Integrating Strategic Reading in L2 Instruction

Joy Janzen and Fredericka L. Stoller
Northern Arizona University, Flagstaff, AZ

One of the primary goals of second language (L2) reading instruction should be to help students develop as expert, or more strategic, readers. Integrating strategic reading instruction into L2 classrooms requires advance planning on the part of the teacher. Four steps are important in this planning process. The first step involves the choice of a text at an appropriate level of difficulty for the students. The second step requires the selection of strategies for instruction, a choice that is dependent on a variety of factors including student characteristics, the demands of the text, and the goals of reading instruction. The third step in planning necessitates the structuring of lessons and the writing of scripts (i.e., think-aloud protocols) to guide the presentation of strategies. The last step involves the adaptation of instruction in response to student needs and their reactions to in-class modeling, practice, and discussions.

Expertise in reading involves many competencies, including decoding, automatic word recognition, knowledge of vocabulary and grammar, and familiarity with the topic being read. In addition to these competencies, expert readers are also strategic readers, able to command a wide variety of strategies and to use them flexibly and in conjunction with one another (Pressley and Afflerbach 1995; Pressley and Woloshyn 1995). Expert readers use strategies consciously and unconsciously to enhance their understanding and to monitor comprehension; the strategies used may range from local actions, such as guessing the meaning of a word in context, to more global behaviors such as evaluating the text according to the reader’s purpose. Research in first and second language contexts has demonstrated that reading strategies can be taught and that students benefit from such instruction.

When strategic reading is integrated into instruction, students progress in their abilities to use strategies while reading, they arrive at a richer understanding of text meaning, and their performance on tests of comprehension and recall improves (Carrell, Pharis, and Liberto 1989; Pearson and Fielding 1991; Brown, Pressley, Van Meter, and Schuder 1996). Students also develop a more positive attitude towards reading (Auerbach and Paxton 1997; Jimenez 1997).

One important goal of reading instruction, then, should be to help students become expert, or more strategic, readers. Reading instruction that emphasizes strategic behavior frequently includes the following characteristics:

JOY JANZEN is a PhD. Candidate in the Applied Linguistics Program at Northern Arizona University. She has taught in the United States, China, Czechoslovakia, Romania and Russia. Her interests include the development of strategic readers and teacher education.

FREDERICKA L. STOLLER is an Associate Professor at Northern Arizona University, where she teaches in the MA-TESL and PhD. in Applied Linguistics Programs. She is interested in second and foreign language curriculum development, reading instruction, content-based instruction, and language program administration. She recently co-edited The Handbook for Language Program Administrators.
1. The teacher explains and the class discusses what strategies are and why they are important in helping to improve reading comprehension.

2. The teacher reads and thinks out loud, modeling strategic reading behavior.

3. Members of the class also read and think aloud, and feedback is given to them on their strategy use.

4. Students are frequently reminded about the benefits of strategy use and are asked to explain how they use strategies to process texts.

5. The class has a content base, so that the strategic behaviors that students are learning are embedded in the process of learning to read for authentic purposes, that is, reading to learn.

6. The instructional process is long term, as it is estimated that it takes several years for students to develop as strategic readers (Beard El-Dinary, Pressley, and Schuder 1992; Pressley et al. 1992; Pressley and Woloshyn 1995).

Although this type of reading instruction has been implemented in several first language (L1) contexts, work with reading strategies in the second language (L2) field is at a somewhat different stage of development. Most published reports on L2 reading focus either on investigations of the strategies that readers are using (Block 1986, 1992; Davis and Bistodeau 1993; Kern 1994; Li and Munby 1996; Mendoza de Hopkins and Mackay 1997) or on the results of short-term training studies that involve teaching individual strategies (Carrell 1985; Carrell, Pharis, and Liberto 1989; Carrell 1992; Zhicheng 1992). There are indications, however, that this limited L2 focus is changing. One example of this change is an influential model of instruction, the Cognitive Academic Language Learning Approach (CALLA). CALLA is designed to act as a bridge between sheltered and mainstream programs for upper elementary and secondary school ESL students. The approach combines content teaching, language improvement, and strategy instruction, though in this context reading strategies represent only part of an array of learning strategies taught to students (Chamot and O’Malley 1987, 1994). In other examples of change, strategic behavior was the focus of two courses specifically devoted to reading (Janzen 1996; Auerbach and Paxton 1997). In both courses, students appeared to derive benefits from strategic reading instruction, such as self-awareness of their reading processes, and greater confidence and enjoyment in reading in their second language.

