words and phrases related to the topic to help the students to understand the task instruction better. Overall, the task of the teacher is to encourage the students to use topic related words and phrases they already know.

The pre-reading task stage, in the reading class develops student’s interest, creates their purpose and elicits their background knowledge related to the topic. Here the students can map out the important words and phrases, main ideas and supporting detail from the text. Getting involved in strategies such as skimming and scanning they can be asked to perform some activities which seek information in the material (ZHOU Youhua 2006).

b) **The Task-Cycle:**

At this stage, the students apply their reading strategies and improve their control of L2 (English). The students mark the difficult or confusing sections in the text while reading. The teacher discusses these difficulties in the post-reading phase. Before the actual reading, some task or material related to the topic is provided to the students. The aim of this activity is to make the students predict about the forthcoming reading text. Afterward the students read the text silently, use the target strategies and what
they already know; and report their findings to the teacher ZHOU you-hua (2006).

c) **Language-Focus:**

Focus on form cannot be neglected in the task-based reading class. Language points are provided to the students in context. The aim is to check their comprehension and let them better understand the discourse markers and relationship among ideas. The teacher can have the students explore the text organization. Students can sort out arguments, counter-arguments, statements, and so on in the text.

Thus, to make the students cope with real comprehension tasks outside the classroom, it is necessary to make the teaching as task-based as possible. Reading comprehension tasks are of special benefit in second language teaching and learning classrooms. They can be viewed as both receptive and productive in nature.

### 5.5 Types of Reading Tasks Used in CLT

Various task typologies for second language teaching have been suggested by different researchers over the century. Some of the most popular task typologies in the area of task-based teaching are proposed by Prabhu (1987), Grellet (1981), Lai (1997), Nunan (1999) and Richards (2001)(All these typologies have already been discussed in detail in Chapter 3). All these researchers have classified tasks on different principle as there is no fixed and accepted principle for task classification.
We can classify tasks broadly on the basis of strategies and skills. Strategies and skills in Second language teaching and learning are those special thoughts or behaviours that the learner chooses either consciously or subconsciously to tackle with the task, text or contextual problems which help him/ her to comprehend, learn or gain new information. Reading comprehension in Second Language is a varied and copious process especially in academics. So, a nonnative student must command as many reading strategies and skills as a native student if he / she is to understand and complete course assignments.

5.6 Classification of Reading Tasks

5.6.1 Differentiating Between Skills and Strategies

Teaching practitioners and textbook writers and researchers have specified tasks for the practice of skills as well as tasks for the teaching and practice of strategies. A look at theses shows that there is considerable confusion regarding what is to taken as ‘strategy’ and what stands for ‘skill’ the researcher is of the view that before attempting to classify tasks it is important to make a distinction between the two terms.

As the existing reading pedagogy literature shows researchers and theorists have used the term skills and strategies interchangeably. Nuttall (1982) and Grabe (1991) have used the term skills and strategies as if both are the same and interchangeable. But then Urquhart and Weir (1998:96, 97, 98) took a step forward to distinguish between skills and strategies. In order to
remove the confusion between skills and strategies they have given the following possible distinctions:

- “Strategies are reader oriented, skills are text oriented”. They further explain that in the reading skill taxonomies of Munby (1978) only seven skills out of nineteen are reader oriented, for example,
  
  Interpreting text by going outside it.
  
  Selective extraction of relevant points from a text.

Rest of the twelve are text oriented, for example,

  Understanding conceptual meaning.
  Understanding the communicative value (function) of sentences and utterances.
  Understanding the relations within the sentences.
  Understanding relations between parts of text through lexical cohesion devices.

- “Strategies represent conscious decisions taken by the reader, skills are deployed unconsciously. ...............skills have reached the level of automaticity”. They further said that skills have reached the level of Automaticity.

- “Strategies unlike skills, represent a response to a problem for example, failure to understand a word or the significance of a position, failure to find the information one is looking for etc”.

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According to William and Moran (1989:223) “a skill is an ability which has been automatised and operates largely subconsciously, whereas a strategy is a conscious procedure carried out in order to solve a problem”.

On the whole, thus, it can be safe to say that strategies are mental processes carried out in the mind, for example, guessing, predicting, understanding through the help of L1 equivalents, understanding through visualizations (pictures, diagrams) etc. whereas skills are the result of practice. For mastery over skills continuous practice is necessary, as for the skills of summarizing, skimming and scanning. Each of the reading skill includes some cognitive and metacognitive strategies too; for example, the skill of summarizing includes identifying main points, distinguishing main idea from supporting details. Likewise skimming includes inferencing and predicting. Obviously thus, a skill cannot be performed without the use of the strategies, which are mental process used to solve problems.

5.6.2 Skill Wise Classification of Reading Tasks

5.6.2 (A) Defining Skills of Reading

Skill in general may refer to any act a person is expert in, for example, cooking, riding a bicycle, singing, giving a lecture etc. This means that a good skill is a result of considerable practice.

As far as language skills are concerned, Listening, Speaking, Reading and Writing, are all basic skills of a language. Mastery over any of the four language skills needs continuous practice. We may call these language skills as macro-skills which includes some micro-skills or subskills. Reading is
one of the language skills which include subskills like skimming, scanning, summarizing, previewing etc. Urquhart and Weir (1998:88) view reading skills “as a part of a generalized reading process”. They have also described reading skill as “a cognitive ability which a person is able to use when interacting with written texts”. This means that every skill of reading includes cognitive and metacognitive ability of thinking and thinking about the understanding of reading. Lunzer et al. (1979) and Vincent (1985) recommended skills as “a means of structuring reading syllabi”.

Researchers and theorists have for a long time been interested in finding out the vital and relevant skills needed for developing reading comprehension. As a result, in the last three decades a number of typologies or taxonomies displaying the classification of reading skills have been proposed. As yet there is neither a single, coherent classification system, nor is there any consensus regarding any organizational principle on which the classification could be made. Some of the most famous and important reading skill taxonomies are:

1. **Davis (1968):**
   - Identifying word meanings.
   - Drawing inferences.
   - Identifying writer’s technique and recognizing the mood of the passage.
   - Finding answers to questions.
2. **Lunzer et al. (1979):**

- Word meaning.
- Words in context.
- Literal comprehension.
- Drawing inferences from single strings.
- Drawing inferences from multiple strings.
- Interpretation of metaphor.
- Finding salient or main ideas.
- Forming judgments.

3. **Munby (1978)**

- Recognising the script of a language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding information when not explicitly stated.
- Understanding conceptual meaning.
- Understanding the communicative value (function) of sentences and utterances.
- Understanding the relations within the sentences.
- Understanding relations between parts of text through lexical cohesion devices.
- Understanding cohesion between parts of a text through grammatical cohesion devices.
- Interpreting text by going outside it.
- Recognising indicators in discourse.
- Identifying the main point of information in discourse.
- Distinguishing the main idea from supporting detail.
- Extracting salient points to summarise (the text, an idea etc.).
- Selective extraction of relevant points from a text.
- Basic reference skills.
- Skimming.
- Scanning to locate specifically required information.
- Transcoding information to diagrammatic display.

In the above proposed skill taxonomies skills are not arranged hierarchically. It is essential to arrange skills into some hierarchical order. Mastery of one skill should presuppose the learning of other skills. Urquhart and Weir (1998) suggest some possible criteria for arranging skills. It is as follows:

1. **Logical implication:** One skill should logically presuppose all other skills which occur next to it.

2. **Pragmatic Implication:** If a reader possesses mastery over one higher skill then it ultimately leads to the fact that he/she possesses mastery over all lower skills.

