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**Postgraduate Dissertation**

Implementing multiple-reading strategy instruction: A teaching  
intervention aiming to improve Greek EFL learners' reading comprehension.

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Patras, Greece, January 2024

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Implementing multiple-reading strategy instruction: A teaching intervention aiming to improve Greek EFL learners' reading comprehension.

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## **Abstract**

Reading is considered to be a complex process which entails the interplay of various skills, processes, knowledge as well as strategies so that comprehension can be achieved. Regarding strategies, the research in the field has accentuated the importance of reading strategy use and instruction as strategies can help improve comprehension. Therefore, the present dissertation aimed to investigate the effects of strategy instruction on EFL learners' reading comprehension through a teaching intervention. For the purpose of this study, six sessions, including the pilot one, were conducted and recorded in a private language school in Tripoli, Greece. During the sessions, the learners were provided with explicit strategy instruction which involved explanation, modeling, guided and independent practice of the strategies in order for the learners' metacognitive awareness of the reading process to be raised. The data were collected from a standardized reading ability test, two researcher-designed reading tests as well as through observation of the sessions. The results of the standardized reading ability test and the second researcher-designed reading test taken after the end of the teaching intervention indicated that the learner's reading performance and their use of strategies improved significantly as compared to the results of the tests taken before it. The main findings revealed that explicit strategy instruction can help to improve the learners' comprehension as well as their use of strategies. Finally, after the presentation and discussion on the data, the conclusions of this research are compared to similar studies and are found to concur with them, suggesting the positive impact of strategy instruction on learners' comprehension.

## **Keywords**

EFL, reading comprehension, reading strategies, multiple-strategy instruction

Εφαρμόζοντας διδασκαλία πολλαπλών στρατηγικών αναγνωστικής κατανόησης: μια διδακτική παρέμβαση με στόχο να βελτιώσει την κατανόηση γραπτού λόγου Ελλήνων μαθητών που μαθαίνουν την αγγλική ως ξένη γλώσσα.

Ιουλία Κωνσταντοπούλου

## Περίληψη

Η ανάγνωση θεωρείται ως μια πολύπλοκη διαδικασία, η οποία εμπλέκει την αλληλεπίδραση διάφορων δεξιοτήτων, διαδικασιών, γνώσεων αλλά και στρατηγικών έτσι ώστε να επιτευχθεί η κατανόηση. Αναφορικά με τις στρατηγικές, η έρευνα στον τομέα αυτό έχει επισημάνει τη σημασία της χρήσης και διδασκαλίας στρατηγικών ανάγνωσης, καθώς οι στρατηγικές μπορούν να βελτιώσουν την κατανόηση. Συνεπώς, η παρούσα διατριβή είχε ως στόχο τη μελέτη των επιδράσεων της διδασκαλίας στρατηγικών στην κατανόηση της ανάγνωσης μαθητών που μαθαίνουν την Αγγλική ως Ξένη Γλώσσα μέσω μίας διδακτικής παρέμβασης. Για τον σκοπό αυτής της μελέτης, πραγματοποιήθηκαν έξι συνεδρίες, συμπεριλαμβανομένης και της πιλοτικής, σε ένα ιδιωτικό κέντρο ξένων γλωσσών στην Τρίπολη, Ελλάδα. Κατά τη διάρκεια των συνεδριών, οι μαθητές δέχθηκαν σαφή διδασκαλία στρατηγικών, η οποία περιλάμβανε εξήγηση, εργασία του ερευνητή ως πρότυπο, κατευθυνόμενη και ανεξάρτητη εφαρμογή ώστε να αυξηθεί η μεταγνωστική επίγνωση των μαθητών σχετικά με τη διαδικασία ανάγνωσης. Τα δεδομένα συλλέχθηκαν από μία τυποποιημένη δοκιμή ικανότητας ανάγνωσης, δύο δοκιμές ανάγνωσης που σχεδιάστηκαν από τον ερευνητή, καθώς και μέσω παρατήρησης των συνεδριών. Τα αποτελέσματα της τυποποιημένης δοκιμής ανάγνωσης και της δεύτερης δοκιμής ανάγνωσης μετά τη διδακτική παρέμβαση έδειξαν σημαντική βελτίωση στην κατανόηση των μαθητών και στη χρήση στρατηγικών σε σύγκριση με τα αποτελέσματα των δοκιμών πριν τη διδασκαλία στρατηγικών. Τα κύρια ευρήματα έδειξαν ότι η σαφής διδασκαλία στρατηγικών μπορεί να βοηθήσει τους μαθητές να βελτιώσουν την κατανόηση τους αλλά και τη χρήση στρατηγικών. Τέλος, μετά την παρουσίαση και τη συζήτηση των δεδομένων, τα συμπεράσματα αυτής της έρευνας συγκρίνονται με παρόμοιες μελέτες και συμφωνούν μαζί τους, υποδεικνύοντας τη θετική επίδραση της διδασκαλίας στρατηγικών στην κατανόηση της ανάγνωσης μαθητών.

### **Λέξεις-κλειδιά**

*Αγγλική ως ξένη γλώσσα, κατανόηση γραπτού λόγου, στρατηγικές κατανόησης γραπτού λόγου, διδασκαλία πολλαπλών στρατηγικών*

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### **List of abbreviations**

L1 first language

L2 second language

FL foreign language

EFL English as a foreign language

## 1. Introduction

Reading is a multi-faceted process which cannot be accurately defined. It does not only refer to the ability to draw meaning from a text and interpret this information in an appropriate way; reading also involves the different purposes for which a person might engage in it as well as the skills, processes and knowledge that come into play, either in combination or often simultaneously, in order for reading comprehension to be achieved. In addition, in a second language context, the reader's language competence plays a significant role in comprehending written speech and the social context in which reading takes place should also be taken into account (Grabe & Stoller, 2011).

Research in reading has also shed light on the importance of the use and the instruction of reading strategies since they can help to improve the learners' reading comprehension and lead to their autonomy as readers (Manoli & Papadopoulou, 2013). Comprehension constitutes a strategic process in which cues from the text are used by readers alongside their background knowledge of the topic so that they can make predictions, monitor them and understand the text (Aghasafari et al., 2015). Janzen & Stoller (1998) argue that strategies are employed both consciously and unconsciously by expert readers with the aim of enhancing their understanding and monitoring comprehension; in addition, it has been demonstrated through research in first (L1) and second language (L2) contexts that "reading strategies can be taught and that students benefit from such instruction" (*ibid.*, p. 251).

Therefore, the significance of reading strategies and their instruction for students' comprehension led to the present research, which was quite similar to the research conducted by Manoli et al. (2016); in their study, the immediate and delayed effects of a multiple-strategy instruction on English as a Foreign Language (EFL) learners' reading performance were investigated. Likewise, this research aimed to provide two EFL learners, attending a private language school, with reading strategy instruction in order to aid them to improve their comprehension while reading more demanding texts. More specifically, the research involved a teaching intervention in which learners were explicitly taught reading strategies and were given opportunities to employ the strategies by working on texts and activities accompanying them.

The focus of the second chapter is on the literature review discussing the concept of reading comprehension; the language learning strategies and reading strategies are delineated, placing great emphasis on the reading strategies which can be conducive to the enhancement of comprehension. In addition, the second chapter deals with the instruction of reading strategies and presents the results of some studies which investigated the relation between strategy instruction and reading comprehension.

The aim of this research was to explore the effects of multiple-reading strategy instruction on EFL learners' reading comprehension, and therefore the following research question was formed:

*To what extent will multiple-reading strategy instruction help Greek EFL learners improve their reading comprehension?*

To answer this question, one sub-question is introduced so as to address the issue:

*What are the most useful strategies for EFL learners while dealing with difficult texts?*

These questions were explored through a teaching intervention conducted with two EFL learners. To answer the main question, data was collected from a standardized reading ability test and two researcher-designed reading tests (see sections 3.5.1 and 3.5.2) taken before and after the intervention. Regarding the sub-question, qualitative data was collected by means of the reading materials (see section 3.5.3) and the observation of the teaching sessions (see section 3.5.4).

Consequently, in the third chapter, the research method and the strategy employed in the study are described and justified. Furthermore, an overview of the teaching sessions designed is provided in tandem with the presentation of the reading strategies on which this intervention focuses. Finally, the participants and the educational context of the research, the method of analysis and the data collection tools are delineated.

The fourth chapter involves the presentation of the results of the study followed by a discussion on them and provides the answers to the research questions. The last chapter refers to the implications of the research and the findings are compared to

those of other similar studies. The limitations of this research and suggestions for future research are also included in this chapter.

## 2. Literature Review

This section deals with the theory of reading comprehension, of language learning strategies and reading strategies as well as of reading strategy instruction. In addition, different studies on multiple-reading strategy instruction with the aim of improving EFL learners' reading comprehension are presented and discussed, and the theory of the reading strategies included in this research is delineated.

### 2.1 Reading Comprehension

Reading is regarded as a multi-faceted process (Demiroz, 2010; Gadušová et al., 2021) and “one of the most complex behaviours in which humans engage” (Ellenman & Oslund, 2019, p. 4). Many researchers as well as teachers have endeavored “to create a general understanding of the reading comprehension process” through some of the models of reading that have been developed over the years (Grabe & Stoller, 2011, p. 24). Each of these models emerged has sought to provide an explanation of the reading process (Talebinezhad et al., 2014).

Therefore, research in reading has been influenced by some of the most eminent reading models, namely the psycholinguistic guessing game model, the word recognition model, the simple view of reading model, the dual-coding model and the interactive-compensatory model (Calfoglou, 2004/2019). The psycholinguistic guessing game model is a top-down or a concept-driven model which focuses on the reader's predictions and prior syntactic and semantic knowledge whereas the word recognition model has a bottom-up orientation emphasizing the lower-level processes (Williams & Moran, 1989) and failing to consider the role of higher-level processes in comprehending written input (Calfoglou, 2004/2019).

Concerning the simple view of reading model, it argues that reading comprehension is a combination of both decoding and general comprehension skills, yet it does not take into account their interaction (Grabe & Stoller, 2011). The dual-coding model suggests that linguistic and visual input work in tandem to construct comprehension, so no abstract representations, like conceptual schemata or semantic propositions are essential (*ibid.*). Finally, the interactive-compensatory model constitutes a reformulation of the interaction of top-down and bottom-up reading processes; higher-level processes are employed to compensate for problems with word recognition,



therefore, readers who have developed adequate word recognition skills may be less reliant on context (Calfoglou, 2004/2019).

Talebinezhad et al. (2014) suggest that the interactive model “appears to be the most promising in helping to explain the reading process” (p. 252). Various scholars have embraced this argument. Pressley (2000) states that comprehending a text entails several lower-level as well as higher-level processes that are specific to reading. Gadušová et al. (2021) also argue that reading “is an active and, in a sense, also interactive process,” (p. 298), during which a variety of diverse sub-processes happen most rapidly and often concurrently. Spiro et al. (1980) point out that reading is a multifaceted interactive process which involves comprehending a text and is similar to problem solving in many ways (Spiro et al., 1980, in Alfassi, 1998). In the same vein, Anderson (2012) pinpoints that reading entails integrating different top-down and bottom-up skills so that comprehension can be attained.

Furthermore, reading comprehension is considered to be “an interactive process that takes place between a reader and a text” (Rumelhart, 1994, in Anastasiou & Griva, 2009, p. 283); apart from extracting information from the text, the reader brings “valuable levels of experiences and skills which include language skills, cognitive resources and world knowledge” into the reading process (*ibid.*). Eskey (2011) and Budiharso (2014) also argue that reading involves acquiring textual information and relating it to what the reader already knows in order for a meaning to be constructed. Similarly, Anderson & Pearson (1984) state that comprehension occurs when readers combine their prior knowledge with the new information they are presented with in a text (Anderson & Pearson, 1984, in Dole et al., 1996).

Overall, as Erler & Finkbeiner (2007) put it, reading comprehension, both in a first (L1) and second language (L2), is considered to be the outcome of the text, the setting, the reader and the reading strategies' complex interactions (Erler & Finkbeiner, 2007, in Manoli, 2016). It should be noted that, in contrast to reading in L1, comprehending a text in a L2 context is likely to be challenging for learners due to the vocabulary, structure of the sentences, or intercultural features that are embedded into the passage, which, by all means, have an effect on text comprehension, reading speed and fluency (Gadušová et al., 2021). Nonetheless,

students can use reading strategies to help them with their understanding of written speech; reading strategies equip students with the necessary skills so that they will effectively address their reading (Banditvilai, 2020).

## **2.2 Language Learning Strategies and Reading Strategies**

### **2.2.1 Language Learning Strategies**

Since the early 1970s, language learning strategies have received considerable attention and importance since they play a vital role in learning a language. Many scholars have afforded various definitions of language learning strategies centering on both the way they are used by learners in order for them to address the information they receive and the type of strategies they employ (Hardan, 2013). For example, Rubin (1987) defined language learning strategies as “behaviors, steps, or techniques that language learners apply to facilitate language learning” (Rubin, 1987, in Hardan, 2013, p. 1715). Ghani (2003) also defined them as “specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing second language skills” (p. 31).

In addition to defining language learning strategies differently, scholars have classified them, with most of their classifications being more or less the same (Hardan, 2013). For instance, Rubin (1987) distinguishes the strategies contributing directly to learning from those contributing indirectly to it, and asserts that there are three types of strategies employed by learners; learning strategies (cognitive and metacognitive strategies which contribute directly to learning), communication strategies and social strategies (Rubin, 1987, in Hardan, 2013).

Similarly, O'Malley & Chamot (1990) classified learning strategies into cognitive, metacognitive and social/affective strategies (O'Malley & Chamot, 1990, in Manoli et al., 2016). Cognitive strategies, such as organizing, making inferences, summarizing and elaborating, help learners with the processing of L2 input; metacognitive strategies, such as monitoring or assessing comprehension, assist learners in organizing, monitoring and evaluating their learning. Finally, social/affective strategies, such as asking for clarification, working with classmates or self-talking, make the interaction with others more straightforward and aid to control students' feelings which are associated with L2 learning (Manoli et al., 2016).

### 2.2.2 Reading Strategies

Over the last decades, the majority of research on L1, L2 and foreign language (FL) reading has concentrated on the strategies that readers utilize while processing a text (Zhang & Wu, 2009). Reading strategies are deemed to be intentional actions (Erler & Finkbeiner, 2007, in Manoli, 2016; Oranpattanachai, 2023) which are consciously selected by readers so as to deal with problems that arise while reading a text and enhance their comprehension (Oranpattanachai, 2023). Similarly, Abbott (2006) points out that reading strategies are “the mental operations or comprehension processes” that are chosen and applied by readers so that they understand what they read (Abbott, 2006, in Fitriana, 2018, p.44). Singhal (2001) also argues that reading strategies constitute processes that are employed by learners in order to overcome problems and improve their understanding of texts.

