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depends on the students ability to identify the strategies and utter them as they read. Also to be considered is the amount of information about strategic reading that should be explained rather than elicited. Another point to mention is that since think aloud is one of the strategies mentioned in the transactional instructions suggested above and a very popular strategy used in many studies, some researchers believe that this is best employed to study cognitive strategies (Olson, Duffy, & Mack, 1984; Scardamalia & Bereiter, 1984). This is because of the limitations in using think alouds. This strategy is informative when the learners have problems in understanding the text they are reading. But processes which became automatic or cannot be easily verbalized may not be readily studied (Block, 1986).

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demand, what then is the reason that they fail to succeed? Could there be factors that are difficult, if not impossible, for the less competent readers to possess?

Also worth discussing is the failure of most researchers to consider the individual differences among learners. Schmech (1988) has proposed that "learning strategies training and research programs should routinely include individual differences...to study and take advantage of interactions between personal attributes and the treatments used in training". These differences among students are reflected in their learning strategies. In fact, Carrell, Pharis, and Liberto's (1989) study showed that there exist a "significant interactions between students learning styles and the effectiveness of training in the two different strategies" they have considered in their research. Thus, further studies in this regard may provide answers that will better help language learners to maximize their abilities. Finally, it is difficult to compare the results of the studies because of the variability of the subjects' age, grade level, and the differences of the tasks and the materials used in each study.

Theoretically also, it is necessary to find out how strategies presented explicitly in a formal setting affect implicit linguistic knowledge and a student's ability to understand and produce language. It is also necessary to investigate the usefulness of learning strategies for tasks that involve decontextualized language which is very prominent in school settings. Some questions are also asked on the importance of conscious learning strategies outside the classroom.

Finally, the readers attention, more particularly teachers in high school and junior high school, is called on the transactional teaching discussed above. It was originally designed for elementary level, but it could also be applied for higher level learners. The important point is the speed at which the teacher can introduce strategic reading from L1 to L2 environment. The pace greatly

Solve vocabulary uses context, synonym, etc. to "A
 genuine intention, problem understand meaning
 of a word means truthful."

Discussion

This article aims at discussing some strategies that maybe helpful in reading classes, and it also encourages its readers to make a careful analysis of the results of the different studies on reading strategies and finally decide for themselves whether they really aid in developing skill in reading or it is just a myth. As it can be noted above, several reading strategies have emerged as a result of the various studies conducted in this area. Further, researches that have been conducted on the strategies used by successful and unsuccessful learners produced conflicting results. Also to be considered is the fact that most subjects of studies on reading strategies are successful students. This is done in an attempt to find out the strategies they employ so that the less competent learners can adopt them. It is also suggested that attention be given on the strategies that the unsuccessful learners use and how they relate these strategies to task demands. This will enable the researcher to know if there is a concurrence between what a particular task requires and what the learner does. If some studies proved that less successful learners employ as many strategies as successful learners, there is then a possibility that something went wrong with the way they applied their strategies to the demands of the tasks given them, which further means that in this case training would play an important role. In fact, Block, 1986, found in her study that there are learners who have strategic methods that could be reinforced but they applied these strategies occasionally and unsystematically. Conversely, if there is agreement between the less successful learners' strategies and task

content	which reminds me of..."		
Comment on behavior feeling I		describes strategy use, aware-	"I'm getting this
(reflects self-aware-	ness	of	process,
shows	always get when I read	ness, so not	classi-
accomplishment or		like I lost a word."	
fied by mode)		frustration.	
Monitor comprehension*	assesses understanding of text		"I know now
what it means."			
Correct behavior*	notices mistakes and makes		"Now
from this part...Oh I		corrections	
	misunderstood that one."		
React to the text**	reacts	emotionally	to
data	"I love little children."		
extensive mode *	reflexive mode**	extensive and reflexive***	

Table 2
Local Strategies

Type	Example	Explanation
Paraphrase		The reader.... rephrases text with different words but same meaning
Reread		rereads a part aloud or silently (usually shows lack of understanding)
Question meaning of of	"What does this sentence a clause/sentence mean?"	does not understand a part the
text.		
don't know this word."	a word	does not understand a word "I

extensive mode, the readers try to understand the message of the author and not on relating the text to themselves so, they are inclined to respond in the third person. In the reflexive mode, the readers relate "affectively and personally", their attention is toward themselves, pay attention to their own thoughts and feeling instead of the data on the text. Block also classifies reading strategies into two general types (which I have summarized in the tables below), namely: general strategies and local strategies. General strategies encompasses comprehension-gathering and comprehension monitoring. On the other hand, local strategies concern with attempts to grasp specific linguistic unit.

