

Achievement Strategy Training in EFL Remedial Courses

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(Received A. H. 8/7/1420; accepted A. H. 22/1/1421)

Abstract. Extensive research reveals that the most effective strategy training explicitly teaches foreign language learners to evaluate the effectiveness of their learning. Moreover, several empirical investigations have been conducted into reading strategies and their relationships to successful and unsuccessful second language reading. These studies suggest that less competent learners may improve their skills through training in strategies evidenced by more successful learners. Relatively little research on strategy training has been done in a foreign language context or, more specifically, in foreign language reading.

The study reports on an on-going study undertaken at the University of Jordan Language Center on the contribution of metacognitive strategy training in EFL remedial reading courses. The reason for undertaking the study is to describe the step-by-step implementation of a new strategy training program in reading and to discuss some pedagogical implications pertaining to EFL remedial courses.

Introduction

During the past two decades, there have been far reaching changes in the perception and practice of reading instruction. Significant directions of change caused a shift from product-oriented to more process-oriented pedagogy. The product-oriented instruction, which is rooted in behavioral psychology, focused on mastery and accuracy of certain linguistic skills of the target texts. That is, the target reading texts are too often, according to this type of instruction, viewed as linguistic products which learners must master rather than as a stimulus for motivating readers to interact with these texts through employing certain comprehension-fostering strategies. In contrast, process-oriented instruction, based on cognitive psychology, assumes that learning is problem-solving and must incorporate the learner's cognitive and intentional processes in order to allow for more psycholinguistically motivated views of learning to read. That is, the process-oriented instruction is meant to integrate the learner's reading strategies and motivation through reading activities which focus more on comprehending content rather than on specific linguistic rhetorical patterns. Moreover, the instruction here is

not meant to consider reading passages as objects representing mere syntactic structures to be mastered and studied at the expense of content comprehension/interaction.

Current approaches to language teaching view reading as a cognitive mental process that requires an active participation of the reader in the creation or inference of meaning. These approaches, moreover, describe reading as an interactive and a generative process rather than as a passive skill [1- 3]. The interactive process involves reading skills and strategies which a reader needs to employ in order to make inferences regarding information which may be only alluded to, but not explicitly mentioned in a reading passage. The strategies also help the reader to predict and summarize the content of the text, recognize types of different text structures, and analyze the meaning of unknown words from the context. Second and foreign language reading [4- 7] specialists favored interactive/generative models of reading comprehension as well as an interaction between the reader and the written text. These models are reader-focused and cyclical in nature. That is, both reader's mental activities - graphic, lexical, syntactic, semantic and pragmatic information - have a simultaneous and equally important impact on comprehension. Related to such interactive models is a relatively early view voiced by proponents of the psycholinguistic theory of reading. Goodman maintains that reading is a "psycholinguistic guessing game" [1, pp. 126-35] that begins with a surface linguistic representation encoded by the writer and ends with meaning constructed by the reader who needs to employ strategies for reducing uncertainty and to draw deeply on prior conceptual knowledge¹

The LI, ESL/EFL literature on reading instruction has provided us with some of the most effective reading strategies that may successfully contribute to enhancing reading comprehension. Wenden and Rubin [8], Hosenfeld [9], O'Malley and Chamot [10] and other researchers have described some approaches which help in training readers to employ reading strategies for dealing most effectively with written discourse. Early research focused on describing good learners' strategies, whereas, later research centered on experimenting with strategy training [11-15] approaches that train readers both in cognitive and metacognitive strategies. The training approaches, which are the major concern of the present study, are meant to encourage teachers to promote strategy use among their students by creating an atmosphere which can facilitate the development of certain types of reading strategies, those that teach learners how to read selectively, analyze the target reading passage, and infer or draw conclusions.

