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Reading Comprehension: Effective Strategies in L2 Secondary Education


Master thesis


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**Abstract**

The current study set out to explore the application of L2 reading comprehension strategies in students in secondary education. Many teachers are not aware of the multitude of reading strategies that are available and effective and they struggle to help students to improve their reading comprehension. Whereas research has shown that reading strategy instruction has positive effects on L2 reading comprehension, few studies have used think-aloud protocols to determine whether the improvements found in the post-test were derived from the intervention. This means that multiple variables could have played a part in improved reading comprehension after reading strategy instruction. Therefore, this research tried to answer the following question; *To what extent does L2 reading strategy instruction affect the intended application of reading strategies by students in English reading tasks?* Eight students in Havo 4 at a Luzac institution received an intervention of six reading comprehension lessons consisting of the following strategies; skimming, scanning, paying attention to signal words, asking questions during reading, guessing meaning from headings and subheadings and connecting new knowledge to previous knowledge. These lessons were taught using the online app LessonUp. An example report of the first lesson can be found in appendix 4. The strategies were taught using video clips where the video model (female, English teacher, non-standard teacher) modelled all the strategies and explained her rationale behind her answers. The results show that students used the metacognitive strategies and parts of the scanning strategy whereas skimming was not used. This implies that reading strategy instruction has a positive effect on students' application of reading strategies.

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**1. Introduction**

In the Netherlands, reading comprehension is an important part of the curriculum of secondary education for all modern languages. This is because in their final year, regardless of the level of study, all students will have to take a final exam consisting of reading comprehension only. This final exam makes up 50% of their final grade of the whole program. Therefore, many teachers try to prepare their students to the best of their ability. This is done by teaching students reading strategies which can be adopted to efficiently and accurately comprehend large bodies of texts in a foreign language.

A large and growing body of literature has investigated L2 reading comprehension and found skimming, scanning, text structure, connecting new knowledge to previous knowledge and asking questions while reading to be effective strategies (Yusuf et al., 2017; Asmawati, 2015; Ben-Yehudah & Eshet-Alkalai, 2018; Yapp, van den Bergh & de Graaff (in progress)). Whereas skimming and scanning are sentence-level strategies, the others are text-level strategies. These function on a more global level and as such are useful for anyone ever reading a text. Subsequently, these reading techniques can also contribute to properly answering reading questions during reading assessments which are quite common in the Netherlands. The main goal of teaching reading strategies is for students to be able to understand texts better. Despite this, reading comprehension is largely assessed by answering questions about a text in the CITO format in the Netherlands. Therefore, students would benefit from employing these strategies on their exams as well. There are multiple ways to approach this but in order to yield positive results, it is vital that teachers provide students with multiple effective reading strategies. Yapp, van den Bergh & de Graaff (in progress) have shown that student's L2 reading comprehension score increased per extra reading strategy used. This means that it is essential for students to have multiple strategies at their disposal and to use a combination of strategies rather than one individual strategy.

As mentioned before, teaching reading strategies has conclusively been shown to improve reading comprehension (Hutabarat, 2012; Fan, 2010; Shang, 2010; Yapp, van den Bergh & de Graaff (in progress)). These findings are supported by a meta-analysis from Chaury (2015) who analyzed 19

studies measuring the effects of reading comprehension in EFL. The results overwhelmingly established positive effects of EFL reading strategy instruction. Although this is good news for teachers, there is one vital element these studies lack; the researchers did not test whether the students actually use the taught reading strategies and they did not test whether students were able to use the strategies in contexts which are different from the ones practiced in class. Since the think-aloud method was not used (where participants voice their internal thought-process), it is not possible to say that improvements were due to the usage of strategies. One cannot be certain these strategies were used without employing think-aloud protocols. Additionally, these studies either did not check the use of the strategy or they created a post-test only aimed at the cognitive domain. This is where students are able to repeat the 'trick' learned within the same context. It is not checked whether students are able to use these strategies within a different context than the one learned in class. Therefore, one cannot conclude that students see the connection between assignments and assessments.