3. **Difficulty:** This means arranging the skills in an order of increasing difficulty, that is, moving from simple to complex.
4. **Developmental:** Arranging the skills in an order of early acquisition, that is, the skill which can be acquired earlier should come first in the order.

5. **Discourse level:** Arranging the skills with respect to the size or level of the discourse.

### 5.6.2 (B) Suggested Classification of Reading Skills

There are many language learning skills but there are some vital skills which are relevant for the teaching of L2 reading. They are:

1. Skimming
2. Scanning
3. Previewing
4. Note-Taking
5. Note-Making
6. Summarizing
7. Critical Reading

### 5.6.2(C) Skills Based Classification of Reading Tasks

Reading Tasks can be classified on the basis of skills. Various reading skill taxonomies have already been presented in Section A and one is suggested above by the researcher. Some of the most important and relevant skills for the teaching of L2 reading with suitable actual tasks have been presented here. The tasks are classified on the basis of the skills taxonomy.
suggested above. An attempt has been made to provide a thorough description of those tasks.

1. **Skimming**

   Skimming is reading quickly for a general idea of a text (Skimming has already been discussed in further details in Chapter 1.

**Task on Skimming** (see Appendix A)

**Description**

The aim of the task is to train the students to skim for the main idea in a reading passage. Here they will learn how to read over parts of a text very quickly, without reading every word or stopping at each unfamiliar word, to get the gist of the text. The task will enable the students to skim quickly just to get the gist of what the reading is about. In real life the task will help the students to read any text (journal, article, newspaper report, poster, advertisement etc.) quickly to get the gist of it, to decide its relevancy, and then to read more slowly if the text is relevant.

In the given task, the students are provided, firstly with an incomplete sentence with three alternatives in the passage “The Golden Boy of Soccer” (Appendix A). Now they are required to quickly skim through the passage to choose the best alternative, to complete the incomplete sentence. After this they are required to read the passage once more to solve the true/false questions given after the passage. Here, they also have to correct the false statement. The task is suitable for Upper-intermediate students and can be done individually or in pairs. After all the students/pairs have done the task the
teacher can display the right answers either orally or written. The task will take 15-20 minutes to get completed successfully.

**TASK**

A) Skim the passage quickly. Read only the title, the *first* and *last paragraphs*, and the *first sentence of each other paragraph*. Don’t worry about words you do not know. Then, complete the sentence below.

This reading is mainly about ________________________

1. how Ronaldo helped Brazil to overcome their previous loss in the World Cup to France, and win in 2002.
2. how Ronaldo’s depression and stress prevented Brazil from winning the World Cup.
3. how Ronaldo overcame personal failure to help Brazil win the World Cup in 2002.

B) Now read the passage (Appendix A) and answer the comprehension questions that follow.

Decide if the following statements about the reading are true (T) or false (F). If you check (✓) false, correct the statement to make it true.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Statements</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ronaldo’s statement about Brazil winning the World Cup reflected the feelings of many people in Brazil.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Many people thought Brazil had a good chance of winning the 2002 World Cup.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>When Ronaldo fell ill before 1998 World Cup final, doctors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
knew exactly what was wrong with him.

4 Throughout the 1998 World Cup final Ronaldo dominated the match, but France still won.

5 Ronaldo’s relationship with model Suzana Werner may have led to his unhappiness.

6 Ronaldo’s happy family life has helped him to rebuild his career.

7 The story of Ronaldo’s success is an example of a rags-to-riches story.

8 During his depression, Ronaldo spoke to his favourite footballer, who used his own experience to help Ronaldo believe in himself again.

Source: (Anderson, N.J. 2003: 72-75)

2. Scanning

Scanning is quickly reading through a text to locate specific information. (Further details on scanning are given in Chapter 1).

Task on Scanning (see Appendix B)

Description

The aim of the task is to train the student to scan the publicly displayed material (posters, notices) in order to locate and the important factual information. Here, the students will learn how to quickly go through a text to locate a specific piece of information.

In the task the students are provided with a chart on which the cuttings of some posters and notices have been pasted (Appendix B). The
students are required to quickly scan the posters and notices on the chart to answer the comprehension questions asking facts about time, place, date etc. Here, the students will also learn about different kinds of writing used in posters and notices. In real life the task will help the students to quickly read and understand publicly displayed material, for example, billboard, posters, leaflet, hoardings, notices etc. for important factual information. The task can be done individually or in pairs, and can be completed within 20 minutes. When all the students/ pairs have completed the task, the teacher can display the correct answers.

**TASK**

After enrolling, Machiko and Roberto looked at the student bulletin board. It had a lot of *posters* and *notices* on it.

A) Look at (don’t read) the notices and posters quickly (Appendix B). They all use different kinds of writing:

- large print ___ GUARANTEED LOWEST PRICES
- small print___ COLLEGE CREDIT AVAILABLE
- handwriting___ choir auditions

B) Now read the notices and posters more carefully. They give information about:

- time- Thursday 3 p.m.
- place-166 Barrows
- Cost- $ 5/hr.
1. When and where are the choir auditions being held?

2. How much can the foreign student pay for tutoring?

3. How much can you save on a magazine subscription?

4. When and where is the anthropology review session?

Source: (Davies et al. 1990:46-47).

4. **Previewing**

Before reading the whole text, learners generally read the content table, appendices, abstract, index, preface or headings to know where the needed information is to be and the relevance of the text.

**Task on Previewing**

**Description**

The aim of the task is to train the students to locate the required information by reading the index of the text (newspaper) only. In real life the task will help the students to quickly locate the needed information in the text by reading its index only instead of reading the whole text.

Here the students are provided with the cutting of index of a newspaper; and some questions based on the index. Now they are required to read the index to solve the questions given on the basis of their reading. They can refer back to the index while answering. The task is suitable for undergraduate learners. The task can be done in pairs or small groups. When all the pairs / groups have completed the task, the correct answers can be displayed. The task will take 5-10 minutes to get successfully completed.
TASK

You have just bought *The Daily Telegraph* in order to know the latest news.

Here is the index to the pages.

![Index to Other Pages]

1. On what pages would you expect to find an answer to the following questions?
   
a) Have the U.S.A. decided anything about the Teheran hostages?
   ..........................................................

b) Is it true that Sir Norman Denning has died?..........................

b) Are there any letters or opinions about the article on libraries that appeared a few days ago?
   ........................................................................

d) What’s on TV tonight?........................................

e) Is there a review of that new film Anthony Quinn?
   .................................................................

f) Is the new Education Bill likely to be passed? .........................

2. On page 2 an article is entitled: QUAKE NUCLEAR WARNING

     You can guess it is about an earthquake in South America
in England

in the United States

On page 4 a headline says: RAIL CRASH KILLS 13

Some friends of yours have taken the train to go to Scotland. Would you get worried on their account?


4. Note-Taking

Note taking helps the students to check and monitor their learning. It helps them to understand what they are learning from the text. While taking notes on any text the students have to mark or jot down the important points in the text by separating them from the supporting details. Here the signpost expressions will help them to find the important points in the text. They can shorten down the points and can show in a note form how they are linked together. While shortening down the important points, the key words and phrases should not be omitted. Students can even use abbreviations or symbols for reducing the points.

Task on note-taking (see Appendix C)

Description

The aim of the task is to train the students in note taking by identifying the important points and ideas rather than the supporting details in the text. Here the students will also learn how the signpost expressions help in identifying the important points in the text. Here how best the students able to
separate important points from supporting details will be judged. In real life the
task will help the students in recognizing important points while reading in
their academic and non-academic texts.