Table 1
General Strategies

Type	Explanation	Example
Anticipate text* think the story will be about...."	The reader.... predicts content of the next text.	"I
Recognize Structure* example of...."	discerns main from supporting of information	"This is an details; discusses purpose
Integrate information* with...."	connects new with old data	"Oh, this connects
Question information is...limited to....? in text*	questions importance of the text	"Why
Interpret content*** people...."	makes inference, draw con- clusions, forms hypothesis	"That's why some
Use general knowledge and "When they talk to...	explains, clarifies, and associations**	verifies reacts to

feedback on the reader's behavior. The feedback may include prompting to use special strategies or obtaining suggestion from other students.

Explanation of Strategy and Discussion

The process of identifying strategies involve the enumeration of strategies and repeated explanations on the teacher's or students' parts on how to use the strategies. The process of explanation can be helped by using graphic organizer--a chart that summarizes the types of strategies employed, when they were applied, and why they were applied. Thus, the teacher should ask the students to note down the strategies the teacher and other readers applied, as well as when they were used. This is done after a section of the reading passage is accomplished. After the data is written, the class name the strategies and talk about their importance. After a few weeks of discussion the teacher can ask the class to work in small groups, fill-in their chart with the columns headed: What, When, Why. In the following meetings more information are added to the chart, then work over on them entirely during the semestral break. In doing so, students can remember the collection of strategies covered, and it will also enable them to discuss how these strategies interconnect.

Strategy types

Block (1986) believes that differences in the responses of learners cannot be taken by strategy categories alone but may be attributed to the differences in the mode of response. Emig (1971) and Perl (1978) used modes as the way a writer relates himself to his material while composing and they believed that specific topics elicit particular modes of response. They divide modes into extensive and reflexive. In Block's (1986) study of reading strategies, however, she referred to these modes as the way the readers approach the text. In the

Student Reading

Students are encouraged to read and think aloud from the beginning although it is expected that familiarity to this process will take time because they bring an intense cognitive burden for foreign language learners. Using now the teacher's model as guide, the students do their thinking aloud in the following manner: (The actual text is written in italics.)

The title of the text is "*Simple mattes*"...And, so I think it would be, explain something more about, uh, this kind of special effects. *In its simplest form, a matte is a black card held in front of the camera lens. This matte card can have many different shapes.* I think he is going to explain some more about the, um, maybe technical, some infor-some technical informa-tion. It can be used to cover a large part of the image or just a small part, like a window or doorway. When a camera operator photographs a scene, the area hidden behind the matte, the matte card does not show up on the filmed image. I was almost right, he's, uh, he was ex-plaining the, the use, how do they use, how they use this kind of effect. I think in the next we can, may be we can find some examples. (Janzen, 1996.)

Strategy Use Analysis

After a part of the text is read by the teacher or the student, an analysis of strategy use is analyzed by way of class discussion. Questions like what the reader did and when he did it are asked and answered. Also dealt with are the strategies that the reader used. The analysis of the teacher's reading ensure that the students avail of the benefit from the teacher's modeling behavior. This discussion enable them to merge effective strategy use in their own reading. On the other hand, when the student's reading is discussed the identification and analysis of strategy use is combined with the teacher's

it makes them realize that they use strategies in reading materials in their mother tongue.

Teacher Modeling

The teacher should regularly model expert behavior by simultaneously reading the text aloud and thinking aloud. Thus the students see the teacher using several strategies, such as: asking questions, making prediction, checking the predictions made, and summarizing or paraphrasing. The following is an example of how teacher modelling works: (Words in italics are the actual text.)

Okay, um, the chapter, the title of the chapter is *Dreams and Screams* --um, well what does that mean? Um, I know the book is about special effects, but what, why is the chapter called *Dreams and Screams*? I don't know, *Movies have always had the power to make people believe that what they are seeing on screen is really happening.* Okay, so is this what the author means by special effects? I don't know. Um, okay. *Special effects add to that power.* Oh, so the author means that movies without special effects make people believe they're seeing what's on the screen, but with special effects make those movies more surprising, more amazing. (Someone says um-hum.). *By using special effects, film makers make "impossible" scenes seem real.* Okay, so movies seem real when we watch them, and special effects can make impossible things seem real. So maybe the author will say next what impossible things can seem real...*Through special effects, film makers have shown acts parting the waters of the Red Sea, flying to distant planets, and chopping off heads on Friday the 13th.* Okay, so I was right. The author is giving examples of special effects, impossible things that can seem real. (Janzen, 1996)

transfer of training from one kind of text or task to another.

