The Impact of Pre-Reading Strategies through Online Reading on EFL Students' Reading Comprehension

Student: Sera Yeretzian

Adviser: Dr. Lori Fredricks

Overview

- Introduction

- Literature Review

- Purpose of Study

- Research Questions

- Methodology

- Findings

- Limitations and Delimitations

- Recommendations

- References

1. Introduction

Introduction

- *Reading is among the most essential skills in a target language.*

- *Strategies in reading: pre-reading, whilst-reading and post-reading (Al-Faki & Siddiek, 2013).*

- *The pre-reading stage helps learners have better comprehension of the text (Alemi & Ebadi, 2010).*

- *The inclusion of technology in the reading task is a helpful for better comprehension (Stearns, 2012).*

2. Literature Review

The Role of Reading Comprehension in Teaching

- Reading is intentional and unintentional mental operation (Mikulecky, 2008).

- Readers accumulate implications from a text to understand it precisely (Eskey, 2002).

- Comprehension of the text as a whole (Gilakjani & Sabouri, 2016).

- Relation between the reader and the text (Al-Faki & Siddiek, 2013).

Reading Strategy Instruction

- Strategy teaching is critical in the EFL framework (Saricoban, 2002).

- Achievement of reading comprehension independently (Aghaie & Zhang, 2012).

- Reading activities that enhance motivation can impact student performance (Guthrie et.al. 2004).

Pre-Reading Strategies and Their Effectiveness

- ***Pre-questioning strategy:***

1. Improves online and offline reading (Lewis & Mensink, 2012 ; Mousavian & Siahpoosh, 2018).

2. Initiates background knowledge (Aziz, et.al, 2017).

- ***Brainstorming strategy:***

Activates background knowledge

Pre-Reading Strategies and Their Effectiveness

- ***Vocabulary pre-teaching:***

1. Comprehension of text and remembering details (Gi-Po, 2004).

2. Connect words to previous knowledge, comprehend content and vocabulary (Tam et.al. 2006).

3. Pre-questioning strategy influences on comprehension more than the vocabulary pre-teaching strategy (Maghsoudi, 2012; Mihara, 2011).

The Internet and Online Reading Comprehension

- Learners can have access to a multitude of articles and websites (Park et al., 2014).

- Online and offline readers interpret texts differently (Leu et.al. 2007).

- Browsing the internet and looking for resources necessitate thinking skills (Singhal, 1997).

Purpose of The Study

The study aims at:

- *Offering teachers with a unique perspective of delivering pre-reading strategies.*

- *investigating the influence of pre-reading strategies with and without online reading on students perspectives in an English Afterschool program in Armenia.*

Research Questions

RQ1

Does the inclusion of online reading with pre-reading strategies influence reading comprehension? If so, how?

RQ2

Which pre-reading strategies are most effective with and without the incorporation of online reading?

RQ3

What are students' attitude towards pre-reading strategies completed with and without online reading?