The main reason for undertaking the study is to describe the step-by-step implementation of a new strategy training program in reading, and to explore the question of how these strategies can be taught most effectively in order to render more

1 It must be pointed out that at the onset of research on reading and communication strategy training, there was no theory to guide studies on the value and role of strategies in enhancing L2 language learning skills. However, most studies on reading have concentrated on general models based on L1 and embodied hypotheses about mental activities involved in comprehending written discourse.

productive learning outcomes. The study, therefore, assumes that a training program which combines some selected reading strategies can be superior to one that does not do so. In this connection, Stern [16, p. 6] seems to confirm this assumption when he suggested that "students without metacognitive approaches are essentially learners without directions and ability to review their progress, accomplishment, and future learning direction". That is, learners seem to have a need to regulate and manage their learning asks, monitor their attempts for learning and evaluate the outcome of their learning. Such a need is what we call metacognitive strategies, which refer to knowledge about how to plan for learning, how to monitor while learning is taking place and how to evaluate what we do after a task is completed. Literature on reading strategies lists such strategies as advance organizers, selective-attention, directed attention, self-management and self-evaluation [10; 11].

However, it must be pointed out that a non-strategy training program, which is now followed by most EFL reading instructors at the University of Jordan Language Center, is a traditional teacher-centered approach. It usually begins with the instructor introducing the reading topic orally through general questions (for measuring students' understanding), and then explaining the key words by writing them as a vocabulary list on the board and finally getting students to pronounce them correctly. The second step in this approach is usually to ask class to read the text silently, and then straightforward comprehension questions (for measuring specific semantic features of vocabulary) with clearly stated answers are asked from the reading passages. The final step in this traditional procedure is quite often for the teacher to ask students to read the text aloud in order to correct their pronunciation if necessary. It was felt, therefore, that experimental programs of strategy training in such language skills as reading are needed (oral and lexical-skill-strategy training programs have also been planned for other courses) especially for remedial English courses. The training programs were planned specifically for the purpose of having a better active role of students in these courses. Moreover, strategy training programs stress the need to explore the general principles that underline successful interaction between L2 reader/speaker and textual/communicational variables in the foreign language classroom.

Finally, the programs were also designed to enhance foreign language skills by maximizing the likelihood of strategy transferring of some reading strategies to listening comprehension tasks. It must be pointed out that the strategy-training program in reading comprehension was designed to place more importance on the activities and the strategies through which information is comprehended rather than on specific language skills or rhetorical patterns. In other words, no specific isolated reading or linguistic items were the organizing principles for the program syllabus design. The program, therefore, places primary emphasis on the students' purposeful interaction with the reading text, and instruction was meant to be more attentive to reading strategies that the student must employ than to mastery of certain isolated language units. However, we are going first to describe with some detail students' reactions to the traditional teacher-centered approach followed in previous semesters in the English course that all

students had already taken more than one time and failed it. In fact, our motivation for introducing the new strategy training program for one group of students was influenced by the results of the students' reactions of this course through a questionnaire.

Student Reactions and Evaluation of Teacher-Centered Courses

Earlier views and approaches to reading have argued that focusing on structure and vocabulary in reading texts can improve comprehension rather than the ones that focus on content and strategy training. What has not been addressed in the past is whether the converse can be true; that is, if grammar, rhetorical structure and vocabulary are not the focus of instruction, can a focus on employing strategies such as inferencing and semantic mapping as well as on text content enhance comprehension? A partial answer, at least, to this question is one of the foci of this study. However, the present study was not intended to conduct a large scale investigation into designing what is often referred to as pre-post tests since this is beyond the focus and the nature of the study.

The main reason for undertaking the study, as we have already pointed out, is to implement a strategy training program in special remedial courses in order to explore how reading strategies can be taught most effectively. Below is a description of a questionnaire administered to students before the training program was implemented.

Instrument

A questionnaire was administered before the beginning of the semester to all students who were being offered the remedial reading courses including those who did not receive strategy training with the aim of getting information about traditional reading courses from the students' points of view. The questionnaire consisted of (8) items with some options. These items were designed to account for the essential aspects of the remedial courses in general including the problems the students may encounter in reading comprehension with the current remedial courses before the strategy training program was implemented. The students were allowed to give their responses in Arabic if they wished so as to avoid misunderstanding or reluctance to offer information due to difficulty in comprehension, (see Appendix 1).

