

# The Teachers' Attitudes and Practices towards Strategy Based Instruction on Teaching Reading in a Foreign Language. A Case Study of the Teacher Training School (ENS) of Constantine, Algeria.

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## Abstract

This study aims to unveil the first year Reading Techniques teachers at l'Ecole Normale Supérieure -Assia Djébar- de Constantine practice, their perceptions of the use of Strategy Based Instruction (SBI), and the role it plays in their teaching. It uses a questionnaire to elicit data to answer two main questions: Are teachers aware of SBI and their importance in the teaching of the reading skill? And are they willing to incorporate SBI in their teaching? The study reveals teachers' awareness of the importance of SBI and their readiness to integrate it in their teaching of the reading skill in their classes.

**Keywords:** Strategy Based Instruction; Cognitive; Metacognitive; Reading comprehension; Vocabulary acquisition.

## 1. INTRODUCTION

Since the 1990s reading comprehension has been seen increasingly to be the result of complex interactions between text, reader and reading strategies. Reading can be challenging, particularly when the material is complex. Moreover, for some readers, comprehension is always challenging. They may understand each word separately, but linking them

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together into meaningful ideas often doesn't take place correctly. These readers can decode the words, but have not developed sufficient skills to comprehend the meaning of the sentences of the entire text (Cohen, 2011). As Oxford (1990) argued that comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. The focus of this work is on the cognitive processes involved in comprehension, and moreover, on techniques that help readers improve their ability to comprehend a text. The focus is on reading comprehension strategies. Indeed, the use of effective reading comprehension strategies is perhaps the most important means to helping readers improve comprehension and learning from text. The importance of learning strategies is becoming a significant feature of research in the field of learning and teaching process. This research investigates the reading strategies employed by undergraduate students. It aims to identify the most frequently used strategies by 'less successful' learners in improving their reading skills through regular training on using Oxford's model strategies. Learning strategies were classified, following Oxford (1990), into six category taxonomy strategies. Thus, strategies help improve students' performance on tests of comprehension recall and words' meaning recognition.

## **2. Literature Review**

Learning strategies are cognitive plans oriented toward successful task performance (Cohen & Macaro, 2009). Strategies include activities such as selecting and organizing information, rehearsing material to be learned, relating new material to information in memory, and enhancing meaningfulness of material (O'Malley & Chamot, 1990). Strategies also include techniques that create and maintain a positive learning climate; they involve, for instance, ways to overcome anxiety, enhance self-efficacy, appreciate the value of learning, and develop positive outcome expectations and attitudes (Mayer, 1986). Using strategies is an integral part of self-regulated learning because strategies give learners better control over information processing (Winne, 2001).

Learning strategies are an important part of the second and foreign

language learning process. Oxford (1990) argued that learning strategies can be taught effectively to foreign language learners. A general definition of learning strategies is "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (Oxford, 1990, p.8).

Learning strategies play a crucial role in Second or Foreign Language Acquisition (SLA) and this has been highlighted by numerous authors and studies (O'Malley & Chamot, 1990; Nunan, 1999; Oxford, 1996; Cook, 2001; Cohen, 2014). Ellis (1994) questioned the effectiveness of teaching specific strategies and whether learners are able to adopt new strategies. However, research by Chamot *et al.* (1999), and Oxford (1996) has demonstrated that when strategy instruction is integrated in the teaching/learning process to suit specific contexts and individual learners' needs, it can be very effective in improving learners' competences. This study utilizes Oxford's (1990) categorization of six sets of learning strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.