If one truly wants to gain insight into the process of reading comprehension and strategy use, think-aloud protocols could be an insightful way of gaining access to the mental data of learners. Thinking aloud while reading forces readers to articulate their thoughts from their short-term memory at specific intervals. In doing so, covert mental processing becomes overt and offers direct evidence of the readers' internal reading process when engaged in the activity of reading (Gillam, Fargo, & Robertson, 2009; Kucan & Beck, 1997). Therefore, the think-aloud approach may be one of the strongest ways of obtaining ample and accurate data to study the readers' invisible metacognitive awareness and mental strategy use (Zhang et al., 2008). It is vital to mitigate any interference during the reader's think-aloud continuous reading phase and to reduce the dual pressure of reading and reporting on the cognitive workload of learners. Therefore, warm-up activities or training sessions must be offered for learners to get accustomed with and learn about reading and reporting (Olshavsky (1977).

Actual strategy use in the form of think-aloud protocols was not adequately checked in the aforementioned studies. Accordingly, the improvements found after the intervention could be due to

other variables such as more exposure to reading texts, more practice with reading texts, improvement in vocabulary, improvement in self-efficacy and so on. This poses a problem as no conclusions can be drawn from these studies because the actual application of the strategies has not been checked in a meaningful context. This would be an assignment where students are not primed to use the strategy but do so voluntarily.  It would therefore be insightful to see if students actually use and apply what they are being taught in order to improve teaching practices when it comes to reading comprehension instruction.

## 2. Theoretical framework

Being able to effectively use reading strategies is an important skill when it comes to language learning. Reading strategies are not only helpful when learning languages but strategic reading has also been shown to strongly correlate with academic success (Lawson & Hogben, 1998; Lewis, 2000; Macaro, 2001; Nakatani, 2005; Seo, 2000; Strong et al., 2002). In addition, Fotovatian and Shokrpour (2007) found that effective reading strategies aid in reading efficiency. This is an important finding because students do not only have to read texts when learning a language. They will be exposed to texts for the rest of their life in the form of assignments, exercises, homework, books, online ads. Hence, the need for efficient reading can decrease time spent reading a certain text and increase understanding. This will help the student on exams as well as in real-life when having to read and understand literature.

Reading comprehension is a large part of everyone's daily life when encountering texts in either one's native or foreign language. Thus, efficient reading comprehension instruction is an essential component of language learning. Studies have revealed that students with a high level of reading comprehension are strategic readers (Pressley, 2000). This means students should pursue becoming a strategic reader. Consequently, students must be aided in their reading comprehension of their L2. For this reason, many language teachers in the Netherlands implement reading strategy instruction in their curriculum to increase students' understanding of texts but also to best prepare them for their final CITO exam. This practice is endorsed by studies which have demonstrated that explicit reading strategy instruction results in better reading comprehension in the learner (Bimmel, 2001; Sun, 2011; Fan, 2010; Shang, 2010). In addition, Yapp et al., (in progress) and Chaury (2015) have shown in their meta-analyses that the number of strategies employed correlates to the reading comprehension score. This idea suggests that students should use multiple reading strategies when approaching a text. This has also been applied within the current study.

Bearing this in mind, the goal of any language teacher is to foster improved reading comprehension in their students. Teachers will try their best to help their students as much as possible to

pass their final reading exams. However, this also brings up some implications when teaching reading comprehension. Grades given to students in a pass/fail system can sometimes shifts the focus from improved comprehension to a teaching-to-the-test way of teaching (Popham, 2001). In short, this means that the focus has moved away from higher-order thinking skills to item-based teaching where students just have to replicate what they have practiced in class (Volante, 2004). This phenomenon could possibly arise within the current lesson series as it is straight-forward and explicit on when to use which strategy. In order to prevent teaching-to-the-test, it is recommended students are taught reading strategies at a young age without the high-stakes assessments involved that usually take place in the final year of high school (Popham, 2001).

In order to find out whether students make use of taught reading strategies, the following strategies were chosen to incorporate in the current lesson series as these have shown to be the most effective for improving reading comprehension; skimming, scanning, text structure, connecting new knowledge to previous knowledge, guessing meaning from headings and subheadings and paying attention to text structure and signal words and asking questions while reading (Yusuf et al., 2017; Asmawati, 2015;  Ben-Yehudah & Eshet-Alkalai, 2018; Yapp, van den Bergh & de Graaff (in progress)). These strategies together make use of local (sentence-level) and global (text-level) strategies for the most effective reading comprehension. An overview of the strategies and the steps that need to be taken for every reading strategy have been summed up in table 1. The literature on which these strategies are based can be found underneath the table.