In this article, we will explore steps that teachers can take to integrate strategic reading instruction into their L2 classrooms. The steps that we will discuss can help teachers systematically address their students’ reading strategy needs in classes that are devoted either to reading skills alone or to integrated-skills, content-based instruction. It is important to note that the type of instruction we are advocating differs from what occurs in traditional reading classrooms and from the type of teaching supported by many commercially available L2 textbooks. In a traditional reading class, students typically are asked to activate their background knowledge about a text topic, review relevant vocabulary, read the text, and answer comprehension questions. This approach rarely addresses or elicits the kinds of behaviors that strategic readers exhibit. Nor does it build the metacognition needed for a reader to make use of a range of strategic behaviors (Pressley and Afflerbach 1995; Chamot and O’Malley 1996). The instruction we are describing deviates from the traditional pattern of teaching reading in that it develops student knowledge about the reading process, introduces students to specific strategies, and provides them with opportunities to discuss and practice strategies while reading.

When deciding to integrate strategic reading instruction into L2 classrooms, four general areas require consideration and advance planning on the part of the teacher: adoption of materials, preliminary selection of strategies to emphasize in the classroom, detailed lesson-planning, and the ongoing adaptation of instruction to meet students’ needs and the demands of the text. After discussing these four points, we will conclude our discussion with a set of principles which can guide teachers in making the transition from traditional reading instruction to a more strategic approach. To illustrate, we will focus on an English for Academic Purposes (EAP) instructional context designed for adult learners who read at intermediate to advanced levels. It is our opinion, however, that the issues raised here are applicable, with some adaptation, to other types of language classrooms and L2 students.

**ADOPTING MATERIALS FOR COURSES WITH STRATEGIC READING INSTRUCTION**

EAP courses, by definition, are designed to prepare second language students to succeed in environments where they will have to comprehend a range of academic texts, read an extensive amount of material in a limited period of time, and synthesize materials from a variety of sources. To satisfy these requirements, reading material adopted for EAP courses is usually non-fiction and academic in orientation, often covering content that students are likely to encounter in subsequent study. Materials used in such courses can include EAP textbooks, mainstream course textbooks, informational readers (i.e., with a non-fiction, non-narrative focus), news magazines, packets of articles, or journals. For this article, all these possibilities are simply referred to as “texts.” A variety of factors affect the choice of a text, including community mandates, institutional requirements, the purpose of the class, text availability, and the students’ proficiency levels, interests, background knowledge, and goals for learning. Most of the literature on text selection (e.g., Day 1994; Nuttall 1996; McKenna and Robinson 1997) suggests that teachers also consider texts in terms of vocabulary, grammatical complexity, organization, cohesion, level of abstraction, clarity, assumed knowledge, suitability of content, and so forth.
Nuttall (1996) claims that the most important selection criterion, however, is student interest. From the standpoint of teaching strategic reading, while interest is crucial, an equally important factor is the students' proficiency levels in their L2, and the consequent choice of a text that is at an appropriate level of difficulty.

