

Effectiveness of Collaborative Strategic Reading Instruction for Tertiary level English as a Second Language (ESL) learners

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Abstract: In the process of language learning, Reading is considered a fundamental skill as it is the only means of access to written documents in a language (Alderson, 2000). With sound proficiency in reading, learners, especially at tertiary level, can achieve their academic and professional goals. This study was carried out in order to investigate the effectiveness of Collaborative Strategic Reading Instruction Approach (CSR) which is a learner centered reading approach closely related to cooperative learning theory (Klingner and Vaughn, 1996; 1998; 2000). The informants of the study were 67 lower intermediate level undergraduates from the University of Peradeniya. Data was collected through the mixed method approach. The qualitative data of the experiment demonstrated that collaborative work during the reading activities lead the learners to learn and think significantly more and better. However, the statistical analysis did not prove this method as a better method than the traditional teaching method. Thus, pedagogical implications for English instruction at university level in Sri Lanka and suggestions for future research based on the findings to further validate the impact and effectiveness of collaborative learning are proposed.

Keywords: Preferred Learning Style, Collaborative Learning, Collaborative Strategic Reading

1. INTRODUCTION

Collaborative learning or small group discussions is an effective means of language learning in which learners work together to achieve a common goal; thus, each member tries to contribute and hold responsibility in achieving that goal (Colbeck et al., 2000). This approach enables learners to work in small groups in order to accomplish their goals. The success of the approach broadly depends on the commitment of the learners to collaborate with the team mates (Smith & MacGregor, 1992). Collaborative Strategic Reading (CSR) is a learner-centered comprehension strategic instructional approach which aims to develop reading comprehension of learners through the amalgamation of strategic reading and cooperative learning (Klingner & Vaughn, 1996; Klingner & Vaughn, 1998; Klingner & Vaughn, 2000). This approach helps fostering learner autonomy and positive interdependence which are identified as prime aims of the approach (Little, 1991).

This study was carried out to study several important aspects of the CSR approach in the Sri Lankan context. The study

aimed to measure the effectiveness of the CSR approach over the traditional teacher centered classroom approach in improving academic reading skills of lower intermediate level undergraduate learners in Sri Lanka. Furthermore, the perceptions of learners regarding the approach and employing of strategies were also examined in this study.

Based on the above objectives following research questions were formed.

1. Is Collaborative Strategic Reading (CSR) instructional approach more effective than traditional teacher-led reading lessons in improving academic reading skills of lower intermediate undergraduate learners of Sri Lanka?
 - 1.1. Does CSR improve the academic reading skill of identifying the main idea?
 - 1.2. Does CSR improve the academic reading skill of identifying the supporting details?
 - 1.3. Does CSR improve the academic reading skill of overcoming vocabulary obstacles?
 - 1.4. Does CSR improve the academic reading skill of activating prior knowledge?
 - 1.5. Does CSR improve the academic reading skill of making inferences?
2. What are the adult ESP learners' perceptions of CSR?

II. LITERATURE REVIEW

Collaborative Strategic Reading (CSR) instructional approach is a learner centered reading approach. It is mainly based on strategic reading instruction theory and cooperative learning theory. Cooperative learning or small group discussions is claimed to be an effective means of language learning. It is theoretically based on cognitive developmental theory of Vygotsky, behavioral theory and social interdependence theory.

The cognitive developmental perspective mainly stands on the theories of Vygotsky (1896-1934) and Piaget (1896- 1980). According to Vygotsky, students learn from a person who is more skilled and peers whereas Piaget believed that when children have discussions with other children, advancement in thinking occurs (Piaget, 1995). Bandura's Social Learning Theory (1962) also has contributed to this perspective.

Research In Reading English As A Second Language

Jin-Ying Zhang



Research In Reading English As A Second Language:

Research-based Methods of Reading Instruction for English Language Learners, Grades K-4 Sylvia Linan-Thompson, Sharon Vaughn, 2007 This book is packed with dozens of field tested lessons for helping English language learners develop proficient reading skills