In the task the students are provided with a short passage of
approximately 100 words (Appendix C) and are required to underline the
important points for taking notes. They also have to discuss with their
partner(s) the way(s) or technique(s) which help them to identify the main
points. The task is suitable for both intermediate and undergraduate students.
The task can be done both in pairs or small groups and will take 10-15 minutes
to get completed successfully.

**TASK**

Underline the most important points in *Forest pyre* as preparation
for note-taking. Then compare your choice with others in your study group.
Discuss how you know which points are the most important.

Source: (Glendinning and Beverly 2004: 68).

5. **Summarizing**

Detecting the main ideas by leaving the unnecessary details,
reducing the ideas by omitting the unnecessary words and phrases, making the
notes, then rewriting the notes in an individual style is summarizing. While
summarizing conciseness and accuracy should not be forgotten. Students can
supply a superordinate term for words of similar category. If there is no main
idea in the text then they can produce their own one. Good summary reflects good comprehension.

Task on Summarizing (see Appendix D)

Description

The aim of the task is to teach the students the salient features of a good summary. Here they will become aware of the most common pitfalls made when summarizing. The task will help the students to know how the extracted main points are reduced and then rewritten coherently in the form of a summary. Before doing the task the students should know how to extract the salient points of a text.

The students are provided with the article “The secret few people guess” and the five summaries written by four students (Appendix D) on the article. Now the students are required to select the best summary out of the given summaries. The task can be done both individually and in pairs and will take 10-15 minutes to get successfully completed. The task is suitable for undergraduate students.

TASK

Read the following articles and the summaries written by four students. Then decide which of the summaries is the best.

The best summary is Summary………………………………..
Now consider the summaries you have rejected and decide why they are not good. Is it because

5. They are too short and the main idea is not expressed.

6. They are too long.

7. There are too many details and the key-ideas do not stand out.

8. The wrong key-ideas have been selected.

9. The information they contain is wrong

Summary……………………:……………     Summary……………………:………………
Summary……………………:……………     Summary……………………:………………

(More than one reason may be true for a given summary. )

Source: Grellet: (1981:233-236)

6. Critical Reading

It is necessary to train the students in the skill of critical reading because it is a higher level processing skill and it makes an L2 learner a more proficient reader. Students should be trained in forming their opinion about a text and then in comparing their viewpoints with that of the writer. Comparing viewpoint is one of the methods of critical reading. (Critical reading is discussed in more details in chapter 1).

Comparing Viewpoints

When comparing viewpoints, students need to be clear about their own opinion about the topic and with the aims, intentions and attitudes of
the writer. Then on the basis of their own previous knowledge and viewpoints they can argue with the text and can accept or reject the writer’s opinion. Students should be trained in recording their changing ideas while reading the text and making summary of the text as they are the vital tools in comparing viewpoints.

**Task on comparing viewpoints** (see Appendix E)

**Description**

The aim of the task is to develop the skill of critical reading in the students through the method of comparing viewpoints. The task will help the students to know how they can effectively use their previous knowledge to form an opinion about the topic. Through the task the students will also learn the technique of explaining the noted arguments in the text and reacting to the arguments either in their favour or against them. The task will broaden their knowledge of social problems and will also develop their higher order thinking skill. In the task the students are provided with a text (Appendix E) and five exercises. All the exercises aim at training the students how to form an opinion about a certain topic, how to compare their views with that of the writer’s and with those of other students’ in their class. The task is suitable for undergraduate students and will take 15-20 minutes to get successfully completed. The task can be done in pairs or small groups.
**TASK**

Exercise A: Note some possible solutions to unemployment. Discuss your proposals with your partner(s). Try to decide on the best solution.

Exercise B: Read the text and complete the gaps in the summary that follows (Appendix E). You need several words for each gap. When you have finished, compare your summary with your partner(s).

Exercise C: Here are the steps which make up the argument in the text. Try to complete them. When you have finished, compare your answers with your partner(s).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IF Working time falls</td>
<td>THEN_____________</td>
</tr>
<tr>
<td>2</td>
<td>THEREFORE</td>
<td>________________</td>
</tr>
<tr>
<td>3</td>
<td>Working time will fall</td>
<td>BECAUSE OF_____________</td>
</tr>
<tr>
<td>4</td>
<td>Long holidays,</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>________________</td>
</tr>
<tr>
<td>6</td>
<td>More sabbaticals,</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>AND</td>
<td>________________</td>
</tr>
<tr>
<td>8</td>
<td>THEREFORE</td>
<td>________________</td>
</tr>
<tr>
<td>9</td>
<td>BUT</td>
<td>________________</td>
</tr>
<tr>
<td>10</td>
<td>BECAUSE</td>
<td>The scale and place are insufficient</td>
</tr>
<tr>
<td>11</td>
<td>and BECAUSE IF</td>
<td></td>
</tr>
<tr>
<td>THEN</td>
<td>Full employment would no longer be the only form of work</td>
<td></td>
</tr>
</tbody>
</table>
Exercise D: Consider each step (1 to 11) in the argument above. Then decide whether you accept, reject or require further evidence for each step.

Exercise E: Work with your partner(s). Explain the argument in the text and give your reaction to that argument. Listen to their explanation and note the points of agreement and disagreement. Which argument do you find the most convincing? Justify your answer.

Adapted: (Glendinning and Beverly 2004:114-118)

5.6.3 Strategy Wise Classification of Reading Tasks

5.6.3(A) Defining Strategies of Reading

Researchers, theorists, psychologists and language teachers have been interested for a long time in learning about strategies and skills. We all know that whenever a person encounters a difficult task then he chooses certain strategies from his store of strategies to solve the task. Language learning in general is also a kind of problem-solving task at different levels of complexity. Reading is one of such process involving complexity and strategies may be defined as such “problem-solving techniques” (Barnett 1988b:150) or “ways” (Urquhart and Weir 1998:95) for getting out of those problems that occur during reading. According to Barnett (1988:150) “reading strategies are the mental operations involved when readers approach a text effectively and make sense of what they read”. Reading strategies may be defined as “a purposeful
means of comprehending the author’s message” (Olshavsky 1977: 656); “a deliberate action that readers take voluntarily to develop an understanding of what they read” (Pritchard 1990: 275). According to Urquhart and Weir (1998:95) “the element of consciousness is what distinguishes strategies from those processes that are not strategic”. According to Block (1986:465) “comprehension strategies indicate how 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”. Paris, Wasik and Turner (1991:692) describe strategies as “actions selected deliberately to achieve particular goals”. According to Rubin (1987:19) they are “any set of operations, steps, plans, routines used by the learners to facilitate the obtaining, storage, retrieval and use of information”. According to Anderson (1991:460) strategies are “deliberate, cognitive steps that learners can take to assist in acquiring, storing and retrieving new information”. According to Chamot and El – Dinary (1999:319) reading strategies are those “mental procedures that assist learning and that occasionally can be accompanied by overt activities”.

On the basis of above definitions, it can be safely concluded that reading comprehension strategies are those tools or resources chosen by readers which help them to comprehend the text exactly, to tackle with the textual problems, and to dig out the hidden meaning.

Since the late 1970’s it has been emphasized by many second language learning theorists that an L2 reading teacher should teach his learners to use different reading strategies for better reading (Aspatore 1984; Beatie,
Martin and Oberst 1984); Grellet 1981). It is obviously understood that second language students, if they make use of reading strategies while reading, will obviously be able to comprehend better than those students who do not use such strategies.