The importance of choosing a text at a suitable level cannot be overemphasized. A text that is too easily comprehended furnishes few opportunities for strategy use; the process of comprehension in this case may be so automatic that slowing it down to deploy reading strategies is artificial. Under these circumstances, students will probably fail to grasp the value of strategy use. On the other hand, a text that is too complex may not be comprehensible even with intensive employment of strategies; alternatively, students may become frustrated by the difficulty of the text and make use of few strategies (Kletzien 1991). Thus, a text that is sufficiently challenging but not overwhelmingly difficult is needed for a course focusing on strategy instruction. Teachers have more leeway in text selection when they consider the interaction between students' linguistic knowledge and their background knowledge. Because background knowledge plays an important role in reading comprehension (Pressley and Afflerbach 1995), students who are familiar with the contents of a selected text should be able to read more difficult texts than students who do not have this knowledge.

One example of successful textbook choice occurred when Janzen (1996) taught strategic reading in an EAP context with adult learners. She adopted a book about special effects in the movies (Powers 1989) that was designed as a course text for native-English-speaking high school students. She chose this book because of its high-interest topic, level of difficulty, and format. The general subject was familiar to all her students since they had seen many movies and the subject also proved to be of interest for that reason. The text was at a suitable level for most of the class members; it was neither too difficult nor too easy. Finally, the book was written and organized in an academic style, thus the format was particularly appropriate for an EAP context. The choice of this text was a positive one in that the students found the topic engaging, they were able to make use of background knowledge while reading, and they also became familiar with elements of academic written material (e.g., text structure).

SELECTING STRATEGIES FOR INSTRUCTION

After a text has been chosen, the instructor is then confronted with a second important decision. What strategy or strategies should be emphasized in the classroom? A wide range of strategies have been identified through research on successful strategy teaching and the behaviors of expert readers. Among individual strategies that have favorably affected learners' performances on tests of reading comprehension and recall are asking questions (Martin and Pressley 1991; King 1994), using knowledge of text structure (Carrell 1985), connecting text to background knowledge (Carrell, Pharis, and Liberto 1989), and summarizing (Pearson and Fielding 1991). Research on the behaviors of expert readers has indicated that skilled readers use a formidable array of strategies that are dependent on the reader's goals and background knowledge, and on the text being read. Not only are experts able to use a large number of individual strategies such as the ones tested through pedagogical research, but they also choose and combine strategies in response to their reading processes. Pearson, Roehler, Dole, and Duffy (1992. 153-154) have suggested that expert readers

- search for connections between what they know and the new information they encounter in the texts they read
- monitor text meaning
- take steps to repair faulty comprehension once they realize they have failed to understand something
- learn early on to distinguish important from less important ideas in texts they read
- are adept at synthesizing information within and across texts and reading experiences
- draw inferences during and after reading to achieve a full, integrated understanding of what they read
- sometimes consciously, and almost always unconsciously, ask questions of themselves, the authors they encounter, and the texts they read.

Each of these general abilities could entail several separate but interconnected strategies. Monitoring text meaning, for example, could involve asking questions, summarizing, predicting, and checking predictions, while taking steps to repair faulty comprehension could involve asking for help, rereading, thinking about text structure or background knowledge, or looking up a word in the dictionary (See Nist and Mealey 1991, Pearson and Fielding 1991, and Pressley and Woloshyn 1995, for broad-ranging discussions of strategic reading research.)