Teaching English to Second Language Learners in Academic Contexts Jonathan M. Newton, Dana R. Ferris, Christine C.M. Goh, William Grabe, Fredricka L. Stoller, Larry Vandergrift, 2018-02-07 Teaching English to Second Language Learners in Academic Contexts Reading Writing Listening and Speaking provides the fundamental knowledge that ESL and EFL teachers need to teach the four language skills This foundational text written by internationally renowned experts in the field explains why skills based teaching is at the heart of effective instruction in English for academic purposes EAP contexts Each of the four main sections of the book helps readers understand how each skill reading writing listening and speaking works and explains what research has to say about successful skill performance Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide range of language learning contexts Options for assessment and the role of digital technologies are considered for each skill and essential information on integrated skill instruction is provided Moving from theory to practice this teacher friendly text is an essential resource for courses in TESOL programs for in service teacher training seminars and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases

Developing Literacy in Second-language Learners National Literacy Panel on Language-Minority Children and Youth (U.S.), 2006 This volume reports the findings of the National Literacy Panel on Language Minority Children and Youth The formal charge to the panel a distinguished group of expert researchers in reading language bilingualism research methods and education was to identify assess and synthesize research on the education of language minority children and youth with respect to their attainment of literacy Funding for the project was provided to the Center for Applied Linguistics and SRI International by the U S Department of Education s Institute of Education Sciences and the Office of English Language Acquisition with additional funding from the National Institute of Child Health and Human Development provided through the U S Department of Education The authors review the state of knowledge on the development of literacy in language minority children and youth organized around five specific themes Development of Literacy in Second Language Learners Cross linguistic Relationships in Second Language Learners Sociocultural Contexts and Literacy Development Educating Language Minority Students Instruction and Professional Development and Student Assessment Each part begins with a synthesis chapter that spells out the research questions for the chapters in that part provides background information describes the methodology used summarizes the empirical findings reported addresses methodological issues and makes recommendations for future research The following chapters provide more detail on the individual studies reviewed for specific research questions The volume includes two opening chapters Introduction and Methodology and Demographic Overview a closing

chapter that summarizes the report identifies cross cutting themes and makes recommendations for future research and a CD ROM providing a searchable database of research references The audiences for this volume include researchers interested in the development of literacy in language minority children and youth as well as those studying literacy more generally and those concerned with improving the education of this population of students *Teaching and Researching Reading* William Grabe, Fredricka L. Stoller, 2019-09-24 Now in its third edition *Teaching and Researching Reading* charts the field of reading first and second language systematically and coherently for the benefit of language teaching practitioners students and researchers This volume provides background on how reading works and how reading differs for second language learners The volume includes reading curriculum principles evidence based teaching ideas and a multi step iterative process for conducting meaningful action research on reading related topics The volume outlines 14 projects for teacher adaptation and use as well as numerous new and substantially expanded resource materials that can be used for both action research and classroom instruction *Handbook of Reading Research, Volume III* Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, Rebecca Barr, 2016-11-18 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed *Handbook of Reading Research* Michael L. Kamil, P. David Pearson, Elizabeth Birr Moje, Peter Afflerbach, 2011-03-17 The *Handbook of Reading Research* is the research handbook for the field Each volume has come to define the field for the period of time it covers Volume IV brings the field authoritatively and comprehensively up to date *Research in Education*, 1974 **Handbook of Reading Research, Volume II** Rebecca Barr, Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, 2016-11-18 A comprehensive overview of important contemporary issues in the field of reading research from the mid 1980s to mid 1990s this well received volume offers readers an examination of literacy through a variety of lenses some permitting microscopic views and others panoramic views A veritable who s who of specialists in the field chapter authors cover current methodology as well as cumulative research based knowledge Because it deals with society and literacy the first section provides the broadest possible view of literacy The second section defines the range of activities culturally determined to be a part of the enterprise known as literacy The third focuses on the processes that individuals engage in when they perform the act of reading The fourth section visits the environment in which the knowledge that comprises literacy is passed on from one generation to the next The last section an epilogue to the whole enterprise of reading research provides apt philosophical reflection

