

## CHAPTER 2

### LITERATURE REVIEW

This chapter is divided into five main sections. The first is the definitions of reading method. The second is the classification of reading methods. The third is the categories of Anderson's reading methods. The fourth is the categories of O'Malley and Chamot's reading methods and finally, the research related to reading methods in L2 learners is reviewed.

#### 2.1 Definitions of Reading Method

Generally, the term, "method" is defined as "a well-planned series of actions for achieving an aim."(Longman Concise English Dictionary, 2014: 1426). According to this definition, it may be easily applied in a learning reading context that it is a reading strategy that has become a means or a plan, to achieve the goal of linguistic competence.

Since the 1970s, under the influence of psychology development and learner-based approach in teaching English as a foreign language, many experts in psychology and applied linguistics (Rubin1975, Stern1975, Naiman1978) started to focus their researches on reading strategies/methods, and generalized some common features shared by "good language learner". Then, in the past twenty years, language learning and reading strategies/methods have almost become one of major issues in the field of second language acquisition.

Since the early studies from Stern and Naiman et al. (Stern1975, Naiman1978), there were many other researchers in language reading strategies/methods that developed conceptual notions of language-learning and reading methods. However, there has been no definitely explicit answer to what is the exact meaning of the "reading strategies or methods". Generally, researchers have offered their own opinions on it. For example, (1)

reading methods are the behaviors and thoughts that a learner engages in before, during, or after reading that are intended to influence the learners' encoding process. (Weinstein & Mayer 1986). (2) Reading methods are techniques, approaches or deliberated actions that students take in order to facilitate the learning and reading process, and to recall of both linguistic and content area information. (Chamot 1987). (3) Reading methods are strategies which contribute to the development of the language system which the learner constructs and affect learning reading directly. (Rubin 1987). (4) Reading methods are the special thoughts and behaviors that individuals use to help them comprehend, learn or retain new information from the written contexts (O'Malley and Chamot, 1990). (5) Reading methods are specific actions, behaviors, steps or techniques that students employ, and mostly, consciously to improve their progress in internalizing, storing, retrieving, and using the second language actions, especially in reading process (Oxford 1993). (6) Reading methods may also be defined as processes which are consciously selected by learners and which may result in action taken to enhance the comprehension and/or use of a second or foreign language, through the storage, retention, recall, and application of text information throughout their reading process. (Cohen 2000)

Hence, even though the definitions of "reading method" are different from one to another, there still has one thing in common: all these reading strategies or methods share features of control, goal directness, and autonomy, which can contribute to much more efficiency in study reading.

## **2.2 Classification of Reading Methods**

Similar to the definition of reading methods, so far, no consensus has been reached on the classification of the reading methods since researchers have been classified the methods from different angles and used different terms to describe them. The followings are some examples:

### **2.2.1 Bottom-up Reading Method**

Reading methods describe the difficult tasks readers face. "Bottom-up" reading method holds that readers start with the perception of letter features and eventually identify letters, words, syntactic units, and finally whole ideas that they place in long-term memory.

### **2.2.2 Top-down Reading Method**

In contrast to "Bottom-up Reading Method", "top-down" reading method indicates that readers' prior knowledge directs what information they take from a page, and that readers formulate hypotheses about what they will find and then sample enough text to confirm or reject the hypotheses.

Although these two methods differ in their starting points, they share the notion that reading is a linear process consisting of many steps.

### **2.2.3 Interactive-compensatory Reading Method**

The "interactive-compensatory" reading method hybridizes the bottom-up and top-down models, and allows for readers to work from the bottom up (beginning with text features), from the top down (beginning with their prior knowledge), or from the middle out. Readers with strengths at one level of the process can rely on those strengths to help compensate for weaknesses at other levels. For example, readers who possess a great deal of knowledge about a topic would not have to decode the text from basic features because they could rely on information in their long-term memories (LTM) to guide inferences about incoming information. Alternatively, a reader who is facile with the language and syntax used in a text could rely on that ability to ease the process of linking new information to information in LTM. In fact, readers who have achieved automaticity of lower level steps, such as decoding words and interpreting syntactic relationships, have an easier time moving on to the steps involved in comprehension.