Table 1 – reading strategies

| Reading strategy | Definition | Steps |
|---|---|---|
| Skimming | Finding the main idea of a text | Step 1: Read the question<br><br>Step 2: Read the title<br><br>Step 3: Look at the pictures<br><br>Step 4: Read the subheadings<br><br>Step 5: Read the first and the last sentence of the paragraph. |
| Scanning | Finding specific information in the text | Step 1: Read the question, try and find out what you need to know (Name, phrase, place etc.)<br><br>Step 2: Look at the title of the text<br><br>Step 3: Look at the pictures of the text<br><br>Step 4: Read the subheadings<br><br>Step 5: Scan the corresponding text or paragraph for the information you need (that was in the question!).<br><br>Step 6: When you have encountered the relevant information, read around that specific word/sentence. |
| Mixed strategy 1: Connecting new knowledge to previous knowledge | Making inferences using context/existing knowledge | Step 1: Read the question, try and find out what you need to know (Name, phrase, place etc.)<br><br>Step 2: Look at the title of the text<br><br>Step 3: Look at the pictures of the text<br><br>Step 4: Read the subheadings<br><br>Step 5: Find the part of the word you already know, which might also be a different word class (noun to verb etc.) |

| | | Step 6: Write down how the part you already know connects to the new word.<br><br>Step 7: Find a possible definition for the word. |
|---|---|---|
| Mixed strategy 2: Paying attention to text structure and signal words | Using structure and signal words to identify writer's purpose | Step 1: Read the question, try and find out what you need to know (Name, phrase, place etc.)<br><br>Step 2: Look at the title of the text<br><br>Step 3: Look at the pictures of the text<br><br>Step 4: Read the subheadings<br><br>Step 5: Look at the referenced text and find the signal words present. |
| Mixed strategy 3: Asking questions while reading | Being curious while reading and anticipating outcome of text | Step 1: Read the question, try and find out what you need to know (Name, phrase, place etc.)<br><br>Step 2: Look at the title of the text<br><br>Step 3: Look at the pictures of the text<br><br>Step 4: Read the subheadings<br><br>Step 5: Start reading the referenced text and stop after every three to four sentences to ask yourself a question about the text. |
| Mixed strategy 4: Guessing meaning from headings and subheadings | Paying attention to information already present to find main topic | Step 1: Read the question, try and find out what you need to know (Name, phrase, place etc.)<br><br>Step 2: Look at the title of the text<br><br>Step 3: Look at the pictures of the text<br><br>Step 4: Read the subheadings |

In skimming, readers only pay attention to the most important information and the main idea

rather than reading every word in the text (Sutz & Weverka, 2009). Skimming is most useful for getting

the gist of the text and thus for finding the main idea of the text (Sutz & Weverka, 2009). The steps

needed to skim have been included in the table above (Abdelrahman and Bsharah, 2014). Skimming has

shown to be a useful strategy for every learner as skimming can help a student to quickly decide whether

or not a certain text interests them (Hong, 2013). This is a favorable technique for practically everyone

to have in their toolbox as one will encounter various texts throughout their live and will have to select

which ones to read and not read. Especially in higher education for college or university practices this

strategy is useful as many students will have to read large amounts of texts as study material. In those

situations, skimming could be convenient as it would save students a lot of time and help them get

through the material faster (Brantmeier, 2002).

Scanning is different from skimming because readers are not bothered with the main idea of the

text but rather the details within (Sutz & Weverka, 2009). While scanning, readers try and find specific

information such as dates, names and places, among others. Scanning is a speed strategy where one

quickly glances over the text looking for a particular piece of information (Brown, 2003). Whereas with

skimming one tries to get the gist of a text, when scanning one tries to avoid reading the whole text and

only looks for essential information. In doing this, one moves their eyes quickly over the text at a fast

pace seeking specific words or phrases (Sutz & Weverka, 2009).  The process of scanning has been

described in the table above (Olson & Ames, 1972; Thamrin, 2014).

