A Study of On-screen Academic Reading Strategies Among a Group of EFL/ESL Postgraduate Arab Learners in a British University

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### Outline

- Research aim
- Literature review (Interactive approach/Reading Strategies
- Research methodology
- Results
- Conclusion/Discussion
- Implications

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### **Research** aim

- To explore advanced student readers' L2 on-screen academic reading strategy types when reading research articles in their field of study;
- To scrutinize the frequency of using different sorts of strategies;
- To illustrate the on-screen reading strategies that are utilised in the light of the two different kinds of approaches; Top-down and Bottom-up;
- To improve academics' awareness of how L2 learners actually interact with L2 on-screen academic texts in their fields of study.





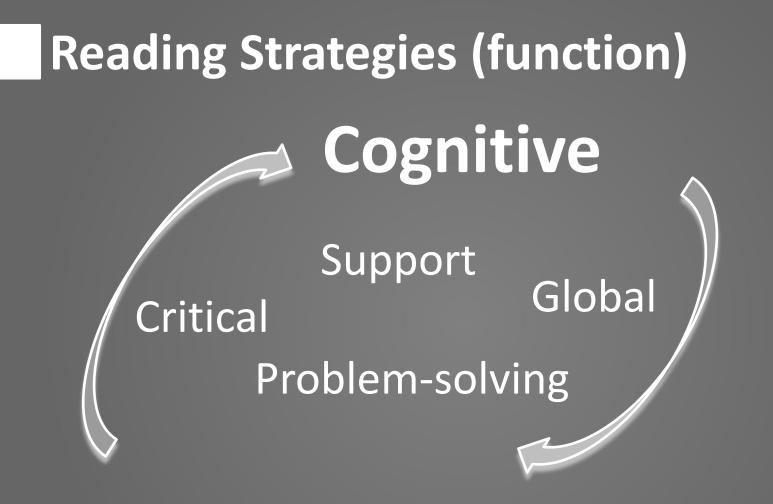
## Interactive Approach

Top-down**processing** 

Bottom-up**processing** 

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# **Research**Methodology

Interpretive qualitative approach

Concurrent think-aloud reports Introspective stimulated recalls Demographic questionnaire Researcher's field notes Interviews Video camera screen capture software

DA Data Analysis

Instruments

**Research Design** 

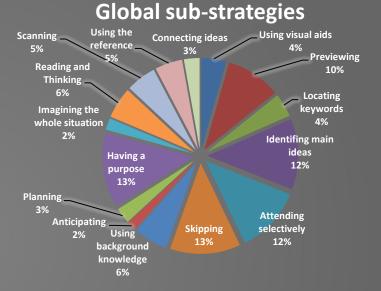
Thematic analysis Constant comparative method (CCM) Computer assisted qualitative data analysis software (CAQDAS)



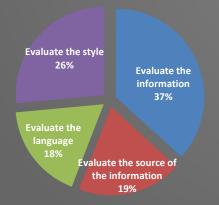
#### Readers' on-screen academic reading strategies



#### Support sub-strategies



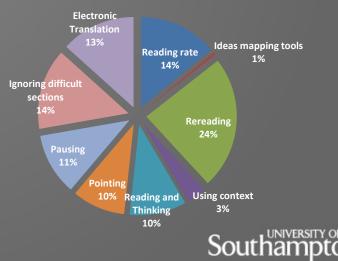
**Critical sub-strategies** 



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#### **Problem-Solving sub-strategies**



### Readers' on-screen academic reading strategies Support

"< [she moves the cursor on the sentences] = "" \*\*\* ">". "I returned to the beginning of the paragraph because I wanted to check my understanding of the main idea of this paragraph".

#### **Problem-Solving**

"I reread these lines several times (.) they include details about classroom management". "I was trying to understand the word consistently from the context. I was thinking what does this word means here".

#### Global

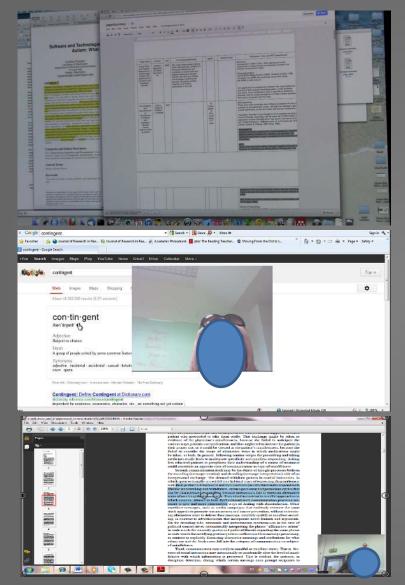
"Here I was thinking about the goal directed communication (.) actually I have read about this previously and I was thinking about that information and what are the connection between them (.) here they presented it differently".

#### Critical

"Actually here I was thinking about their justification about choosing this sample size (.) ahh their justifications are quite good and why they choose this method and this period of time to conduct the study (.) they gave good justification for all these".

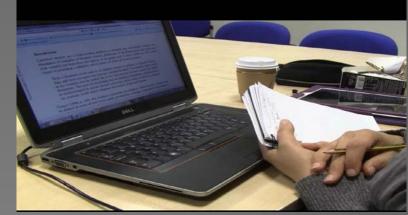
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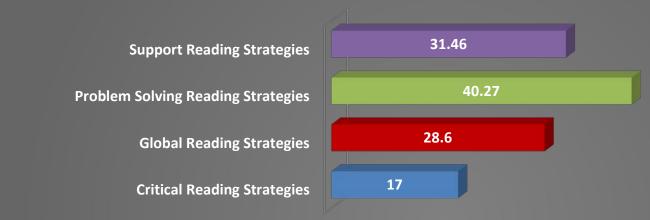
Apart from its tole in the innversal concerns of work and housing, stigma also impacts people with menal illness who interact with the criminal justice system. Criminalization of mental illness occurs when people with mental inner are dealt with by the police, courts and jubs, instead of the mental health system. Inadequate funding for mental health services and "get tough" on crime policies have completed to the increasing proportion of serious means times in sur (Watson, Corrigan, & Onatl, 2004). Public liest of people with mental illness has increased over the past 40 years (Martin, Pescosolido, & Tuch, 2000, Phelini, Lank, Misser, & Smeye 1997; Phelan, Link, Stneve, & Peacesolido, 2000), resulting in a higher degree of preferred social distance from people with mental illness. The growing intolerance of offenders in ceneral has led to harsher lasts and hampered effective weat ment planning for mentally ill offenders (lengths, Tropin & Chiles, 1989; Lamb & Wimburger, 1998). As Tepin (1984) points out, people exhibiting symptoms and signs of sense mental illness are more likely than others to be arreated by the police. The selective process containes of the person in to tail. Someone with a mental illness tends to spead

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Readers' on-screen academic reading strategies (chart 1)



Readers' strategies in relation to reading processes (chart 2)



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### **Conclusion/Discussion**

**On-screen academic reading:** 

- Combination of both reading models; bottom-up and top-down;
- The rate of activating the two models is not equal;
- Searching for and finding information, rather than at evaluating, analysing, and using that information.

### Implications

- Language teacher (home countries & in the countries of study);
- Language program administrators (home countries & in the countries of study);
- Preparation for studying abroad (home countries)

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