CHAPTER TWO
REVIEW OF LITERATURE

2.1 MODELS OF READING

Anderson (1999, P. 2) mentions that reading models can be divided into three categories: bottom-up models, top-down models, and interactive models. (p.2)

Bottom-up Model

There are some notions of researchers about the bottom-up reading model. Martinez-Lang (1995) (as cited in Gascoigne, 2005, p. 2) quoted that "it views the text as a chain of isolated words, each of which is to be deciphered individually, and the reader as someone who approaches the text by concentrating exclusively on the combination of letters and words in a purely linear manner."

Shrum and Glisan (2000) (as cited in Gascoigne, 2005, p. 2) support that "reading is combining sounds or letters to form words, then combining words to form phrases, clauses, and sentences of the text."

Top-down Model

Barnett (1989) (as cited in Gascoigne, 2005, pp. 2-3) indicates that "reading is bringing general knowledge of the world or of particular text components to make intelligent guesses about what might come next in the text and sample only enough of the text to confirm or reject these guesses." Goodman 1968, Graesser, Singer & Trabrasso 1994, Omaggio Hadley 1979 (as cited in Gascoigne, 2005) This model of reading considers the world knowledge, and readers' interest as a part of the driving force to read.

Interactive Model

With the interactive strategy, both occur either alternatively or at the same time. Anderson (1999) stated that “an interactive model is currently accepted as the most useful comprehensive description of the reading process. It is a reading model recognizing the interaction of bottom-up and top-down processes throughout the reading process” (p. 3). Bernhardt 1991, Eskey 1988, Grabe 1991, Liontas 2002, Rumelhart 1980, Swaffer, Arens & Byrnes, 1991 (as cited in Gascoigne, 2005) stated that not only top-down but bottom-up enables readers to comprehend a text.

2.2 READING STRATEGIES

According to Goodman (1967), Eskey (1993), Nunes (1999) (as cited in Birch, 2002), reading strategies are classified into two categories; top-down strategies such as prediction, self-questioning, problem-solving, and so forth which are concerned with understanding the meaning of the whole texts, and bottom-up strategies such as letters, vocabulary words, pronunciation points. On the other hand, Birch (2002) emphasized that she seeks to support the whole-language approach with an “integrative reading approach” in which not only high but also low reading strategies can co-exist. Therefore, a balanced-reading approach should be applied, since the information flows up and down and it leads to fluency and accuracy as well. Moreover, she also presented an “interactive model of reading” (p. 8) which consists of four language processing strategies, namely orthographic, phonological, lexical, and syntactic. According to her, phonological strategies, or recognition of English phones, phonemes and allophones, enable readers to recognize the highly complex sound system of the English language. Orthographic strategies, or recognition of English graphemes and graphs, enable readers to recognize the letter shapes of English alphabets and match them with their sounds.

In terms of English spelling, Birch (2002) indicated that “it is often considered chaotic or inconsistent” (p. 22). Reading easier texts continuously as long as necessary is better. Moreover, she also emphasized on lexical strategies such as word repetition, and recognition of English affixes. She mentioned when “skipping over unknown words readers don’t know, they don’t learn them, and often they don’t understand the texts they need to understand.” Therefore, vocabulary building needs to be focused on.

Additionally, reading strategies were called in other ways. Kong (2006) classified and analyzed reading strategies into two categories: the text-initiated strategies and the reader-initiated strategies. For the first group, it included the skills of solving-problems which focus on vocabulary, summarizing, using text structure, and utilizing pictures. For the latter group, it included prior knowledge, predicting, evaluating, monitoring, and translating. However, some of these strategies might overlap with other research.

There are many researchers having the same idea. Oxford and Crookall (1989)(as cited in Phan, 2006, p. 1) define that strategies are learning techniques, behaviors, and problem-solving, or study skills enhancing learning to be more effective and efficient. Brantimeier (2002) (as cited in Phan, 2006, p. 2) stated that “the strategies may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references and separating main ideas from supporting ideas.”

Alsami (2003) and Sugirin (1999) (as cited in Phan, 2006, p. 2) support this perspective that “reading strategies can consist of evaluating content such as agreeing and disagreeing, making an association with prior knowledge or experience, asking and answering questions, looking at the key words, using sentence structure analysis such as determining the subject, verb or object of the sentence, skipping and re-reading.”

Besides, the reading strategies are divided into two main categories: cognitive and metacognitive reading strategies.

Cognitive Reading Strategies

Block, 1986; Carrell, 1989; and Davis & Bistodeau, 1993 (as cited in Salataci & Akyel, 2000, p. 2) mention that "cognitive strategies aid readers in constructing meaning from the text. In general, studies in both first language, and second language reading research provide binary division of cognitive strategies as bottom-up and top-down." During reading, readers' minds are also engaged in a wide range of processes. Readers begin processing information at the sentence level, grammatical category of a word, syntax, and text details by utilizing bottom-up strategies, whereas Barnett (1988) and Carrell (1989) (as cited in Salataci & Akyel, 2000, p. 2) suggest that to see how the information fits, top-down strategies such as background knowledge, getting the gist of a text, and prediction are employed. William and Burden (1997) (as cited in Ozek & Civelek, 2006, p. 3) quote that "cognitive strategies are seen as mental processes directly concerned with the processing of information in order to learn, that is for obtaining, storage, retrieval or use of information."