Drawing on the literature, reading strategies are usually divided into two main categories by reading researchers, namely cognitive and metacognitive (Salataci & Akyel, 2002). Cognitive strategies help readers to construct meaning from reading a text and they are further divided into bottom-up and top-down strategies. With the use of bottom-up strategies, readers start by processing information at the level of the sentences in a text, such as identifying the meaning of a word, sentence syntax and text details (*ibid.*). Metacognitive reading strategies are utilized for monitoring or regulating the cognitive strategies (Devine, 1993; Flavell 1981, in Salataci & Akyel, 2002); in other words, metacognitive strategies are employed by readers in order to “check the outcome of any attempt to solve a problem, plan one’s next move, monitor the effectiveness of any attempted action, and test, revise, and evaluate one’s strategies for learning” (Brown, 1994, in Wang, 2016, p. 1790).

Overall, reading strategies are the actions performed by skilled readers to ensure that they comprehend while reading a text (Aghasafari et al., 2015). Hill et al. (2019) argue that reading strategies help readers to deepen their level of understanding, permitting them to “move beyond a literal level of the text” (p. 2). Therefore, it is meaningful for learners to be taught a variety of strategies as this can increase their general comprehension of texts (Pressley, 2000, in Hill et al., 2019).

According to the literature, one of the important issues on which FL instruction of reading focuses is to aid learners to use strategies when dealing with texts, which can render them strategic and independent readers (Duke & Pearson, 2002, Janzen & Stoller, 1998, in Manoli & Papadopoulou, 2013). Helping learners to develop as strategic readers is one of the goals of teaching reading (Janzen, 1996), and in order for learners to employ strategies effectively, strategy instruction should become part of the reading instruction process by means of explicit teaching of the reasoning associated with using different strategies (Dewitz et al., 2009, in Manoli et al., 2016).

Kern (1989) argues that the strategies that are explicitly taught may be those which are already employed at a subconscious level by learners in L1 reading. Therefore, strategy training could involve learners' becoming consciously aware of the strategies that they already possess so that they can use them in an L2 context. However, although the necessity of teaching learners how to use strategies while reading is implied in the literature, it should be noted that not all learners employ the same strategies; furthermore, the type, number and frequency of strategies are affected by a lot of individual differences, like learners' attitude and motivation (Bozorgian & Aalaam, 2018).

In respect of explicit strategy instruction, it "involves a cycle of direct strategy explanation, modeling, guided and independent practice to raise students' metacognitive awareness of the reading process and help them become efficient and strategic readers" (Duffy, 2002, Grabe, 2009, Oxford, 2011, in Manoli et al., 2016). Metacognitive awareness during the process of reading concerns the reader being consciously aware of the nature and purpose of reading as well as of the self-control mechanisms they can employ for monitoring and controlling comprehension (Sheorey & Mokhtari, 2001, in Manoli, 2016). Thus, it provides not only an understanding of what the reader is doing and the strategies they are using but also knowledge about what actually happens during the learning process (Williams & Burden, 1997, in Calfoglou, 2004/2019).

In order for learners to be helped to select and use appropriate strategies, strategy instruction should include direct explanation provided by the teacher of what the strategies are (declarative knowledge), when and why to use them (conditional

knowledge) and how to use them (procedural knowledge) (Duffy et al., 1986, Paris et al., 1983, in Manoli, 2016). Thus, through explicit strategy instruction, learners can become autonomous readers who will be able to use a range of strategies when encountering problems with reading any text (Hill et al., 2019).

### **2.3 Research on Reading Strategy Instruction**

Most recent trends in L2 research have placed emphasis on multiple-strategy instruction which “represents an evolution in the field from the study of individual strategies to their flexible and multiple use” (NICHHD, 2000, p. 4-46). Since strategic readers are able to perceive the problems they confront while reading, they can choose and use a range of strategies in order to address them. Furthermore, depending on their reading purpose, they may use strategies concurrently so as to achieve comprehension (Manoli, 2016). Drawing on L1 research, many EFL studies have also accentuated how efficacious multiple-strategy instruction is. The results of most studies, which have dealt with adults or university students from diverse cultural or learning contexts, have shown that multiple-strategy instruction boosted the students' reading comprehension (Manoli et al., 2016).

For instance, Li et al. (2022) investigated the effects of explicit strategy instruction on Chinese university EFL learners' reading comprehension, reading strategy use, reading motivation and reading self-efficacy. 117 first-year students were divided into an experimental and a control group at random; the students in the experimental group received a 16-week strategy training and the data were collected through a reading comprehension test, a reading strategy questionnaire, a reading motivation questionnaire, a reading self-efficacy questionnaire and a semi-structured interview.

At the end of the reading strategy instruction, the results indicated that there was a significant difference between the experimental and the control group concerning reading comprehension, which suggests that the students who received strategy instruction improved their reading comprehension. On the other hand, the questionnaires' results showed that there were no noticeable changes in the use of reading strategies, reading motivation and reading self-efficacy; this could be explained by a dynamic interplay between individual and contextual factors as it was revealed through the interview results. It is important, though, that the reading

strategy instruction had a positive impact on students' reading comprehension and this finding is in line with previous studies (e.g. Banditvilai, 2020; Yapp et al., 2021).

Concerning the Greek EFL context, research on multiple-strategy instruction has been conducted in state EFL classes. Manoli (2016) investigated the immediate and delayed effects of multiple-strategy instruction on EFL primary learners' reading performance. The participants of this study were 20 sixth-grade learners, aged 11 to 12, who received a three-month strategy instruction set within the direct explanation framework and took part in pretest, immediate and delayed posttest measurements. Two reading comprehension measures, one standardized EFL reading ability test and one researcher-designed reading test, were used for the collection of the data.

The results of both the immediate and posttest measurements indicated that the learners improved their reading performance compared to the pretest measurement results; even though the posttest measurement was administered three months after the intervention withdrawal, the discrepancy between the pretest and the posttest measurements in students' reading performance was remarkably in favour of the posttest measurement. Therefore, it is evident that learners' reading comprehension can improve through explicit reading strategy instruction. However, it should be considered that this study involved a rather small number of participants from one primary state school, and there was not an experimental group.

Following the abovementioned study, Manoli et al. (2016) probed into the immediate and delayed effects of multiple-strategy instruction on 99, aged 11-12 years old, EFL learners' reading performance. The participants were sixth graders of four primary state schools and they were divided into experimental and control groups. The experimental groups received a three-month strategy instruction set within the direct explanation framework whereas the control groups did not receive any strategy training.

Both groups participated in pretest, immediate and delayed posttest measurements. The data were collected from the three research instruments that were used, namely one standardized EFL reading ability test and two researcher-designed reading tests. The results of the study demonstrated that the students who received strategy instruction enhanced their reading performance both in the immediate and posttest

measurements in comparison with the students in the control group. It is apparent once again that providing learners with explicit reading strategy instruction can ameliorate their reading comprehension. Nonetheless, this study lacks in qualitative data, which would measure the participants' metacognitive awareness and use of reading strategies before and after the teaching intervention.

Koukourikou et al. (2018) investigated the impact of a two-month multiple-strategy instruction on EFL secondary school students' reading performance. A total of 62 students between the ages of 14 and 15 years old, who attended the third grade of junior high school in two different schools, participated in the study and they were divided into two groups, an experimental and a control group. The collaborative strategy instruction (CSI) approach was selected for the teaching intervention, which involved previewing, main idea identification, clarification and summarization strategies and only the experimental group received strategy training.

This study involved both quantitative and qualitative data. Regarding the quantitative data, they were collected through a standardized reading ability test and a researcher designed test, which were administered to both groups as pretest, posttest and follow-up measurements. The results of the posttest and follow-up measurements showed that the students of the experimental group significantly enhanced their reading comprehension ability compared to the students of the control group. This further corroborates that explicit reading strategy instruction helps to improve learners' reading comprehension. Yet the duration of this teaching intervention and the number of participants were rather limited, so it is not known whether it would have positive results in different research contexts.

Concerning the qualitative data, they were collected through the researcher's reflective journal and semi-structured interviews. The researcher's journal aimed at reflecting on and evaluating the process of strategy instruction; the semi-structured interviews were conducted with the EFL teachers relating to strategy conceptualization, use and instruction before the teaching intervention. The results indicated that the EFL teachers were not knowledgeable about using and teaching strategies. These results were similar to the ones of a study conducted by Manoli & Papadopoulou (2013) which investigated five primary EFL teachers' reading



comprehension practices through semi-structured interviews and classroom observations. With regard to reading strategies, the teachers were not versed in their use and none of them engaged with teaching students how to approach and comprehend English texts.

The abovementioned studies regarding multiple-strategy instruction were conducted in Greek public primary and secondary schools. However, there was not found any study on the effects of explicit multiple-strategy instruction on young or teenage EFL learners carried out in Greek private language schools. Consequently, this research aims to contribute to the research by implementing a teaching intervention during which EFL learners will receive strategy instruction with a view to improving their reading comprehension when dealing with reading more difficult texts.

#### **2.4 The reading strategies included in the research**

Janzen & Stoller (1998) assert that the teacher needs to plan in advance in order to integrate strategic reading instruction into the L2 classroom; moreover, throughout the planning process, there are four major steps that have to be followed, namely, the choice of texts, the selection of strategies, the structuring of the lessons and the adaptation of instruction in accordance with the learners' needs and their responses to the whole procedure. Regarding the selection of the strategies included in the present research, the reading strategies opted to be instructed were activating background knowledge, predicting, skimming, scanning and guessing the meaning of unknown words based on context.

The selection of these strategies was made after taking into consideration the participants' level of competence (see section 3.3); according to the Council of Europe (2001), concerning reading comprehension, learners at A2 level can identify unfamiliar words from the context, they can find and understand specific information as well as read for gist. In addition, these strategies are the ones mostly encountered while dealing with texts and reading activities in textbooks used by learners and in exams. Consequently, training learners to apply them while reading was considered to be important in order to help them comprehend written input without interfering with the reading process.



Except for the strategies used by learners while reading a text, the strategies employed before reading, for instance, activating background knowledge and predicting, are considered equally important since they assist learners with comprehension. More specifically, the strategy of activating background knowledge is used to help learners understand new information and it is “one of the most frequently cued strategies at the school”; comprehension is considerably dependent on background knowledge, hence it is much more likely that readers will understand a text if they know something about the subject matter than if they do not (Anderson & Pearson, 1984, in Pressley & Gaskins, 2006, p. 108).

Pressley (2006) also pinpoints that it is essential for students to employ their existing knowledge in order to understand new information. Similarly, Carrell & Eisterhold (1983/1988, p. 73) point out that “new information, new concepts, new ideas can have meaning only when they can be related to something the individual already knows” (Carrell and Eisterhold, 1983/1988, in Calfoglou, 2004/2019, p.53).

Making predictions constitutes a strategy during which readers employ information offered in a text, including titles, headings and pictures, and their own experiences so as to predict “what they are about to read (or what comes next)” (Fisher, 2016, p. 6). Research has shown that skilled readers make use of their experiences and background knowledge to predict and develop ideas while reading (Block & Israel, 2005, in Banditvilai, 2020). Oczkus (2003) argues that predicting can improve comprehension of a text and increase students' interest as it allows for more student interaction (Oczkus, 2003, in Küçükoğlu, 2013). Additionally, this strategy helps learners to set a goal for their reading (Fisher, 2016); thus, it prepares them before reading and motivates them.

Skimming is a strategy that requires reading a text quickly so that readers can “get an overview or the general idea or the gist” of either the whole text or a section in it (Fauzi, 2018, pp. 105 -106). Yapp et al. (2021) state that skimming constitutes a method of reading for gist with the aim of developing a general understanding of the text as a whole. This strategy is considered beneficial as it can allow readers' familiarization with a text and it is also useful for reading texts in a comprehension test (Fisher, 2016). Budiharso (2014) argues that skimming is most helpful for

students as it assists them in finding the information they wish quickly without reading the text thoroughly; what it involves is “looking for and getting the most important information, the main ideas of a text” (*ibid.*, p. 198).

The strategy of scanning is used in order to get specific information from a text and it “can help students learn to read and understand faster” (Banditvilai, 2020, p. 46). Many students strive to read every word while reading, so their reading speed is very slow; by using scanning, they can be helped to improve their reading (*ibid.*). The purpose of this strategy is to obtain specific pieces of information without reading the whole passage in detail (Fauzi, 2018); thus, the parts that are irrelevant to the particular information sought are ignored (Yapp et al., 2021). Mikulecky & Jeffries (2004) put forward that when readers scan, they have a question in mind; therefore, they do not read every single word in a passage, they only read the key words that will provide an answer to their question (Mikulecky & Jeffries, 2004, in Fisher, 2016).

Guessing the meaning of unknown words based on context is deemed to be one of the most significant learning strategies and this has been frequently underscored in reading instruction (Lap, 2017). It is true that vocabulary lies among the most demanding aspects of reading for L2 or FL learners (*ibid.*) and its knowledge is crucial to facilitating text comprehension (Mart, 2012). Learners may run into unknown words while reading a text (Lap, 2017) and, if the meaning of the words encountered in a context is not grasped, then their understanding will probably fail (Mart, 2012).

However, by being able to guess the meaning of unfamiliar words, readers can continue reading uninterrupted and their reading efficiency is increased (Clarke & Nation, 1980). Mart (2012) also argues that this strategy is useful as it allows continuing reading without any interruptions. Therefore, teaching learners how to guess word meaning based on context can furnish them with a solid aid to comprehension of written input and it will subsequently increase their reading speed (Nuttall, 1982, in Lap, 2017).

### **3. Research Methodology**

In this chapter, the strategy and the method adopted in this research are presented. In addition, an overview of the teaching sessions is provided as well as of the data collection tools and the method of analysis. Finally, the participants, the context of the research and the ethical considerations that were taken into account are delineated.

#### **3.1 Research strategy**

Constructivism is the worldview brought to this research by the teacher-researcher, which is considered to be an approach to qualitative research (Creswell, 2014). It asserts that people are actively involved in constructing their own meanings and perceptions of the world that they live in (Phillips, 2000, in Trunk Širca & Shapiro, 2007) and “often these subjective meanings (...) are formed through interaction with others and through historical and cultural norms that operate in individuals’ lives” (Creswell, 2014). Crotty (1998), in discussing constructivism, points out that qualitative researchers visit the participants’ surroundings and gather information personally in order to understand the context. Furthermore, they interpret what they uncover and draw meaning from the collected data (Crotty, 1998, in Creswell, 2014).