When selecting strategies for targeted instruction, it is important for teachers to consider the complexity of the reading process and the range of strategic thinking abilities that reading can, and should, evoke. However, in the classroom it is not feasible to expose learners to expert reading behavior all at once or even to all the strategies that have been validated by pedagogical research. The limited number of strategies chosen for initial classroom instruction should be immediately applicable to the reading and learning process, and particularly appropriate for the students in a given classroom (Pressley, Goodchild, Fleet, Zajchowski and Evans 1989; Pressley...
In Table 1, we provide a starting point for the strategy selection process.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description of Strategy</th>
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<tbody>
<tr>
<td>1. Identifying a purpose for reading</td>
<td>The reader defines a purpose for reading a given text (e.g., finding out specific information).</td>
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<tr>
<td>2. Previewing</td>
<td>The reader examines a text before reading. This may involve looking at portions of the text such as pictures, graphics, heading, or chapter titles. Previewing is often used in conjunction with predicting.</td>
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<tr>
<td>3. Predicting</td>
<td>The reader predicts what the text will be about or what it will cover next.</td>
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<tr>
<td>4. Asking questions</td>
<td>The reader asks questions of the text, the author of the text, himself, or the class at large.</td>
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<tr>
<td>5. Checking predictions or finding an answer to a question</td>
<td>The reader notes whether his prediction (or that of another member of the class) was correct or incorrect. The reader may also state that a portion of the text has answered (or not answered) a question posed by the reader himself or by another member of the class.</td>
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<tr>
<td>6. Connecting text to background knowledge</td>
<td>The reader notes whether his prediction (or that of another member of the class) was correct or incorrect. The reader may also state that a portion of the text has answered (or not answered) a question posed by the reader himself or by another member of the class.</td>
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<tr>
<td>7. Summarizing</td>
<td>The reader reiterates what a portion of text is about by restating the main ideas. Summarizing can occur at the beginning of class when students are reviewing previously read material. It can also be a means of checking understanding at the end of a reading session.</td>
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<tr>
<td>8. Connecting one part of the text to another</td>
<td>The reader connects the part of the text being read at that moment to text that was read previously. This may refer to the same piece of reading material or to another text altogether.</td>
</tr>
<tr>
<td>9. Paying attention to text structure</td>
<td>The reader thinks about his knowledge of text structure and uses that knowledge to comprehend the text. For example, the structure of a research article in applied linguistics follows a clearly defined format.</td>
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<tr>
<td>10. Rereading</td>
<td>The reader rereads the text for a purpose (e.g., to find the answer to a question).</td>
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Table 1. Broadly Applicable Reading Strategies

The table lists strategies that are widely discussed in the literature on expert reading behavior and strategy instruction. Although the strategies listed in the table can be used with most students and most texts, a number of factors can help teachers identify which of these suggested strategies may be most appropriate for their own classrooms. Three salient factors, discussed below, include the characteristics of the students, the demands of the text being used, and the goals of strategic reading instruction.

**STUDENT CHARACTERISTICS**

A teacher must be attuned to the needs and backgrounds of her particular group of students. As with choosing a textbook, the students' language proficiency and experience in reading are very important. If the class consists of low-proficiency learners, introducing a limited number of strategies is indicated; for such students, the concept of reading strategies will probably be difficult to absorb initially, and focusing on one or two behaviors may be appropriate until the learners are comfortable with the notion of reading strategies in general and specific reading strategies in particular. If the class is made up of students who are strategic readers in their first languages, there is a strong possibility that the strategies they use with their mother tongue, when brought to their attention, may transfer from one language to another (Bossers 1991). More proficient L1 readers may benefit from immediately learning to identify a purpose for reading, since having a well-defined purpose should affect a good reader's use of strategies. Rereading, for example, may help to ensure that the text is understood, while thinking consciously about connecting one part of the text to another could provide information about the author's stand on a particular issue. Less-advanced L1 readers might use the same strategies, but will be introduced to each one more gradually. In any case, the teacher should be guided by the students in the classroom and should proceed according to a pace that the learners help to establish.

**DEMANDS OF THE TEXT**

A second consideration in choosing strategies is the nature of the text itself in terms of content and genre (see Johns 1997). Is the content of the text already familiar to the students as they might be, for example, in an English for Specific Purposes class? Where content is familiar, strategies that help learners think about background knowledge—such as predicting or previewing—may be particularly important. Text type can also play a role. The text being used may be one that has a clearly delineated organization that repeats itself in each segment, as with certain textbooks. Here it may be useful to develop the students' awareness of text structure, which is a strong predictor of reading comprehension (Pearson and Fielding 1991), and to use this knowledge as a support for understanding. Part of developing this awareness could entail helping students to pay attention to textual aids in the form of headings, pictures, figures, graphs, glossaries, or graphic organizers.
The teacher may also estimate demands simply by reading through the text, or at least initial portions of it, and noting what strategies she is using. It may be that this process will enable her to identify additional strategies that should be focused on in class. In most cases, however, the teacher will not need to use many strategies when reading texts selected for developing L2 readers because of the text’s low level of challenge. It would be more appropriate for the teacher, in such situations, to read the text through the eyes of her students to identify locations in the text where strategy use would be appropriate.