Once readers start to encode words and identify syntactic relationships in the text, they begin to build a hierarchical mental representation, or situation model, of

the text. To build this representation, they collect bits of information from the text and connect them to other text-based information as well as to information in their. When the relationships among information bits in the text or between the text and the readers' prior knowledge are unclear, readers make inferences to further develop the information network in their LTMs. Readers make these connections and inferences within and across sentences, paragraphs, pages, and so on.

#### **2.2.4 Constructively Responsive Reading Method**

Constructively responsive reading method is in accordance with well-known theories of reading such as Rosenblatt's (1978) reader response theory, in which the transaction between readers and texts is emphasized (Pressley and Afflerbach's, 1995). The concept of constructively responsive reading consists of key principles of the top-down processing model of reading reflected in schema theory (Anderson & Pearson, 1984), bottom-up processing emphasized by Van Dijk and Kintsch (1983), and the comprehension monitoring processes supported by several researchers (Baker & Brown, 1984; Garner, 1987; Paris & Winograd, 1990)

### **2.3 Categories of Anderson's Reading Methods**

Like other researchers ([Brown](#), 1980; Garner, 1982, 1994; Garner, Macready & Wagoner, 1984; Guthrie & Wigfield, 1999; Winograd & Hare, 1988), Anderson (1991) concurred that readers must know how to use a reading method successfully and orchestrate its use with other methods. That is, a reader must also be able to apply the reading methods strategically. According to Anderson, reading methods can be classified into three main categories: (a) cognitive reading strategies, (b) metacognitive reading strategies, and (c) compensating reading strategies. Each category is comprised of specific reading strategies as follows:

#### **2.3.1 Cognitive Reading Strategies:**

1. Prediction: predicting the content of an upcoming passage or section of the text.
2. Grammar concentration: concentrating on grammar to help understand unfamiliar construction
3. Finding the main idea: identifying the main idea to comprehend the entire reading.
4. Expanding vocabulary and grammar: expanding vocabulary and grammar to help readers increase their reading.
5. Guessing meanings from context: guessing meanings of unfamiliar words or phrases to let readers use what they already know about English
6. Analyzing theme, style, and connections: analyzing theme, style, and connections to improve reader's comprehension.
7. Distinguishing between opinions and facts: distinguishing between opinions and facts to aid in understand reading.
8. Break down larger phrases into smaller parts: break down larger phrases into smaller parts to help readers understand difficult passages.
9. Translation: linking what readers know in their first language with words in English or vice versa, translate the words in English into their first language.
10. Creating graphic organizers: Creating a map, diagram, or drawing of related ideas to enable you to understand the relationships between words and ideas.

11. Summarizing: writing a short summary of what readers read to help them understand the main ideas.

### **2.3.2 Metacognitive Reading Strategies:**

12. Setting goals: having purposes in reading to help improve areas that are important to the reader.
13. Vocabulary listing: making lists of relevant vocabulary to prepare for new reading.
14. Working with classmates: working with classmates to help reader develop their reading skills.
15. Reviewing: Taking opportunities to practice what readers already know to keep readers progress steady.
16. Evaluating: evaluating what readers have learned and how well they are doing to help them focus their reading.

### **2.3.3 Compensating Reading Strategies**

17. Relying on what readers know: relying on what readers already know to improve their reading comprehension.
18. Note-taking: taking notes to help readers recall important details.
19. Remembering: trying to remember what readers understand from a reading to help them develop better comprehension skills.
20. Reviewing the purpose and tone of a reading: reviewing the purpose and tone of a reading passage so reader can remember more effectively.

21. Picturing scenes in readers' mind: picturing scenes in readers' mind to help them remember and understand their reading.
22. Reviewing key ideas and details: reviewing key ideas and details to help them remember.
23. Using physical action: to using physical action help readers remember information they have read.
24. Classifying words into meaningful groups: to classifying words into meaningful groups to remember more clearly.