In an educational context wherein the constructivist approach to teaching is employed, the learners play an active role in the learning process and the teachers assume the role of facilitators; the facilitators help the learners to construct their own understanding of the content or subject matter as they discover “the knowledge by experimenting and sharing ideas with others” (Adom et al., 2016, p. 7). Therefore, this worldview was appropriate for this research as the teacher-researcher provided the learners with strategy instruction, and they were offered opportunities to put the strategies they were taught into guided practice, during which both the learners and the teacher worked in tandem.

#### **3.2 Research methodology**

In this research, an intervention designed by the teacher-researcher was implemented, which comprised a series of 6 reading lessons, including the pilot one. The term ‘intervention’ is often used in educational settings to describe teaching sessions which focus on a specific area of need (Hawthorne, 2023). In other words, interventions aim

to address problems with learning, and the sessions are designed by teachers in order to ameliorate a difficult situation.

The intervention in question was designed and implemented with the aim of improving two EFL learners' reading comprehension by means of multiple-reading strategy instruction. This research is similar to the research conducted by Manoli et al. (2016) in terms of the structure of the intervention, the reading strategies taught and the method used for the instruction. The following subsections present an overview of the teaching sessions.

### 3.2.1 Overview of the teaching sessions

The teaching intervention consisted of six lessons, including the pilot one. Each lesson, except the second lesson 'Reading Strategies', was composed of three stages, namely the pre-, while- and post-reading stages. Throughout the lessons, the learners had the opportunity to learn about, use and practice the five reading strategies which they were taught; these strategies were activating background knowledge, predicting, skimming, scanning and guessing the meaning of unknown words based on context. In Table 3.1 below, a description of the sessions is presented.

Sessions	Stage	Description
Lesson 1 (The pilot lesson)  Lessons 3 – 6	pre-reading	<ul style="list-style-type: none"> <li>activities aiming to activate learners' background knowledge and make predictions about text content</li> </ul>
	while-reading	<ul style="list-style-type: none"> <li>activities through which learners used and practiced skimming, scanning and guessing the meaning of unknown words based on context</li> </ul>
	post-reading	<ul style="list-style-type: none"> <li>brief discussion about the strategies employed, the text and the procedure among the students and the teacher-researcher</li> </ul>
		<ul style="list-style-type: none"> <li>direct explanation of what reading strategies are, why they are important</li> </ul>

Lesson 2		<p>and when they are used</p> <ul style="list-style-type: none"> <li>• presentation of the five reading strategies and explanation of what each strategy is, how it is used, when and why use it</li> </ul>
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**Table 3.1: Description of the teaching sessions**

The purpose of the pre-reading stage was to motivate learners and draw their attention to the text (Budiharso, 2014). This stage of the lessons included two or three activities which aimed to activate learners' background knowledge on the topic and make predictions about text content based on text titles or paragraph headings. The while-reading stage of the lessons involved activities through which learners used and practiced the strategies of skimming, scanning and guessing the meaning of unknown words based on context while engaging with the text. Finally, the post-reading stage entailed a brief discussion about the strategies employed, the text and the procedure among the students and the teacher-researcher. During this stage, the students were able to express their thoughts and ask any questions they had, or ask for any clarifications regarding the reading strategies.

### **3.2.3 Lesson 1: The Pilot Lesson**

Piloting plays a vital role in research; it evaluates how efficacious the methods for collecting and analyzing data are, prepares the researcher for any unexpected issues before conducting the actual research and it is believed to enhance “the validity and methodological rigour of a qualitative investigation” (Shakir & ur Rahman, 2022, p. 1620).

One week before the onset of the teaching intervention, the pilot lesson took place in order for the teacher-researcher to familiarize herself with the teaching method, check the tools used for the intervention, and consider any potential changes that would be deemed necessary. Katsilis et al. (2020) point out that the participants of a pilot study should not be the same as in the actual research so as to avoid bias the second time; however, in this research, each lesson involved a different text and activities, thus, the possibility of the participants' having any biases was minimal.

The pilot lesson (see Appendix A) involved both the teacher and the students working together on the text entitled 'Life as a Youtuber'. In the beginning, the students were provided with brief explanations of the reading strategies and they completed activities 1 and 2 before reading the text. Then, they proceeded to read the text quickly and complete activity 3; they continued with reading the text more thoroughly in order to do activities 4 and 5.

After the completion of each activity, the students and the teacher checked and discussed the answers and the strategies they used, and feedback was provided where necessary. The students were cooperative and eagerly participated in the lesson. They did not have difficulty in understanding the text, yet the only thing that they had problems with was to guess the meaning of unknown words based on context. Overall, the lesson went well, and the method as well as the tools used for the intervention seemed to be effective. Consequently, the teacher-researcher did not make any modifications regarding them and went on to conduct the research.

### **3.2.4 Lesson 2: 'Reading Strategies'**

The aim of this lesson (see Appendix A) was to furnish learners with direct strategy explanation and present the five reading strategies to the class. This lesson was not divided into stages as its purpose was to engage both the students and the teacher-researcher in a discussion about the reading strategies.

In activities 1, 2 and 3 the teacher-researcher gave direct explanations of what the reading strategies are, why learning them is important and when to use them respectively. Students were given the opportunity to be acquainted with reading strategies and their awareness of strategy use was raised (Manoli et al., 2016).

Activity 4 involved the presentation of the five reading strategies to be taught, namely activating background knowledge, predicting, skimming, scanning and guessing the meaning of unknown words based on context. During this activity, the students gained declarative (*what*), procedural (*how*), and conditional (*when* and *why*) knowledge of each of the strategies.

### **3.2.5 Lesson 3: ‘World Oceans Day’ – A thinking-aloud session**

Lesson 3 (see Appendix A) entailed the teacher-researcher modeling, applying and coordinating all the strategies in one text by ‘thinking aloud’; this would assist in turning the covert processes of comprehending into overt ones (Dewitz et al., 2009, Duke & Pearson, 2002, in Manoli et al., 2016). The text used for this lesson was ‘World Oceans Day’ and it was accompanied by 3 activities.

The first activity aimed to activate the teacher-researcher’s background knowledge by asking to mention what came to her mind when she heard the word ‘ocean’. In the second activity, by looking at the text title, the teacher-researcher was asked to predict what she thought this text was going to be about before reading it.

Activity 3 involved reading the text, modeling, applying and coordinating all the strategies in order for the students to see how, when and why the strategies are used; the teacher-researcher also completed the activity which included multiple-choice questions. Finally, at the end of the modeling procedure, the students were requested to express their thoughts and ask any questions they had regarding the strategies, their use and the procedure, as well.

### **3.2.6 Lesson 4 ‘The FA Cup’ and Lesson 5 ‘Esports’**

The aim of both lessons (see Appendix A) was to engage the students in reading the texts entitled ‘The FA Cup’ and ‘Esports’ so that they would use and practice the reading strategies with guidance by the teacher-researcher. The pre-reading stage included activities aiming to activate the learners’ background knowledge and arouse their interest before reading as well as activities that involved their making predictions about what they were going to learn from the texts. During the while-reading stage, the students were engaged in activities which provided them with the opportunity to practice the strategies of skimming, scanning and guessing the meaning of unknown words based on context. Finally, the post-reading stage of the lessons entailed a discussion among the students and the teacher-researcher with regard to their overall impression of the lessons, the procedure as well as the strategies used.

### **3.2.7 Lesson 6: ‘Day of the Dead’**

The purpose of lesson 6 (see Appendix A) was to offer the students the opportunity to work independently on the text entitled ‘Day of the Dead’ and apply all the strategies



without help from the teacher-researcher; this would enable them to “transfer the taught strategies to new but similar reading situations” (J. R. Anderson, 1985, Cohen, 1998, Pearson & Dole, 1987, in Manoli et al., p. 59). As in lessons 4 and 5 (see section 3.2.6), this lesson was divided into the pre-, while- and post- reading stages; in the course of the pre- and while- reading stages, the learners were engaged in activities in which they used and practiced the strategies taught. The post-reading stage involved a class discussion on the students' impressions of the reading strategies and their application as well as of their feelings about working independently.

### **3.3 The participants and the educational context of the research**

This research involved a class of two male EFL learners and it was conducted at a private English language school where the teacher-researcher works in Tripoli, Greece. For anonymity purposes, the pseudonyms ‘Aristotle’ and ‘Mark’ will be used when making reference to the students. Aristotle is 12 years old and attends the first grade of junior high school; Mark is 11 years old and attends the sixth grade of primary school. Aristotle started taking English lessons at the language school three years ago while Mark has been taking lessons at it for four years. Aristotle is bilingual, Albanian in origin, whereas Mark is monolingual, Greek in origin. This year they are attending the A2 level course; both learners enjoy learning English, they are really competent in English and their attitude towards the language is positive.

The language used in the teaching sessions was mainly English, and both the teacher-researcher and the students resorted to Greek when it was necessary, for example, for explanations or instructions. However, for the lesson ‘Reading Strategies’ (see Appendix A) during which the teacher-researcher provided direct strategy explanation, the language used was mainly Greek; this is because speaking in Greek facilitated the whole procedure and eliminated any obscurity regarding the reading strategies.

### **3.4 Method of analysis**

In qualitative research, the data collected are categorized according to the emerging themes and their presentation involves narrative description (McKay, 2006). The analysis of qualitative data can be quite challenging since it entails the researcher being personally involved in their effort to understand patterns that appear and various



layers of meaning (Zorbas, 2020). In addition, after coding and analyzing the collected data, the researcher needs “to know how to best transform it” so that the reader will be able to understand it (*ibid.*, p. 2).

The present research is qualitative in design, therefore, the data collected were classified according to themes, and the presentation of the results involved narrative description. In addition, the data were analyzed and interpreted inductively alongside the teacher-researcher's thoughts since it is necessary for a researcher to express their personal accounts and interpretations in their research (Creswell, 2012). Finally, quantification of qualitative data was also implemented with a view to interpreting the data collected and analyze the findings.

### 3.5 Data collection tools

An overview of the data is presented in Table 3.1, which can be classified as deriving from the students (student-driven) and the researcher (researcher-driven); the data were collected before, during and after the completion of the teaching intervention.

Intervention Stage	Researcher-driven	Student-driven
Before	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> reading test design and delivery</li> <li>• standardized reading ability test selection and delivery</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> reading test answers</li> <li>• standardized reading ability test answers</li> </ul>
While	<ul style="list-style-type: none"> <li>• Selection of texts for reading strategy instruction and design of the activities</li> <li>• recorded session observation</li> </ul>	<ul style="list-style-type: none"> <li>• Session recordings with student interaction, participation and reactions, including whole class discussion at the end of each session</li> <li>• Answers to the activities accompanying the</li> </ul>

		texts
Post	<ul style="list-style-type: none"> <li>• 2nd reading test design and delivery</li> <li>• standardized reading ability test selection and delivery</li> </ul>	<ul style="list-style-type: none"> <li>• 2nd reading test answers</li> <li>• standardized reading ability test answers</li> </ul>

**Table 3.2: Research data sources**

### 3.5.1 The standardized reading ability test

The reading section of the KPG standardized reading ability test (see Appendix B) was used to assess the learners' reading performance before and after the teaching intervention. Aristotle participated in both measurements while Mark participated only in the first one before the beginning of the intervention. This is because, at the end of the intervention, Mark was absent due to the fact that he was ill. The reading section of the test included cloze texts and short texts which were accompanied by 40 multiple-choice and 10 fill-in-the-gap questions and it was scored on a 50-point scale, 1 point given for each correct answer. The time limit set for the reading section is 1 hour and 5 minutes, however, it was reduced to 45 minutes since this is the time set for the hourly lessons at the language school.

### 3.5.2 The researcher-designed reading tests

The two researcher-designed reading tests (see Appendix C) were designed as activities with the aim of evaluating the learners' use of the strategies that the intervention centered on, and they were similar to the tests designed and used in the research conducted by Manoli et al. (2016). One week before the teaching intervention started, the learners took the first reading test; three days after the end of it, the second test was taken only by Aristotle because Mark was absent.

As in the study of Manoli et al. (2016), the texts' level of difficulty was established through the use of a readability formula; in this research, the Flesch Reading Ease formula was used (Scott, 2023). Each researcher-designed reading test comprised one text with its accompanying activities. The texts on which the activities were based were beyond the learner's level of reading competence since strategy use while

reading takes place when a text is quite challenging (Janzen & Stoller, 1998) for readers; therefore, they employ different reading strategies so as to “ensure their acquisition, storage, and retrieval of information” (Singhal, 2006, in Demiröz, 2010, p. 82).

In both tests, the first activity involved the use of the strategy of activating the learners' background knowledge, which plays a major role in comprehending written input (Pressley and Afflerbach, 1995, in Janzen & Stoller, 1998), as students who are familiar with the topic of a text may read more demanding texts than students who are not (*ibid.*). The second and third activity entailed using the strategy of predicting which benefits readers as it is conducive to preparing their mind “to absorb, interpret, check, and confirm information” (Fisher, 2016, p. 6). In addition, this strategy can assist learners in making connections between their background knowledge and the written input (*ibid.*).

The fourth activity was designed to assess the learners' ability to get the main idea of the text by reading it quickly; skimming is the strategy in question, which involves searching for the most significant information, fast reading and skipping the details (Banditvilai, 2020). The last activity referred to the strategy of guessing the meaning of unknown words from context which can help learners to enhance their comprehension, and it enables them to read without being reliant on teachers, dictionaries and glossaries (Hamada, 2009, Hu & Nassagi, 2014, in Manoli et al., 2016).

### **3.5.3 The reading materials**

The reading materials used for the strategy instruction constituted expository texts, which give facts and information about a topic. They were found and taken from online educational sites (see Appendix D), and the majority of the topics discussed in them were both familiar to the students and interesting for them since they enjoy sports, playing video games and learning about different celebrations. Nuttall (1996) argues that the most important criterion for selecting texts is the students' interest (Nuttall, 1996, in Janzen & Stoller, 1998). Janzen & Stoller (1998) claim that, apart from the learners' interest, another factor of equal importance while selecting texts for

teaching strategic reading is the students' level of competence in the L2 and the subsequent choice of texts that are "at an appropriate level of difficulty" (p. 254).

Concerning the participants of this teaching intervention (see section 3.3), their L2 level of competence is quite good. The level of difficulty of the texts chosen (see Appendix D) for the strategy instruction was measured by using the Flesch Reading Ease formula (see section 3.5.2) so as to ensure that they were quite demanding but not considerably difficult for the intervention (Janzen & Stoller, 1998, in Manoli et al., 2016). With regard to the activities that accompanied the texts, a variety of short answer, multiple choice, matching, true/false/not given and one-answer questions were designed with the aim of practicing the reading strategies taught during the teaching sessions.