Another useful strategy is connecting new knowledge to previous knowledge which can also be

called lexical inferring. This is a strategy that is commonly used among students when encountering an

unknown word. A possible solution is to get a dictionary or just ignore the words but the former may

take too much time and the latter may result in miscomprehension. Paribakht and Wesche (1999)

revealed connecting knowledge, also called lexical inferring, was used in almost 80% of the ESL

students taking part in their study. This suggests that teachers should use this strategy already applied by

students and help students improve this strategy. Be that as it may, Nassaji (2003) found a score of

25.6% correct answers when using lexical inferring as well as Bensoussan and Laufer's (1984) finding a

score of 24% of the L2 learners making correct lexical inferences. This means that successful

inferencing leans heavily on learners' prior knowledge as well as being competent enough to make

adequate use of extra textual cues (de Bot et al., 1997; Haastrup, 1991). Next to this, connecting new

knowledge to previous knowledge predominantly depends on learners' vocabulary recognition

knowledge, for example, of around 5000-word families. Hence, the focus of every reading

comprehension program should also be on expanding vocabulary size (Coady, Magoto, Hubbard,

Graney, & Mokhtari, 1993; Laufer, 1997). Although there are some downsides to this strategy,

connecting new knowledge to previous knowledge can assist comprehension and lead to immediate

learning and retention of lexical and semantic information about words, provided that it is successfully

applied (Ellis, 1997; Hulstijn, 1992; Paribakht & Wesche, 1999).

Another strategy relevant to the present lesson series is called paying attention to text structure

and signal words. Many researchers of text processing agree that linguistic cues in text structure are

important. Especially signal words or conjunctions can help L2 readers to further reading

comprehension (Gaddy et al. 2001; Sanders & Spooren 2001). As was found by both Degand et al.

(1999) and Degand and Sanders (2002) marking signal words lead to better answers on comprehension

questions after the text has been read as it helps students to understand the structure of the text.

A fifth strategy that has shown substantial results for improved L2 reading comprehension is

asking questions while reading. Some theories discussing the effects of self-questioning propose that

students pay more attention to texts when they create questions about those texts (Rosenshine et al.,

1996; Taboada & Guthrie, 2006). However, the combination of tapping into working memory as well as

dealing with a demanding reading text might be a challenge for learners. Therefore, it is recommended

students are explicitly taught on how to use this strategy and use this strategy combined with other

strategies (Rosenshine et al., 1996).

The last strategy consists of guessing meaning from headings and subheadings. As Yapp, van

den Bergh and de Graaff (in progress) have shown, this strategy showed a positive statistical effect

when used for reading comprehension in L2. In short, this strategy means that students quickly look at the title, subheading and pictures of a text before they start reading the whole text. Based on what they just saw without having read the text, learners should be able to have a grasp as to what the main idea of the text is and what its sub topics are. Something to note is that guessing meaning from headings and subheadings and asking questions while reading should not be taught as separate strategies. These have been integrated into other strategies within this lesson series. Whereas for skimming one can say that it should be used for 'main idea' type of questions and for scanning that is the 'how many/how often' specific type of questions. This concept is more implicit for the mixed strategies. Particularly, the 'guessing meaning' and 'asking questions while reading' are part of the metacognitive strategies which reflect on thinking (McNeil, 2011). Therefore, these metacognitive strategies can be used for any type of question as they are overarching strategies. They aid in getting as much information as possible about a text but stand-alone will not be as beneficial as could be. As with every strategy, these strategies are most useful when combined with other strategies and were therefore incorporated together with other strategies in the current intervention (Yapp, van den Bergh & de Graaff, (in progress)).

These aforementioned reading strategies are used in an L2 (English) context within this study. Studies have indicated that there is a strong relationship between L1 reading and L2 reading. So it is important to make use of this connection when teaching reading comprehension (Brevik, Olsen & Hellekjær, 2016; Yamashita, 2002; Tsai, Ernst & Talley, 2010). According to Taillefer and Pugh (1998) there are two key variables that predict the relationship between L1 and L2 learning, namely L1 reading proficiency and L2 language competency with the latter being the strongest predictor. Learners that were effective in both variables were capable of reading in L1 and L2 using the same reading strategies. Learners that were strong in L1 but weak in L2 showed to be poorer L2 readers. Learners weak on both variables were the weakest readers. In order for learners to be able to use reading strategies in their L2, they must pass a certain threshold of proficiency in the L2 which is the so-called 'L2 reading comprehension threshold'. This is the event where literate L1 readers need to reach a certain threshold of proficiency in the L2 before they are able to transfer the higher-level reading skills (Bernhardt &

Kamil, 1995). This means it is important that students are somewhat proficient in the L2 before reading comprehension instruction takes place.