Discussion

Item-by-Item Analysis of Questionnaire 1.

Questionnaire 1 was analysed item by item. Table 1 shows a summary of the results obtained from students' responses.

Table 1. Questionnaire 1: Students' Responses.

Item No.	Questionnaire items	Percentage of responses		
		Yes	No	
1	Are reading comprehension problems caused by: 1. Difficult vocabulary items 2. Difficult structures 3. Difficult reading texts 4. Irrelevant information			
		85%	15%	
		90%	10%	
		91%	9%	
		80%	20%	
2	Do you think you are being taught reading comprehension satisfactorily?	Yes	No	To some extent
		20%	80%	0%
4	The English textbook/materials used for teaching English are:	Suitable		Unsuitable
		5%		95%
6	Does failure in reading comprehension lead you to be frustrated?	Yes	No	To some extent
		95%	3%	2%

The following points indicated by Table (1) need special observation:

1. The majority of the students (80% to 90%) have confirmed that they encounter problems in reading comprehension in the current English courses.
2. Most students reported that they were not satisfied with the techniques employed by their teachers. (80%) of the students expressed this unfavorable attitude towards the remedial courses.
3. The English textbooks in use for those students are, according to students' responses (question no. 4) not suitable.
4. Almost all students (90%) feel that their failure in reading comprehension leads them to frustration, and this seems to affect their performance negatively.

Analyzing students' responses to Questionnaire 1 with regard to the first and the fourth questions shows that the majority of the students encounter various problems related to reading comprehension in vocabulary, structures, text types and irrelevant information. These problems do not seem only to be caused by the students' language background, but also by external factors, such as the choice of the reading text including the irrelevant reading materials which do not seem to be suitable to their language proficiency level. Moreover, one can observe that having problems about the management of linguistic items, as students have expressed, can also imply that there are essential communicative problems since students do not seem to make use of reading comprehension in communicative situations - how to express themselves in conveying their ideas, thoughts, and opinions adequately. The English textbook,

Opening Strategies in use at the Language Center, which involves a number of weak areas, points to the necessity of designing a new type of reading materials that can better meet students' needs and interests especially at the communicative level.

As for the second and the sixth questions, it is clear from the analysis that the majority of the students have expressed their dissatisfaction with the reading techniques by which they are taught reading comprehension. This implies that remedial course students always need to be motivated through employing effective teaching methods which place due emphasis on communicative and interactive activities. The implication here is that teachers are also in need of being qualified or trained constantly when teaching remedial courses. Unfortunately, it was found out that the least qualified teachers are often asked to teach these courses with the result that those teachers are "stuck with" traditional teaching approaches. Another result is that the teachers themselves get frustrated out of this discouraging situation, and one can imagine why students also expressed their frustration according to their responses to question no. 6 of the questionnaire. No doubt, such responses to this question and to the other questions previously discussed support the observation that the current teaching situation of remedial courses at the center is inadequate and ill-conducted in many respects. This unfavorable situation is probably attributed to certain factors related to teachers' attitudes and training, inappropriate teaching techniques, badly-designed textbooks, faulty learning strategies followed by students, the absence of remedial course policy to plan and administer training programs, etc.

Procedure: Subjects

The study focused on a group of 60 students taking remedial English courses during 1997 at the University of Jordan Language Center (UJLC). Their assignment to such a remedial course was first due to their earlier failure in English 100, a university 3-credit hour course which is required of all university students who failed an English Proficiency Examination, and second, because those taking the remedial course are students who are also expected to graduate by the end of the same Spring semester of the academic year. The remedial course students mostly come from non-science colleges, and they originally had come from remote areas in Jordan where qualified high school English teachers are rarely found there. The training program consisted of three reading passages of appropriate reading level. "Ways of Travel" approximately 500 words; "Four Famous Arab Writers" approximately 600 words; and "Coins in Jordan" approximately 650 words. These passages were selected from different sources for their ease of reading and high interest value.²