THE GOALS OF READING INSTRUCTION

Finally, in thinking about strategies to utilize in instruction, a teacher should consider the goals of reading instruction. The ultimate aim is to help students become more like expert readers, but the short-term goal is to enable students to make sense of the text that they are reading at the moment (Brown, Pressley, Van Meter, and Schuder 1996). Less-successful readers simply have difficulties understanding what they are reading. They often continue the process of reading with a flawed or limited comprehension instead of actively engaging with the text to deepen their understanding (Jimenez, Garcia, and Pearson 1995). An important part of the teacher’s task, if not the most important part, must be to enable students to monitor their comprehension and to become more self-aware readers. Are they understanding what they read and, as a corollary, what meaning are they deriving from the text? The strategies that the teacher chooses to emphasize can advance this goal. In general, three strategies may be particularly important for enabling students to monitor their own comprehension: (a) asking questions (which students can use to identify trouble spots and to check their understanding of what they have read), (b) summarizing (which also checks understanding of the text), and (c) predicting (which can test students’ comprehension as well because successful prediction is closely tied to knowledge of text structure and content). It is not coincidental that these strategies are three of the four emphasized in the reciprocal teaching model of Palincsar and Brown, an approach that has produced gains on tests of L1 students’ reading comprehension (Brown and Palincsar 1989; Lysynchuk, Pressley, and Vye 1990) and that has been advocated for L2 language contexts (Cotterall 1990; Padrón 1992; Hewitt 1995).

PLANNING LESSONS THAT GUIDE THE PRESENTATION OF STRATEGIES

At this point in the planning of strategic reading instruction, after texts have been selected and strategies have been chosen for direct instruction, teachers may want to write out lesson plans and scripts to guide them in the teaching process. Early lessons should include a discussion of the nature of strategic reading and explanations of where, when, and why targeted strategies can be used. These introductory lessons can eventually be reinforced with visual displays that are mounted on a classroom bulletin board or wall. These displays can contain information about what strategies are, in addition to when and why they are used; it is helpful to have the students produce the displays themselves as a means of developing their awareness of strategic reading. (See appendix for a sample visual display.)

Introductory lessons should also include the teacher’s demonstrations of strategic reading processes. Carefully planned think-aloud protocols (i.e., scripts) will allow teachers to introduce and later recycle strategies in context systematically, and then review the strategies that were used. As an example of teacher modeling, consider the following excerpt that uses a text on special effects in the movies (Powers 1989). (Note that words in italics represent actual words in the text, words in standard font represent the teachers’ planned commentary, and bolded words in parentheses identify the strategies being modeled.)

Movies have always had the power to make people believe that what they are seeing on-screen is really happening. Okay, so is this what the author means by special effects? I don’t know. (asking questions) Special effects add to that power. Oh, so the author means that movies without special effects make people believe they’re seeing what’s on the screen, but special effects make those movies more surprising, more amazing. (connecting text to background knowledge) By using special effects, filmmakers make “impossible” scenes seem real. Okay, so movies seem real when we watch them, and special effects can make impossible things seem real. (summarizing) So maybe the author will explain what impossible things can seem real next. Who knows? Maybe. (predicting)

Think-aloud protocols, such as the one demonstrated here, can lead to fruitful class discussions during which students analyze the teacher’s strategy use. Similar analyses can occur, with teacher guidance, when students begin to think aloud themselves. (See Janzen 1996, for more details on the use of think-aloud protocols.)