Many studies show us that it is not always easy for all types of readers to handle the strategies and comprehend the text exactly. Researchers such as (Gambrell and Heathington 1981; Garner 1980; Hare 1981; Kavale and Schreiner 1979; Olshavsky 1976-1977) have compared the use of strategies between “good readers” and “poor readers”. Their studies show that good and skilled readers are more aware of the strategies they use of their comprehension and of flexibility in strategy use than poor and unskilled readers. Koda (2005:204) has distinguished between accomplished and less accomplished readers in using strategies and has said that “Accomplished readers continuously adjust their reading behaviors to accommodate text difficulty, task demands, and other contextual variables. Monitoring their reading process carefully, they take immediate steps when encountering comprehension problems. Aware of their own cognitive and linguistic resources, they are capable of directing their attention to the appropriate clues in anticipating, organizing and retaining text information”.

Numerous studies have been conducted so far in detecting the various kinds of reading comprehension strategies. Some of the researchers have even categorized the detected strategies.
Olshavsky (1977) has divided her detected strategies into three categories.

1. Word Related: - Use of context to define a word, synonym substitution, stated failure to understand a word.
2. Clause Related: - Re-reading, inferences, addition of information, personal identification hypothesis, stated failure to understand a clause.

Sarig (1987) has also divided her detected strategies into three categories.

1. Technical Aid: - Skimming, Scanning, Skipping.
2. Coherence Detecting: - Identification of macroframe, use of content schemata, identification of key information in text, etc.
3. Clarification and Simplification Monitoring: - Syntactic simplification, using synonyms, circumlocutions, etc. Change of planning, mistake correction, ongoing self-evaluation, controlled skipping, repeated reading.

Block (1986) has divided the strategies into two categories.

1. General Comprehension Strategies:- Anticipate content, recognize text structure, integrate information, question information in the text, interpret the text, use general knowledge and associations, comment on behavior or process, monitor comprehension, correct behavior, react to the text.
2. Local Linguistic Strategies: - Paraphrase, reread, question meaning of a clause or sentence, question meaning of a word, solve vocabulary problem.

Barnett (1988) has divided the strategies into two broad categories.

1. Text Level Strategies: - Considering background knowledge, predicting, using titles and illustrations to understand, reading with a purpose, skimming and scanning.

2. Word – Level Strategies: - using context guessing word meaning, identifying the grammatical category of words, following reference word and recognizing meanings through word families and formation.

Table.5.2, which is reprinted from Koda (2005:208, 09) shows the Anderson’s (1991) five categories of processing strategies.

I. Supervising strategies. The reader:

1. refers to the experimental task;

2. recognizes loss of concentration;

3. states failure to understand a portion of the text;

4. states success in understanding a portion of the text;

5. adjusts reading rate in order to increase comprehension;

6. formulates a question;

7. makes a prediction about the meaning of a word or about text content;
8. refers to lexical items that impede comprehension;

9. confirms/disconfirms an inference;

10. refers to the previous passage; or

11. responds effectively to text content.

II. Support strategies. The reader:

12. skips unknown words;

13. expresses a need for a dictionary;

14. skims reading material for a general understanding;

15. scans reading material for a specific word or phrase; or

16. visualizes.

III. Paraphrase strategies. The reader:

17. uses Cognates between L1 and L2 to comprehend;

18. breaks lexical items into parts;

19. paraphrases;

20. translates a word or a phrase into the L1;

21. extrapolates from information presented in the text; or

22. speculates beyond the information presented in the text.

IV. Strategies for establishing coherence in text. The reader:

23. rereads;

24. uses context clues to interpret a word or phrase;

25. reacts to author’s style or text’s surface structure;

26. reads ahead;
27. uses background knowledge;
28. acknowledges lack of background knowledge; or
29. relates the stimulus sentence to personal experiences.

V. Test-taking strategies. The reader:

30. guesses without any particular consideration;
31. looks for the answers in chronological order in the passage;
32. selects an answer not because it was thought to be correct, but because the others did not seem reasonable, seemed similar, or were not understandable;
33. selects an alternative through deductive reasoning;
34. matches the stem and / or alternatives to previous portion of the text;
35. selects a response because it is stated in the text;
36. selects a response based on understanding the material read;
37. makes reference about time allocation;
38. reads the questions and options after reading the passage;
39. reads the questions and options before reading the passage;
40. changes an answer after having marked one;
41. receives clues from answering one question that are helpful in answering another;

42. stops reading the options after reaching the answer;

43. expresses uncertain at correctness of an answer chosen;

44. skips a question and returns to it later;

45. skips a question that is not understood and leaves the response blank;

46. marks answers without reading in order to fill the space; or

47. recognizes during the think-aloud protocol that an answer marked is correct.

=================================================================================================

- **Strategy Classification given by O’Malley and Chamot**

  O’Malley and Chamot (1990: 198-199). They based their classification on the literature of cognitive psychology and recognize strategies as distinct and independent cognitive mechanisms; and this is the reason of the safety of their classification scheme for overcoming the problem of strategy overlap and criterion-mixing. This taxonomy has also been subjected to much minor advancement over the years. The classification scheme reproduced from O’Malley and Chamot (1990:198-199) is given below in table 5.3
<table>
<thead>
<tr>
<th><strong>Table 5.3</strong>: Learning Strategies Taught in the Cognitive Academic Language Learning Approach (CALLA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metacognitive Strategies</strong></td>
</tr>
<tr>
<td>Advance organization</td>
</tr>
<tr>
<td>Advance preparation</td>
</tr>
<tr>
<td>Organizational planning</td>
</tr>
<tr>
<td>Selective attention</td>
</tr>
<tr>
<td>Self-monitoring</td>
</tr>
<tr>
<td>Self-evaluation</td>
</tr>
<tr>
<td>Self-management</td>
</tr>
<tr>
<td><strong>Cognitive strategies</strong></td>
</tr>
<tr>
<td>Resourcing</td>
</tr>
<tr>
<td>Grouping</td>
</tr>
<tr>
<td>Note-taking</td>
</tr>
<tr>
<td>Summarizing</td>
</tr>
<tr>
<td>Deduction</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Imagery</td>
</tr>
<tr>
<td>Auditory representation</td>
</tr>
<tr>
<td>Elaboration</td>
</tr>
<tr>
<td>Transfer</td>
</tr>
<tr>
<td>Inferencing</td>
</tr>
</tbody>
</table>

**Social and affective strategies**

<table>
<thead>
<tr>
<th>Questioning for clarification</th>
<th>Eliciting from a teacher or peer additional explanation, rephrasing, examples, or verification.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation</td>
<td>working together with peers to solve a problem, pool information, check a learning task, or get feedback on oral or written performance.</td>
</tr>
<tr>
<td>Self-talk</td>
<td>Reducing anxiety by using mental techniques that make one feel competent to do the learning task.</td>
</tr>
</tbody>
</table>
- **Strategy Classification given by Hussain**

Hussain (1994) has revised the O’Malley and Chamot’s (1990) taxonomy of language learning strategies. The revised taxonomy is an attempt to give a hierarchically organized taxonomy for language learning strategies within a cognitive framework. The revised taxonomy is an attempt to solve the problem of the lack of a coherent classification system for LLS. The taxonomy is more general, extended, economical and hierarchical in the sense that it covers a wide range of different learning strategies within it which can be used in any context (inside or outside the classroom) with any age group learners for the learning of any second language.