2 The criteria for text selection and reading materials took the following into consideration:

- a. Properties and materials should deal with local topics of interest in Jordan.
- b. Content should avoid very specific or prolonged discussion in reading test.
- c. Content should reflect student background knowledge.
- d. Grammar/vocabulary must not be difficult

Subjects were in two intact remedial reading classes taught by the same teacher. Thirty students were in each class: an experimental group, which received strategy-training, and a control group. It should be pointed out here that the inclusion of the control group in this study did not aim at making any kind of statistical comparisons regarding language achievement. It was only meant first, to provide the instructor of both groups with an opportunity to follow two different teaching approaches by using the same reading material, thus enabling him to detect any change in students' attitude or any other differences. Second, to obtain some feedback from students in both groups when changing the teaching approach and the teaching material so that decisions can be made at a later stage regarding the possibility of adopting the strategy training program in the following semesters.

In total, a short training period was planned to be 9 sessions during the first month of the semester, with each group spending the same amount of time on any given passage. During this period, the control group worked on the same reading materials by following the traditional pedagogical approach employed at the Language Center. This approach, which is not considered to be a cognitive activity, deals with surface or lower-level processing of information such as reading vocabulary and doing grammar exercises, identifying discourse connectors, and individual student reading for the sake of monitoring accurate pronunciation (getting students to read the text aloud in order to check students pronunciation and intonation). The focus of these activities is on the various kinds of academic reading that college students usually encounter.

The training for the experimental group focused on explicit training on selected metacognitive reading strategies which combined semantic mapping, and inferencing. These strategies were selected on the basis of their positive results in the reading research literature [1; 2; 17; 18].

Semantic mapping is a term which "embraces a variety of strategies designed to display graphically information within categories related to a central concept" [19, p. 5]. In other words, associations that come to mind and are indicated visually in a map. These associations can help students in two ways: first, they develop key vocabulary items related to a reading passage and second, they stimulate students' prior knowledge about a central concept or topic under discussion during prereading and postreading activities.

As for inferencing, it refers to the ability to draw explicitly or implicitly information from clues in a reading text. Therefore, examples of skills that are enhanced here include guessing meaning of vocabulary items, predicting outcomes, filling in missing information, etc.

The training sessions for the experimental group began with semantic mapping strategies designed to display graphic information within categories related to a central

concept or topic.³ In this procedure, students were asked to indicate categories and associations visually through a diagram or 'map'. The teacher was able to introduce key vocabulary items from the passages, and to assess students' prior knowledge, or schematic information on the topic. Students were, therefore, given a brainstorming session in order to verbalize associations on a key concept before introducing the reading passage. To facilitate class discussions in organizing the associations on the main topic of the reading passage, the teacher at this phase of semantic mapping, tried to activate his students' prior knowledge of the topic by focusing on the relevant content schema. In this way, students were prepared to understand and to evaluate the information contained in the reading passage in advance. The next step of this semantic mapping phase (the post-reading activity) was to ask students to read the text, and then to refocus more discussions of the semantic map in order to summarize/emphasize the major points found in the reading text. This type of post-reading activity of semantic mapping provided students with an opportunity to get a reading activity of semantic mapping and to get a better comprehension of the information represented both in the reading passage and graphically in the semantic map.

With regard to the second reading strategy, inferencing, it emphasizes reading for meaning. It was selected for inclusion in the training program against a background of literature on ESL reading strategies showing, as we have indicated earlier, its importance for effective reading comprehension. Inferencing means employing available information from prior knowledge and experience to guess meaning, predict outcomes, and fill in missing information.⁴ It is based on three stages which the experimental group teacher followed in the classroom:

- I. The experience phase, in which the teacher led students into discussion of their own contribution of prior information and knowledge to be related or linked to the reading passage. One advantage of this procedure is that students who contributed to the discussion through their prior knowledge background and experience, were motivated for reading the passage.
- II. The partial reading phase in which the teacher asked students to read short parts of the reading passage, and then asked questions about the information after each part was read.
- III. The connection step, in which the teacher tried to show students how relationships can be drawn between their prior knowledge/experience and the content of the reading passage. The students' role was, therefore, an active and generative one, i.e., to establish relationship among their background knowledge, experience and

3 The semantic map is a diagram drawn on the board in order to summarize students' ideas on the topic of the assigned reading passage before students see/read the passage. Another semantic map is then drawn on the board in order to write/summarize ideas found in the reading text as a post reading activity [19] for more description about semantic maps). The two maps, as we will describe later, are then compared through a class discussion.