ADAPTING INSTRUCTION IN THE CLASSROOM

After instruction has started, the teacher still has many strategy decisions to make and she will continue to have them as long as the class is in session. Because reading strategies are connected to the demands produced by the interaction between a reader and a text, there are no clear-cut rules that dictate where or when given strategies will actually be needed. For this reason, effective instruction does not require that strategies be used rigidly in particular places or at particular times. Rather, students gradually acquire a variety of options for facilitating text understanding, monitoring comprehension, and repairing breakdowns. As part of the lesson, the teacher should discuss the factors that influence strategy choice,
such as the reader’s purpose, the reading task, the text genre, or the relative importance of the word or idea that is not comprehended.

When making decisions about the progression of instruction, the teacher should keep in mind that one goal in strategy instruction is expansion. Students should be helped to expand the number and types of strategies that they are using, the number of places in which a particular strategy is used, and the number of ways in which it is used. If a learner consistently makes use of only the same small group of tried and true strategies, or alternatively always uses the same strategy in the same situation even when use does not lead to comprehension, a larger variety should be introduced. For example, a reader who might invariably look up an unknown word when it is encountered in a text may need encouragement to try other strategies, such as rereading or reading further. Initially, students may be taught to predict at the beginning of a reading but they will gradually learn that predicting and checking predictions may be appropriate at many different points in the text. Finally, a strategy such as summarizing may be taught first as a pen-and-pencil activity in which the students are asked to follow steps such as deleting unimportant and repetitive information, using superordinate terms, and finding and creating generalizations (Brown and Day 1983, cited in Graves, Watts, and Graves 1994). However, when the students begin to be more successful at summarizing, it is less important for them to follow exact steps. By observing teacher modeling, practicing themselves, and receiving feedback, students can begin to summarize on a more independent basis.

The following excerpt is a brief example of how strategic reading instruction might appear in a classroom. Here the students are reading a portion of a text that explains how matte paintings are used in movies to create special effects (Powers 1989). In this excerpt “S” stands for student, “T” for teacher. Words written in italics represent material read from the textbook, and words in regular font are comments made by the speakers. Before the excerpt begins, a student has predicted that the text will explain the techniques of using painting in the movies.

S1: I think in the next paragraph he will answer to the questions that S2 said, asked before about the modern matte. Today, special effects studios like Industrial Light and Magic rely heavily on matte painting. Because today I think that they are speaking about the technique now, the modern technique. ILM matte artists create fantastic landscapes, like the cliffside in Indiana Jones and the Temple of Doom, the Cloud City in The Empire Strikes Back, and Bavmorda’s castle in Willow. These are only examples, but I don’t know these movies but Indiana Jones. When E.T. looked over the city at night, what he saw was in fact a giant painting. This is another example, and I think that most of we, we saw E.T. (As a joke, matte artist Chris Evans included a street with “every fast-food chain in America on it.”) On this big painting there is also a big fast food. In each of these landscapes the artist left an empty space in the matte painting where live-action shots could be inserted later. This is another example how, like, mattes were made and maybe the next, the next paragraph will explain about, more in detail.

The teacher then asks the class to identify the strategies used by the reader. The review helps the students become more conscious of the strategic behaviors that they are using.

T: What strategies did S1 use?
S3: She predicted.
T: Um-hum. (Pause). What about when she was talking about different kinds of movies—Indiana Jones and the Temple of Doom, The Empire Strikes Back? What was she doing then?
S4: Connecting what she already knew.
T: Yeah. She was connecting her own knowledge to what she was reading. Did you hear her use any other strategy?
S2: She did something, but it’s not very clear for me what kind of actions were when she refers again about fast food
S1: I don’t understand.
S2: Uh, when you read about every fast food chain in America on it
S1: Um-hum.
S2: Eh, you stopped and you referred again to all fast food
S1: I, I paraphrased.
S2: Ah, paraphrasing, okay, yeah, paraphrased.
T: Okay, I think also you reread.
S1: Yeah, before paraphrase.

At this point the teacher decides to check student understanding of the text just read. She prompts students to use the strategy of asking questions. When one student states that a phrase is unknown to her, the teacher does not tell her the meaning. Instead she asks the class what strategies the student could use to figure out the meaning herself.