#### **2.4 Categories of O'Malley and Chamot 's Reading Methods**

According to O'Malley and Chamot (O'Malley and Chamot, 1990), reading methods can be classified into three main categories: (1) metacognitive reading strategies, (2) cognitive reading strategies, and (3) social and affective reading strategies. Of all these three categories, there were 14 statements all together; the first three statements were categorized as metacognitive reading strategies. Statements 4 to Statement 11 were categorized as cognitive reading strategies. The last three statements were categorized as social and affective reading strategies. As a result, each statement described particular type of reading methods readers used when they study English reading texts. The details of each statement were modified as follows:

##### **2.4.1 Metacognitive Reading Methods:**

1. I look for opportunities to read English materials, and try to learn cultures of English-speaking countries.
2. I pay attention to time when having English reading assignment, and I can finish the reading in time.

3. After reading a written material, I evaluate my reading comprehension.

#### **2.4.2 Cognitive Reading Methods:**

4. I skim for the gist of an English passage.
5. I summarize the main idea after finishing reading.
6. I guess the meaning of a new word from context and/or word formation.
7. I translate the complicated English sentences into Thai when reading English.
8. I take notes, using the key words or sentences when reading a text.
9. I reread the complicated or important sentences many times when reading an English article.
10. I analyze the structures of complicated or long sentences.
11. I try to infer information from the reading passage.

#### **2.4.3 Social and affective Reading Methods:**

12. I communicate with my peers about my English reading experiences.
13. I ask my peers / good readers / teachers for some help if I have difficulties in the reading process.
14. I encourage myself when I feel anxious about reading English.

However, generally, researchers suggest that each reading method can be taught through carefully devised instructional techniques (Anderson, 1991; Brown, Armbruster, & Baker, 1986; Carrell (1989); Garner, 1994; Paris & Winograd, 1990; Wixon, 1994). Further, reading methods can and should be learned to the point of automaticity, after which the

learners become skills, and that learners must know not only what methods to use but also when, where, and how to use them (Garner, 1994; Paris, Lipson, & Wixson, 1994).

## **2.5 Research related to reading methods in L2 learners**

Willing (1988) conducted a research in adult migrant education. The questionnaire consisted of not only learning and reading methods, but also the individual biographical results. 517 learners, from over thirty ethnic groups participated in the study, but only five of the ethnic groups (Vietnamese, Chinese, Arabic speakers, South Americans, and Polish/Czech speakers) were large enough for statistical analysis.

Regarding the analysis of the results, it was impossible to make “statistically valid cross-comparisons relating a question to more than one biographical variable at a time” (p. 122). For this reason, the individual characteristics of the participants were considered separately. The results indicated that there were cultural differences with respect to the methods of the learners. When the same question was considered, it was revealed that the variation was not big enough to be statistically meaningful. The results with regard to sex indicated that males tend to use more methods than females. Though, some methods were female preferences.

Anderson (1991) carried out a study to investigate the individual differences in strategy use by adult second language learners while performing two reading tasks: taking a standardized reading comprehension test and reading academic texts. The subjects in this study were 28 Spanish-speaking students, 18-34 years of age, from the Southwestern United States who were enrolled in an university level intensive ESL program between 9 weeks to 9 months. Their English proficiency level as determined by a placement tests ranged from beginning to advanced level. Analysis of both quantitative and qualitative data revealed that weaker students were quite different from stronger students in their

reading abilities. However, there was no significant relationship between the amount of unique strategies and comprehension. Both high and low scoring readers seemed to be using the same kinds of reading methods while reading and answering the comprehension questions on both measures. However, high scoring students appeared to be applying reading methods more effectively and appropriately.

Block (1992) investigated the reading process of first and second language readers of English. The subjects were 25 college freshmen, of which 16 subjects were proficient and the other 9 were non-proficient readers of English. The results revealed that when facing a vocabulary problem, proficient ESL readers used background knowledge, decided on whether the word contributes to the overall meaning of the passage, reread the sentence, and used syntactic clues. These meaning-based strategies are classified as global strategies. On the other hand, non-proficient ESL readers focused on identifying lexical problems and did little to figure out the meaning of words. These meaning-based strategies are classified as local strategies.

Young and Oxford (1997) examined the differences in comprehension strategies used by males and females while reading in a L2. The subjects were 49 native English speaking men and women (26 females and 23 males) while reading two Spanish texts and one English text. The results demonstrated no overall significant differences by gender in the use of global versus local strategies. However, there were significant gender differences in the frequency of using specific strategies. Males monitored their reading pace and paraphrased more often than females with the Spanish passages. Females utilized one strategy more often than males while reading the texts: solve vocabulary problems.