3. Methodology

Typology

Action Research

Quasi-Experimental Study

Treatment Group
With Inclusion of Online Reading

Comparison Group
Without Inclusion of Online Reading

- Mixed method research (MMR)
- QUAN + qual
- Convenience

Context

Yerevan, Armenia
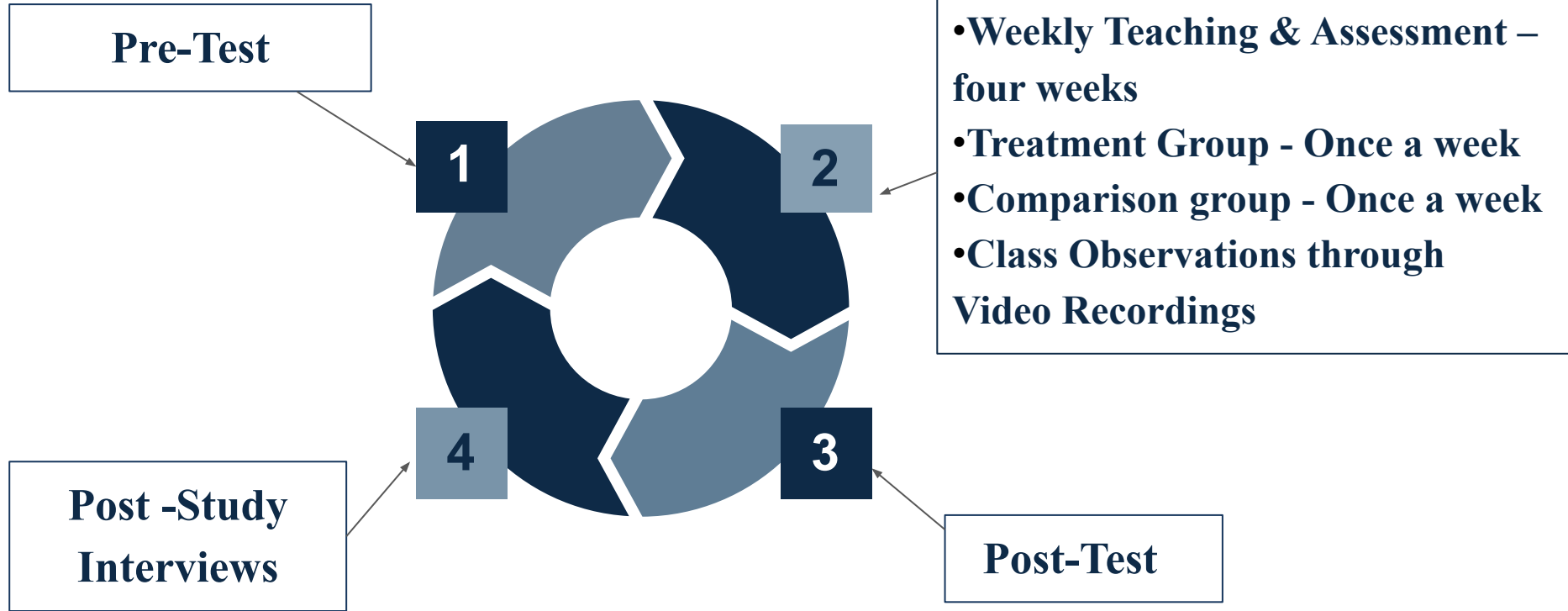
English Afterschool Program

Participants

Treatment group - four

Comparison group- four

Students' Ages: 11-17

Proficiency:Intermediate

L1: Armenian

Materials

Language Leader

Presentation Slides

American University of Armenia

Data Collection

Pre-Test

Post -Study Interviews

1

2

4

3

•**Weekly Teaching & Assessment – four weeks**
•**Treatment Group - Once a week**
•**Comparison group - Once a week**
•**Class Observations through Video Recordings**

Post-Test

AUA American University *of Armenia*

Data Analysis

Quantitative Data

Weekly Assessment Tests, Pre- and Post-Tests
- Via Excel
- Percentages for mean scores
- Standard Deviation

Qualitative Data

Interviews and Video Recordings
- Recording
- Transcription
- Interpretation of important aspects
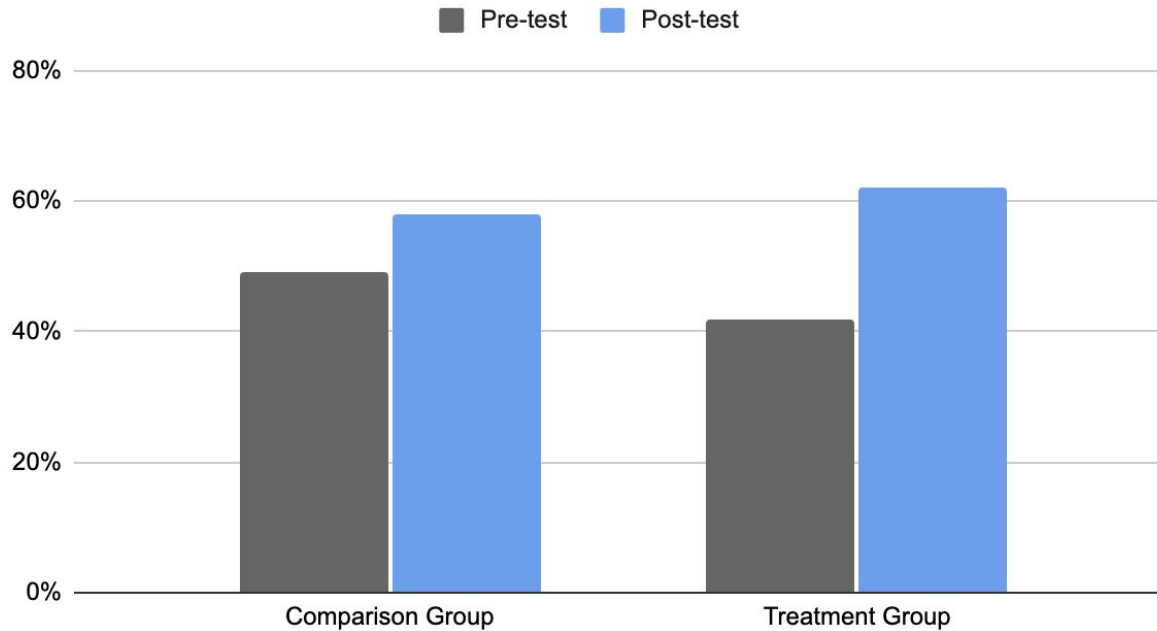
4. Major Findings

Research Question 1

Does the inclusion of online reading with pre-reading strategies influence reading comprehension? If so, how?

