

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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ICT for Language Learning 2014

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Outline

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

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.

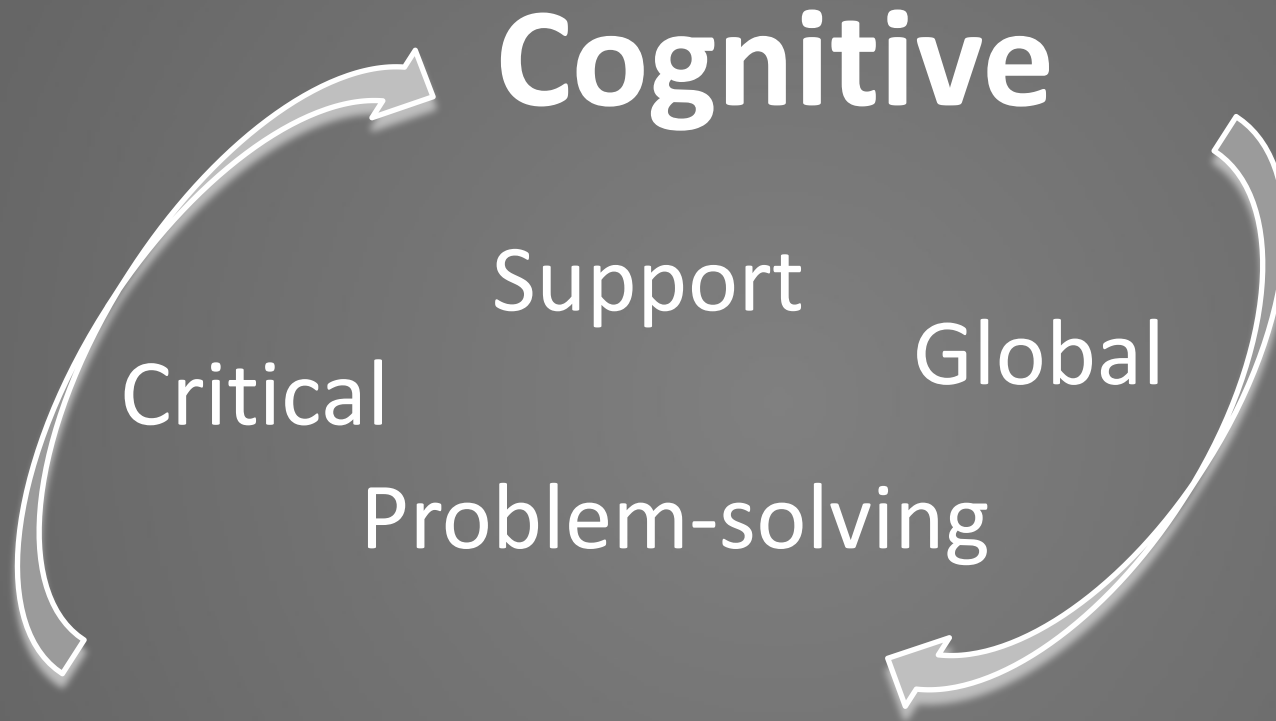
Interactive Approach



Top-down **processing**

Bottom-up **processing**

Reading Strategies (function)



Research Methodology

RD

Research Design

Interpretive qualitative approach

I

Instruments

Concurrent think-aloud reports
Introspective stimulated recalls
Demographic questionnaire
Researcher's field notes