4 Inferencing follows similar pedagogical steps found in another related strategy, the experience-text-relationship [11, pp. 121-34].

the textual elements of the reading material in order to generate meaning. While working on these steps, the teacher always tried to encourage students to discover answers by themselves, and to guide them to understand the reading text by activating their background knowledge, and then relating it to new knowledge.

We can clearly notice that these two strategies, semantic mapping and inferencing involve mental activities since they do not deal with surface or lower-level processing of information. That is, they are not based on merely identifying information.

The following are some guidelines given to the teachers in order to be familiar with the steps to be followed in implementing the two strategies: semantic mapping and inferencing.

Semantic Mapping Strategy

First Day

- I. Students/teacher discuss the meaning of the term 'travel ways'.
- II. Questions to stimulate discussion, ideas to be written on the board after they are brought up.
- III. Ideas are then organized into a semantic map.
- IV. Criteria for organizing the map are discussed in terms of topic, subcategories, supporting details and new vocabulary items.
- V. Students copy pre-reading map from the blackboard.
- VI. Students read the passage in the classroom. Homework is given to expand the class map.

Second Day

- I. More discussion of the reading text.
- II. One student goes to the board to gather input from the class and to develop a class post-reading map.
- III. Students and teacher compare pre-and post-reading maps.

Inferencing Strategy

First Day

- I. Discussion by asking students to mention problems they had in travelling.
- II. Problems are listed on the board.
- III. Group or pair work to select the most important or least important ways of travel and to rank order them.
- IV. Students begin guided reading of the reading passage, by reading short sections on their own.

Second Day

- I. Through teacher's guidance, students stop periodically to work through questions, relate ideas to the reading text as well as to the earlier discussion of students' personal experience.
- II. Finish reading at home.
- III. Follow-up activities: comprehension questions, discussion questions, vocabulary in context related to the text.
- IV. A cloze test is given on a version of the passage followed by reviewing/answering and discussing responses to the test.

The following suggestions about the objectives of employing reading strategies were explained to the teachers, followed by some teaching procedures. A student worksheet was to be given for students to answer some questions about their reading comprehension.

Objectives of Employing Reading Strategies

- I. Use prior knowledge to predict/anticipate text content. (draw on their background knowledge and experience to predict text content).
- II. Provide information about topic and state their expectations.
- III. Identify main idea(s).
- IV. Identify supporting details and relate them to main ideas(s).
- V. Deduce implicit information and provide clues from text to support their inference.
- VI. Infer meaning of unfamiliar words used in the text.
- VII. Relate anticipated information about text content to actual information.
- VIII. Confirm/reject previously stated expectations.
- IX. Evaluate reading strategies used and build up an inventory of effective reading strategies.

Procedures

Pre-reading Activities

- I. Teacher introduces topics by reading introductory notes (statement) about the text.
- II. Students write down what they know about ways of travel, the first reading passage, and what they expect the text to tell them.

While Reading Activities

- I. Students perform some tasks based on identifying main ideas, specific details, and inferencing.
- II. Main idea(s):

- Read passage silently.
- Write down a few lines (2-3) about the main idea of the text.
- Work in groups to give the passage a suitable title.
- Students read again to find out (in groups) how specific.
- Discuss various answers.

III. Inferencing Activities:

- Students answer inferencing questions in groups.
- Discussion for reading an agreement referring to the text to find evidence.
- Compare group answers.

Vocabulary

- I. Students work in groups to guess/infer meaning of vocabulary by writing down their answers.
- II. Students discuss them in groups and come to an agreement saying what clues helped them while guessing.
- III. Compare students meanings with the list of meanings displayed on the blackboard.

