M.A. THESIS IN LINGUISTICS

FACILITATING READING COMPREHENSION USING READING STRATEGIES

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Abstract

This study investigates whether a group of senior secondary ESL students would benefit from the implementation of reading strategies on their reading comprehension achievement and their awareness on using the prescribed reading strategies in the academic reading context. The purpose of this study was to compare the English reading comprehension abilities of grade 10 students before and after implementing the reading strategy instruction. The one-group design, 40 participants from a state Tamil medium school, was used as the sample in this study. They were a set of mixed ability male students who were 15 years of age learning English as second language. The reading strategies used in the strategy instruction correspond to their grade 10 English language syllabus. The instruction involves explicit teaching of reading strategies through teacher's explanation, modeling, scaffolding, and providing guided practices and independent tasks for consolidation. Pre- and post-reading comprehension tests, Survey of Reading Strategies and individual interviews were used to collect quantitative and qualitative data to see whether the reading strategies instruction assisted students in enhancing their English reading comprehension achievement, metacognitive awareness and perceived use of reading strategies. Results indicated that students outperformed in the posttest and obtained higher means in the perceived use of reading strategies. The interview data revealed students' recognition of extensive use of reading strategies and the realisation of the positive influence of the instruction on improving their metacognitive awareness. These data suggest that future research on the teaching of reading strategies should focus on the time for instruction, teachers' perception and arrangement of grouping.