### **Reading Strategies in Second/Foreign Language Learning**

Reading strategies can be defined as "plans for solving problems encountered in constructing meaning" (Duffy, 1993, p. 232). A complete model of reading ought to show what is brought to, made use of, and what happens during reading, at what level of processing, and for what purposes (Oxford, 1990). Nevertheless, the two early dichotomous models labeled of 'top-down' (Goodman, 1967) and 'bottom-up' (Smith, 1986) for reading processing and associated strategy use have continued to be useful for capitalizing reading research. Top-down processes were characterized as higher level processes, such as discerning meaning at whole text-level and using schemata or background to support comprehension. Bottom-up include lower-level processes, such as identifying words and basing comprehension on meanings at word or phrase level (Cohen & Macaro, 2009). Learners' use can range from bottom-up strategies, such as "looking

up an unknown word from the dictionary, to more comprehensive actions, connecting what is being read to the reader's background knowledge" (Richards & Renandya, 2007, p. 187).

Reading strategies are techniques and methods that readers use to make their reading successful. These methods include how to deal with the given task, what textual cues they attend to, how readers make sense of what they read, and what they do when they do not understand (Block, 1986). Reading is an interactive, top-down and bottom-up, process. The reader forms the meaning of the text through the interaction of a variety of mental processes to work at different levels such as using the bottom-up process to identify the meaning and grammatical category of word, sentence syntax, and text details (Hedge, 2011). Readers draw meaning out of the text based on their existing linguistic and schematic knowledge as well as the input provided by the text (Bernhardt, 1986; Wallace, 1992; Birch, 2002).

The reading process also gives rise to the issue of reading strategies; ESL/EFL learners usually employ a number of language learning strategies during their reading process (Oxford, 1990). Those strategies involve cognitive, metacognitive, compensation, memory, affective, and social strategies (O'Malley & Chamot, 1990; Oxford, 1990; Chamot & O'Malley, 1994). Reading strategies are considered an essential aspect of teaching English as a second or foreign language. Many English authors focused on strategy instruction in reading (Oxford, 1990; Hartmann & Blass, 1999). Some of the reading strategies include: reading for pleasure in English, skimming and scanning, summarizing information, making guesses, prediction, making inferences, underlining words or phrases, and making notes (Cohen & Macaro, 2009).

Brown & Palincsar (1984) highlighted four essential reading strategies for explicit and direct strategy training of foreign language students, which consist of summarizing (self-review), questioning, predicting, and clarifying. Block (1986) studied non-proficient students of English as a foreign language (EFL) and observed that there were more and less successful readers. Using think-aloud protocols to elicit reading strategies; Block (1986) found that the more successful readers used more general

strategies which included the ability to integrate their understanding from the text with information which they discerned about the text structure. Furthermore, Carrell (1985) found in a questionnaires administered to adult learners, that low proficiency readers used more text-based strategies. A more complex, interactive conceptualization of strategies linked to reading processing was proposed by Anderson (1991). He (1990) elicited strategies that university students were using during two reading tasks: text reading and task taking. He (1990) divided the students into three different levels of reading proficiency and detected a total of 47 strategies that he (1990) allocated to five categories: supervising, support, paraphrase, coherence, and test-taking (Anderson, 1990).

Both top-down or (holistic and general) and bottom-up (analytic) strategies appeared within each of the five categories identified by Anderson (1991). The action involved in monitoring strategy use, taken by Anderson's (1990) readers, has been called metacognitive strategies. For instance, the five categories of strategies of O'Malley & Chamot (1990), which corresponded with the six sets of Oxford's (1990), have a positive impact on the process of teaching and learning. Some examples included general strategies consisting of anticipation, recognition of text structure, association, commenting, and monitoring and corrective behaviour (Schunk, 2009).

### **Strategy Based Instruction and Teaching Reading**

In more recent years, we have seen mounting evidence of the usefulness of incorporating strategies into their learning process. Two major forms of strategy use introduced to help learners to engage in learning as independent and autonomous learners: classroom-based or textbook-embedded training, now called Strategies Based Instruction (SBI), and autonomous self-help training. Both were demonstrated to be effective for various learners in various contexts (Cohen, 2011).