Student Worksheet

- I. What I know about ways of travel? What I think the text will tell me?
- II. Main idea of text written briefly.
- III. Give the text a suitable title.
- IV. Read the text again and underline its most important details.
- V. What is the writer's purpose behind writing the text/ How are its sentences related to each other? How are they related to the main idea? Pay attention to: (a) Pronoun Reference, (b) Linking words (students answer some questions that require drawing conclusions and reading between the lines).
- VI. Answer the following questions.
- VII. What effective reading strategies you have used in order to understand the passage and answer questions about it?

Initial Reactions and Evaluation

The initial reactions of the students who received this short training program are noteworthy to briefly mention here. Their instructor reported that a more stimulating atmosphere was created in the classroom than in the control group situation. He also added that some students told him that they were able to overcome their negative emotional barriers in the new approach and to be more seriously engaged in varied learning activities. However, a future comparative reading approach study is recommended in order to test some variables pertaining to this program. Among these variables are students' perception of the new reading approach as compared to traditional ones, their perception of the chosen reading materials, and of their teacher's

new role in teaching the course differently. These variables, among others, can be measured with a view to examining their degree of connection with scores obtained from students' end-of-term achievement examinations.

Even though this study was not conducted mainly to investigate the effectiveness of the strategy training program through various statistical methods, we will briefly report the results of two short tests given to the two groups. The tests were used after six teaching sessions in order to assess students' overall reading ability. The first one was a cloze test based on one of the reading passages already assigned for the two groups, "Coins in Jordan." This type of tests was recommended by researchers as a reliable technique in assessing reading comprehension. The second one was a multiple-choice reading comprehension test which was designed to assess a number of reading skills related to various kinds of information using the same reading passage "coins in Jordan."

Table 2. Mean scores and standard deviations for both groups on two reading comprehension tests.

Group	No. of students	Mean Scores	SD
Experimental	30	47.56	20
Control	30	33.38	19.52

Table 2 shows the results of the two reading comprehension tests. It shows that there was indeed a significant difference in the two tests between the two groups, as the mean score of the experimental group was 47 while it was 33.38 for the control group. To test this difference, t-test was performed and the level of significance was ($\alpha=0.05$). This means that there was a significant difference between the groups in favor of the experimental group. This high mean score of the experimental group is likely to be due to the influence of the training program, but we must be cautious not to make generalizations based on the results of only two short tests at this stage since more variables should be considered and more tests also need to be conducted in a future research as we have already pointed out.

Conclusion

There are a few definite conclusions which may be drawn from this simple and initial investigation that suggest directions for better language learning and teaching at the Language Center. The remedial English course situation, specifically, seems to be the product of certain factors such as the inefficient teacher, inappropriate teaching methods, the badly-designed textbooks, the poorly motivated students, etc. However, this situation can be rectified if those in charge of teaching such courses are trained adequately in order to cope with this unfavorable teaching/learning atmosphere. Below are some recommendations to remedy this condition with respect to instructors, textbooks and learners.

EFL instructors at the Language Center need to familiarize themselves with new insights and recent developments specifically related to remedial courses. This could be done either by conducting special training programs to those teachers, or by holding a number of symposiums, seminars, and meetings continually in order to keep up-to-date on some important issues related to various language skills including reading comprehension. These activities may help teachers enrich their teaching experience and have a better understanding of the reading comprehension problems/difficulties facing their students. Moreover, careful consideration must be given to establishing more cooperation between the Language Center instructors and the Faculty of Education at the university since members of both groups may need one another in enhancing foreign language education. They need to meet, for instance, in order to discuss together the problematic issues of English courses, particularly in reading comprehension in order to reach some plausible solutions about efficient teaching methods and suitable textbooks. With regard to the textbooks, it has already been observed through students' responses in Questionnaire (1), that 95% of the students expressed their dissatisfaction with the English textbook/materials used in teaching the remedial courses. It may not be a good policy to suggest another alternative textbook for such courses since those types of students need, instead of that, carefully chosen reading passages with a large proportion of activities in order to stimulate students and meet their communicative needs. These needs require designing reading passages and exercises that encourage students to think deeply when discussing or reading information implied in the text.

