The explicit instruction of reading strategies: directed reading thinking activity vs. guided reading strategies

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Abstract

Investigating the efficiencies and deficiencies of reading strategies is one of the noticeable issues in the related theory and research in reading comprehension instruction. This study was to examine the impact of Directed Reading Thinking Activity (DRTA) and Guided Reading (GR) on reading comprehension. Sixty three Iranian students of grade one in Shahed high school in the city of Bojnourd took part in the study. They were assigned in three groups, one control and two experimental groups. The instruction lasted for ten weeks. This study utilized a pretest posttest control group in quantitative quasi-experimental design. The same reading comprehension test was administered as pre-test and post-test. The results were twofold: First, the instruction of learning strategies could foster reading comprehension skill. Second, while the explicit instruction of both strategies could improve the students' reading comprehension skill, Directed Reading Thinking Activity had a more significant positive effect than Guided Reading.

Keywords

Reading strategy, explicit, directed reading thinking activity (DRTA), guided reading (GR)

References


Drawing conclusions is a reading strategy that is done after reading. To draw conclusions means the student uses written or visual clues to figure out something that is not directly stated in the reading. Teachers can facilitate this reading strategy by creating leading questions that relate to a reading. Students then respond with their own opinions, thoughts, or ideas that is based on information from their reading material.

Evaluating. An activity to practice inferring with students is to take a sentence from a text. Then, have students state the explicit meaning of the sentence as well as the inferential meaning. Predicting. Predicting is using the text to guess what will happen next. Then the reader confirms or rejects their prediction as they read.

Download Citation on ResearchGate | Explicit Instruction of Memory vs Cognitive Strategies and Reading Comprehension: An Empirical Study with IELTS Candidates | p> Research in reading comprehension associates the assumption that readers’ attributes may influence reading comprehension; different readers may process the same text in different ways, depending on their purposes, motivation, attitudes, interests, background knowledge, and... The guiding question was why instruction designed to produce strategic readers resulted in higher reading comprehension. The use of metacognitive strategies helps students to “think about their thinking” before, during, and after they read.

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