The teaching approach in strategy based instruction has several

characteristics. Richards & Renandya (2007) proposed the following:

- Reading strategies should be embedded in a content area so that students are learning strategies while they are engaged in their regular reading for a variety of purposes.
- Reading strategies are taught through direct explanation, teacher modeling, and feedback. Students are never in doubt as to what the strategies are, where and when they can be used and how they are used. The teacher models expert behavior by reading and thinking aloud. The students also read and think aloud in class, and their strategy use is supported by teacher feedback.
- Strategies are constantly recycled over new texts and tasks. The students encounter individual strategies and groups of strategies time and time again. In this way, students better understand the usefulness of strategies, and there is transfer of training from one type of text or task to another.
- Strategy use develops over the long term. It is estimated that it takes several years for L2 students to develop as strategic readers (p. 276).

The best strategy instruction programs are those that are integrated with academic content and implemented in the classrooms. Strategy instruction is most effective when the methods are meaningful to students.

Pressley & McCormick (1995) argued that several factors should be taken into account when designing and implementing strategy instruction programs as they (1995) contended the following:

Good strategy instruction sends the message that students can control how they do academically, with much gained by creatively applying the cognitive strategies that are taught to them. Good strategy instruction encourages student reflection, permitting powerful tools for reflective “meaning-getting” from texts, creation of reflective stances via writing, and reflective decision making about whether and how to use strategies they know to tackle new situations (p. 515).

As learners read, they should bear in mind that they will need to select

one or two strategies initially, try them out, and then continue using them to increase their own comfort with the strategies. Some are easier to implement than others (McNamara, 2007). Teachers can benefit from an understanding of what makes learners successful and unsuccessful via implementing successful strategies. Teachers cannot always expect instant success since students come with different background knowledge (Mcshane, 2005). However, it has been found that students will benefit from SBI if they (a) understand the strategy itself, (b) perceive it to be effective, and (c) do not consider its implementation to be overly difficult (McNamara, 2007, p. 175).

Therefore, teachers should teach students some techniques about how to tackle a language are well advised. In this sense, teaching vocabulary within a context allows learners to acquire a body of related words and make strong associations among them (Oxford, 1990). As learners continue to read in a subject area they will probably have numerous encounters with the new words, increasing the likelihood that they will remember them and acquire a deep understanding of their meanings (Cohen & Macaro, 2009).

### **2.3. Reading Comprehension Strategies Studies**

Reading strategy interventions in foreign language contexts have attracted attention among language learning instruction researchers. Learning reading strategies are important in second and foreign language learning and teaching for two major reasons. First, by examining the strategies used by second or foreign language learners during the language learning process, we gain insights into the metacognitive, cognitive, social, and affective processes involved in language learning. The second reason supporting research into language learning strategies is that less successful language learners can be taught new strategies, thus helping them become better language learners (Grenfell & Harris, 2002). Numerous descriptive studies have addressed the goal of understanding the range and type of learning strategies used by good language learners and the differences in

learning strategy use between more and less successful learners. A recent study proposed by Macaro (2001) was conducted to learners for the sake of raising their awareness toward reading strategies. In the first, students are asked to recall the strategies they recently used to learn to read and write their L1 and to relate them to the strategies used to learn French. Then, learners are asked to compare their strategies to those drawn up by students of a similar age group learning English as L2. This study focused on the importance of the assistance of a peer who is relatively proficient in both languages.

Another study of reading comprehension investigated the effects of Strategy instruction on lower and higher proficiency levels learners. This study also assessed students' continuing use of strategies after the conclusion of instruction (Ikeda & Takeuchi, 2003). Participants were 210 students of English at a Japanese university. Students were divided into two groups according to their English language proficiency; each group was then further divided into an experimental and a control group. The experimental groups received explicit reading strategy instruction integrated into their regular class over an eight-week period. Instructed strategies included making inferences, using selective attention, using imagery, and summarizing. Pre- and posttests consisted of reading English texts, then completing a survey in Japanese of strategies used during the reading task. The results indicated that the strategy instruction affected the frequency of students' use of the strategies only for the high proficiency level group.