T: Okay, anything else? Does anyone have a question about this paragraph?
S2: Yeah, here, I have two.
T: Okay.
S2: Yeah, is in this line. *Industrial Light and Magic* rely, it's, um, means that their work is based on, they are using heavily, they are using . . .
T: Matte paintings.
S2: Ma—uh-huh. To rely is to base on, to use, to . . .
T: Okay. What, what about rely? So S2's asking questions. What else could she do if she wants to find out the meaning of rely? She's guessing from context.
S2: Yeah
T: And asking questions.
S2: Guessing
T: What else?
S2: Yeah, and connecting my understanding this with my imagination.
T: So, anyway, it's not the first time you've seen this word.
S2: Uh-huh.
T: Okay. Anything else she can do?
S5: Use the dictionary.
T: Yes, I was wondering if someone was going to (suggest that). Okay, so do you want to use the dictionary? You can all use the dictionary if you want to
S2: Rely is
S1: Depend
T: Um-hum.
S1: Depending?
T: Depend, uh-huh. Rely on, depend on.

In this short excerpt, it is possible to see students and teacher engaging with the text by using strategies. Strategies here are not approached as skills to be practiced, but are used as a means to develop text understanding.

**PRINCIPLES**

Although strategic reading instruction will take on many different configurations because of differences in instructional settings and student needs, four general principles can guide teachers who are attempting to integrate strategic reading instruction into their classrooms. The first principle is to choose texts carefully. Teachers need to select texts that are challenging but not too frustrating to read. The choice of texts is important partly because the reader's selection and employment of strategies is a complex process. Expert readers make decisions rapidly and seldom use one strategy in isolation. Making the experience of reading as authentic as possible by using texts at an appropriate level of difficulty, with suitable content, is vital for strategy instruction to succeed. For a teacher who is uncertain of what her students are capable of and who can be flexible in materials choice, the best option may be to spend the first week of the course presenting the class with an array of short texts of varying levels of difficulty that touch on a range of topics before settling down with one content area and a longer text.

The second principle is to plan in advance. Effective classes result from an overall plan developed prior to the lesson, which is then adjusted as required during class. To facilitate the writing of a classroom script (i.e., a think-aloud protocol), teachers should consider the behaviors of expert readers, the goals of instruction, student needs, and the demands of the text. Published materials on implementing strategy instruction may also be valuable. Recommended reading includes volumes by Gaskins and Elliot (1991), Chamot and O'Malley (1994), Pressley and Woloshyn (1995), and Hogan and Pressley (1997).

The third principle is to adapt while teaching. Strategic reading instruction requires a flexible and responsive attitude on the part of the teacher. While a carefully constructed lesson plan is valuable, the teacher must listen to what the students are saying and watch what they are doing as they read aloud and discuss text meaning. It is difficult to predict in advance exactly how students will react to the text and to class instruction. Identifying gaps in student strategy use, faulty text comprehension, or occasions when students are catching on more quickly than anticipated will give the teacher opportunities to alter the direction of instruction in response to students' immediate needs. Students may also discover new strategies in the process of reading or may notice hitherto unmentioned strategies in the teacher's modeling, in which case it is appropriate to discuss what the new strategy is and why, where, and when to use it.

The fourth principle is to keep track of the strategies that have been covered in class and the circumstances of their coverage. Strategy instruction, like other instruction, needs recycling and revisiting to ensure that students become comfortable with different strategies and understand the range of situations (different types of texts and tasks) in which they can be used. Because teachers have so much to attend to while teaching, they need to make a concerted effort to chart the strategies that have been introduced as a result of explicit planning as well as the unanticipated strategies that naturally emerge during the course of class discussion and student think alouds. This sort of record keeping will allow teachers to determine what
needs to be recycled, when and where it needs to be recycled, and what has yet to be introduced. It also facilitates the reintroduction of strategies with different types of texts and tasks.