Metacognitive Reading Strategies

Brown (1994) (as cited in Ozek & Civelek, 2006, p. 3) states that "reading strategies are checking the outcome of any attempt to solve a problem, planning one's text move, monitoring the effectiveness of any attempted action, testing, revising, and evaluating one's strategies for learning." Skehan (1993) (as cited in Ozek & Civelek, 2006) defines that metacognitive strategies contain function to monitor or dominate cognitive strategies. Learning process, planning for learning, monitoring of comprehension or production after the language activity is completed are all included in these kind of strategies.

Like Skehan, Devine (1993) and Flavell (1981) (as cited in Salataci & Akyel, 2000) have the same views and Devine also indicates that to assess the effectiveness of skimming in order to gather textual information would be a megacognitive strategy, while skimming for key terms involves a cognitive strategy.

The most noted one is the research conducted by Anderson (1999, PP. 82-83) He proposed Reading Strategy Checklist including a wide range of reading strategies.

Cognitive reading strategies

- Predicting the content of an upcoming passage or section of the text.
- Concentrating on grammar to help you understand unfamiliar constructions.
- Understanding the main idea to help you comprehend the entire reading.
- Expanding your vocabulary and grammar to help you increase your reading.
- Guessing the meaning of unfamiliar words or phrases to let you use what you already know about English.
- Analyzing theme, style, and connections to improve your comprehension.
- Distinguishing between opinions and facts in your reading.
- Breaking down larger phrases into smaller parts to help you understand a difficult passage.
- Linking what you know in your first language with words in English.
- Creating a map or drawing related ideas to enable you to understand the relationship between words and ideas.
- Writing a short summary of what you read to help you understand the main ideas.

Meta-cognitive reading strategies

- Setting goals for yourself to help you improve areas that are important to you.
- Making a list of relevant vocabulary to prepare for new reading.
- Working with a classmate to help you develop your reading skills.
- Taking opportunities to practice what you already know to keep your progress steady.
- Evaluating what you have learned and how well you are doing to help you focus on your reading.

Compensating reading strategies

- Relying on what you already know to improve your reading comprehension.
- Taking notes to help you recall important details.
- Trying to remember what you understand from a reading to help you develop better comprehension skills.
- Reviewing the purpose and tone of a reading passage so you can remember more effectively.
- Picturing scenes in your mind to help you remember and understand your reading.
- Reviewing key ideas and details to help you remember.
- Using physical action to help you remember information you have read.
- Clarifying words into meaningful groups to help you remember them more clearly.

When considering reading strategies as Top-down and Bottom-up, Barnett (1988) and Carrell (1989) (as cited in Salataci & Akyel, 2000) indicated that there are many effective and efficient reading strategies readers can employ. Top-down and Bottom- up are also considered as good reading

techniques. The above reading strategies are composed of a variety of techniques as follows: Top-down strategies consist of activating background knowledge, predicting, getting the gist of a text, skimming. Unlike top down strategies, bottom-up strategies consist of processing information at the sentence level, identifying the meaning and grammatical category of a word, sentence syntax, text details.

Moreover, Block (1986) (as cited in Gascoign, 2005) supports the notion that reading strategies can be divided into two categories: general strategies and local strategies. General strategies consist of anticipating content, recognizing text structure, identifying main ideas, using background knowledge, monitoring comprehension, and reacting to the text as a whole. Local strategies comprise questioning the meaning of words and sentences, integrating background knowledge with the text, and reading a text as a part.

Nonetheless, many researchers (Chen and Groves 1995, Demiriz 1998, Karakas 2002) (as cited in Razi, 2004) mentioned that in order to comprehend the text more efficiently, they consider reading as a set of activities consisting of subcategories: pre- reading, while-reading, and post-reading.

Pre-Reading Strategies

Chastain (1998) (as cited in Razi, 2004) stated that pre-reading is very important and activates readers to be familiar with the texts as well as gaining more confidence, so sufficient background knowledge is focused on.

Furthermore, Ur (1996) (as cited in Razi, 2004, p. 4) quoted that “activating readers’ prior knowledge of a topic before they begin to read may help students’ comprehension.” Auerbach and Paxton (1997) (as cited in Ajideh, 2003, p. 8) also suggested the following pre-reading strategies:

- Accessing prior knowledge
- Writing your way into reading (writing about your experience related to the topic)
- Asking Questions based on the title
- Semantic mapping
- Making predictions based on previewing
- Identifying the text structure
- Skimming for general ideas
- Reading the introduction and conclusion
- Writing a summary of the article based on previewing

While-Reading Strategies

In this strategy, again, many researchers have come to a consensus that skimming and scanning are extremely beneficial to readers. Brown (2001) (as cited in Razi, 2004) identified that skimming and scanning are considered as the most valuable reading strategies because these strategies can help readers predict the whole text. Bachman and Cohen (1998) and Flowerdew and Reacock (2001) (as cited in Razi, 2004) supported this idea that skimming enables readers to comprehend the general idea of a text. Karakas (2002) (as cited in Razi, 2004) proposed that evaluating, inferring, re-reading, scanning, skimming, and clarifying also provide more understanding to a text.