A completed study built on Ikeda and Takeuchi's (2003) work to further explore the effects of task difficulty in reading comprehension and use of strategies (Oxford et al., 2004). ESL college students completed two reading tasks (one easy, one difficult); these scores were used to determine whether students were either more or less proficient readers, and also completed questionnaires about their strategy use for the two readings. For the easy reading, there was little difference in strategy use between more and less proficient readers. However, for the more difficult reading, less proficient students actually used more strategies than their more proficient peers. Thus strategy instruction helped less proficient readers than more



proficient readers. Chamot (2005) brought an overview of methods used to identify learners' strategies, and then she summarized what learners have learned from the large number of descriptive studies of strategies reported by language learners.

### **3. The Study**

#### **Research Questions and Hypothesis**

We observed that our students at the ENS of Constantine, who study English as a foreign language, do not appreciate the reading sessions. Some teachers blame the students for being uninterested in the reading subject, while learners consider this language skill as extremely complex. The reason behind the lack of motivation among ENS learners towards the reading skill is related to the fact that they do not receive a great deal of instruction, appropriate reading strategies, practice, and feedback in teaching reading. Hence, the main aim of this study is to investigate the use of Strategy Base Instruction in reading instruction. SBI is claimed to help learners in reading comprehension and in improving their vocabulary recognition.

Our concern in this study is to investigate the impact of reading strategy instruction (SBI) on learners' reading skill as a strategy to enhance their critical thinking in dealing with the reading tasks. The integration of such a strategy, in reading, would improve learners' vocabulary acquisition and reading comprehension as well. SBI (learning how to learn) serves to a large extent the claims of the competency based teaching which seeks to enable learners to improve their competences in the reading skill. How reading competency is developed cannot be completely separated from how reading is taught. In this sense, this study attempts to shed light on the importance of reading strategies, in general, and strategy based instruction, in particular, in forming competent readers. So, we can say that competency based teaching and the use of effective strategies are interrelated. Accordingly, the application of appropriate educational practices is the best way to teach reading via the implementation of strategy instruction.

Adopting an appropriate model of strategy instruction will help to attain the objectives set by competency based teaching and learning.

Learners not only should be taught the language, but they should also be directed towards strategies that they can use to promote more effective learning (Rubin, 1990). Learners select strategies to help them in some tasks, skills, and goals; if they do not find the most appropriate strategies, they will not be successful (Rubin, 2005). In this respect, strategy based instruction should be integrated in learning, in general, and in the reading skill, in particular, which can be either embedded in the material or can be made explicit. Teachers can embed strategy awareness and practice into their pedagogy (Rubin & Thompson, 1982).

Language Learning Strategy (LLS) training has become a requisite part of nearly every institution that provides language instruction. The shift in educational systems from teacher centered to learner centered instruction has led to an increasing focus on what the learner needs to do to succeed in learning. Some of that focus has been on discovering learner characteristics, and then using them to individualize the training and to empower the learner to make choices about his or her learning (Brown et al., 2013). Three major questions, hence, lie at the core of the present study:

- Which reading strategies should be adopted by Algerian teachers of English at the ENSC?
- To what extent does teachers' implementation of different strategies match Oxfords' (1990) classification about SBI model strategies?
- To what extent does strategy training improve students' proficiency level on the reading comprehension and on vocabulary recognition as well?

The main aim of this study is to investigate the effect of reading based strategy instruction on developing ENS learners' reading competences. On the basis of the aforementioned research questions, we hypothesize that:

SBI would have a positive impact on the students' reading

performance. If students receive explicit instruction about the use of some strategies, their reading performance will improve considerably. In other words, reading strategies and Reading strategy instruction would positively correlate with the learners' reading competence and achievements as well. In this respect, the integration of reading strategy instruction (SBI) in teaching reading would improve vocabulary acquisition and reading comprehension among learners.