Notably, in general one can say that learners transfer learned reading strategies to any foreign language taught (Yamashita, 2002). Similarly, Talebi (2013) conducted three studies and all three studies have confirmed that improvements in the process of reading in any given language will result in improvements in the process of reading in other languages. Within the same line of reasoning, another study has shown that reading strategy instruction in L2 positively impacted the use of top-down strategies in their L1 as well (Salataci, 2002). The effects of the power of transferability are quite strong when it comes to reading comprehension. Subsequently, it is important to take this into account when teaching learners reading strategies in any language so that all positive effects can be yielded. Another important finding was by Seng & Hashim (2006) who showed that L1 was used quite frequently by students when they struggled in their understanding of the text. Many students showed code-switching (switching from one language to another or the use of both languages within a sentence) when encountering difficulties in comprehending the text. This means that educators should not discourage the use of L1 when teaching reading strategies but rather include it as part of their teaching program.

Besides the use of reading strategies for improving reading comprehension, one cannot neglect the benefits of vocabulary expansion education. Research has proven that the greatest predictor of reading proficiency is the size of one's vocabulary (Stahl & Fairbanks, 1986). This means that vocabulary instruction cannot be looked at in isolation from reading comprehension education. Therefore, it is suggested that teachers pay attention to vocabulary instruction as frequently as possible. There are many ways in which teachers could choose to pursue vocabulary expansion. A well-known technique is rote memorization (Khoii & Sharififar, 2013), the use of digital flashcards (Ashcroft, Cvitkovic & Praver, 2016), the keyword method (Sagarra & Alba, 2006) or semantic mapping (Zahedi & Abdi, 2012). Another strategy that will improve motivation towards reading comprehension and aids in the expansion of vocabulary is through voluntary reading. Research has shown that when students

find the book more enjoyable, they learn more (Verboord, 2006). Whereas many activities quite easily turn into assessments, it is important there is time spent in class reading without having to take any kind of assessment or complete an assignment. Every student may prefer a different strategy. Yet it is essential for teachers to pay attention to vocabulary in class as it shows and reminds students of the importance of vocabulary (Mondria, 2006).

Besides paying attention to vocabulary which is a crucial aspect of improving reading comprehension, the teaching style of the teacher can highly influence results (Yapp, van den Bergh & de Graaff (in progress)). It is important teachers use effective methods of teaching reading strategies so students are capable of using the reading strategies themselves. Example-based learning, sometimes called modelling, has been shown to be very effective when used with novices (Renkl, 2014; Sweller et al., 2011; Van Gog and Rummel, 2010). Demonstrational videos and instructional videos can be found on the internet (e.g., Ayres et al., 2009, Van der Meij and Van der Meij, 2013) and are collectively called video modeling examples.

Video modeling examples are needed as the well-known social learning theory from Bandura (1977) and (1986) has shown that observational learning, also called vicarious conditioning is effective. This is the phenomenon where individuals learn by watching human models acquire responses through classical or operant conditioning. This is exactly the process that takes place when people watch instructional videos with a model demonstrating how to solve a problem. Video modelling examples using a human model to illustrate and describe how to deal with a problem have shown to be effective in acquiring new skills (e.g., Braaksma et al.; 2002, Schunk et al.; 1987, Schwan and Riempp, 2004; Van Gog et al., 2014). In addition, video modelling examples can increase the confidence that students have in their own abilities to carry out the modeled task as research has shown that these modelled examples have a positive effect on self-efficacy and perceived competence (Bandura, 1997; Hoogerheide et al., 2014; Hoogerheide et al., 2016; Schunk and Hanson, 1985).

In order to deliver the best results possible, it is important to make sure that the chosen model in the video would not interfere with the results. Hoogerheide et al, (2016) set out to study the effects of age and gender in video models. Important conclusions drawn from this work include that it was more enjoyable to watch a male model than a female model but this did not impact the learning results. A reversed effect was noted for age where adults were shown to be more effective and efficient models than peers. Learners viewed adults as the 'expert' on the problem that was being solved in the video. This expertise is even more amplified when the model used is a non-standard teacher as the standard teacher can reduce the intervention effects (Yapp et al., (in progress)). Consequently, the current study used a female video model who is an English teacher (non-standard to the participants) and a colleague of the researcher to model the reading strategies in the instructional videos.