O’Malley and Chamot (1990) have classified the strategies into three main categories: Metacognitive, Cognitive, and Socio-Affective. Hussain (1994) named these categories as Megastrategies and some additions have been made in substrategies. Metacognitive strategies have been subcategorized into Organizational, Executive and Evaluative strategies which are further divided into certain Microstrategies. The revised categorization of cognitive strategies includes all the strategies proposed by O’Malley and Chamot, and some new added strategies under two broad Macrostrategies: Selection / Deletion, Elaboration. The Socio-Affective strategy type is broken into two distinct strategy types: Affective Strategies and Social / Interactional Strategies. Motivational and Inspirational Strategies have been putted under Affective Strategies while Social / Interactional type consist of Learning Tricks of
Conversation and becoming Culturally Aware. For ease of more clear understanding, the revised taxonomy is reproduce on next page in figure 5.1
Figure 5.1

A Revised Taxonomy of Language Learning Strategies

Mega
- Metacognitive
  - Executive
  - Evaluative

Macro
- Organizational
- Semantic deletion
  - Syntactic deletion
- Selection/deletion
- Elaboration
- Analogy
- Inferencing
- Organizing

Micro
- Advance Organizer
- Self-Management
- Delayed Production/Avoidance
- Rehearsal
- Directed Attention
- Referencing
- Self-monitoring
- Self-Evaluation
- Use of L1
- Use of L2
- Use of L3
- Use of extra linguistic knowledge
- Visual representation
- Auditory representation
- Guessing
- Relating
- Predicting
- Contextualization
- Deductiveness
- Inductiveness
- Grouping
- Arranging
- Breaking

Tactics
- Pretending
- Learning formulas
- Asking clarification question
- Learning tricks of conversation
- Becoming culturally aware

Affective
- Motivational
  - Inspirational

Social/Interactional
5.6.3 (B) Metacognitive and Cognitive Strategies in Reading Comprehension

On the basis of above discussion, the important strategies for reading can be classified broadly into two, i.e. metacognitive and cognitive. It has been investigated and proved that the metacognitive and cognitive strategies, while interacting with the reading material, are very useful. It has been found that such strategies are effective in improving students’ reading comprehension (Baker and Brown 1984; Tang and Moore 1992; Cohen 1998; Williams and Burden 1997).

According to Koda (2005:211) “Metacognition, or cognition of cognition, refers to learner’s understanding and control of their own thinking and learning”. The development of cognitive and metacognitive capabilities results in strategic reading. Urquhart and Weir (1998:179) distinguish between the metacognitive and cognitive strategies in the following words:

“Cognitive strategies are the more familiar mental processes that enable us to read, ranging from working out the meaning of words in context through to skimming a whole text quickly to extract the gist. Metacognitive strategies are more concerned with thinking about the reading experiences itself…”

Such strategies provide readers with an awareness of what they are doing, which strategies they are employing, knowledge about consciously
regulating the appropriate strategy according to the situation and awareness of own mental processes (Williams and Burden 1997). It means that metacognitive awareness provides readers with an awareness of when and how to use reading strategies (Carpenter, 2002).

Cohen (1998:14) has suggested the areas of metacognitive strategy use:-

1. **a goal setting component** where the respondents identify the tasks and what they are going to do:

2. **an assessment component** whereby the speakers, listeners readers or writers determine what is needed, what one has to work with, and how well one has done: and,

3. **a planning component**, whereby the respondents decide how to use their knowledge of the topic and their language knowledge.

Koda (2005) also acknowledges the importance of metacognitive capabilities in reading tasks and has argued that metacognitively adroit readers took less effort to solve even challenging reading tasks and can develop their own strategies to remove their drawbacks“……..metacognitive capabilities become operative only in reading tasks perceived as hard but attainable”. (ibid. p212).

Cognitive strategies, in view of Urquhart and Weir (1998) are “mental processes”; that helps the reader to read from guessing meaning of an unfamiliar word with the help of context to skimming which means they may range from macro activities to micro activities.
“Cognitive strategies may range from macro activities, such as skimming a text quickly for gist, down to micro activities, such as working out the meaning of a word in context through cognates, translation, etc.” (p.188).

They are useful in fulfilling or solving some particular cognitive task during reading e.g. inferencing and word – part analysis. Chamot and O’Malley (1990) regard cognitive basis for reading comprehension as the most crucial factor that would help a nonnative student of English to know how native students learn to read and process text. Unlike traditional views, the more recent views of reading focus on the constructive element of the reading comprehension process and accept that whatever is comprehended is the result of successful interaction between the reader, the task and the context. They have also argued that a skilled and proficient reader chooses reading strategies according to the reading task and the context than less proficient readers so, the retained comprehension of the reading material is the total outcome of what a reader extracts from the text; how best he / she combines then with his / her prior knowledge, the purpose for reading, the strategies used and the expected application of the information.

4.6.3 (C) **Suggested Classification of Cognitive and Metacognitive Strategies**

We observe from above discussion that there exist considerable confusion and overlap between cognitive and metacognitive strategies too.
They have been used interchangeably in the strategy literature. Keeping in mind the researcher has chosen to base her classification of reading strategies on the basis of the above mentioned classification schemes of O’Malley and Chamot (1990) and Husain (1994). Though O’Malley and Chamot’s is a clearer and more systematic attempt than others to distinguish between cognitive and metacognitive strategies, still they mix up some metacognitive strategies in their list of cognitive strategies, such as, resourcing, note-taking, and memorizing which do involve some external activities apart from pure thinking. As agreed by most researchers, cognitive strategies are purely mental processes, carried out in the mind, so they should not be mixed up with those processes as metacognitive strategies which require some external, physical action.

In the light of above, the researcher has listed some cognitive and metacognitive reading strategies and relevant tasks based on them. The list of tasks is however not comprehensive and can be added too.

**Cognitive Strategies**

1. Inferencing
2. Predicting
3. Using Signpost Expression
4. Understanding Connections (e.g. Inter and Intra Sentential linkers)
5. Understanding Organizations
6. Acquiring Vocabulary: through: (i) Visualization (ii) Auditory representation (iii) Transformation (iv) Grouping
**Metacognitive Strategies**

1. Monitoring (asking questions at different stages)
2. Evaluation (self-evaluation and personal response, asking comprehension questions and other types of questions)
3. SQ3R (Surveying, Question, Read, Recall, Review)

**5.6.3(D) Reading Tasks for Cognitive Strategies**

1. **Inferencing**

   Readers sometimes have to depend on their own prior experiences and/or opinions to understand a text. All texts do not necessarily provide its main ideas or meaning explicitly but the readers have to infer the meaning of a text by making informational (e.g. what, which, when, where) explanatory (e.g. why, how) or evaluative questions.

**Task on Pragmatic Inferencing** (see Appendix F)

**Description**

The aim of the task is to train the students to recognize word-formation and derivation. Here the students will learn how to infer the meaning and use of unknown or infrequent lexical items by understanding word-formation process. For solving the task the students have to depend on their background knowledge of word-formation in general and affixation in particular.
In the task, the students are provided with a passage “Programming People” (Appendix F) and few questions of word-formation, taking words from the passage. Now using their prior knowledge of word-formation they have to solve those questions. The task is suitable for both intermediate and undergraduate students and will take 20-25 minutes to get completed successfully.

**TASK**

a. Two words with the suffix ‘-ible’ appear in the text. What are they?
   