### **3.5.4 Observation**

In qualitative research, observation lies among the oldest and most essential research methods/approaches; it entails the collection of data by employing one's senses, "especially looking and listening in a systematic and meaningful way" (McKechnie, 2008, in Smit & Onwuegbuzie, 2018, p. 1). Griva & Kofou (2017) point out that observation is held in natural settings and it affords the researcher the opportunity to collect data systematically "by keeping detailed notes, in the form of checklists/rating scales or anecdotal records" (Griva & Kofou, 2017, in Kofou, 2020, p. 12).

Observation can be either structured or unstructured; the former involves the researcher having a clear focus and a scheme of prepared categories whereas the latter involves the researcher recording anything that takes place in a context or related to what is studied (*ibid.*). In the present study, the observation was unstructured and the teacher-researcher video recorded the teaching sessions; this allowed her to be concentrated during the sessions and watch the videos later so as to collect data and analyze them.

### **3.5.5 Ethical considerations**

The participants of this research were underage and therefore their parents' consent for their participation was necessary; the parents' consent was acquired through a consent form (see Appendix E) which was written in Greek in order for them to fully understand what their children's participation involved. Furthermore, pseudonyms

were used when referring to the students in the presentation of both the data and the results so that they would keep their anonymity. The teacher-researcher was the only person who had access to all the personal information, the video recordings and the materials used before, during and after the intervention, and upon the completion of the research, everything was destroyed.

## 4. Results and Discussion

This chapter provides information on the data collected followed by a discussion on the findings, which ultimately leads to answering the research questions.

### 4.1 Data analysis and results

This section involves the presentation of the data collected through the standardized reading ability test, the two researcher-designed reading tests and the observation of the teaching sessions.

#### 4.1.1 The standardized reading ability test

The standardized reading ability test aimed to assess the students' reading performance before and after the intervention. Figure 4.1 presents Aristotle's and Mark's score in the test in advance of the reading strategy instruction, and the result indicated that the two students' reading performance was similar.

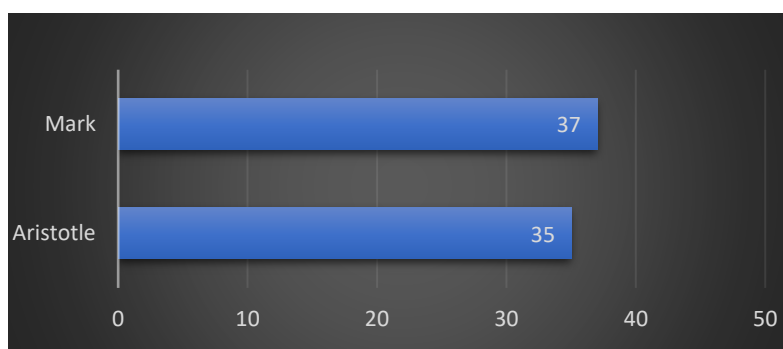


Figure 4.1: Scores in the standardized test (1<sup>st</sup> measurement)

The same standardized ability test was taken after the end of the intervention and it was taken only by Aristotle. The score achieved by the student was 42/50, which indicated that, after the strategy instruction, Aristotle's reading comprehension actually improved; obviously, the reading strategies played a significant role for this outcome.

#### 4.1.2 The first researcher-designed reading test

This first researcher-designed reading test (see Appendix C) was taken before the intervention with the aim of evaluating Aristotle's and Mark's use of reading strategies prior to the strategy instruction. Figure 4.3 shows the scores achieved by the students with Mark scoring higher than Aristotle. Regarding the strategy use, Mark

had difficulty guessing the meaning of unknown words based on the context; this became evident by the fact that in the fifth activity accompanying the text he was able to find only one of the three words. Aristotle had a slight difficulty with activating his background knowledge, skimming and guessing the meaning of unknown words.

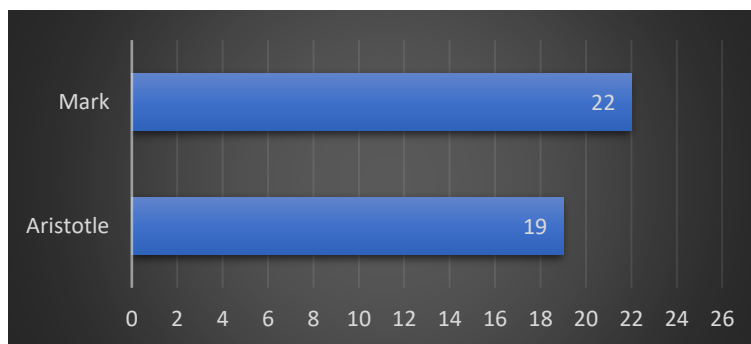


Figure 4.2: Scores in the 1<sup>st</sup> researcher-designed test

Overall, the scores were quite satisfactory, which indicated that the students could use strategies, and they could use some of them effectively while dealing with more demanding texts in order to comprehend.

#### 4.1.3 The second researcher-designed reading test

The aim of the second researcher-designed reading test (see section 3.5.2) was to evaluate the students' use of reading strategies after the end of the intervention; as with the standardized reading ability test, only Aristotle took the test and the score he achieved was 22/26. The student faced no problems with the activities that related to the strategies of activating background knowledge, predicting and skimming. Nonetheless, he had difficulty with the activity which asked him to guess the meaning of unfamiliar words based on context since he found only one word out of the three. The result showed that Aristotle was able to employ the strategies taught during the intervention when encountering more challenging texts.

#### 4.1.4 Observation

##### 4.1.4.1 Session 2: 'Reading Strategies'

This session (see Appendix A) involved a discussion about reading strategies as well as the presentation and direct explanation of the five reading strategies to be taught during the intervention. The first three activities aimed to provide the students with direct explanation of what reading strategies are, why they are important and when to

use them. The students paid attention, seemed to understand what they were presented with, and they did not have any queries. The last activity involved the presentation and explanation of the five reading strategies providing declarative (what), procedural (how) and conditional (when and why) knowledge of each of them. The students were attentive during the whole session, but they were bored because this lesson mostly dealt with theory and entailed a lot of speaking on the part of the teacher-researcher.

At the end of the lesson, the learners were asked to express their thoughts and ask questions they had. They mentioned that they already used some strategies while reading although they did not know what they were or why they used them. The strategies they used are presented in Table 4.1.

Student	Strategies used
Aristotle	<p>predicting</p> <p>skimming</p> <p>scanning</p> <p>guessing the meaning of unknown words based on context</p>
Mark	<p>skimming</p> <p>scanning</p> <p>predicting while reading</p> <p>visualising</p>

**Table 4.1: The strategies already used by the participants**

Aristotle uses the strategies shown in Table 4.1, mentioning that he uses skimming only if a text interests him. This was also mentioned by Mark, who uses one more strategy, visualizing; he said that this strategy helps him to understand as he forms pictures in his mind while reading. Regarding guessing the meaning of unfamiliar words, Mark said that he does not use this strategy, yet he prefers to ignore any unknown words in a text and continues reading. In addition, Mark uses the strategy of prediction while reading as he thinks about what may happen next, and he wants to predict the end of a story. Neither of the students used the strategy of activating background knowledge.



#### 4.1.4.2 Session 3: 'World Oceans Day': A thinking - aloud session

During this lesson (see Appendix A), the teacher-researcher modeled, applied and coordinated all the strategies in the text entitled '*World Oceans Day*' by thinking-aloud. In the beginning, the teacher-researcher looked at the title and thought about what the text would be; Aristotle identified that this was the strategy of prediction, and then she continued with reading the text. In the second paragraph, she used the strategies of predicting, activating background knowledge, guessing the meaning of unknown words and one more which was not among the five reading strategies; this was the strategy of connecting prior knowledge to new. Aristotle understood this last strategy, namely what the teacher-researcher did in order to understand what she read, and Mark identified the strategy of guessing word meaning.

In the third paragraph, the strategies of guessing the meaning of unknown words and connecting prior knowledge to new were used, and Aristotle understood that of guessing word meaning; in paragraph four, guessing the meaning of unknown words as well as questioning and summarization were used in order for the meaning to be understood. Although summarization and questioning were not among the set of the strategies taught, the teacher-researcher briefly explained them to the students. In the fifth paragraph, guessing word meaning, predicting based on paragraph heading and visualizing, which was not included in the set of strategies, were used while reading; Aristotle and Mark identified the strategies of guessing word meaning and predicting respectively.

Finally, in the last paragraph, the strategies of predicting based on paragraph headings, guessing word meaning, rereading a sentence and summarization were employed. Aristotle noticed that the teacher-researcher reread the sentence and used the strategy of guessing word meaning. After finishing reading the text, the teacher-researcher asked the students whether they use any of the strategies that were modeled. Table 4.2 presents the strategies that Aristotle and Mark reported having used.

Student	Strategies used
Aristotle	<p>predicting (including based on paragraph headings)</p> <p>activating background knowledge</p> <p>guessing the meaning of unknown words based on context</p> <p>connecting prior knowledge to new</p> <p>questioning</p> <p>summarization</p> <p>visualizing</p> <p>rereading</p>
Mark	<p>activating background knowledge</p> <p>visualizing</p> <p>connecting prior knowledge to new</p>

**Table 4.2: Report on the strategies used by the participants**

Aristotle mentioned that he has used all the strategies, however, he did not know what they were or why he used them. On the other hand, Mark said that he has only used the strategies of activating background knowledge, visualizing and connecting prior knowledge to new.

Concerning the activities accompanying the text (see Appendix A), the teacher-researcher modeled and used the five reading strategies taught in order to complete them through thinking-aloud. In the first activity, activating background knowledge was modeled and explained to the students, and predicting based on the text title was modeled and explained in the second activity. Activity 3 involved multiple-choice questions that helped to model the strategies of scanning, guessing the meaning of unknown words based on context and skimming. The strategies were modeled and employed so that the teacher-researcher could do the activity and the students not only paid attention to the process but also participated in it as they wanted to find the answers and ask questions. Aristotle also identified the strategy of scanning.

After the completion of the activities, a discussion followed during which the students mentioned that the whole procedure was fine, and they said that the strategy of scanning was mainly used by them in an A1 level exam they had both taken in May.

Mark added that, in this exam, he read the whole passage twice in order not to miss any information.

#### 4.1.4.3 Session 4: 'The FA Cup'

This lesson involved providing the students with the opportunity to put the five strategies taught into guided practice, during which the students and the teacher-researcher worked alongside on the text entitled '*The FA Cup*' and its accompanying activities (see Appendix A). The lesson consisted of three stages, namely the pre-, while- and post-reading ones. The pre-reading stage included activities 1 and 2. Both Aristotle and Mark were able to mention some words/phrases that occurred to them when they heard the word *football*, and they had heard of the FA Cup before, however, they did not know any details about it. They did not remember that the strategy they used was activating background knowledge but they could use it effectively. The third activity asked them to make predictions about what they would learn by looking at the paragraph headings in the text; they both made predictions, so they employed the strategy, but they did not remember the name of the strategy they used.

During the while-reading stage, the students had to complete activities 4, 5 and 6. Concerning the fourth activity, which involved using skimming, they both chose the correct answer; Mark provided the answer before reading the text because, as he mentioned, he remembered the paragraph headings, and the text gave them more information about the FA Cup. He also asked about the meaning of the word '*draw*' since he could not understand what it meant in that context. The teacher helped him to understand what it means, and he said that he had not used the strategy of guessing the meaning of unknown words before and that was the reason why he could not understand.

The fifth activity engaged the students in looking for specific information, thus they had to use scanning and decide whether the six sentences were True, False or Not Stated. Before embarking on doing the activity, Aristotle identified which strategy they would use in order to complete it; all the answers he gave were correct, therefore, he used the strategy effectively. Mark gave only two correct answers, which could be attributed to his not paying so much attention to the details and to the fact that he

finished the activity too quickly; he was also rather impatient and he wanted to check the answers. In addition, when corrective feedback was provided after they both completed it, he was annoyed that he had enough mistakes.

Regarding the last activity, which involved using guessing word meaning based on context, Aristotle found all three words in the text and Mark found two out of three. Aristotle found the activity easy as he said that he knew the words from the video games he plays, and Mark said that he knew only one of the words. Consequently, Aristotle probably did not put much effort in guessing word meaning as the words were familiar to him while Mark may have used the strategy more successfully.

The post-reading stage entailed a whole class discussion with regard to the procedure and the reading strategies. Throughout this discussion, Aristotle mentioned that the text was straightforward, and Mark said that he did not like the text so much; this is because he made mistakes in the fourth activity owing to his answering the questions according to what he knew, not according to the information given in the text. Concerning the most useful strategies while dealing with the text, Aristotle referred to activating background knowledge and scanning whereas Mark mentioned skimming, scanning and guessing the meaning of unfamiliar words.

#### **4.1.4.4 Session 5: 'Esports'**

This lesson, consisting of the pre-, while- and post-reading stages, engaged the students in putting the reading strategies into guided practice like the lesson in section 4.3.4. The whole class worked on the text entitled 'Esports' and its accompanying activities (see Appendix A). Activities 1 and 2 of the pre-reading stage involved the practice of using the strategies of activating background knowledge and predicting respectively. Both Aristotle and Mark were able to employ them, however, Mark had difficulty in predicting as he hardly came up with an idea. Moreover, they were not able to identify which strategies they were, with Aristotle mistaking activating background knowledge with predicting.

Activity 3 entailed using the strategy of skimming which both students identified and employed successfully since they provided the correct answer. In activity 4, the students were asked to choose the correct answers by employing the strategy of scanning. They both understood and named the strategy to be used, and they only

made one mistake each. Concerning the fifth activity, which involved guessing the meaning of unfamiliar words, Mark remembered the strategy, showed enthusiasm while listening to it, and managed to use it effectively as all his answers were correct. Aristotle, though, could not use it and he only found one word with the help of the teacher-researcher.

In the post-reading stage, a discussion followed among the students and the teacher-researcher with reference to the lesson. Aristotle reported that scanning, skimming and guessing the meaning of unfamiliar words helped him the most; regarding the last strategy he mentioned, he was not fully able to employ it, though. Mark said that the same strategies were the most useful and helped him to a great extent.

#### **4.1.4.5 Session 6: 'Day of the Dead'**

The last lesson of the intervention, involved the students working independently on the text entitled 'Day of the Dead' and its activities (see Appendix A), without the teacher-researcher providing any help during the process. Only Aristotle attended this session because Mark was absent due to illness. The lesson consisted of the pre-, while- and post-reading stages; in the pre-reading stage, Aristotle completed activity 1 successfully as he was able to mention different things that came to his mind when he heard the word '*Mexico*'; however, in activity 2, he said that he had never heard of the celebration '*Day of the Dead*' before, so, when he proceeded to activity 3, he could not make any predictions; he merely said that this celebration is like Halloween and that people visit their relatives.