Levine and Reves (1998) examined reading strategies, especially the word-treatment strategies employed by university students reading academic texts in English as a Foreign Language. The subjects were 42 Israeli students of an EAP (English for Academic

Purposes) advanced reading comprehension course at Bar-Ilan University, Israel. The findings suggested that students could not verbalize why they had to use dictionary in Global Reading. Additionally, there were noticeable differences among readers with different reading profiles in the justification of the use of word-treatment strategies. The treatment of unknown vocabulary was affected by the type of reading task: the skills of locating the unknown word and decoding it within the text were crucial in Close Reading, while these bottom-up skills were less needed for text comprehension in Global Reading.

Cheng (1998) studied reading methods used by Chinese students. The subjects were 10 students who studied various fields in the US at Kansas University. The result found that there were two main types of reading strategies: bottom-up and top-down. The successful readers used the combination between bottom-up and top-down while the less successful readers used bottom-up more than top-down. The researcher concluded that the differences between using these two types of reading strategies might be influenced by having differences in experiences, aptitude, levels of language proficiency, level of interest in studying English language, differences in fields of study, including having different purposes in reading of each reader.

Jirijitpaibul (2002) compared the reading methods of Thai Mathayom Suksa five (Grade 10) students with different English reading comprehension abilities: advanced and low reading. The subjects were 48 students from different schools in Bangkok, with 24 students in advanced and 24 students in low levels of English reading comprehension ability. The results were that (a) Mathayom Suksa five students used the cognitive reading strategy more frequently than any other strategies and the affective reading strategy was the least frequently used strategy, (b) in both advanced and low reading students, the cognitive strategy was the most frequently used strategy while the use of affective strategies was reported as the least one, and (c) the Mathayom Suksa five students with

advanced and low reading comprehension ability significantly differed in their use of cognitive, metacognitive and compensatory reading strategies at the .05 level.

Pattaraporn Thampradit (2006) investigated the achievements of reading methods of good and poor readers in the field of engineering. She found that reading methods had a comparatively strong relationship with one's achievements. The engineering students used all reading strategies: metacognitive, cognitive and compensatory reading strategies, but they used them in different frequencies. For good engineering readers, metacognitive strategies, and cognitive reading strategies were stronger predictors than compensatory reading strategies. For poor engineering readers, all the three reading strategies were used less often. Moreover, interestingly, not only the metacognitive, and cognitive reading strategies could predict reading achievements, but the compensatory reading strategies could also predict their reading achievements as well.

Zhang Xin (2006) also analyzed the achievements of reading methods of good and poor Chinese EFL readers. She also found that reading achievements can be predicted by reading methods. Good and poor readers had great difference in their use of reading methods. In completing specific reading tasks, good readers were inclined to make use of more methods than poor readers and used reading methods more effectively than poor students.

Similarly, Jiang and Gao Song (2009) studied various reading methods of Chinese EFL learners in their English reading texts. They found that successful Chinese EFL learners may apply many methods like inference and looking for topic sentences in their English reading.

In summary, the results of the research on reading methods used by ESL students are quite similar to those of the L1 readers. For example, the results of the research on ESL learners suggested that it was likely that ESL students who used more reading

methods comprehended better. Additionally, like L1 readers, ESL readers seemed to be using different reading strategies than the less successful ESL readers.

Moreover, the results of research on EFL learners support the findings of those on ESL learners. It was likely that successful EFL students seemed to use the combination between bottom-up and top-down while the less successful learners appeared to use bottom-up more than top-down. Further, EFL readers whose reading habits and problem solving abilities were more developed and whose inferencing skills were more alert were also more self-confident in reading. However, there were individual differences between L1 and EFL readers in the frequency of comments on their own behavior, inferences, and general knowledge and associations. Compared to L1 learners, the L2 readers seemed to be more likely to comment on their own behavior, less likely to make inferences, and less likely to make comments related to their general knowledge of the topic.

As a result, it seems clear that research has addressed questions related to the use of reading methods for investigating reading in L2 learners. However, it seems that no studies have been used the Anderson's categories in investigating the reading methods of Thai university Industrial Education students. The current study, therefore, designed to fill that gap.