   What effect does the suffix have on the meaning of the word? Can you think of the other words formed in the same way?

b. Underline the suffixes in the following words:
   - hypnotist
   - predictable
   - beautiful
   - apparently
   - observation
   - Can you guess the meaning of each of the suffixes?
   - Can you think of other words formed with the same suffixes?

c) Find two words with a prefix in the text:
   - Define the value of each prefix.
   - One of hem is used to make a word negative. What prefix would you add to each of these adjectives/nouns in order to make them negative?
   - predictable:..........................
- trained: ........................................
- organization: .............................
- ability: ......................................

d) At the beginning of the text, you can find the word ‘hypnotist’.
- Can you find another word formed in the same way? ............................
- At the end of the text you can also find the corresponding adjective, ‘hypnotic’. Can you complete the following table with the appropriate words, bearing in mind that these words do not all appear in the text, that the word-formation may not be the same for all of them and that some boxes may remain empty.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Person</th>
<th>Verb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>hypnosis</td>
<td>Hypnotic</td>
<td>Hypnotist</td>
<td>Hypnotize</td>
<td>Hypnotizingly</td>
</tr>
<tr>
<td>hypnotism</td>
<td>Hypnotic</td>
<td>Hypnotizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>employer</td>
<td>Psychological</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Free</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

e) Look at the following words and find what the root of each of them is.

Then build as many words as you can from that root.
- presumably
- uncovering
- followers
- observation

Source: (Grellet 1981:41-42)
2. Predicting

After selecting the text, this strategy helps the learners to guess about the coming information in the text on the basis of textual clues. They can also guess about the subject / content of the text by reading its title only. Thus, prediction means making intelligent guesses.

Task on Predicting

Description

The aim of the task is to train the students to predict about the content of the textbook by reading its title only. In real life the task will help the students to read and understand the academic titles. In this task of prediction, the students will be given (a) a list of seven students who are searching book for their some specific purpose; and (b) a printout from an online – catalogue search for books on study skills which contain the little of books, name of the author, and the year of publication. Now the students are required to predict the best book for each student with the help of the given catalogue. The task can be done individually or in pairs. The task can be done easily within 15 minutes.

TASK

Read through the list of seven students. Then study the print-out from an online catalogue search for books on study skills which follows. Choose the best book for each student. Be prepared to defend your choice.
1. A student anxious about a forthcoming examination.
2. A college student wanting advice on how to prepare a report.
3. A student who wants advice on all aspects of study.
4. A student preparing for a BA in Sociology wanting general advice.
5. An MBA (Master of Business Administration) student who does not have enough time to get through long reading lists.
6. A student who has problems taking notes in lectures.
7. A mature student going to college for the first time and worried about studying on her own.

<table>
<thead>
<tr>
<th>Title (long)</th>
<th>Author</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting organized</td>
<td>Fry, Ron</td>
<td>1997</td>
</tr>
<tr>
<td>How to manage your study time</td>
<td>Lewis, Roger</td>
<td>1994</td>
</tr>
<tr>
<td>How to pass exams without anxiety</td>
<td>Acres, David</td>
<td>1992</td>
</tr>
<tr>
<td>Learn how to study: a realistic approach</td>
<td>Rowntree, Derek</td>
<td>1998</td>
</tr>
<tr>
<td>Lectures: how best to handle them</td>
<td>Race, Phil</td>
<td>1989</td>
</tr>
<tr>
<td>MBA handbook: study skills for managers</td>
<td>Cameron, Sheila</td>
<td>1997</td>
</tr>
<tr>
<td>Reading at university: a guide for students</td>
<td>Fairbairn, Gavin</td>
<td>2000</td>
</tr>
<tr>
<td>Student’s guide to exam success</td>
<td>Tracy, Eileen</td>
<td>2001</td>
</tr>
<tr>
<td>Study skills and tomorrow’s doctors</td>
<td>Bullimore, David W.</td>
<td>1998</td>
</tr>
</tbody>
</table>
3. **Signpost Expressions**

The expression which help a reader to identify the important parts of a text, how the text is organized, when new topics are introduced, how a topic ends, contrast etc. are called signpost expressions. Some of the signpost expressions are, for example, The main/ important point is..................

Above all........................................

But............................

However.....................

In other words.........

Therefore......................

In conclusion..............etc.

Signpost expression helps a reader to understand the text organization and thus help him/her to comprehend the text better. Therefore it is necessary to train the students in identifying signpost expressions while reading a text.
Task on Signpost Expressions

Description

The aim of the task is to train the students to understand the nature of signpost expressions. In the task the students are required to understand the nature of the highlighted signpost expressions and then have to put them under the right head. They can also suggest any other signpost of the same nature. The task will help the students to understand how the given text must have been organized and how to identify the important parts of a text. The task can be done individually or in pairs and will take 15-20 minutes to get successfully completed. The task is suitable for undergraduate level. Having all the pairs/students completed the task; the teacher can ask them to exchange their sheets with another pair/student to learn the additional signpost.

TASK

Study the following four extracts from a text on “Desertification” (Appendix G). Note the expressions which have been highlighted.

Now put the highlighted signpost expressions under the appropriate head given below. You can also list any other signpost you are aware with of the same nature.

Signposts which shows the order in which topics will be covered.

• ............................................................

• ............................................................

• ............................................................

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2. Signposts which indicate a change of topic.
   - .............................................................
   - .............................................................
   - .............................................................

3. Signposts asking questions and highlighting the answer too.
   - .............................................................
   - .............................................................
   - .............................................................

4. Signposts which indicate the end of a topic or the end of a text.
   - .............................................................
   - .............................................................
   - .............................................................

Adapted: (Glendinning and Beverly 2004:61).

4. **Understanding Connections**

   It is essential to make students aware with the fact that words and sentences do not stand alone in a text. A text is not made up of independent words, sentences or clauses, but they are correlated to each other to give meaning to the text. Students should be trained in recognizing different references used by the writer both at sentence and text level. ‘Inter’ and ‘Intra’ sentential linkers are such devices which should be understood by the writer for recognizing the communicative value of a text.
• **Understanding relations within the sentences**

  Making students understand the relations within the sentence is a good technique to teach them the Intra-sentential linkers. For fluent and exact comprehension of a text it is necessary to grasp the structure of the sentence immediately. If a text contains relatives, embedded clauses and complex structures then it will create a great difficulty in comprehension if the students are not trained. Thus the students should be trained in recognizing the ‘core’ (S+V+O) of the sentence.

**Task on understanding relations within the sentence**

**Description**

  The aim of the task is to train the students in recognizing the structure of complex sentence at once. The task will help the students to learn how helpful it is to recognize the ‘core’ of the sentence in comprehending the text more exactly. Here the students will learn how to discriminate between essential and non-essential elements of sentence.

  In the task the students are provided with two sentences and are required to pick out the subject and the main verb of each sentence. The task can be done individually or in pairs and will take 5-10 minutes to get successfully completed. The task is suitable for intermediate students.
TASK

Read the following sentences and underline the subject and the main verb of each of them.

‘One team that performed more than two hundred operations found that nearly half the patients underwent a change of personality. In one publicized case in England a young salesman with an apparent compulsion to gamble was arrested for larceny’.

Source: (Grellet 1981:42-43).

- Understanding inter-sentential link

In any text, sentences do not stand in isolation but are correlated to each other. A text can not be interpreted as a whole by mixing together the meaning of each individual sentence. It is necessary for the students to know the meaning of each individual sentence, the relationship between the different sentences of the text, and how one sentence affects another in the text. A coherent text is that in which different cohesive devices (reference, ellipses, lexis, signpost expressions etc) are properly used to join the sentences together. For the successful comprehension, students should have mastery over such textual features.
**Task on understanding inter-sentential link** (see Appendix H)

**Description**

The aim of the task is to train the students in the reference skill of cohesion. Here the students will learn how the writer uses reference (like he, she, it, this, those etc.) to avoid repetition and to lighten the text’s burden. Writer can use both anaphoric or cataphoric reference, so the students have to look outside the sentence to relate the words (noun). In real life the task will help the students to read the text fluently and meaningfully.