During the while-reading stage, he identified and employed the strategy of skimming efficiently as he provided the correct answer for activity 4. Regarding the fifth and sixth activities, which entailed using scanning, Aristotle knew which strategy he had to use and used it successfully since all his answers were correct in both activities. In activity 7, he guessed the meaning of unknown words based on context providing two correct answers out of the three.

In the post-reading stage, both Aristotle and the teacher-researcher discussed various aspects of the lesson. Aristotle said that the text was not complex and he used the strategies of skimming, scanning and activating background knowledge. Moreover, he

mentioned that actually all the strategies helped him, however, the most significant was guessing word meaning based on the context.

## **4.2 Discussion**

This section involves a discussion on the findings, based on the data presented in Section 4.1. Each sub-section features a research question.

### **4.2.1 Improving EFL learners' reading comprehension**

In order to assess the impact of the reading strategy instruction on the learners' reading comprehension, the students had to take the standardized reading ability test (see section 3.5.1) and the second researcher-designed reading test (section 3.5.2) after the completion of the teaching intervention. Since only Aristotle took both tests, he was the only one to be included in the final results of this research.

Regarding the standardized reading ability test (see section 4.1.1), the results indicate that Aristotle's reading performance improved considerably after the strategy instruction. The score he achieved in the first measurement was 35/50 whereas in the second was 42/50. This can be attributed to the instruction he received which helped him enhance his comprehension.

The results of the second researcher-designed reading test (see section 4.1.3) revealed that Aristotle's use of strategies improved after the intervention, as well. The score he achieved was 22/26 whereas in the first measurement it was 19/26. He was able to use the strategies of activating background knowledge, predicting and skimming effectively as all the answers he provided were correct. He encountered problems with guessing the meaning of unknown words based on context since he found one word out of the three. Overall, the result showed that his use of strategies saw an improvement and so did his comprehension.

### **4.2.2 The most useful strategies for EFL learners' reading comprehension**

In all the sessions of this intervention, excluding the pilot session, the students were involved in a whole class discussion during which they talked about the reading strategies expressing their thoughts or asking any questions they had. During the second session (see section 4.1.3.1), after the direct explanation and presentation of the strategies, both Aristotle and Mark said that they already used predicting, skimming

and scanning; in addition, Aristotle used the strategy of guessing the meaning of unknown words based on context while Mark used visualizing while dealing with texts. It can be inferred that the students used strategies without being aware of what these strategies were or why they used them. Therefore, they lacked metacognitive awareness which constitutes “the perceived use of reading strategies while reading” (Jacobs & Paris, 1987, Mokharti & Reichard, 2002, Pressley, 2000, in Anastasiou & Griva, 2009, p. 2).

In the third session (see section 4.1.3.2), which involved the teacher-researcher's modeling, applying and coordination of the reading strategies in a text by thinking aloud, both students said anew that they used some strategies when they read texts. More specifically, Aristotle said that he employed all the strategies that had been employed by the teacher-researcher whereas Mark referred to the strategies of activating background knowledge, visualizing, scanning and connecting prior knowledge to new. Scanning was also mentioned by the students as the strategy that was primarily used when they took an A1 level exam.

Regarding the fourth and fifth session, the students were provided with opportunities to put the five reading strategies taught into guided practice. In session 4 (see section 4.1.3.3), after the completion of text reading and of the activities, Mark said that skimming, scanning and guessing word meaning based on context were the most helpful strategies for him; however, in the activity in which he had to employ scanning, he made many mistakes probably due to his haste. Aristotle mentioned that activating background knowledge and scanning aided him the most; that scanning helped him was evident by the fact all his answers were correct in the activity that involved the use of this strategy.

In session 5 (see section 4.1.3.4), both students considered skimming, scanning and guessing the meaning of unknown words from context to be the most helpful strategies in order for them to comprehend the text they worked on. It is worth mentioning that Mark referred to guessing word meaning as he did in the fourth session; he did not use to employ this strategy before, but now, after the strategy instruction, he started using it while reading. This is probably because he became

aware of it and understood that it is necessary in order for his comprehension not to fail.

The last session (see section 4.1.3.5) aimed to engage students in working independently on a text and employ the strategies taught. Only Aristotle participated in this lesson, and during the discussion with the teacher-researcher, he said that the strategies that assisted him the most in comprehending were skimming, scanning, guessing word meaning based on context and activating background knowledge; this can be justified by his scores in the activities since almost all his answers were correct.

### **4.3 Answering the research questions**

After the presentation of all the relevant data, the answers to the research questions are provided in this section.

*What are the most useful strategies for EFL learners while dealing with more difficult texts?*

The answer to this question derives from section 4.1.3 in which the results of the observation are presented. In almost all teaching sessions, Aristotle mentioned that the strategies of skimming, scanning and guessing the meaning of unknown words based on the context were the most useful and helped with his comprehending the texts. This is apparent from the answers he provided to the activities, which were mainly accurate. In addition, these three strategies were already employed by him before the teaching intervention, however, he was not aware of what they were or why he used them. During the sessions, in which explicit multiple-reading instruction was provided, Aristotle's awareness was raised regarding what reading strategies are, how, when and why they are employed.

Having answered the sub-question, the main research question can be answered:

*To what extent will multiple-reading strategy instruction help Greek EFL learners improve their reading comprehension?*

As discussed in the above sub-question, the reading strategies helped to improve Aristotle's comprehension. The results from both the standardized reading ability test



and the second researcher-designed reading test indicated that his comprehension improved significantly, and this can be attributed to the reading strategy instruction he received. This means that the explicit teaching of strategies had a positive effect on Aristotle's comprehension since it assisted him in enhancing his reading performance to a great extent.

## **5. Conclusion**

The significance and the limitations of this research are presented in the final chapter. In addition, the results are connected to those of similar studies and suggestions for future studies are made.

### **5.1 Significance of the research**

The results of this research indicated that the explicit teaching of reading strategies is conducive to helping EFL students learn about and employ strategies, which appears to improve their reading comprehension while reading more difficult texts. This is beneficial to them for two major reasons. Firstly, knowing how to face difficulties in reading could motivate them to read English texts in their leisure time, for example, texts whose topics are appealing to them without feeling frustrated each time a problem with comprehension arises. As a consequence, this might help them enhance other language skills through reading such as their writing skills. Secondly, being aware of and employing reading strategies can be useful for them in the reading section of English language exams since the use of strategies may aid them to address the texts and their accompanying activities more efficaciously.

### **5.2 Relevance of the research to similar studies**

The results of the present research can be compared to those of similar studies, conducted with primary and secondary students as well as university students.

Manoli (2016) carried out a research with EFL primary students which aimed to investigate the immediate and delayed effects of multiple-strategy instruction on their reading performance (see section 2.4). The results indicated that after receiving explicit reading strategy instruction, the students' reading performance improved. Similarly, Manoli et al. (2016), whose research also involved EFL primary students, found that the students who were taught reading strategies explicitly enhanced their reading performance (see section 2.4).

Koukourikou et al. (2018) examined the impact of a two-month multiple-strategy instruction on EFL students' reading performance in two secondary schools (see section 2.4). The results showed that there was a significant improvement in the students' reading comprehension, which is in accordance with the results in our study.

Dabarera et al. (2014) investigated the impact of metacognitive strategy instruction on 67 ESL (English as a second language) secondary students' reading comprehension. The study involved the collection of both quantitative and qualitative data; in order to measure the students' extent of metacognitive awareness and reading comprehension ability, the Metacognitive Awareness of Reading Strategies Inventory (MARSI) and the University of New South Wales, International Competitions and Assessments for Schools (UNSW ICAS) English competition Paper F (2008) were used respectively. The explicit teaching of metacognitive strategies helped to improve students' reading comprehension significantly in posttest measurements.

Finally, a study conducted by Salataci and Akyel (2002) explored the reading strategies of Turkish EFL students in Turkish and English and the possible effects of reading instruction on reading in Turkish and English. The participants were 8 university students and the study involved both quantitative and qualitative data. Regarding reading comprehension, the reading component of the PET (the Preliminary English Test) was used so as to examine the effects of the instruction on the students' comprehension.

As regards reading comprehension, the results from the abovementioned studies indicated that the students who received strategy instruction improved their reading performance to a considerable degree. These results concur with those of the present study as explicit strategy instruction aided the EFL learner to improve his reading performance. Thus, it is confirmed that strategy training can have a positive effect on learners' comprehension.

### **5.3 Research limitations**

The present research presents some limitations. First of all, if there were more teaching sessions, further information could have been available related to the connection between the use of reading strategies and comprehension. Secondly, the limited number of participants should also be taken into consideration; the final results involved only one participant and indicated that reading strategy instruction helped to improve his comprehension. Nonetheless, we do not know what the results would be if this research was conducted with a mixed-ability class with more participants. Finally, the absence of a reading ability test, which would measure the

delayed effects of strategy instruction on EFL learners' reading comprehension, is another limitation since no information can be provided concerning the maintenance of comprehension gains long after the end of the intervention.

#### **5.4 Suggestions for further study**

It would be beneficial to investigate the impact of reading strategy instruction on learners' comprehension over a longer time period so that more data could be collected. Furthermore, another suggestion would be to explore the delayed effects of strategy instruction on EFL learners' comprehension by means of a standardized reading ability test and/or a researcher-designed reading test. Finally, conducting this research with a larger mixed-ability group of participants would be ideal as it could yield interesting results with regard to the impact of strategy instruction on learners' comprehension.

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## Appendix A: Lesson plans and worksheets

### Pilot lesson plan: 'Life as a Youtuber' (Session 1)

<b>Aims:</b> to provide a brief explanation of the reading strategies, to practice them through a text, students work individually, the whole class works together.
<b>Strategies:</b> activating background knowledge, predicting, skimming, scanning, guessing the meaning of unknown words based on context.
<b>Materials:</b> the worksheet
<b>Time:</b> about 45 minutes

Stage	Procedure	Objectives	Interaction	Time
Pre-reading	<b>Before engaging with the worksheet</b> Ss will be provided with a brief explanation of the reading strategies	<b>Ss</b> to become familiar with reading strategies	<b>T/Ss</b> T informs Ss about reading strategies <b>Ss/T</b> ask questions <b>T/Ss</b> responding and providing feedback	10 mins.
	<b>Activity 1</b> Ss write down the first 5 words/phrases that come to their mind when they hear the word	<b>Ss</b> to activate their background knowledge on the topic	<b>Ss</b> to themselves <b>Ss/T</b> discussing their answers	5 mins.

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<p><b>While-reading</b></p>	<p>and answer the questions</p> <p><b>Activity 5</b></p> <p>Ss read the text and find words which have a similar meaning to the ones they are given</p>	<p>Ss</p> <p>to guess the meaning of unknown words based on the context</p>	<p>discussing and providing feedback</p> <p>Ss</p> <p>to themselves</p> <p><b>Ss/T</b></p> <p>providing and discussing their answers</p> <p><b>T/Ss</b></p> <p>Providing feedback and discussing</p>	<p>10 mins.</p>
<p><b>Post-reading</b></p>	<p>A brief discussion on the reading strategies employed, the text and the procedure</p>	<p>Ss</p> <p>to express their thoughts on strategies and the procedure</p>	<p><b>Ss/T</b></p> <p>discussing and asking questions</p> <p><b>T/Ss</b></p> <p>discussing and answering questions</p>	<p>5 mins.</p>



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**Pilot lesson Worksheet: 'Life as a Youtuber'****Life as a Youtuber**

Do strange, funny or interesting things happen to you a lot? Are you good at telling stories? Can you imagine hundreds of thousands of people wanting to hear about your life?

That's what life is like for YouTube star, Jessii Vee. Her videos of funny stories about herself have been watched over 150 million times and subscribers to her channel grow every day. In just a month she can gain thousands of new subscribers, and videos that are only a few days old typically have 150,000+ views.

Jessii's just a regular 23-year-old living in Ontario, Canada, with a talent for turning her life into her work, six days a week. 'My days change depending on if it's the beginning of the week or the end,' says Jessii. Typically, I'll spend all of Sunday thinking of ideas and planning videos that I want to film that week. Then, on Monday, I'll wake up early to start filming. Usually a video will take just over an hour to film, and I try to film around five, so it takes up most of my day. Then, from Tuesday to Friday, I edit them.'

Being a YouTuber isn't just about making videos. Jessii also spends a few hours a week replying to messages from her subscribers. Sometimes she meets fans in person because, since she passed 700,000 subscribers, people recognise her when she goes out. 'It's so funny because I can meet subscribers anywhere and everywhere,' she says. 'The other day I went to buy coffee and there was a girl serving me who almost dropped my coffee when she realised it was me. She actually left the coffee shop to meet me in the parking lot to take pictures. It always makes me happy to see them greet me with a huge smile.'

Online life isn't all wonderful and Jessii used to feel bad when people said negative things about her. 'Some people online are so quick to write hate comments,' she

explains. Some people said that she has huge cheeks and really thin lips. It made her feel bad until she found strength inside herself. 'I realised that the things people were hating on were things about myself that I couldn't change. So, I decided to love those things and I became more confident in myself.' Now, she understands that hate comments come from people who don't feel good about themselves.

So, for anyone who wants to start a YouTube channel, there are some things to think about. It should be fun, so one thing you might want to do is turn off the comments so you won't get any negative ones from people who have nothing better to do. Privacy and being safe are very important so, for example, you don't need to show your face or real name and you shouldn't tell people where you live. One of the most famous YouTubers, DanTDM, a 26-year-old English man whose videos have over 10 billion views (if that number is too big to imagine, compare it with something like the Beijing 2008 Summer Olympics that were watched by 5 billion people all over the world), began his YouTube career playing 'Minecraft' and telling stories about the characters in the game. In 2017, he went on a tour, doing live shows, in the UK, America and Australia. But in the beginning he didn't show his face.

Jessii has some advice about what kind of videos to make. 'Be yourself. Don't change to try to make people like you. They will fall in love with YOU! When I first started YouTube, I wanted to look good and act in a way that people would like. In my old videos, I seem uncomfortable because I'm not being myself. But in my videos now, you can see that I'm completely myself. I'm crazy and strange, and I don't care what people think.'

Jessii also says you should make your channel about something you really care about because that will inspire people. People know when you only care about being popular. 'When you actually focus on something you love, you'll grow so much faster, trust me!'