The results highlight that the **progress** of the treatment group participants in **reading comprehension** was more noticeable than the comparison group.

Pre- and Post-Test Results

The Comparison and Treatment Group Results for the Pre- and Post-Tests.

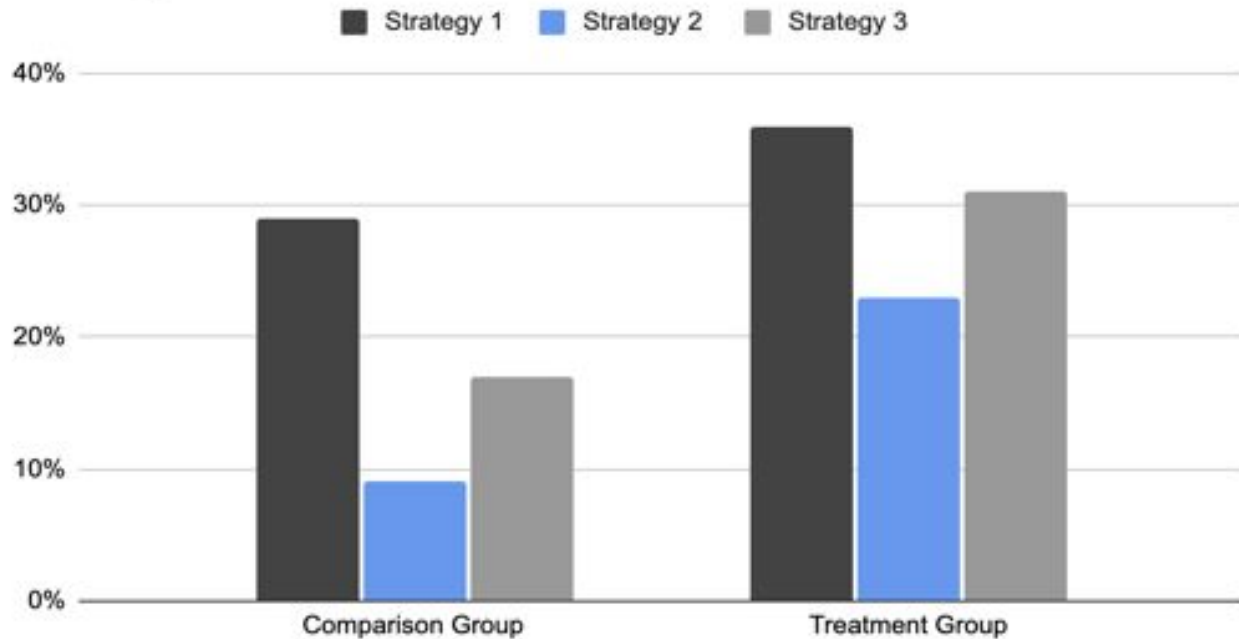|	Comparison	Treatment
Pre-test	49%	42%
Post-test	58%	62%
Difference in Progress	9%	20%

Research Question 2

Which pre-reading strategies are most effective with and without the incorporation of online reading?

"

- According to the findings, the **pre-questioning strategy** was the most successful for both treatment and comparison groups.

- For both groups, the next in effectiveness came the **vocabulary pre-teaching strategy**, and the third in efficacy was the **brainstorming strategy**.

- The **treatment group** underwent **a better development** in reading comprehension than the comparison group in all the three strategies.

The Comparison and Treatment Group Results for the three Strategies.

Strategy Effectiveness

Legend: Strategy 1 · Strategy 2 · Strategy 3

The Comparison and Treatment Group Results for the three Strategies.

	Comparison	Treatment
Pre-Test and Pre-Questioning	29%	36%
Pre-Test and Vocabulary Pre-Teaching	17%	31%
Pre-test and Brainstorming	9%	23%

Research Question 3

What are the students' attitudes towards pre-reading strategies completed with and without online reading?

Comparison and Treatment Group

Pre-reading strategies:

- activated students' **background knowledge**

- prepared students for the texts by providing an **outline**.

- **clarified** the **content** of the passages.

Research Question 3

What are the students' attitudes towards pre-reading strategies completed with and without online reading?