Hence, the aim of this research investigation is to show the positive correlation between the use of effective reading strategies and the development of learners' proficiency and competency in reading comprehension and vocabulary acquisition.

### **Research Methodology**

The descriptive method has been chosen in this research. The procedure of the present research concerning sampling and data collection and analysis are to be detailed below.

### **Sampling**

The subjects chosen for this study were ENS teachers. All teachers were teaching English as a foreign language. Furthermore, a questionnaire was administered for twelve teachers (12 ENS teachers) to know the beliefs and attitudes towards the integration of strategy based instruction either implicitly or explicitly for improving learners' proficiency in reading instruction. Random sampling was used for the selection of subjects. The total number of the population was twenty teachers among which twelve were selected as a sample as they have taught the reading techniques module.

### **The Questionnaire**

The questionnaire was divided into three main sections; the first section deals with teachers' background to collect general information about the teachers' field of specialism and their teaching experience. The second section is devoted to the reading strategies that are used in the teaching of

the reading skill and whether they make use of Oxford's (SBI) model of the five sets of strategies when they teach reading. The last section spots light on the teachers' attitudes toward the use of Strategy Based Instruction (SBI) in the teaching of the reading techniques module and to what extent it can improve learners' achievements in reading.

### **Return Rate**

Out of 20 questionnaires sent out, only a total of fifteen were returned. Three among the returned questionnaires were incomplete leaving a final total for analysis of twelve teachers.

## **4. Findings and Discussion**

**1<sup>st</sup> Question:** What is your field of specialism?

*Table n° 1: Field of Specialism*

Field of Specialism.	Frequency	Percentage
Applied Linguistics	7	58,33%
Course design and Evaluation	1	8,33%
TEFL	2	16,66%
Reading and Writing Convergences	1	8,33%
Didactics	1	8,33%
Total	12	100,0%

The first item in this section is meant to get general information about the teachers' specialty. The statistics show that 58, 33% of the respondents (7 teachers) are specialists in the field of Applied Linguistics. One teacher (8, 33%) is specialist in TEFL and two teachers (16, 66%) in the field of Course Design and Evaluation. 2 other teachers (16, 66%) are specialists in Reading and Writing Convergences and only one teacher (8, 33%) is a specialist in Didactics

**2<sup>nd</sup> Question:** How long have you been teaching English?

**Table n° 2 : Teaching Experience**

Teaching Experience	Frequency	Percentage
] 6-8[	3	25%
] 9-11[	4	33,33%
] 12-14[	2	16,66%
] 15-17[	1	8,33%
] 18-20[	2	16,66%
Total	12	100,0%

The second question serves as a follow up for the previous one to find out about the number of years of teaching English as a foreign language at the university or other institutes. As displayed in the table and illustrated in the figure above, their experiences vary from 6 years to 20 years with 25% (03 teachers) having a modest experience between 6 and 8 years, 33,33% (4 teachers) having taught for 9 to 11 years, 16,66% (2 teachers) with an experience between 12 to 14 years, only one teacher (8,33% ) who has taught for 15 to 17 years and 2 teachers (16,66%) with the highest number of years; between 18 and 20 years of experience. Among the informants, there are teachers whose years of experience count for teaching at many institutes besides their years at the university and whose valuable contribution would certainly be highly beneficial to this research.

**3<sup>rd</sup> Question:** Have you ever teaching reading?

**Table n° 3: The number of teachers teaching reading**

Have you ever taught reading?	Frequency	Percentage
Yes	12	100%
No	0	0%
Total	12	100%

This question is given to know whether the informants have ever been teaching the reading techniques module or not. The table above shows that

all the questioned teachers 100% have been teaching reading (12 teachers). Thus, they know about the ENS reading syllabus, reading strategies, and reading tasks which can help to a large extent to enrich our research study with their valuable contribution.