## Activities

- 1) Write the first five words/phrases that come to your mind when you hear the word **YouTuber**.
- 2) Looking at the text title ***Life as a YouTuber***, what information do you think this text will give you?
- 3) Read the text quickly and answer the following questions:
  - 1) This text
    - a. gives advice on how to become a successful YouTuber
    - b. describes the life of a famous YouTuber
    - c. explains what kind of videos people enjoy watching on YouTube
  - 2) The main aim of this text is
    - a. to describe what it is like to be a YouTuber
    - b. to give us advice on how to make interesting videos
    - c. to show that online life isn't always great
- 4) Answer the following question in a few words:
  - 1) How much time will Jessii need to film a video?
  - 2) What else does Jessii do when not making videos?
  - 3) How does Jessii feel about hate comments now?
  - 4) What advice does Jessii give about what kind of channel YouTubers should make?
- 5) Find one word in the text which has a similar meaning to the following words:

- a. normal (3<sup>rd</sup> paragraph)
- b. know (4<sup>th</sup> paragraph)
- c. understood (5<sup>th</sup> paragraph)

### Lesson Plan 1: 'Reading Strategies' (Session 2)

<b>Aims:</b> to provide students with direct explanation of the reading strategies, discuss what reading strategies are, why they are important, when they can be used, and present the specific set of reading strategies to the students.
<b>Strategies:</b> activating background knowledge, predicting, skimming, scanning, guessing the meaning of unknown words based on context.
<b>Materials:</b> the worksheet
<b>Time:</b> about 45 minutes

Stage	Procedure	Objectives	Interaction	Time
	<b>Activity 1</b> Ss are provided with direct explanation of what reading strategies are	<b>Ss</b> to become familiar with reading strategies	<b>T/Ss</b> explaining what reading strategies are <b>Ss/T</b> asking questions <b>T/Ss</b> answering questions	5 mins.
	<b>Activity 2</b> Ss are provided with direct explanation of why reading strategies are important	<b>Ss</b> to become familiar with why using reading strategies is	<b>T/Ss</b> explaining why reading strategies are important <b>Ss/T</b> asking questions	5 mins.

		important	<b>T/Ss</b> answering questions	
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Stage	Procedure	Objectives	Interaction	Time
	<p><b>Activity 3</b></p> <p>Ss are provided with direct explanation of when reading strategies are used</p>	<p><b>Ss</b></p> <p>to become familiar with when to use reading strategies</p>	<p><b>T/Ss</b></p> <p>explaining when to use reading strategies</p> <p><b>Ss/T</b></p> <p>asking questions</p> <p><b>T/Ss</b></p> <p>answering questions</p>	5 mins.
	<p><b>Activity 4</b></p> <p>Ss are presented with the five reading strategies to be taught and are provided with explanation of what each strategy is, how to use it, and when and why use it</p>	<p><b>Ss</b></p> <p>to gain declarative, procedural and conditional knowledge of each of the five strategies</p>	<p><b>T/Ss</b></p> <p>providing explanations</p> <p><b>Ss/T</b></p> <p>asking questions</p> <p><b>T/Ss</b></p> <p>answering questions</p>	30 mins.

## Worksheet 1: 'Reading Strategies'

1. What are reading strategies?
2. Why are reading strategies important?
3. When do we use reading strategies?
4. The five reading strategies: activating background knowledge, predicting text content, skimming, scanning, guessing the meaning of unknown words based on the context.

a) activating background knowledge

*What is it?*

*How is it used?*

*When and why do we use it?*

b) predicting text content

*What is it?*

*How is it used?*

*When and why do we use it?*

c) skimming

*What is it?*

*How is it used?*

*When and why do we use it?*

d) scanning

*What is it?*

*How is it used?*

*When and why do we use it?*

e) guessing the meaning of unknown words based on the context

*What* is it?

*How* is it used?

*When* and *why* do we use it?

**Notes**

## Lesson Plan 2: 'World Oceans Day': A think-aloud session (Session 3)

<b>Aims:</b> to model, apply and coordinate all the strategies in one text by 'thinking aloud', to turn the covert comprehension processes into overt ones
<b>Strategies:</b> modeling strategy, activating background knowledge, predicting, skimming, scanning, guessing the meaning of unknown words based on context.
<b>Materials:</b> the worksheet
<b>Time:</b> about 45 minutes

Stage	Procedure	Objectives	Interaction	Time
Pre-reading	<b>Activity 1</b> T thinks about what comes to her mind when she hears the word <i>ocean</i>	<b>T</b> to activate her background knowledge  to model and apply this strategy in order for students to see how and when it is used	<b>T</b> to herself <b>Ss</b> watching the procedure	3 mins.
	<b>Activity 2</b> T looks at the text title and predicts what the text is going to be about	<b>T</b> to make predictions before engaging with reading the text  to increase motivation	<b>T</b> to herself <b>Ss</b> watching the procedure	3 mins.



<b>Pre-reading</b>		to model and apply this strategy in order for learners to see how and when it is used		
<b>While-reading</b>	<p><b>Activity 3</b></p> <p>T reads the text before starting doing the activity</p> <p>T answers the questions by reading the text again</p>	<p><b>T</b></p> <p>To model, apply and coordinate the strategies of skimming, scanning and guessing the meaning of unknown words based on context in one text in order for students to see how, when and why the strategies are used</p>	<p><b>T</b></p> <p>to herself</p> <p><b>Ss</b></p> <p>watching the procedure</p>	25-30 mins.
<b>Post-reading</b>	<p><b>Discussion</b></p> <p>Ss ask any questions they have after watching the modeling procedure</p>	<p><b>Ss</b></p> <p>To express their thoughts and ask any questions related to the procedure and the</p>	<p><b>Ss/T</b></p> <p>asking questions</p> <p><b>T/Ss</b></p> <p>answering questions</p>	5-10 mins.

		strategies		
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## Worksheet 2: 'World Oceans Day'

### World Oceans Day

Did you know that 71 per cent of our planet is covered in ocean? That's why we call Earth the 'Blue Planet'. People around the world wear blue to celebrate World Oceans Day on 8 June every year. United Nations World Oceans Day is a special day for learning about oceans, why they're in danger and how essential it is to protect them.

#### The world's oceans

There are five oceans on Earth: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean and the Arctic Ocean. The Pacific Ocean is the biggest of them all and is even bigger than all the land on Earth combined. The Arctic Ocean is the smallest and is frozen for much of the year. But because of global warming the ice is melting. Scientists predict that Arctic ice will soon disappear during the summer if we don't limit the rise in global temperatures.

#### Why we need oceans

Without oceans, life couldn't exist. Scientists don't know the exact number, but they think that oceans are home to 50 to 80 per cent of all species on Earth, from gigantic whales to microscopic plankton. Oceans hold about 97 per cent of all the water on our planet and give us rainwater and drinking water through the water cycle. Did you know that at least half the oxygen we breathe comes from the plants in the ocean? Oceans absorb carbon dioxide and give out oxygen.

#### How we use oceans

Humans use the ocean in many different ways. A lot of our food comes from oceans, and millions of people worldwide have jobs related to fishing and fish farming. Oceans also provide us with much of our energy. We've been getting oil and gas from beneath the ocean floor for a long time, but now we realise that renewable energy is essential for the future. We can use the power of waves and tides to produce electricity, and many wind farms are located offshore. We even rely on oceans for

international communication – 99 per cent of internet traffic between countries goes via submarine cables!

### **Plastic pollution**

Our oceans play an essential part in our lives, but sadly they are in danger. You've probably heard of plastic pollution. Billions and billions of pieces of plastic are floating around in our oceans, and there are five enormous patches of plastic in the oceans around the world. The biggest one, the 'Great Pacific Garbage Patch', is seven times the size of the UK! Plastic pollution is harming and killing sea creatures like fish, birds and turtles. It's also dangerous for our health too, because fish eat the tiny pieces of plastic and then humans eat the fish.

### **What we can do to help**

For World Oceans Day you could join in a beach clean-up to help prevent plastic and other rubbish getting into the sea. If you don't live near the coast, you can still get involved! You could use social media platforms to share posts, photos or videos that show how important oceans are and why we need to protect them. You could take part in a photo, art or writing contest around the theme of the ocean or watch ocean-related films and documentaries.

Remember that every day we can make a difference by using less plastic and recycling, and by talking to others about protecting our precious oceans.

### **Activities**

1. What comes to your mind when you hear the word **ocean**? Discuss.
2. Look at the title of the text **World Oceans Day**. What do you think this text is going to be about?
3. Choose the correct answer.
  - 1) The Pacific Ocean
    - a. is larger than all the land on our planet
    - b. covers 71 percent of the Earth
    - c. is frozen for much of the year.
  - 2) Oceans are important because
    - a. they are home to 50 % of all species on Earth

- b. they give us the oxygen we breathe
- c. life on Earth couldn't exist without them
- 3) People use the oceans
  - a. in ways that are helpful for them
  - b. to get their food and have jobs
  - c. to communicate with every place around the world
- 4) In the 4<sup>th</sup> paragraph, which words have a similar meaning to the following words/phrases? Write only one word next to them.
  - a. give
  - b. very important
  - c. away from the coast
  - d. underwater
- 5) The main aim of the 5<sup>th</sup> paragraph is
  - a. to give us information about the Great Pacific Garbage Patch
  - b. to talk about the problem of plastic pollution of the oceans
  - c. to explain that a lot of sea creatures are killed by plastics
- 6) The main aim of the last paragraph is
  - a. to explain how important it is to protect our oceans
  - b. to inform us about what we could do on World Oceans Day
  - c. to suggest taking part in a contest

### Lesson Plan 3: 'The FA Cup' (Session 4)

<b>Aims:</b> to apply the reading strategies to a text, to provide students with guided practice, to do individual and group work.
<b>Strategies:</b> activating background knowledge, predicting, skimming, scanning, guessing the meaning of unknown words based on context.
<b>Materials:</b> the worksheet
<b>Time:</b> about 45 minutes

Stage	Procedure	Objectives	Interaction	Time
Pre-reading	<b>Activity 1</b> Ss think about the first words/phrases that come to their mind when they hear the word <i>football</i>	Ss to activate their background knowledge to arouse their interest	Ss to themselves Ss/T discussing their answers	3 mins.
	<b>Activity 2</b> Ss look at the text title The FA Cup and discuss whether they have heard of it	Ss to activate their background knowledge To arouse their interest	Ss to themselves Ss/T discussing their answers	3 mins.
	<b>Activity 3</b> Ss look at the	Ss to predict text	Ss to themselves	

While-reading	paragraph headings in the text and think about what they will learn about <i>the FA Cup</i>	context based on paragraph headings to increase their motivation	<b>Ss/T</b> discussing their answers	4 mins.
	<b>Activity 4</b> Ss are asked to find what the main aim of the text is	<b>Ss</b> to practice skimming	<b>Ss</b> to themselves <b>Ss/T</b> providing and discussing their answers <b>T/Ss</b> checking answers, providing feedback and discussing	6-8 mins.
	<b>Activity 5</b> Ss read the text again and write T/F/NS next to the sentences given	<b>Ss</b> to practice scanning	<b>Ss</b> to themselves <b>Ss/T</b> providing their answers and discussing <b>T/Ss</b> checking answers,	16-18 mins.

<b>While-reading</b>	<b>Activity 6</b> Ss are asked to find one word in the text that has a similar meaning to the words/phrases given	<b>Ss</b> to guess the meaning of unknown words based on the context	providing feedback and discussing  <b>Ss</b> to themselves <b>Ss/T</b> providing their answers and discussing <b>T/Ss</b> checking answers, providing feedback and discussing	8-10 mins.
<b>Post-reading</b>	<b>Discussion</b> Ss and T discuss the procedure, the strategies used and their overall impression of the lesson	<b>Ss</b> to express their thoughts <b>Ss</b> to ask any questions they have <b>T</b> to provide answers and/or explanations	<b>Ss/T</b>  <b>Ss/Ss</b>  <b>T/Ss</b>	5-7 mins.

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### Worksheet 3: 'The FA Cup'

#### The FA Cup

**It is the most famous sporting competition in the UK and football's oldest competition. It's watched by millions of people. Read more to understand Britain's obsession with the FA Cup final.**

#### History

The Football Association Challenge Cup (FA Cup for short) is the oldest football competition in the world. The first ever FA Cup was held in the 1871–1872 season and it has been held every year since, except for the years during both World Wars.

Since 1923 the FA Cup final has been played at Wembley Stadium in London, but was moved to the Millennium Stadium in Cardiff, Wales, between the years 2001 and 2006 while Wembley Stadium was being redeveloped.

#### Format

The FA Cup is a knockout competition with teams selected randomly in a 'draw'. This 'draw' is often shown live on television and decides which team plays at their home ground and which team plays away.

The competition starts in August when the non-league and amateur teams enter the draw. The big professional teams such as Manchester United, Chelsea and Liverpool don't enter the competition until the third round in January.

If the scores are level after 90 minutes, the match is replayed at a different stadium. If the score is still level after two games, the lottery of a penalty shoot-out decides which team progresses to the next round.



The semi-finals are always played at a neutral ground and the final is played at Wembley Stadium in May. Millions of British families watch the final, and national newspapers and news reports cover every detail of the game for days afterwards. Posters and pictures of the winning captain lifting the cup inspire teenage footballers all over the country.

### **The romance of the FA Cup**

People often say the FA Cup has a special quality and romance different from other sporting competitions. Over 700 teams take part, from the mega-rich superstars of Manchester United to the part-time teachers, mechanics and electricians that play in amateur teams. The romance of the Cup refers to when smaller teams beat the superstar professional teams from the Premier League. Surprise victories are both common and part of FA Cup history, and these small teams become known as 'giant-killers'.

The most successful teams in FA Cup history are Manchester United and Arsenal. In recent years, however, Chelsea have also been successful in the competition. But every year, fans of every team in the UK hope and dream that this will be their year to go to Wembley and win the most famous of cups.

### **This year's final**

Which teams are heading for the final this year? Check out the FA's website ([www.thefa.com/competitions/thefacup](http://www.thefa.com/competitions/thefacup)) to see the latest news and results.

Who will you be supporting?

### **Activities**

- 1) When you hear the word *football*, what are the first words/phrases that come to your mind?
- 2) Look at the text title **The FA Cup**. Have you ever heard of it?
- 3) Look at the headings of the paragraphs in the text. What do you think you will learn about **the FA Cup** in it?