**CONCLUSION**

Time, in several senses, is an important factor in strategic reading instruction. First, as is no doubt evident by now, the teacher preparation required for this type of instruction is considerable. The demands on the teacher are perhaps greatest before the class begins, but they continue as the teacher works to adapt instruction to students' needs. Second, introducing students to reading strategies takes time in the classroom as well. Strategies are discussed and explained, they are incorporated into real reading tasks that emphasize the understanding of text content, and their use in reading is reflected on. Finally, time is important in that the development of both teachers and students as participants in strategic reading instruction is likely to be a long-term process. In L1 settings, for example, it has been demonstrated that teachers require extended periods to develop as effective exponents of strategic reading instruction (Duffy 1993), perhaps as much time as students need to become strategic readers (Beard El Dinary, Pressley, and Schuder 1992).

The rewards of using strategic reading instruction, however, may well be commensurate with the time invested for both the students and the teacher. As a result of systematic strategy instruction and practice, students learn how to read effectively in the process of reading to learn. They become autonomous and self-aware readers who are actively engaged in meaning-making. In addition, the strategic reading abilities that students develop in their L2 classes will prepare them for the reading demands that they are likely to encounter in future academic endeavors. Strategic reading instruction has benefits for the teacher as well. Most importantly, strategic reading instruction provides a meaningful solution to at least two central educational dilemmas: how to motivate students to participate in classroom activities and how to go beyond teaching content to the more central issue of teaching students how to learn.

1. We are assuming, however, that L2 students will have already developed some level of comfort reading in their L2. The strategic reading instruction proposed here would not be appropriate for beginning L2 readers who have not yet learned to decode.

2. In language classrooms, it is often the case the teachers impose a "purpose" for reading. Teachers should attempt to expose students to a range of purposes (e.g., pleasure, gathering information, synthesizing). They should also give students the opportunity to define purposes of their own.

3. This excerpt comes from an audiotaped EAP class session which has been transcribed and then edited for purposes of comprehensibility.

**REFERENCES**


**APPENDIX**

<table>
<thead>
<tr>
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<th>When</th>
<th>Why</th>
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<td>Previewing</td>
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<td>The reader can form an idea about the text topic and organization, making the material easier to understand.</td>
</tr>
<tr>
<td>Predicting</td>
<td>The reader guesses what the author will say next; reader imagines next part of text.</td>
<td>Before reading, at the beginning and ends of paragraphs; all the time</td>
<td>The reader can check her understanding. The reader can form a mental model of text meaning.</td>
</tr>
<tr>
<td>Asking questions</td>
<td>The reader poses questions.</td>
<td>All the time</td>
<td>The reader can check comprehension and identify breakdowns.</td>
</tr>
<tr>
<td>Thinking about background knowledge</td>
<td>The reader considers background information that is relevant to understanding the text content.</td>
<td>All the time</td>
<td>The reader can use this information to gain a deeper understanding of the text and to develop a personal relationship with the text content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting</td>
<td>Before reading next paragraph</td>
<td>To prepare you for reading so that you will know what to expect To make it easier</td>
</tr>
<tr>
<td>Checking prediction</td>
<td>While reading</td>
<td>To pay attention (to) what I'm reading</td>
</tr>
<tr>
<td>Summarizing</td>
<td>After reading</td>
<td>Looking for a general idea</td>
</tr>
<tr>
<td>Thinking about text structure</td>
<td>After reading</td>
<td>To help next prediction</td>
</tr>
<tr>
<td></td>
<td>While previewing</td>
<td>To connect ideas</td>
</tr>
<tr>
<td></td>
<td>While reading</td>
<td>Motivation for reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Help comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To learn writing</td>
</tr>
<tr>
<td>Reading for a purpose</td>
<td>Before reading</td>
<td>To find information</td>
</tr>
<tr>
<td></td>
<td>While reading</td>
<td>To have more interest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To evaluate comprehension and author's idea</td>
</tr>
</tbody>
</table>

Reading Strategies (taken from the students' own work)

Sample Visual Display Outlining Reading Strategies