**4<sup>th</sup> Question:** If the answer is ‘yes’, where was that?

**Table n° 4: Academic settings where teachers have taught reading**

If the answer is ‘yes’, where was that?		Frequency	Percentage
At the university	Yes	12	100,0%
	No	00	00%
	Total	12	100,0%
The secondary school	Yes	5	41,66%
	No	7	58,33%
	Total	12	100,0%
The middle school	Yes	2	16,66%
	No	10	83,33%
	Total	12	100,0%

This question is given to know where the informants have been teaching the reading techniques module. All of the questioned teachers have taught reading techniques at the ENSC (12 teachers) among which (5teachers) had taught reading at the secondary school and 3 in the middle school.

**5<sup>th</sup> Question:** What is the importance of learning reading strategies in the teaching process?

**Table n° 5: The importance of teaching reading strategies**

Option	Frequency	Percent
Important	2	16,66%
Very important	7	58,33%
Central	3	25%
Total	12	100%

As seen from table 5, the results are highly positive. Seven out of twelve participants think that strategy teaching is 'very important'. We can deduce that our participants do not underestimate the importance of teaching reading strategies to help their learners to engage in reading easily.

**6<sup>th</sup> Question:** When teaching students reading, do you teach the reading strategies directly or indirectly?

**Table n° 6: Teachers' ways of teaching reading strategies**

Do you teach the reading strategies?	Frequency	Percentage
directly (explicitly)	3	25%
indirectly (implicitly)	8	66,66%
both	1	8,33%
Total	12	100%

This question is to find out whether the participants teach the reading strategies explicitly or implicitly when they teach the reading skills and activities. The table shows that three teachers (25%) teach the reading strategies explicitly, eight teachers (66, 66%) teach the reading strategies implicitly and only one teacher (8, 33%) use both direct and indirect reading strategies in their teaching; sometimes implicitly and other times explicitly depending on the reading activities given.

**7<sup>th</sup> Question:** What are the strategies that you use to teach the reading techniques?

**Table n° 7: The types of Oxfords' model strategies used to teach reading**

Strategies used to teach the reading techniques		Frequency	Percentage
Cognitive strategies	Yes	12	100,0%
	Total	12	100,0%
Compensation strategies	Yes	9	75%
	No	3	25%
	Total	12	100,0%
Memory strategies	Yes	10	83,33%
	No	2	16,66%
	Total	12	100,0%
Metacognitive strategies	Yes	12	100%
	No	0	0%
	Total	12	100,0%
Affective strategies	Yes	2	16,66%
	No	10	83,33%
	Total	12	100,0%
Social strategies	Yes	5	41,66%
	No	7	58,33%
	Total	12	100,0%

The aim behind this question is to understand what strategy better suits the presentation of the reading materials among the Oxford's five sets strategies model (1990) according to the ENS teachers of Reading Techniques since the students differ in their orientations. The table analyzes each strategy on its own to see how many teachers use each one and how many among them they do not. Concerning the cognitive and metacognitive strategies, we find that all the questioned teachers make use of both of them in teaching reading (100%); 9 teachers which means (75%) use compensation strategies and only 3 teachers (25%) do not. The table shows also that 10 teachers (83, 33%) do use memory strategies and only 2



teachers (16, 66%) do not. Both affective and social strategies have a modest percentage of 16, 66%, (5 teachers) use social strategies and only (2 teachers) who use the affective strategies. The results revealed that metacognitive and cognitive strategies are the most frequently used in teaching reading at the ENS.

**8<sup>th</sup> Question:** Are you using the Strategy based Instruction (SBI) in teaching reading?

**Table n ° 8: The number of teachers who use SBI**

Are you using (SBI) in teaching reading?	Frequency	Percentage
Yes	8	66,66%
No	4	33,33%
Total	12	100,0%

This question finds out about the number of teachers who use strategy based instruction when they teach reading. The table shows that the majority of the questioned teachers (66, 66%) use SBI in their teaching of the reading material (8 teachers) and only (33, 33%) of the informants do not make use of it in their teaching (4 teachers).