- 4) What is the main aim of the text?
  - a. to inform us about the format of the FA Cup
  - b. to explain why the FA Cup is so famous in the UK
  - c. to give us different information about the FA Cup
- 5) Read the sentences and write **True/False/Not Given** next to them.
  - a. The FA Cup is the most famous football competition in the world.
  - b. The FA Cup is played at the Millennium Stadium in Cardiff, Wales, since 2006.
  - c. The big professional teams enter the FA Cup in January.
  - d. In the semi-finals, people watch only professional teams play against each other.
  - e. Manchester United has won the cup more times than Arsenal.
  - f. Every year, fans of every team in the UK go to Wembley to watch the FA Cup Final.
- 6) Find one word which has a similar meaning to the following words/phrases:
  - a. built again (2<sup>nd</sup> paragraph)
  - b. non-professional (4<sup>th</sup> paragraph)
  - c. wins (n.) (7<sup>th</sup> paragraph)

#### Lesson Plan 4: 'Esports'

<b>Aims:</b> to apply the reading strategies to a text, to provide students with guided practice, to do individual and group work.
<b>Strategies:</b> activating background knowledge, predicting, skimming, scanning, guessing the meaning of unknown words based on context.
<b>Materials:</b> the worksheet
<b>Time:</b> about 45 minutes

Stage	Procedure	Objectives	Interaction	Time
Pre-reading	<b>Activity 1</b> Ss think about the first words/phrases that come to their mind when they look at the text title <i>Esports</i>	<b>Ss</b> to activate their background knowledge to arouse their interest	<b>Ss</b> to themselves <b>Ss/T</b> discussing their answers	3 mins.
	<b>Activity 2</b> Ss think about what information they expect that the text will give them about Esports	<b>Ss</b> to predict text content To increase their motivation	<b>Ss</b> to themselves <b>Ss/T</b> discussing their answers	3 mins.

While-reading	<p><b>Activity 3</b></p> <p>Ss are asked to read the text quickly and find what its main aim is</p>	<p><b>Ss</b></p> <p>to practice skimming</p>	<p><b>Ss</b></p> <p>to themselves</p> <p><b>Ss/T</b></p> <p>providing and discussing their answers</p> <p><b>T/Ss</b></p> <p>checking answers, providing feedback and discussing</p>	6-8 mins.
	<p><b>Activity 4</b></p> <p>Ss read the text again and choose the correct option</p>	<p><b>Ss</b></p> <p>To practice scanning</p>	<p><b>Ss</b></p> <p>to themselves</p> <p><b>Ss/T</b></p> <p>providing their answers and discussing</p> <p><b>T/Ss</b></p> <p>checking answers, providing feedback and discussing</p>	16-18 mins.
	<p><b>Activity 5</b></p> <p>Ss are asked to find one word in the text that has a similar meaning to the</p>	<p><b>Ss</b></p> <p>to guess the meaning of unknown words</p>	<p><b>Ss</b></p> <p>to themselves</p> <p><b>Ss/T</b></p> <p>providing their answers and</p>	8-10 mins.

<b>Post-reading</b>	words/phrases given	based on the context	discussing <b>T/Ss</b> checking answers, providing feedback and discussing	
	<b>Discussion</b> Ss and T discuss the procedure, the strategies used and their overall impression of the lesson	<b>Ss</b> to express their thoughts <b>Ss</b> to ask any questions they have <b>T</b> to provide answers and/or explanations	<b>Ss/T</b>  <b>Ss/Ss</b>  <b>T/Ss</b>	5-7 mins.

## Worksheet 4: 'Esports'

### Esports

**Playing computer games is fun. It's also a serious business with competitions, champions, fans and big money prizes. Read all about esports!**

Last summer over 12,000 fans were at Wembley Arena in London, shouting and cheering. Thousands more were watching online. But this wasn't a football, basketball or tennis match. It was esports, or competitive computer gaming. The prize money for the winners: £3 million.

Millions of people in the UK play games for fun. Some of them have become professional gamers, playing games as their full-time job. Did you know that football teams such as West Ham and Manchester City employ esports players? They send them around the world to compete in football video game competitions. It's not easy being a professional gamer, though. They practise for ten or more hours a day, five or six days a week. They do exercises like typing something and trying to type it faster and faster. They also study videos of other players and plan ways to beat them.

As well as playing games, many people like watching them too. You can watch games on video sites like Twitch and YouTube and in the UK there's a TV channel showing esports 24 hours a day. They can be exciting to watch: just like other sports, there are close games, last-minute victories and amazing performances. Sometimes online viewers can interact with the game. For example, some games rename characters in the game with the names of online viewers!

But are esports really sports? Are players athletes? Some say no. Esports players don't need to run, jump, throw or do big physical actions. At the moment, the UK government classifies esports as kinds of games, not as sports.

But others say yes: esports are sports. Players do need some physical skills, especially hand-eye coordination, reflexes, accuracy and timing. If darts, snooker and shooting are classified as sports, then perhaps esports should be too. In fact, the governments of

China and South Korea do classify esports as sports, and they will be an official medal sport in the Asian Games starting from 2022. Next step: the Olympics?

For many esports fans and players, though, the most important thing is that esports are growing in popularity and importance. If esports are not as important as sports at the moment, they definitely will be in the near future.

### Activities

- 1) Look at the text title *Esports*, and write the first word/phrases that come to your mind.
- 2) What information do you expect that this text will give you about *Esports*?
- 3) Read the text quickly and answer the following question:  
What is the main aim of the text?
  - a. to talk about an esports competition
  - b. to inform us about esports players
  - c. to give us information about esports players and fans.
- 4) Choose the correct option.
  - 1) In the UK, a lot of people
    - a. become professional esports players
    - b. play in football video games competitions
    - c. play video games for fun
  - 2) A professional gamer
    - a. must practice for many hours every day
    - b. makes a lot of money
    - c. travels to a different country every week
  - 3) In the UK, people can watch esports
    - a. only on Twitch and YouTube
    - b. any time they want on TV
    - c. and always play in the game, too
  - 4) China and South Korea
    - a. believe that esports are really sports
    - b. have a lot of professional esports teams

- c. participate in the Olympics
- 5) Find one word into the text which has a similar meaning to the following words/ phrases:
- a. give a job to (2<sup>nd</sup> paragraph)
  - b. react to (3<sup>rd</sup> paragraph)
  - c. put into a group (5<sup>th</sup> paragraph)



## Appendix B: The standardized reading ability test

### A. KPG Level A (A1 – A2)



**ΚΑ**

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΚΡΑΤΙΚΟ ΠΙΣΤΟΠΟΙΗΤΙΚΟ ΓΛΩΣΣΟΜΑΘΕΙΑΣ

Ministry of Education and Religious Affairs  
State Certificate of Language Proficiency

**LEVEL A1 & A2** on the scale set by the Council of Europe

**MODULE 1** READING COMPREHENSION

**2021 A**

**ATTENTION**

- Don't open this booklet until the exam begins.
- Try to answer all 50 questions.
- Provide **ONE** answer for each item.
- You have **1 hour and 5 minutes** to complete this exam.

**ΠΡΟΣΟΧΗ**


- Μην ανοίξεις το τευχίδιο πριν από την έναρξη της εξέτασης.
- Προσπάθησε να απαντήσεις και στα 50 ερωτήματα.
- Δώσε **ΜΙΑ ΜΟΝΟ ΑΠΑΝΤΗΣΗ** σε κάθε ερώτημα.
- Διάρκεια της εξέτασης: **1 ώρα και 5 λεπτά**.

**ACTIVITY 1**

Fill in the gaps in questions 1a-6a with the right word (A-H) to make your own quiz! There are two words you do not need.


Συμπλήρωσε τα κενά των ερωτήσεων 1a-6a με την σωστή λέξη (Α-Η) για να φτιάξεις το δικό σου κουίζ. Υπάρχουν δύο λέξεις που δεν χρειάζεσαι.

A.	mountains	B.	country	C.	year	D.	Earth
E.	food	F.	eyes	G.	glasses	H.	letter



**General Knowledge quiz**

**How much do you know?**



1a. What is the last \_\_\_\_\_ of the English alphabet?

2a. Why do people get tears in their \_\_\_\_\_ when they cry?

3a. What are the highest \_\_\_\_\_ in Europe?

4a. What is the largest \_\_\_\_\_ in the world?

5a. What is the hottest continent on \_\_\_\_\_?

6a. What \_\_\_\_\_ did the Second World War end?

**ACTIVITY 2**

Match the book descriptions (7a-10a) with book covers A-F. There are two book covers you do not need.

Αντιστοιχίσε τις περιγραφές των βιβλίων (7a-10a) με τα εξώφυλλα (A-F). Υπάρχουν δυο εξώφυλλα που δεν χρειάζεσαι.

- 7a. This book is about how to be good to others – it has stories about being nice and caring.  
8a. This is the true story of a seven-year old girl living in West Berlin in 1945, and an American pilot who became a hero when he started dropping food and candy from his plane to German children.  
9a. This book is not about children but about mothers and fathers and how to bring up their young children.  
10a. Julian, Dick, Anne, George and Timmy the dog are sailing to Treasure Island when they see a ship wreck...





**ACTIVITY 3**

Which of the following phrases (11a-15a) best summarizes each of the good life tips below (A-E), as in the example (F)?

Ποια από τις ακόλουθες φράσεις (11a-15a) συνοψίζει καλύτερα την κάθε μία από τις παρακάτω συμβουλές για μια καλύτερη ζωή (A-E), όπως στο παράδειγμα (F);

EX.	Μην νομίζεις ότι μόνο εσύ έχεις προβλήματα.	F
11a.	Βρες χρόνο για τα πράγματα που είναι σημαντικά για σένα.	
12a.	Ξέχνα το παρελθόν.	
13a.	Προγραμματίσε το μέλλον σου.	
14a.	Δεν μπορείς να χωρέσεις τα πάντα σε μια μέρα.	
15a.	Μην βιάζεσαι να τελειώσεις αυτό που κάνεις τώρα. Απόλαυσέ το!	

HOME ABOUT BOOK BOOK 2 SUBMIT THE TOP 1000



**FOLLOW THESE TIPS AND LIVE A GOOD LIFE!**

- A. Every day is a new beginning. Don't think about what you said and what you did yesterday. What is important is that you do your best to make today a good day.
- B. You're always doing something in a hurry. What for? Every time you rush to do something, you can't find the joy in it.
- C. So, today, you want to finish all your tasks: study, go to the gym, have lunch with a friend, go shopping, AND go to the movies? Well, you can't. You can't fit everything in one day!
- D. Take time today to think about the future, what you want from life. Plan your next steps and make the decisions that are best for you.
- E. Ok, you don't have time to read, exercise, buy a gift for your loved one, and cook a good meal for yourself. You only have 24 hours in a day. But you can MAKE time for the things that are really important to you.
- F. Everybody has problems. You're not the only person with problems or a difficult life. Just knowing that we're all in the same boat makes us feel less alone.

Click [here](#) for more

#### ACTIVITY 4

Read the two texts and for each gap (16a-20a) choose the best answer (A-F). There is one word you do not need.

Διάβασε τα κείμενα και για κάθε κενό (16a-20a) διάλεξε τη σωστή λέξη (A-F). Υπάρχει μια λέξη που δεν χρειάζεται.

A. woman B. worked C. old D. prize E. was F. died

#### Two of the greatest African American women



GWENDOLYN ELIZABETH BROOKS (1917-2000) was an American poet, author, and teacher. Her work **16a.** \_\_\_\_\_ often about everyday people in her community. She won the Pulitzer for Poetry on May 1, 1950 and was the first African American to receive such a **17a.** \_\_\_\_\_.



SHIRLEY ANITA CHISHOLM was born on November 30, 1924 and **18a.** \_\_\_\_\_ on January 1, 2005, when she was 81 years **19a.** \_\_\_\_\_. She was an American politician, educator, and author. In 1968, she became the first black **20a.** \_\_\_\_\_ elected to the United States Congress. In the 1972 presidential election, she became the first black candidate to run for US presidency. In 2015, Chisholm was awarded the Presidential Medal of Freedom.

#### ACTIVITY 5

Choose the best synonym (A-F) for each underlined word (21a-25a) in the text. There is one word you do not need.

Διάλεξε το πιο σωστό συνώνυμο (A-F) για κάθε υπογραμμισμένη λέξη στο κείμενο (21a-25a). Υπάρχει μία λέξη που δεν χρειάζεται.

A. great B. grown-up C. well-known D. curious E. unusual F. also

#### Greatest loves in history...

Love is one of the strongest feelings. In all of history couples in love were the cause of fighting and even wars, but also of beautiful novels, music, and paintings. Among the most **(21a)** famous love stories in history were that of Helen of Troy and Paris, whose love caused the Trojan War. Another one was the love between Cleopatra, Queen of Egypt, and the Roman General Mark Anthony. There are famous couples in love nowadays **(22a)** as well. For example, the Hollywood actor George Clooney, who fell in love with British human-rights lawyer Amal.

However, the love story of Dante and Beatrice is **(23a)** amazing. The Italian poet Dante Alighieri was in love with Beatrice and he wrote poetry about her, including the celebrated "Divine Comedy". What is **(24a)** different about this love affair is that Dante had only met her twice in his life! The first time was when he was nine years old, and she was eight. The second time was when he was **(25a)** an adult and she happened to be walking on the street in Florence. The tragedy is that Beatrice died in 1290, at the young age 24, without Dante ever seeing her again.



**ACTIVITY 6**

Read the text and choose the best word (A-F) for each gap (26a-31a)

Διάβασε το κείμενο και διάλεξε τη σωστή λέξη (A-F) για κάθε κενό (26a-31a).

A.	many	B.	often	C.	of	D.	before	E.	from	F.	between
----	------	----	-------	----	----	----	--------	----	------	----	---------

## American Indians



The first people to live in a land are its "indigenous" peoples. They're the native people (26a) \_\_\_\_\_ that land.

The first people in North America arrived (27a) \_\_\_\_\_ 26,500 and 19,000 years ago! This was a time when ice covered much of what is the northern part of the U.S.A. and Canada.

There were (28a) \_\_\_\_\_ different groups of Native Americans – different tribes with different cultures and different languages. They lived in peace until Columbus and the Europeans arrived.

### Did Columbus discover America?

The answer is no! There were people in the Americas many thousands of years (29a) \_\_\_\_\_ Christopher Columbus' ships arrived in the Bahamas.

In fact, it was another group of people who had discovered America: the forefathers of modern American Indians, who crossed a "land bridge" (30a) \_\_\_\_\_ Asia to what is now Alaska, thousands of years ago.

In fact, by the time Europeans arrived, in the 15th century, more than 50 million people were already living in the Americas and about 10 million lived in what is the United States today.

These indigenous people of America are (31a) \_\_\_\_\_ called "Indians" or "American Indians" because of a... mistake!

When Columbus arrived in America, he thought he had come to India! He called the people he found there "Indians" and the name just stuck!





**ACTIVITY 7**

Read the interview and match questions 32a-35a with answers A-E. There is one answer you do not need.

Διάβασε τη συνέντευξη και αντιστοίχισε τις ερωτήσεις 32a-35a με τις απαντήσεις A-E. Υπάρχει μια απάντηση που δεν χρειάζεσαι.