Treatment Group

Utilizing Searching Tools and Reading Online:

- aroused interest, motivation, engagement

- increased confidence due to familiarity

- provided additional information

- expanded imagination

5. Limitations & Delimitation

Limitations

- Number of Learners

- Time Constraint

Delimitations

- Familiarity with Textbook

- Proficiency Level

- Age

Pedagogical Implications

It is recommended:

To combine online reading with pre-reading strategies since it offers:

- wider perspective

- better reading comprehension

- complete acquirement of new information

Recommendation for Further Research

Further research could perform a comparable study:

- over a lengthier duration

- with larger sample size

- containing participants with greater level of proficiency.

Conclusion

The results of this study highlight the significant role of online reading in the process of pre-reading strategy instruction in an EFL classroom. It also suggests that students' enthusiasm and interest increase as a result of navigation as well as the use of search tools on the Internet. Consequently, students gain a more precise view of the reading texts included in their curriculum.

References

Aghaie, R., & Zhang, L. J. (2012). Effects of explicit instruction in cognitive and metacognitive reading strategies on Iranian EFL students' reading performance and strategy transfer. *Instructional Science,* 40(6), 1063-1081.

Alemi, M., & Ebadi, S. (2010). The Effects of Pre-reading Activities on ESP Reading Comprehension. *Journal of Language Teaching and Research,* 1(5). doi:10.4304/jltr.1.5.569-577

Al-Faki, I. M., & Siddiek, A. G. (2013). The Role of Background Knowledge in Enhancing

Aziz, Z. A., Mustafa, F., & Amalia, D. (2017, November). Improving students' reading comprehension through the implementation of pre-questioning technique. *In National Conference on Teachers' Professional Conference* (Vol. 1, pp. 317-329).

Eskey, D. E. (2002). Reading and the Teaching of L2 Reading. *TESOL journal*, 11(1), 5-9.

Gilakjani, A. P., & Sabouri, N. B. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education,* 6(2), 229. doi:10.5296/jse.v6i2.9201

References

Gi-Pyo, P. (2004). The effects of vocabulary preteaching and providing background knowledge on L2 reading comprehension. *ENGLISH TEACHING* (영어교육), 59(4), 193-216.

Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., ... & Tonks, S. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. *Journal of educational psychology*, 96(3), 403.

Leu, D. J., & Zawilinski, L. (2007). The new literacies of online reading comprehension. *New England Reading Association Journal*, 43(1), 1-7.

Lewis, M. R., & Mensink, M. C. (2012). Prereading questions and online text comprehension. *Discourse Processes*, 49(5), 367-390

Maghsoudi, N. (2012). The impact of schema activation on reading comprehension of Cultural Texts Among Iranian EFL learners. Retrieved from http://cscanada.net/index.php/css/article/view/j.css.1923669720120805.3131/3340

References

Mihara, K. (2011). Effects of pre-reading strategies on efl/esl reading comprehension. Retrieved from
https://teslcanadajournal.ca/index.php/tesl/article/view/1072

Mikulecky, B. S. (2008). Teaching reading in a second language. Retrieved from http://longmanhomeusa.com.

Mousavian, S., & Siahpoosh, H. (2018). The Effects of Vocabulary Pre-teaching and Pre-questioning on Intermediate
Iranian EFL Learners' Reading Comprehension Ability. *International Journal of   Applied Linguistics and English
Literature*, 7(2), 58-63.

Nagy, W. E. (1988). *Teaching vocabulary to improve reading comprehension*. National Council of Teachers of English,
1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 52384-015, $4.95 member, $7.50 nonmember--ISBN-0-8141-
5238-4); International Reading Association, PO Box 8139, 800 Barksdale Rd., Newark, DE 19714-8139 (No.   151,
$4.95 member, $7.50 nonmember--ISBN-0-87207-151-0)..

Park, J., Yang, J., & Hsieh, Y. C. (2014). University level second language readers' online reading and comprehension
strategies. *Language Learning & Technology*, 18(3), 148-172

References

Saricoban, A. (2002). Reading strategies of successful readers through the three phase   approach. *The Reading Matrix*, 2(3).

Singhal, M. (1997). The Internet and foreign language education: Benefits and challenges. *The   internet TESL journal,* 3(6), 107.

Stearns, S. C. (2012). Integration of technology into the classroom: Effects on reading comprehension. *Research Papers*.

Tam, K. Y., Heward, W. L., & Heng, M. A. (2006). A reading instruction intervention program for English-language learners who are struggling readers. *The Journal of Special Education,* 40(2), 79-93.

Thank You!