Interviews
Video camera
screen capture software

DA

Data Analysis

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

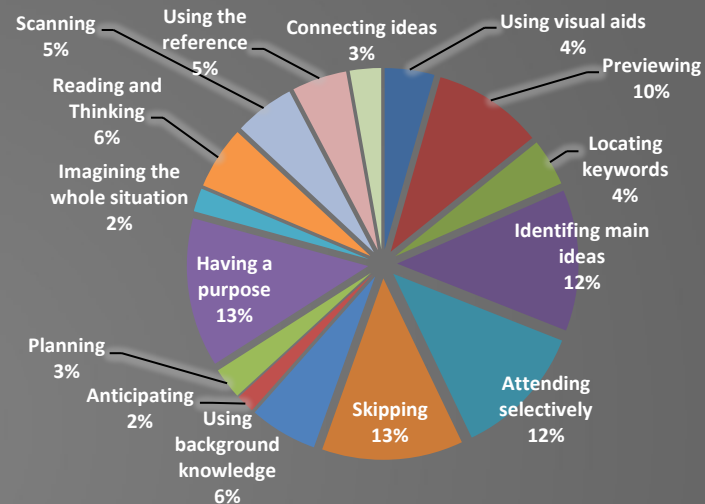
Results

Readers' on-screen academic reading strategies

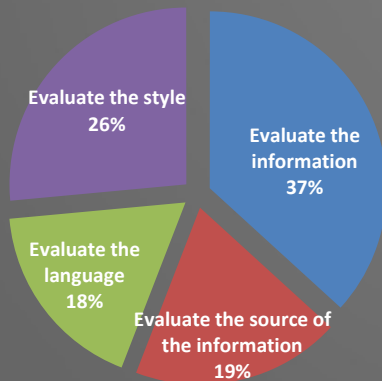
Support sub-strategies



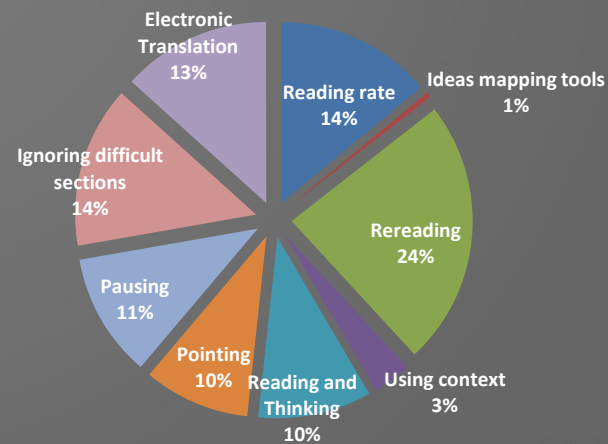
Global sub-strategies



Critical sub-strategies



Problem-Solving sub-strategies



Results

▪ 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".

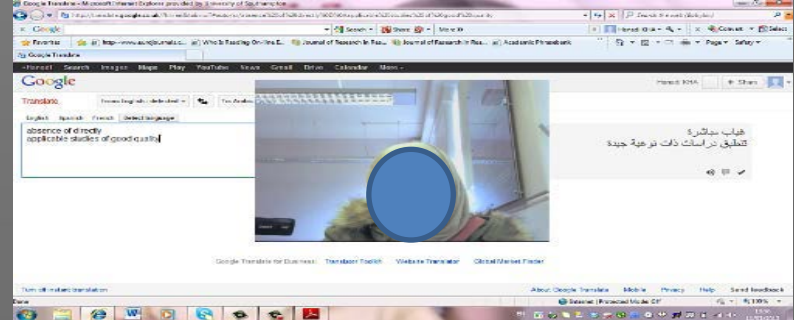
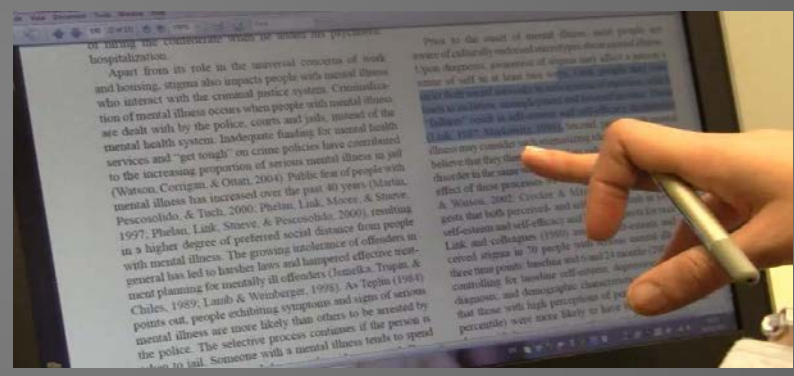
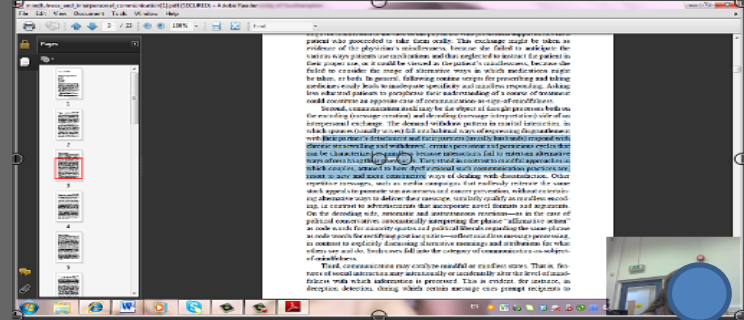
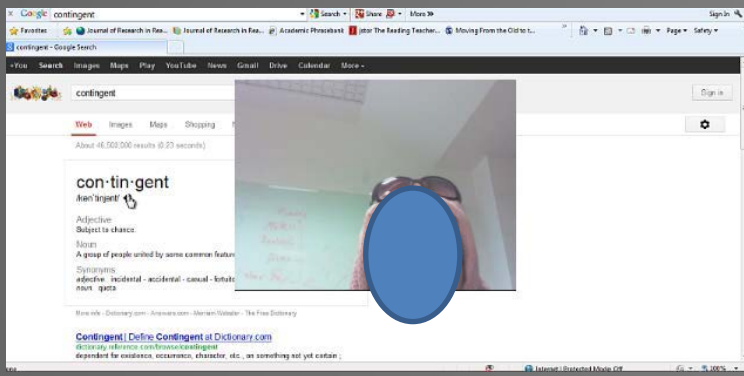
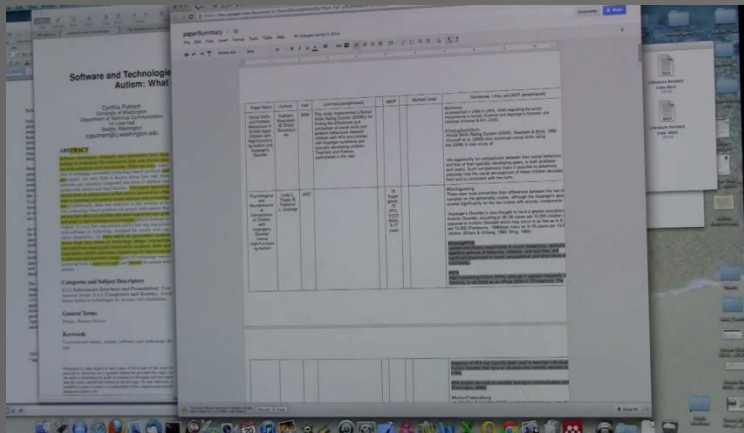
Global