**FAMOUS GREEKS OF THE DIASPORA**

MARY KALANTZIS

An amazing woman, who has accomplished so much in her life! She is famous for her academic work. Her theories and books are internationally known. She left Greece when she was very young, but she loves her homeland and comes back almost every year.

☐ **32a.** So, Professor Kalantzis, your last name is Greek. Were you born in the USA?

☐ **33a.** And did you go to school in Australia?

☐ **34a.** You are a university professor, right? What do you teach? What are you an expert in?

☐ **35a.** And which place do you consider "home"?

**A.** Yes, and university, with a scholarship. Then I taught university students for many years – in Australia and later in the USA.

**B.** Well, my area is education – what and how children learn – literacy and multiculturalism.


**C.** Yes, I'm married. My husband, Professor Bill Cope, and I work together and share everything in life.

**D.** No, in Greece. In Akrata, a village in the Peloponnese. But my parents moved to Australia when I was about 4 years old and I went to school there.

**E.** Well, I am Australian, but I enjoy living in the USA, even though things are difficult in recent years. But Greece will always have a special place in my heart.

Interview

with  
**Mary  
Kalantzis**



**ACTIVITY 8**

Read the text and choose the best answer (A, B, or C) for items 36a-40a.

Διάβασε το κείμενο και διάλεξε την καλύτερη απάντηση (A, B, ή C), για τα ερωτήματα 36a-40a.

## Young leaders who are improving the world



**Basima Abdulrahman:** an Iraqi engineer, passionate about our ecosystem, founder of KESK, a company that gives advice on how to build greener buildings. Her company helps other businesses in her homeland to make better buildings. Basima hopes to build her first green building in the next two years, and a whole green city in the northern part of Erbil in the next decade.



**Kwiri Yang** created "LifeGyde", an online platform for young people who need advice, guidance and support. It is a platform for individuals and businesses. Her first project was to help immigrant owners of small businesses in California. The idea for "LifeGyde" was born when she went through problems herself and she realized how many people, like her, needed help.



**Abi Ramanan** co-created "ImpactVision", a software platform that uses technology to help us not waste food. The company uses a special software to take a picture of food and analyze how good and fresh it is. The system helps reduce waste and not only. As technology advances, you could have a special camera on your smartphone to help you know more about the food you're eating.



**Doreen Kessy** is head of "Ubongo", a multimedia educational platform in Africa that provides good quality educational material at a very low cost. More than six million households in 31 countries watch, listen and learn from Ubongo's cartoons. The cartoons help hundreds of students do better in school. In "Akili and Me", children aged 3-6 join Akili in Lala Land, where they learn English, arithmetic, art, and more.



**Nafez Dakkak** is Head of the Queen Rania Foundation office in London. Started in 2013 by Queen Rania of Jordan, this foundation is a great educational resource in Jordan and the rest of the Arab world. It helps the development of new ideas and projects and offers Arabic courses and Arabic language versions of courses taught by other important online educational platforms. The platform reaches more than 1.5 million Arabic-speakers.

- 36a. Basima Abdulrahman, the Iraqi engineer is also  
 A. a builder. B. an ecologist. C. an economist.
- 37a. Kwiri Yang has developed a platform that offers help to  
 A. parents. B. new firms. C. those who need it.
- 38a. Abi Ramanan has created a platform that helps us  
 A. cook frozen food. B. eat fresh food. C. get cheaper food.
- 39a. Doreen Kessy's platform helps children  
 A. learn more. B. go to school. C. learn to have fun.
- 40a. At the Queen Rania Foundation, Nafez Dakkak  
 A. is a university student. B. teaches Arabic. C. is the top man.



**PART B - SHORT ANSWERS**

**ACTIVITY 1**

Complete the gaps in the sentences below (1b-5b) with the right word, as in the example.

Συμπλήρωσε τα κενά σε κάθε μία από τις παρακάτω προτάσεις (1b-5b) με την πιο σωστή λέξη, όπως στο παράδειγμα.

**Once upon a time...**

<b>EX.</b>	...there was a little girl who did not want to <u>play</u> with her dolls.
<b>1b.</b>	...there was a mighty King who _____ in a big castle.
<b>2b.</b>	...there was a boy who _____ his dog very much. When his dog died, he was heartbroken, and he stopped talking to people.
<b>3b.</b>	...there was a young woman with beautiful blue eyes, but she could not _____. Eyeglasses did not help. Her parents were very unhappy and took her to many doctors, but they could do nothing.
<b>4b.</b>	...there was a lion and a tiger who were always fighting because each one _____ to be king of the jungle.
<b>5b.</b>	...there was a rich man. He _____ a lot of money, but always wanted more and more.

**ACTIVITY 2**

Complete the gap in each of the statements below (6b-10b) with the right word.

Συμπλήρωσε το κενό της κάθε μίας από τις παρακάτω προτάσεις (6b-10b) με την πιο σωστή λέξη.



- 06b.** Greet people when you see them. Say hello, how are you, and \_\_\_\_\_ at them in the eyes.
- 07b.** Always use "please" to ask for something, "thank you" when someone does or gives you something, and answer "you're \_\_\_\_\_" as an answer when someone thanks you.
- 08b.** Congratulate people for their success and say "Well \_\_\_\_\_!" when they've done a good job.
- 09b.** Apologize for your mistakes. Say "I'm \_\_\_\_\_" if you are wrong or if you have done something that others do not like.
- 10b.** Respect other people's time. Don't be \_\_\_\_\_ for your appointment or your date! People do not like to wait for us.

**ΣΑΣ ΥΠΕΝΘΥΜΙΖΟΥΜΕ ΟΤΙ ΠΡΕΠΕΙ ΝΑ ΜΕΤΑΦΕΡΕΤΕ ΟΛΕΣ ΤΙΣ ΑΠΑΝΤΗΣΕΙΣ ΣΤΟ ΕΝΤΥΠΟ 1  
ΤΕΛΟΣ ΜΗΝΥΜΑΤΟΣ**

## **Appendix C: The researcher-designed reading tests**

### **A. The first researcher-designed reading test**

#### **Text: 'Cheetah'**

Fastest mammal on land, the cheetah can reach speeds of 60 or perhaps even 70 miles (97 or 113 kilometers) an hour over short distances. It usually chases its prey at only about half that speed, however. After a chase, a cheetah needs half an hour to catch its breath before it can eat.

These cats are nimble at high speeds, able to make quick and sudden turns in pursuit of prey. Cheetahs' bodies are uniquely adapted to help them reach top speeds, from their long, slender limbs and hard foot pads to the flexible spine that gives them their long stride.

Cheetahs are famous for their tawny coats covered in black spots, each arranged in a unique pattern to help the animals identify one another. Bold black stripes streak like tears from the inner corners of their eyes down to both sides of their mouths, and the ends of their bushy tails have black rings.

The cheetah's excellent eyesight helps it find prey during the day. The cheetah is hard to see because its spotted coat blends with the tall, dry grass of the plains.

Cheetahs eat small- to medium-size animals, such as hares, impalas, wildebeest calves, and gazelles.

Because of their size, strength, and predatory skills, some scientists consider cheetahs to be one of the "big cats." Tigers, lions, leopards, and jaguars are also part of this grouping. Unlike the rest of the group, cheetahs can't roar, though they can they purr.

Although they typically prefer open grasslands, cheetahs live in a range of habitats across eastern and southern Africa.

Once found throughout Asia and Africa, cheetahs today are racing toward extinction. Loss of habitat and declining numbers of their prey combine to threaten the future of these cats.

**Link to text:** <https://kids.nationalgeographic.com/animals/mammals/facts/cheetah>

**Worksheet: 'Cheetah'**

- 1) Write the first five words/phrase that come to your mind when looking at the text title *Cheetah*.
- 2) What information do you think this text will give you about **cheetahs**?
- 3) Can you guess the main idea discussed in it?
  - 1) This text
    - a. talks about the places where cheetahs live
    - b. explains how cheetahs hunt other animals
    - c. gives us different information about cheetahs
- 4) Read the text quickly and answer the following questions:
  - 1) This text
    - a. describes cheetahs' problems in nature
    - b. gives us information about cheetahs and their life
    - c. informs us about cheetahs' speed and hunting habits
  - 2) The main aim of this text is
    - a. to explain why cheetahs are in danger
    - b. to talk about cheetahs' speed and how they hunt
    - c. to give us general information about cheetahs
- 5) Find one word in the text which has a similar meaning to the following words / phrases:
  - a. hunted animal (1<sup>st</sup> paragraph)
  - b. make lines (3<sup>rd</sup> paragraph)
  - c. dying out (8<sup>th</sup> paragraph)

## **B.The second researcher-designed test**

### **Text: 'Adélie Penguin'**

Adélie penguins breed and raise their young on the continent of Antarctica. In September and October—springtime in that part of the world—thousands of Adélies gather on the rocky Antarctic shoreline. The huge gatherings are called colonies.

Adélie penguins build nests by scooping out areas in the ground. The female usually lays two eggs in the nest. Adélie penguin eggs hatch in December.

In the Antarctic winter, the Adélie penguins live at sea. Both parents care for the eggs. While one stays behind keeping the eggs warm and safe from predators, the other parent heads out to sea to eat. They feast mainly on krill, tiny shrimplike animals, but also eat fish and squid.

Parents take turns caring for their youngsters after they hatch until the chicks are about three weeks old. At that point, both parents may leave to forage for food while the chicks gather in the safety of a large group of other young penguins. These groups of young Adélies are called crèches.

By March, when Adélie chicks are about nine weeks old, their downy baby feathers have been replaced by waterproof adult feathers. They plunge into the sea, and start hunting for food on their own.

Like other penguin species, Adélies are excellent swimmers. They're powerful and graceful in the water, with torpedo-shaped bodies that pierce through the water. Their modified wings help propel them through water instead of air. These birds are swimmers, not fliers.

Link to text: <https://kids.nationalgeographic.com/animals/birds/facts/adelle-penguin>

**Worksheet: 'Adélie Penguin'**

Write the first five word/phrases that come to your mind when looking at the text title Adélie Penguin.

What information do you think this text will give you about **Adélie penguins**?

- 1) Can you guess the main idea discussed in the text?

This text

- a) explains how Adélie penguins care for their chicks
- b) informs us about the life of Adélie penguins
- c) describes how Adélie penguins hunt

- 2) Read the text quickly and answer the following questions:

- 1) This text

- a) gives us different information about Adélie penguins
- b) explains how baby penguins are born and raised
- c) talks about the place where Adélie penguins live

- 2) The main aim of this text is to inform us

- a) of how parents take care of their chicks
- b) that Adélie penguins are excellent swimmers and hunters
- c) about the life of Adélie penguins

- 3) Find one word in the text with a similar meaning to the following words:

- a) break (2<sup>nd</sup> paragraph)
- b) hunting animals (3<sup>rd</sup> paragraph)
- c) dive (5<sup>th</sup> paragraph)

## **Appendix D: The reading materials**

### **A. Flesch Reading Ease formula**

#### **‘World Oceans Day’**

Score: 69 [= reading scale]

Reading Difficulty: Standard

Grade Level: 8th & 9th Grade

Age Range: 13-15 years old

#### **‘The FA Cup’**

Score: 61 [= reading scale]

Reading Difficulty: Standard

Grade Level: 8th & 9th Grade

Age Range: 13-15 years old

#### **‘Esports’**

Score: 68 [= reading scale]

Reading Difficulty: Standard

Grade Level: 8th & 9th Grade

Age Range: 13-15 years old

#### **‘Day of the Dead’**

Score: 67 [= reading scale]

Reading Difficulty: Standard

Grade Level: 8th & 9th Grade

Age Range: 13-15 years old

## **B. Links to the texts**

**‘World Oceans Day’:** <https://learnenglishteens.britishcouncil.org/study-break/magazine-zone/world-oceans-day>

**‘The FA Cup’:** <https://learnenglishteens.britishcouncil.org/pt-br/study-break/magazine-zone/fa-cup>

**‘Esports’:** <https://learnenglishteens.britishcouncil.org/study-break/magazine-zone/esports>

**‘Day of the Dead’:** <https://kids.nationalgeographic.com/celebrations/article/day-of-the-dead>

## Appendix E: Consent form for minor volunteer research

Consent form for minor volunteer research

Dear parents,

Through this document, I ask for your consent in order for your child to participate in my research, which I am to conduct under the title *“Implementing multiple-reading strategy instruction: a teaching intervention aiming to improve Greek EFL learners’ reading comprehension”*. This research is conducted as part of my Master’s dissertation in order to complete my studies in the postgraduate programme “Teaching English as a Foreign / International Language” offered by the Hellenic Open University. Please, read the following information before you decide whether you wish to allow your child to participate in it.

**Description:** A series of six lessons, including the pilot one, are to be conducted during which the students will be taught reading strategies.

**Aim:** The aim of this research is to provide the students with reading strategy instruction in order to help them improve their reading comprehension while reading more difficult texts in English.

**What this participation involves:** Before the beginning of the lessons and after they are completed, the students are going to take two tests which aim to measure their reading comprehension and their use of the reading strategies taught. The six forty-five-minute (45’) lessons, including the pilot, are going to be conducted within 3 weeks; three of the sessions will take place within the regular timetable (every Tuesday) whereas the other three will be conducted during an extra teaching hour (every Thursday). The five lessons are to be video recorded in order for me to be able to collect and analyze data regarding my research.

**Protection of privacy:** Only I will have access to the data, and upon the final submission of the dissertation the data collected will be recorded. In addition, in order for the anonymity of the students to be safeguarded, there will be no mention to them with their real names and to the exact location that the research will take place.

**Advantages of participation in the research:** First of all, by participating in the study, your child will help me to conduct my research and will also help to promote the academic knowledge through the conclusion to be made. Furthermore, they will have the opportunity to be taught reading strategies, which may assist them in dealing with difficult texts in English; this may be helpful to them for texts read at their leisure time and for texts encountered in exams.

**Disadvantages of participation in the research:** There are no risks related to this research.

**Obligation to participate:** Participation is voluntary.



Cost: There is no charge for participating in this research, either for you or your child.

Remuneration: No payment is to be given, either to you or your child.

Right to revoke participation: At any time, you may ask to revoke your child's participations without consequences. The data collected from your child before revoking their participation will be destroyed and they will not be used in this research.

Access to the results of the research: If you wish, you can have access to the results after the completion of the research.

Researcher: Ioulia Konstantopoulou (contact phone number: 6996577711)

I wholeheartedly thank you for your time,

Ioulia Konstantopoulou,

BA, History and Archaeology, UOC

Postgraduate Student, HOU

Tripoli, \_\_\_\_\_

I declare that I have been informed of the above.

\_\_\_\_\_  
(Parent's signature)

\_\_\_\_\_  
(Name & Surname)