**9<sup>th</sup> Question:** If yes, how?

**Table n ° 9: The ways used by teachers to teach SBI**

If yes, how?	Frequency	Percentage
Directly	2	25%
indirectly	6	75%
both	0	0%
Total	8	100%

This question is to find out whether the eight participants who make use of Strategy based Instruction (SBI) in their teaching teach this strategy explicitly or implicitly to their students when they teach the reading skills and activities. Among the 8 teachers who use SBI, only 2 (25, 00 %) teachers use strategy training directly in their teaching and 6 teachers (75%) teach SBI explicitly or indirectly.

**10<sup>th</sup> Question:** Are you teaching the ENS learners to use SBI in their future classrooms?

**Table n° 10: Teachers teaching ENS learners to use SBI**

Do you train the ENS learners to use SBI in their future classrooms?	Frequency	Percentage
Yes	5	62,5%
No	3	37,5%
Total	8	100,0%

The ENS serves to train students to be competent future teachers. Yet, this question is to see whether ENS teachers teach their learners how to use the SBI in their future classrooms through making them aware about the positive impact of this strategy on learners' performances in the different skills not only the reading one. The table shows that 5 teachers (62, 5%) out of 8 who use SBI teach their learners to use SBI in their future classrooms to facilitate the teaching learning process and only 3 teachers (37, 5 %) do not.

**11<sup>th</sup> Question:** How many strategies would you recommend to teach per semester?

**Table n° 11: The number of strategies taught by semester**

How many strategies would you recommend to teach per semester?	Frequency	Percentage
Teachers who do not use SBI in their teaching	4	0%
1 strategy	1	8,33%
2 strategies	3	25%
3 strategies	3	25%
4 strategies	1	8,33%
More than 4 strategies	0	0%
Total	12	100,0%

This question is given to see if the ENS teachers do teach their learners reading strategies or not; teachers should provide explicit explanation and modeling of strategy use, and provide opportunities for

practice. The table shows that except the 4 teachers (who do not use SBI), there is only 1 teacher (8, 33%) among the questioned teachers who teaches his/her students 1 strategy per semester, (25%) which means 3 teachers among them teach their learners 2 to 3 strategies per semester and another 1 teacher teaches his/her learners 4 strategies per semester, no teacher among the questioned teachers exceed 4 strategies.

**12<sup>th</sup> Question:** Are the improvements by the SBI obtained gradually or quickly?

**Table n° 12: The improvements obtained by SBI**

Are the improvements by the Strategy Based Instruction obtained?	Frequency	Percentage
Gradually	8	100,0%
Quickly	00	00%
Total	8	100,0%

All the questioned teachers (100%) who use SBI confirm that the improvements obtained gradually by the SBI strategy training. The training should take time to enable learners to master the strategies in use. It may take months or even years to make learners able to use learning strategies effectively.

**13<sup>th</sup> Question:** Do you consider SBI as an instructional approach?

**Table n° 13: Teachers attitudes towards SBI**

Do you consider SBI as an instructional approach?	Frequency	Percentage
Yes	12	1000,%
No	00	00%
Total	12	100,0%

The last question shows teachers' attitudes towards strategy based instruction (strategy training). The above table shows that all the questioned teachers (100%), even those who do not use it in their teaching of the reading skill, agree that SBI is an instructional approach.