In the task the students are provided with a passage of about 400 words, in which the reference items are boxed. Now the students are required to indicate by drawing a line from them to the words / phrases / sentences they refer to. The task is suitable for undergraduate level and will take 15-20 minutes to get completed.

**TASK**

Look at the boxed words in the given text (Appendix H). Draw lines from them to the words, phrases or sentences that they refer to. The first two have been done for you as examples.


5. **Understanding text organization**

When a reader comes to a text he/she does not come with nil mind but brings with him/her some background knowledge and some prior learning experience; and after passing through planning, monitoring, and
evaluating stages, his/her knowledge about the topic and subject is little more strengthen or build up. This helps him/her in better understanding the topic, theme and structure of the text. Making students to understand text structure/organization or asking them to write summary of main ideas, may facilitate in building or activating their background knowledge. This also is an aid for successful comprehension in careful reading mode.

**Task on understanding text organization** (see Appendix I)

**Description**

The aim of the task is to train the students to understand the organization of the text by focusing especially on the relationship between cause and effect, presented in the text. The analysis of the text given in the task will help the students to became aware and understand one more way of text organization (i.e. cause and effect) and thus increased their background knowledge regarding text organization. They will also learn how the writer has organizes his ideas, how the text progresses, and the discourse markers used by the writer.

In the task, the students are provided with a passage and its diagrammatic analysis (Appendix I) representing the relationship between cause and effect in boxes and lozenges, which is developed in the passage. Some of the boxes and lozenges are filled while others are left vacant. Now the students are required to fill the vacant boxes and lozenges taking information from the passage.
The task can be done both in pairs or small groups and will take 15-20 minutes to get completed. After all the pairs/groups have completed the task the correct answers can be displayed.

**TASK**

Look at the diagram (Appendix I) which represents the relationship between cause and effect which is developed in the text. Complete the text diagram by:

1. filling in the boxes with the correct information taken from the text
2. filling in the lozenges with the correct discourse marker (because/as a result)


6. **Vocabulary Acquisition**

Vocabulary acquisition is recognized as a crucial factor in L2 reading comprehension. Second language readers should have adequate vocabulary store before recognizing the words automatically (Urquhart and Weir 1998). Inadequate vocabulary may lead to failure in reading comprehension. Second language teacher should teach vocabulary explicitly and make the students proficient enough in guessing the meaning of less occurring words. The concept of vocabulary acquisition has been discussed in detail in chapter 2. There are various techniques of teaching vocabulary such as visualization, translation, memorization, mnemonics, synonyms, antonyms etc.
Tasks on Vocabulary Acquisition

Description

The aim of the task is to train the students to identify the related words. The words taken in the task are the less occurring words. The task will also make the students to learn how the same word in its changed form can be used in different situations; and will expand their vocabulary.

In the task the students are provided with a handout containing an exercise. The exercise contains ten groups of four words each. Now the students are required to circle that word in each group which does not belong to the group. The task is suitable for both upper intermediate and undergraduate level and will take 10-15 minutes to get completed. After the completion of the task the correct results can be displayed.

TASK: (based on grouping)

A) For each group, circle the word that does not belong. The words in italics are vocabulary items from the reading.

1. intently purposely earnestly casually
2. beleaguered tormented plagued cured
3. destroying devastating ruinous flourishing
4. irreparably incurably aspiring hopelessly
5. sailed slid belaboured coasted
6. following in the footsteps succeeding preceding replacing
7. conspicuously secretly obviously noticeably
8. outlandish eccentric bizarre common
9. predictable unprecedented surprising unexpected
10. laziness progressiveness precocity talent

• **Visualization**

A teacher can teach vocabulary through pictures, diagrams, graphics, charts etc. Visuals help in the interpretation of a text, in presenting complex information easily, in building vocabulary etc. Visuals like flowchart can be used to show the classification of information. Web-diagram is a good source of teaching words related to the topic in the centre of the web.

**Task on Visualization** (see Appendix J)

**Description**

The aim of the task is to build the students vocabulary through the visuals of classification diagram and web-diagram. The students will realize how these visuals present the complex information easily, helps in easy understanding and build vocabulary.

In the task the students are provided with a text (Appendix J) and two exercises A and B following the text. The students are required to read the text carefully. Then in exercise A they have been provided with a classification diagram which they have to complete by supplying the appropriate words based on the reading. In exercise B they have been provided with a web-diagram where they are required to fill the boxes with the words related to the topic given in the centre of the web, on the basis of their reading. The task can be done both individually and in pairs and will take 20-25 minutes to get successfully completed. The task is suitable or undergraduate students. After all the students/pairs have completed the task, the teacher can display her
completed diagram so that the students can do self-correction or learn some more new words.

TASK:

Exercise A: Complete the classification diagram below. (Next Page)
Exercise B: On the basis of your reading of the text, fill in the boxes showing the articles made from plastic. Add in the dotted box any other article that you know is made from plastic material.

(Source: Nolan-Wood and D. Foll 1986: 91-93)

5.6.3(E) Reading Tasks for Metacognitive strategies

1. Monitoring

Here, the students monitor their own reading comprehension. They have to check that whether the comprehension is taking place or not; and if comprehension is not successful then they have to adopt certain repair strategies to make their reading comprehension a successful one. It helps them to check their understanding of learning. The student’s background knowledge (schema) becomes activated when they check that whatever they are learning fits in with their prior knowledge or not. And this helps them to understand
whatever they have read in the process of monitoring their learning. Monitoring Strategies help students to monitor their reading performance and to interact with the text actively and independently. Self-questioning is one of the method of monitoring.

- **Self-Questioning**

  Here the students continually stop during reading and ask themselves questions like, what does this mean? What does the author wants to say here? What is the meaning of this word? etc. But before implying this strategy, students must be aware with the activity of interrogating texts. If the students are unaware with this activity than it is the responsibility of the teacher to device such examples, where the focus is put on the important parts of the text and on those aspects of the text that are problematic for the students.

**Task on Self-Questioning**

**Description**

The aim of the task is to train the students to interrogate the text while reading. Here the students will also learn how to link the clues provided by the text (from words, sentences) and ideas with what they already know about that topic.

In the task the students are provided with a handout containing few statements. After each statement there is a question, which they have to answer by inferring information given in the statement and by adding their own knowledge of the world in that information. Here, how best the students can
link the textual information with their background knowledge will be judged. The task can be done in pairs or small groups. When all the pairs / groups have completed the task, the correct answers can be displayed. The task will take 15 – 20 minutes to get completed successfully.

**TASK**

Answer, in a sentence, the questions that follow each of these statements.

1. Parents who do not have their children vaccinated put not only their own children on risk but the whole community. *Why is this so?*

2. Bats eat moths. One species of moth has developed exceptional hearing which gives it a considerable advantage over other moths. *Why is this an advantage?*

3. Some types of fishing net are killing large numbers of immature fish. Increasing the size of the mash would solve the problem. *How would this help?*

4. Before Ross’s research into malaria, it was considered dangerous to spend the night in damp areas. *What did Ross disprove?*

   **Source:** (Glendinning and Beverly 2004:65).

**2. Evaluation**

Evaluation strategies help the students to relate the text globally to evaluate it and to respond to it. It is to assess the effectiveness of the text and to give personal responses to it, for example,
Evaluation and personal response

While evaluating a text, the students judge the text in terms of writer’s ideas and point of view, and his success in achieving and justifying them with adequate evidence. The students may or may not get agree with writer’s ideas. They should give their own response and should also explain the reason(s) for their response.