Finally, it is clearly observed that remedial English students at the Language Center are quite poor in their language performance and their level of reading comprehension is noticeably low. It is also clear that this learning situation negatively affects their linguistic achievement. Those students, therefore, need to have a high degree of confidence in their ability to learn. Promoting this confidence can possibly be achieved through both their instructors and the relevant/interesting teaching material we have already suggested. Therefore, in accordance with the 'learner-centered' approaches in language learning, it is essential to devote more time to students' participation in the reading comprehension strategies/activities proposed earlier, otherwise the case in the current remedial course situation, will lead to more frustration and failure. In other words, for learners to be more motivated, active and creative instructors need to reduce providing ready-made information to passive learners who always expect and wait to receive this kind of information. In fact, we agree with Al-Khabti [20, p. 2] who also stressed the importance of teaching metacognitive strategies rather than merely concentrating on grammar and vocabulary, and maintains that these strategies consist of skills and behaviors which enable students to evaluate the effectiveness of their comprehension.

Appendix 1. Student Questionnaire

This questionnaire aims at investigating the actual situation of students reading comprehension abilities and attitudes within the present English remedial courses at the University of Jordan/Language Center.

Name: College:
 Department: Major field of study:

Please put a tick (v) inside the brackets next to the answer which is suitable to you. You can tick more than one option. You may state your answer in Arabic if you prefer to do so for some questions.

1. If you face any reading comprehension problems in the current English course. Are these problems caused by:
 1. Difficult vocabulary items? a. Yes () b. No ()
 2. Difficult structures? a. Yes () b. No ()
 3. Difficult reading texts? a. Yes () b. No ()
 4. Irrelevant information? a. Yes () b. No ()
2. Do you think you are being taught reading comprehension satisfactorily?
 - a. Yes () b. No () c. To some extent ()
3. If your answer to (2) is "No" or "To some extent", could you give reasons? (Use Arabic if you wish)
4. The English textbook/materials used for teaching English are:
 - a. Suitable () b. Unsuitable () c. To some extent ()
5. If your answer to item 4) is "unsuitable", please write down the reasons.
6. Does failure in reading comprehension lead you to be frustrated?
 - a. Yes () b. No () c. To some extent ()
7. If your answer to 6) is "Yes" or "To some extent", please explain how?
8. If you have anything to say about this remedial course, please mention it below.

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التدريبات على استراتيجيات مهارة القراءة في مواد اللغة الإنجليزية كلغة أجنبية

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ملخص البحث. أظهرت الكثير من الأبحاث في مجال تعليم اللغة الإنجليزية كلغة ثانية أن أنجح أساليب التدريس هي تلك التي يتدرب بها الطلبة بطريقة مباشرة على استخدام استراتيجيات تمكنهم من تقويم عملية التعلم . وقد أجريت عدة دراسات عملية في استخدام استراتيجيات القراءة ومدى علاقة هذه الاستراتيجيات في تطوير مهارة القراءة في اللغة الأجنبية، وأشارت هذه الدراسات إلى إمكانية تطوير مهارة القراءة لدى الطلبة الضعفاء في مهارة القراءة من خلال برنامج يعتمد على استراتيجيات يستخدمها الطلبة الأكثر تفوقاً بهذه المهارة .

والدراسات التي أجريت في مجال التدريب على الاستراتيجيات في مجال تعليم اللغة الإنجليزية كلغة أجنبية نادرة تماماً والهدف من هذا البحث هو وصف برنامج تدريبي تم تنفيذه في مركز اللغات في الجامعة الأردنية في مواد القراءة الخاصة للطلبة الضعفاء في اللغة الإنجليزية ، كما تهدف هذه الدراسة إلى شرح ما يمكن الاستفادة منه في هذا البرنامج التدريبي في عملية التدريس وعملية التعلم وذلك من خلال مناقشة دلائل تعليمية مفيدة لمدرسي- اللغة الإنجليزية كلغة أجنبية.