4. Development of strategy use involve a long term practice. It is believed that several years are needed for L2 learners to develop into strategic readers (Beard El-Dinary, Pressley, and Schuder, 1992). Unquestionably, decontextualized teaching of individual strategies for a brief duration is not presumably to have long term effect on the learners or to reasonably help them advance into the level of strategic readers (Gaskins, 1994; Pressley, Beard El-Dinary and Brown, 1992).

Effective training in strategic reading embodies a number of classroom processes which Janzen (1996) had found to be effective in her classes. She considers five strategies to be fundamental (although they overlap to a certain extent) and she organized her classes to reflect these processes. They are: general strategy discussion; teacher modeling; student reading; analysis of strategies used by the teacher or by students when thinking aloud; and, regular explanation/discussion of individual strategies.

General Strategy Discussion

The teacher defines reading strategies and strategic reading. After that the students discuss the importance of learning and practicing strategies. The teacher then talks on the importance of employing strategies in attaining the goals of language learning. She points out that strategies help improve reading comprehension as well as proficiency in reading. It can lead the learners to read like expert readers; actively process the text; monitor their comprehension; and relate the text to their background knowledge. This type of discussion is done not only at the beginning of the class but on a recurring basis to ensure that the students appreciate the importance of what they are doing. It also aims at encouraging transfer of training to other reading tasks. Finally, the students attain deep understanding of their reading behavior and

on test of comprehension and recall. But taken for granted that reading strategies can be taught and that the goal of helping students advance into the level of strategic readers will be incorporated among the objectives of teaching reading, how should this teaching be accomplished?

There had been little discussion on strategy instruction in the second language learning environment but not in the first language field. In fact, to be able to answer the pedagogical dilemma, many experts suggestion is to apply the methods that have been proved successful in L1 teaching to an ESL/EFL condition. For example, in the teaching approach that Brown and Palincsar (1989) adopted, the students are taught four reading strategies, namely: summarizing, predicting, clarifying, and asking questions. Cotterall (1990) and Hewitt (1995) tried these strategies and found them successful. At present, however, the reading strategy instruction in the L1 field has shifted to a more comprehensive approach.

A Comprehensive Approach to Teaching Reading

The comprehensive or transactional approach to strategy instruction embraces some characteristics that merit consideration (Janzen, 1996):

1. It is inserted in the content area. Thus, students learn strategies while they are occupied in their usual reading for various purposes.
2. Strategies are taught by using direct explanation, teacher modeling, and feedback. Thus, students are certain of what strategies are, the appropriate time and place they can be employed, and the manner of using them. The teacher models "expert behavior" by reading and thinking aloud in class, and the strategy use is supported by the teacher's feedback.
3. Strategies are always reprocessed over new texts and tasks. This enables the students to constantly meet individual and group of strategies. As a result, students realize better the value of strategies, and it also facilitates

findings posed question to the usual belief in the field, verbalized by Wenden (1985) that "ineffective learners are inactive learners" and their "apparent inability to learn is, in fact, due to their not having an appropriate repertoire of learning strategies". Meanwhile, other studies (Bauman, 1982; Fareed, 1971; Kavale and Schreiner 1979; Olshavsky, 1976-77; Scardamalia & Bereiter, 1984) indicate that readers vary in their total approach of the text rather than in the particular strategies they use.

Considered a more important finding from these studies is the conception of learning strategies in an information-processing, theoretical model. This model contains metacognitive or executive function, operative, or cognitive-processing function and the social-mediating strategy. Metacognitive strategies entail thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation of learning after the completion of language activity (O Malley, et.al., 1985). Cognitive strategies are more directly associated to individual learning tasks and include direct manipulation or transformation of the learning materials (Brown and Palincsar, 1982). Finally, the social-mediating strategy is apparent in cooperative learning (Brown, Bransford, Ferrera, and Campione, 1983). Cooperative strategy obviously enhanced learning on various reading comprehension activities (Dansereau and Larson, 1983). Further studies manifested that appropriate combination of the metacognitive strategies with cognitive strategies can maximize transfer of strategy training to new tasks.

Significance of Reading Strategy Studies for Teachers

Some researchers (Carrell, 1985; Carrell, Pharis, and Liberto, 1989; Pearson and Fielding, 1991) believe that reading strategies could be taught and when they are learned, these strategies help enhance student achievement

language as a system, recognition of a language as a medium of communication and interaction, management of affective demands, and monitoring of second language performance.