"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".

Results



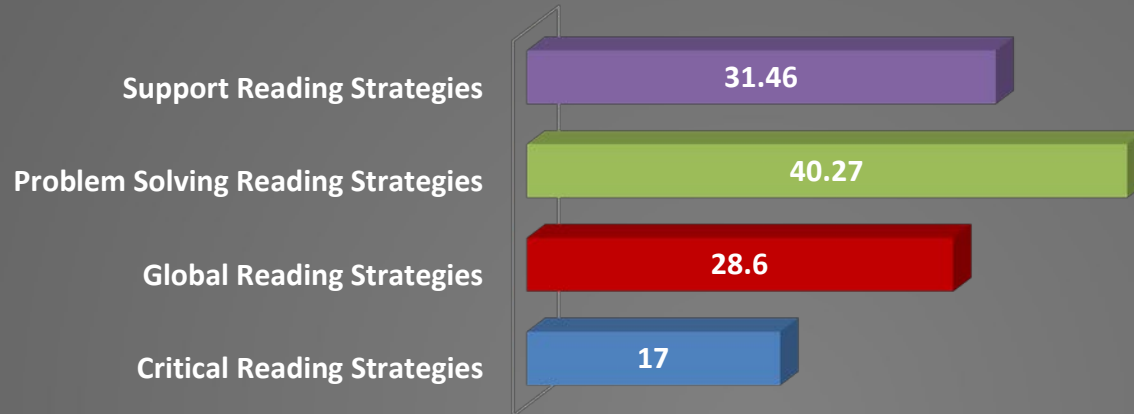
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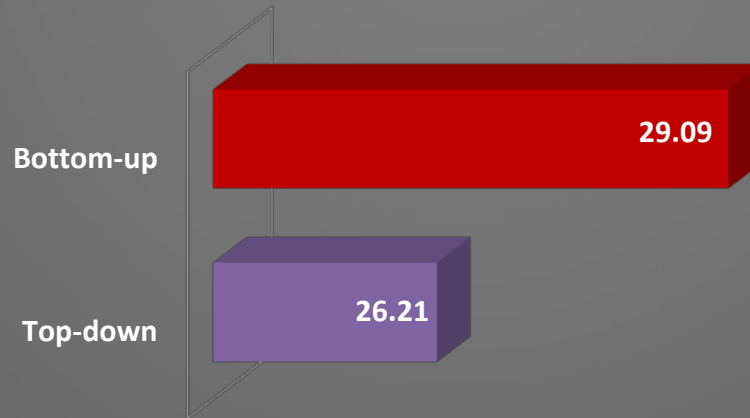
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Results

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



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



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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