Task on Evaluation and personal response (see Appendix K)

Description

The aim of the task is to train the students how to evaluate and give response to the text. They will learn how to understand the text globally. They will also learn to use meaning to choose between the best grammatical (adjective) options. The task provides an opportunity to the learners to interact more closely with the text and helps them in better comprehension. The last question will activate their schema and make them to evaluate the text in light of their own experience. The questions are designed in a way to record the student’s reaction to the text.

In real life the task will help the learners in reading any text (e.g. newspaper report, advertisement, article, experimental report etc.) critically rather than absorbing writer’s views.

In the task the students are provided with a small narrative “The Underground Jungle” (Appendix K) of approximately 350 words. The students are required to read the text and then to give their reactions to the questions that
follows. The task is suitable for undergraduate level and will take 15-20 minutes to get completed successfully. The responses of the students may vary.

**TASK**

1. Look at the title of the text. Which aspects of the jungle do you think the subway reflects? Choose the three adjectives you think describe it best and number them according to their relative effectiveness (1,2 and 3).

Give reasons for your choices.

- □ alien
- □ dangerous
- □ lawless
- □ complex
- □ dark
- □ wild
- □ damp
- □ frightening

2. Which of the two experiences of travel considered in this unit seems to you the more dangerous? Give reasons for your choice.

3. Have you ever traveled on the New York subway? If so, was it as dangerous as indicated in the text? If not, have you ever undertaken a dangerous journey?

Source: (Nolan-Wood and D. Foll 1986:42-44).

**3. SQ3R**

SQ3R are the initial letters of the five steps that are used in studying any text. They are Survey(S), Question (Q), Read, Recall, and Review (3R).
Survey: The reader quickly glances through the title, preface, table of contents, chapter headings, pictures, bold or italicized prints, footnotes etc. in order to get a general idea of the subject area and to know whether the text contains what is needed.

Question: While reading a piece of text, reader should consider the author’s questions, and should impose questions on himself about “what” and “why” of his readings and try to search the answers of these questions in his readings.

Read: The reader should read and reread his reading material, but each time with a different purpose. He should also make notes and underline relevant key words while reading for their later concentration.

Recall: Competent reader should be able to connect their current readings with their previous readings. They should also be able to recall what they have read and they should also reactive their reading and should also raise questions for better understanding.

Review: This is the final stage of reading where the reader reads back the validity of his all previous steps. These steps gave him the ability to read critically and check the relevant issues. Readers may also consult other texts on the same topic or theme for the relevancy. Therefore “review” sharpens the faculty of critical reading.

- Surveying

Surveying is one of the first steps of SQ3R. Surveying means to obtain a general idea. If one is surveying, for example, a text than it means that he/she is looking for its contents. While surveying a text students should know
where to look and which part of the text is most helpful. Good surveying depends on good sampling. Students can select sample of the text by reading a small part and can predict about the coming information. And then after reading the coming section can form judgment about the predictions made. Thus surveying includes the cognitive strategy of prediction.

**Task on Surveying**

**Description**

The aim of the task is to train the students in the skill of quickly surveying a textbook. Through the task the students will realize how the skill of surveying is helpful in selecting the relevant books for their academic and non-academic purposes.

In the task the students are provided with a form asking certain information about any textbook they are unfamiliar with. Now the students are required to look through the textbook and fill in the information asked in the form. After completing the form, the students will realize how quickly they became familiar with the unfamiliar textbook with the help of the skill of surveying. The task is suitable for intermediate students and can be done individually or in pairs. The task will take 5-10 to get successfully completed.

**TASK**

This form can be used to make a quick survey of a textbook. Look through a textbook which is unfamiliar to you, preferably in your own subject. Try to survey the book in about 10 minutes.
5.6.4 **Strategy Instruction**

Cohen (1998:7) is of the view “pre-assessment and pre-planning, online planning and evaluation, and post-evaluation of language learning activities and of language use events. Such strategies allow learners to control their own cognition by coordinating the planning, organizing and evaluating of the learning process. There is a rather extensive literature demonstrating that the higher proficiency students are more likely to use metacognitive strategies than the lower-proficiency ones and to use them more effectively as well”.

This brings out the point that learners should be made proficient enough to handle their comprehension because “good readers are more effective in using metacognitive skills than less fluent readers”.
(Grabe1991:382). This could be resulted through proper training in strategies. The reading teacher should help the learners with self-directed, autonomous learning. Learners should be trained to read effectively without any aid. Alvermann and Moore (1991) show that metacognitive training can help the learners to learn comprehension monitoring. Some reading researchers have proved that comprehension monitoring is that metacognitive ability which distinguishes clearly between good and poor readers. Good readers evaluate their comprehension accurately (Myers and Paris 1978), do self-correction during oral reading (Clay 1973), eliminate more of the meaning distorting errors (Kavale and Schreiner 1979) are more conscious of their actions and use more strategies (Koda, 2005) and verbalize their reading process (Anderson 1991; Block 1986) than poor readers. Eye movement studies have also proved that good readers have a good eye movement adjustment while reading than poor readers.

William and Burden (1997: 156-66) have given a piece of sound advice to educators on how to conduct a training program for teaching metacognitive strategies to learners and have also presented (pp158-59) a strategy teaching model, which was developed by Jones et al. (1987), consisting of the following guidelines:

- Assess strategy use (through think aloud, interview, questionnaire).

- Explain strategy by naming or telling how to use it, step by step.
• Model strategy by demonstration or verbalization of own thought process while doing it.
• Scaffold instruction by providing support while students practice; adjusting support to suit student’s needs; phasing out support to encourage autonomous strategy use.
• Develop motivation by providing successful experiences; relating strategy use to improved performance.


Flavell (1978) proposed that metacognitively adept readers have the ability to ‘reflect on their own cognition; and have the capacity to regulate their own cognitive activities’. According to Baker and Brown (1984), all the metacognitive related issues in reading literature deal with these two capabilities. The ‘reflective’ aspect of metacognition deals with learner’s understanding of their own cognitive processes and function and how to improve their performance. The ‘control’ aspect of metacognition deals essentially with those efforts that learner’s need to increase their performance and eliminate their shortcoming. Now if learners are metacognitively adept, they can regulate their reading behaviors during comprehension, and can smoothly deal even with the conceptually demanding task; because such reading tasks need particularly careful comprehension monitoring (Koda 2005).

As far as the teachability of strategies is concerned, it should be realized that while cognitive strategies are pure mental processes, they are possessed universally by all learners and their teaching not to receive the same
emphasis that the teaching of metacognitive strategies should. Thus, inferencing is an inborn capability of the human mind and not to be taught specifically, but surveying a text, in order to understand the different parts of a text as a component of conscious planning which is a metacognitive strategy should be deliberately taught in a reading program. When done repeatedly, a metacognitive strategy with extensive practice can acquire the status of skill and became automated.

To sum up in this chapter, I have tried to mirror the never ending place of reading in language teaching program. I have tried to justify the use of tasks in teaching L2 reading as the most effective method. The tasks used to teach L2 reading in traditional methods have also been described. Then an attempt has been made to provide suitable actual tasks (which are either reproduced or adapted from certain sources) used for the teaching of L2 reading in CLT. The tasks are classified on the basis of reading skills and strategies. In order to overcome from the confusion of skills and strategies I have tried to make a distinction between the two terms and have given my own classification list of some relevant reading skills and strategies and have classified and analyzed the tasks accordingly. Each task is then described keeping in mind certain factors regarding aim and objective, learners and methodology.