Resources in Education ,1998 **Reading in a Second Language** William Grabe,2008-12-15 This volume through a detailed treatment of the cognitive processes that support reading explains how reading really works It offers a thorough overview of important and current research including first language research which is not often found in second language acquisition SLA publications This book is a true example of applied linguistics it makes well defined linkages between theory and practice discussing the implications and applications of second language reading theories on instructional practices It is a valuable resource and reference for action researchers curriculum designers teachers administrators and those interested in exploring theoretical issues grounded in instructional contexts *Handbook of Research in Second Language Teaching and Learning* Eli Hinkel,2005-03-23 This landmark volume provides a broad based state of the art overview of current knowledge and research into second language teaching and learning Fifty seven chapters are organized in eight thematic sections social contexts of second language learning research methodologies in second language learning acquisition and teaching contributions of applied linguistics to the teaching and learning of second language skills second language processes and development teaching methods and curricula issues in second or foreign language testing and assessment identity culture and critical pedagogy in second language teaching and learning and important considerations in language planning and policies The Handbook of Research in Second Language Teaching and Learning is intended for researchers practitioners graduate students and faculty in teacher education and applied linguistics programs teachers teacher trainers teacher trainees curriculum and material developers and all other professionals in the field of second language teaching and learning *Reading Development in a Second Language* Elizabeth Buchter Bernhardt,1991 Bernhardt advocates more principled research and instruction in second language literacy This book is a personal statement based on her own theory and research as well as that of others It provides a comprehensive review of what is known about the second language reading process based on principles drawn from the synthesis of empirical data The discussion is set forth from four main perspectives an examination of theoretical models of the reading process and their application to second language contexts a synthesis of empirical data of second language reading research from 1973 to 1989 descriptions of reader based interactions with second language texts and curriculum instruction and assessment *Methods in Bilingual Reading Comprehension Research* Roberto R. Heredia,Jeanette Altarriba,Anna B. Cieřlicka,2015-10-17 The collected essays in this volume present an overview and state of the field of traditional and recently developed methodological approaches to the study of bilingual reading comprehension It critically reviews and examines major findings from classical behavioral approaches such as the visual moving window rapid serial visual presentation RSVP and eye tracking as well as newly developing neuropsycholinguistic methodologies such as Event Related Potentials ERPS and Functional Magnetic Resonance Imaging fMRI Written to address a timely topic Methods in Bilingual Reading Comprehension Research updates the field of bilingual reading by critically examining the contributions of the various behavioral and technologically based reading techniques used

to understand psychological processes underlying written language comprehension Each topic is covered first from a theoretical and then from an experimental viewpoint Moreover the volume contributes to the development and establishment of Bilingual Reading as a subfield of bilingual sentence processing and fills a significant gap in the literature on bilingual language processing and thought Significantly Methods in Bilingual Reading Comprehension Research presents an overall view of some of the typical psycholinguistic techniques and approaches as well as proposing other possible tasks that may prove viable in investigating such theoretical issues as bilingual lexical ambiguity resolution or how bilingual speakers might resolve multiple sources of potentially conflicting information as they comprehend sentences and discourse during the communicative process In addition to aid reader comprehension and encourage readers to acquire hands on experience in the creation and development of experiments in the realm of bilingual reading research each chapter includes a list of key words suggested student research projects and questions to both help the reader review the chapter and expand upon the reading With its comprehensive coverage of a crucial subfield of psycholinguistics and language processing Methods in Bilingual Reading Comprehension Research is an invaluable and informative resource for all students and researchers in bilingualism neurolinguistics bilingual cognition and other related fields

Building Literacy with English Language Learners, Second Edition Kristin Lems, Leah D. Miller, Tenena M. Soro, 2017-08-16 How can linguistics help teachers of English language learners ELLs improve their instruction What specific competencies do ELLs need to build in order to speak listen read and write in a new language Now revised and expanded with a broader view of literacy this book has guided thousands of inservice and preservice teachers to understand the processes involved in second language acquisition and help ELLs succeed The authors explain relevant linguistic concepts with a focus on what works in today's diverse PreK 12 classrooms Effective teaching strategies are illustrated with engaging classroom vignettes the volume also features instructive discussion questions and a glossary First edition title Teaching Reading to English Language Learners New to This Edition Broader view of literacy increased attention to oral language and writing as well as reading Chapter on digital learning plus new content on digital technology throughout the book Even more user friendly additional classroom suggestions from real teachers vignettes and examples and graphics illustrating linguistic concepts End of chapter challenge questions that inspire deeper reflection Coverage of timely topics such as numeracy and the language innovations of text messages

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web 2 they can be used by the teacher to assess understanding of the activity or experiment or can be compared with the results of other students 3 line graph should be going up and to the right 4 time 5 mass of product 6 the mass of product increases with time 7 model 8 theory 9 law 10 an early model held that earth was the center of

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