## **5. CONCLUSION**

The results from the overall questionnaire used to determine the understanding and beliefs of ENS teachers about SBI as effective reading strategy showed that metacognitive and cognitive strategies used significantly more than memory, social, and affective strategies. "Oxford confirmed that teachers should routinely conduct research in their own classrooms to better understand the numerous factors which affect the choice and skillful use of learning reading strategies" (Richards & renandya, 2007, p.122). Unfortunately, many L2 strategy training studies have ignored the importance of affective and social strategies such as positive self-talk, self-reward, and cooperative learning (Oxford, 1990). To place strategies into a more coherent and comprehension typology, emphasis is given to social and effective strategies. In this respect, Oxford developed a strategy system that contains six sets of L2 learning behaviors (Chamot, 2005). The research suggests the following implications:

- ENS teachers make use of cognitive and metacognitive strategies among Oxfords' five sets strategies model of SBI at the expense of the social and affective strategies.
- ENS teachers believed that Strategy Instruction is an effective approach regardless to the subject taught.
- Teachers at the ENS liked the approach and felt it improved their students' academic performance. This finding was expected because SBI has been an important part in the teaching of the reading skill.
- Building ENS model of effective SBI is necessary to integrate it in the teaching learning process so as to encourage ENS students to transfer such model to their future classrooms as far as they will become future teachers either in the secondary school or the middle school in the coming years.
- Strategy training should form an integral part of regular classroom events so that it can be embedded in meaningful teaching and learning process.

- Students should be taught how to use, identify and analyze the reading strategies to be competent readers. Via the use of reading strategies they could achieve better understanding (Richard & Renandeya, 2007). Poor readers probably don't know what good readers do; the reading process is mostly invisible, and efficient readers may appear to be simply running their eyes over the text (Oxford, 1990).
- Using the reading strategies and content to solve problems and accomplish meaningful tasks is a more fruitful approach to developing learners' critical thinking and problem solving competences in both reading comprehension and vocabulary acquisition.

In short, we need to teach adult learners to use comprehension monitoring and repair strategies. Richard & Renandeya (2007) stated, "Learners are not likely to develop these strategies without effective instruction" (P.112). The general finding indicates that when readers are given cognitive strategy instruction, they make significant improvements in reading comprehension over the period devoted to strategy training under the instruction procedures. These strategies are tools for better learning. One way to understand this phenomenon is to compare a reader who doesn't make use of these tools to the one who does. Cognitive and metacognitive strategies are involved when learners set goals, evaluate goal progress, and make necessary corrections (Oxford, 1990). Skilled readers do not approach all reading tasks identically. They determine their goals: find main ideas, read for details, skim and scan, and so forth. They then use a strategy they believe will accomplish the goal. When reading skills are highly developed, these processes may occur automatically (Cohen, 2011).

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**6. Appendices**

**Appendix 1: Teachers' Questionnaire**

The present questionnaire is part of a work. You are kindly invited to contribute to this investigation by ticking the appropriate option or providing a full answer where necessary. Your answers will be strictly confidential. Thank you for your valuable collaboration and patience.

1. Teachers' Background

a. Field of specialism.

b. Teaching Experience.

c. Have you ever taught reading?

Yes  No

d. If the answer is 'yes', where was that?

-At the university

-The secondary school

-The middle school

2. Strategies used in Reading

a. What is the importance of learning reading strategies in the teaching process?

- Important

- Very important

- Central

b. When teaching students reading, do you teach the reading strategies:

- Directly (explicitly)

-Indirectly (implicitly)

c. What are the strategies among Oxfords' six sets that you use to teach the reading comprehension and vocabulary acquisition in your reading courses?

- Cognitive strategies.

- Compensation strategies.

- Memory strategies.

- Metacognitive strategies.

- Affective strategies.

-Social strategies.

d. Are you using the Strategy based Instruction (SBI) in teaching reading?

Yes  No

f. If yes, how?

- Directly

-Indirectly

g. Are you teaching the ENS learners to use SBI in their future classrooms?

Yes  No

h. How many strategies would you recommend to teach per semester?

3. Attitudes towards Strategy based Instruction

a. Are the improvements by the Strategy Based Instruction obtained?

Gradually?  Quickly?

b. Do you consider SBI as an instructional approach? Yes  No