Studies of learning strategies in cognitive psychology center on determining the effects of strategy training for various types of tasks and learners. The general results of these studies revealed that strategy training is effective in improving the students' achievements in an extensive area of reading and problem-solving tasks (Wittrock, Marks, and Doctorow 1975; Brown, et. al., 1983; Chipman, Segel, and Glaser in press). Some theories and researches in second language learning strongly suggest also that good language learners employ a variety of strategies to help them learn a new language. Furthermore, other researchers (Block, 1986, 1992; Jimenez, Garcia, and Pearson, 1995; Pressley, Beard El-Dinary and Brown, 1992) suggested that the strategies used by proficient readers differ from the less proficient ones. The former use different kinds of strategies which they employ in different manner. Similarly, Smith, 1967; Strang and Rogers, 1965; also discovered that comparatively, good readers monitor their understanding better; they are more aware of the strategies they use; they use them with flexibility; and they adjust them according to the text and the aim of reading. Olson, et. al (1984) also added that successful readers have the ability to separate important from non important points, and they use clues to anticipate information or relate new with old information. Finally, they can discern discrepancies in the text and use strategies to overcome them. However, Vann and Abraham (1990), discovered that the amount of strategies used by successful and unsuccessful subjects fell within the same range. Contrary to the belief that successful learners employ more strategies than unsuccessful ones, they found in their study that unsuccessful learners used relatively many strategies, and noticeably, most of them were also employed by successful learners. These

self-monitored practice.

Block (1986) classifies two types of verbal reports through which process-oriented descriptions are normally obtained, namely: retrospective (attained after accomplishing a reading task); and, introspective and think-alouds (obtained during the reading process). While retrospective reports keep the process intact, there is a possibility that it maybe distorted or inaccurate (Hare, 1981). Since the readers mental activity is imperceptible, they do not show why readers are unable to comprehend nor how they are processing text (Johnston, 1983; Winograd & Johnston, 1982). Introspective reports offer a more direct view of the reading process because the teacher can learn about some of what is going on in the learner's mind, but there is also the disadvantage of intervening that will result in distorting that process.

Research Studies

Brown (1994) states that the manner students learn and solve problems seem to depend heavily on the learner's personality and cognition (cognitive style). He also adds that although it seems an individual tend to follow one strategy, diverse conditions stimulate a variety of strategies in one individual.

Some researchers like Rubin (1975) and Naiman, et. al. (1978) identified strategies that contribute directly or indirectly to language learning either from the students' reports or from their observation in different learning situations. Those strategies that directly involve learning include clarification/verification, monitoring, memorization, guessing/induction reasoning, deductive reasoning, and practice. On the other hand, those that indirectly promote learning include creating practice opportunities and using production tricks such as communication strategies. Conversely, the scheme proposed by Naiman, FrÖlich, Stern, and Todesco (1978) classifies learning strategies into five categories, namely: active task approach, cognizance of a

uniqueness as language learners. More importantly, the study of learning strategies aim at finding out ways to guide students to understand their total ability in learning a foreign language.

Background

Learning strategies refer to the "specific behaviors that learners use to improve their own learning" (Oxford and Anderson, 1995). Similarly, Rigney (1978) defines learning strategies as the "operations or steps that a learner applies to promote acquisition, storage, or retrieval of data. Duffy (1993) states reading strategies as "plans for solving problems encountered in constructing meaning". They include vocabulary activities such as looking for the meanings of words and more comprehensive works such as relating the content of the passage to their background knowledge.

Language learners can often explain about their diverse learning strategies but each learner is unique and every learner consciously or unconsciously, develops learning strategies that are unique to himself. Each learner has his own way of approaching problems, learning and organizing facts which are peculiar to himself. Considering thus, that there are many different students in every classes, it is only logical to think that in every class, there exists a multitude of contrasting strategies. Hence, while there are teachers who are intrigued at how they can help their students understand themselves better as language learners, there are also some who are ambivalent about the possibility of doing this. They know that this would entail new responsibilities because this will involve attention to the students' out-of-class activities. Also, while some teachers think that concentration on learning strategies would lessen their role and importance as teachers, Ely (1996) believes that the contrary is true because it is the teacher who should help the students to bring about their self-awareness, continued self-reflection and increased

Strategies for Comprehension, truth or myth?

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The study of learning strategies had been the focus of attention of many language specialist in recent years and many researchers showed their significance in attaining mastery of second language skills. The current explosion of research on reading strategies aim at finding out the thoughts that drift through the reader's mind, the quest and endeavor for meaning, the representations and associations--all of which are concealed from the teacher's eyes. Yet all of these are the essence of reading comprehension. Therefore, knowledge of what makes up the internal process and how it can be handled is indispensable for the teachers and program planners if they aspire to design a program that will suit the students' needs.

At the core of this concern is the desire to help students realize their