Post-Reading Strategies

To attack the unclear meaning, post-reading strategies are contemplated. Chastain (1998) (as cited in Salim Razi, 2004, p. 4) quoted that “post-reading strategies help readers clarify an unclear meaning where the focus is on meaning, not on the grammatical or lexical aspects of the text.” Besides, Ur (1996) and Karakas (2002) (as cited in Salim RAZI, 2004, p. 4) proposed such post-reading strategies as

summarizing, question and answer, and drawing conclusion which are so advantageous to readers.

According to the researchers Abita 2000, Willhelm 2001 and Block 1986, Carrell 1989 Young and Oxford 1997 (as cited in Duangrutai Suksang 2005), reading strategies can be concluded as follows:

Pre- Reading Strategies

Previewing: Look at the title, the pictures, and the print in order to evoke relevant thoughts and memories in other researches. Previewing is a strategy to motivate students to read.

Build background knowledge: Activate appropriate prior knowledge through self-questioning about what they already know about the topic, the vocabulary, and the form in which the topic is presented. Moreover, using pre-reading tasks to help readers make connections between new knowledge and what is known is beneficial.

Set purposes: Ask questions about what they want to learn during the reading process. It provides a focus for the reader.

While- reading strategies

Paraphrasing: Paraphrasing the author's words.

Monitoring comprehension and use fix-up strategies: Use cueing systems to figure out unknown words and imaging, predicting, and inference. Use fix-up strategies when the meaning is lost in a reading. When necessary, they integrate semantic, syntactic, and grapho-phonic cues to construct meanings for unknown words.

Skimming and scanning: Assist readers in getting specific information from the text. Skimming is reading quickly to get the gist of a section. Scanning is reading quickly to locate specific information.

Visualizing: Use mental images that emerge from reading the text to aid in understanding. Visualizing is the process of forming appropriate mental pictures based on a text to assist understanding.

Self-questioning: A technique in which students generate story-specific questions about the important elements of a text as they read in order to better integrate prior knowledge with the text and the reading context. Story elements whose meanings are extended by self-questioning might include the main character, goals, obstacles, outcomes, and themes of the story. Students move from a general question to a story-specific question. The generated questions may be used for group response and discussion. They may also be used with explanatory materials.

Post- reading strategies

Summarizing: What they have read by retelling the plot of the story or the main idea of the text. Summarizing fosters understanding and remembering as well as developing interpretations of texts. Proficiency in summarizing involves steps that grow in effect.

Drawing conclusion: Use written or visual cues to figure out something that is not directly stated.

2.3 REVIEW OF REALATED STUDIES

Sugirin (1999) (as cited in Phan, 2006) stated that he collected data by using think-aloud protocol analysis, retellings, and reading comprehension tests, in-depth interviews, and casual observations. Nevertheless, the think-aloud activity alone in Indonesia with two of fifteen participants who were above- average readers might not

have revealed the strategies effectively, while in-depth interviews were helpful in exploring strategies. Moreover, the think-aloud activity, which indicates that the readers use top-down processing, is considered a characteristic of good readers' strategies. Other participants use different kinds of strategies such as inferring, prior knowledge, evaluation, and paraphrasing. On the contrary, bottom-up processing was applied by poor or less proficient readers.

Another related research was proposed by AhmadAsraf (2004) (as cited in Phan, 2006).This research investigated how the learners made an effort to understand the texts by selecting, understanding, and integrating information in the context of eight reading comprehension sub-skills in the form of comprehension question such as word meaning, words in context, and literal comprehension. When considering the method of investigation, AhmadAsaf used the various criteria such as language proficiency, scores of English tests, and communication capabilities to select average and good readers. And the final outcome suggested that the good and average readers used the same comprehension answering strategies. Nonetheless, each question type was focused on by good readers rather than the average ones.

In addition, Duangrutai Suksang (2005) investigated academic reading strategies of English used by successful readers in the Teaching English as a Foreign Language (TEFL) Program of Thammasat University. The main objectives were investigating reading strategies and comparing the similarities and differences of the reading strategies. The think-aloud protocol and questionnaires were implemented to collect the data. The result of the study showed that most of the students used more global strategies than local strategies in reading academic texts. The global strategies included using background knowledge, evaluating the text, predicting, self-questioning, summarizing, and skimming. The local strategies were re-reading, using context clues, paraphrasing, identifying grammatical categories of words and word families. All of the students overviewed the text before reading, used the title to predict the content of the article, and looked for important information while reading.