The exact reason as to why reading strategy instruction improves reading comprehension is still in debate. Some studies have concluded this is because of the reading strategies used by students but this is still unsure as no study besides Yapp et al., (in progress) used think-aloud protocols to check whether students used the strategies they were taught. The Rand Reading Study Group (2002) found a different explanation for the positive results in reading comprehension instruction. They hypothesized that improvement in students' reading comprehension takes place "not because of the specific strategies being taught but because students have been actively interacting with the texts ... [which] triggers the use of strategies that inactive learners possess but do not normally use" (p. 33). This hypothesis suggests that it is not the reading instruction itself that helps the students but more so the interaction learners have with the text.

Seeing that many studies have not checked the usage of reading strategies after the intervention, this could be a possible explanation. Teachers are therefore encouraged to not only teach effective reading strategies but to also use student-centered teaching which allows for active interaction with reading texts. In addition, Lehtonen (2000) found that only having the strategic knowledge is not sufficient if learners are not taught how to put strategic knowledge into practice. When students fail t see

the transfer from their homework to the assignment on their test or when reading for other purposes, the relevance of reading comprehension education will be lost. As has been pointed out by Bimmel (2001), students just learn how to perform a 'trick' when asked. Yet they are unable to use the strategies in a meaningful context, let alone in an authentic context. Accordingly, any positive outcome from reading strategy instruction might not be due to the instruction itself. Therefore, it is important to find out to what extent English reading strategy education affects the meaningful application of reading strategies among students in foreign language reading texts.

### 3. Current study (Research question and hypothesis)

The aim of this study is to answer the following research question: *To what extent does L2 reading strategy instruction affect the intended application of reading strategies by students in English reading tasks?*

In order to be able to answer this question, sub questions have been formulated that this research will try to answer.

1. To what extent are the reading strategies, as offered within this reading strategy instruction program, applied by the students in novel reading tasks?
2. Do students still use the reading strategies when reading for leisure purposes?

The hypothesis is that the participants will be able to effectively use and apply the taught L2 reading strategies in English reading tasks. It is also thought that students will be able to use the reading strategies on new reading tasks because of the intervention mentioned in this study. The researcher hopes that students will be able to consider the reading strategies not solely for scholarly assignments but also within different contexts outside of school. Furthermore, the researcher hopes that students will feel like using the reading strategies outside of school contexts helps them understand whatever text they read better.

**4. Method**

*4.1 Participants*

The participants consisted of eight students in Havo 4 of which two are female and the other seven were males. They were selected because the researcher taught five exam classes and one non-exam class. The exam classes finish their year earlier than the non-exam classes and were therefore not available to take part in the study. Therefore, Havo 4 was selected to take part in this study. Havo is general senior secondary education[1] which takes five years to complete. HAVO prepares students for a bachelors at a university of applied sciences. The participants were all students at a Luzac institution, which is a private school in the Netherlands. Private schooling is not common in the Netherlands meaning the participants all are from a high socio-economic status. Luzac differs from public schools in that it offers small-scale classes of max 12 students and intensively mentors every student to make sure they pass their year. This could raise the question of generalizability of this study for the standard education program in the Netherlands. Seeing as the context of this study has not changed because Luzac students still need to use the same reading strategies and need to take the same final CITO exam as classes twice their size, one cannot neglect the educational applicability.

*4.2 Intervention*

The treatment was a lesson series consisting of six lessons of each one-hour long. The first four lessons were dedicated to explaining the reading strategies and the last two lessons were used to revise all the materials learned. Video models of a non-standard teacher were used to model the strategies and give examples on how to use these for CITO questions. The treatment was offered to eight Havo 4 students over the course of six weeks. The students took part in a measurement occasion prior to the treatment and after the treatment was finished. The following reading strategies were taught:

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[1] https://www.nuffic.nl/en/subjects/education-and-diplomas-the-netherlands/

1. Skimming

2. Scanning

3. Asking questions while reading

4. Guessing meaning from headings and subheadings

5. Paying attention to text structure and signal words

6. Connecting new knowledge to previous knowledge

The intervention started in week 20 and the first half of the lesson series took place online due to COVID-19; the second half was done while being physically present in class. This class had three hours of English per week. Every week, one of these hours was dedicated specifically to reading comprehension instruction only. Every reading strategy corresponded with one hour of instruction and practice. The last two lessons of the series were dedicated to integrating all the reading strategies. This would help students to recognize when to use which one when taking a test. The reading strategy instruction observed the following order:

*Online/digital lessons:* LessonUp was used to teach all the reading strategies which is an interactive tool. LessonUp is intuitive to use and allows for complete differentiation between students as they can go through the lesson at their own pace. The first couple of lessons there was no other choice but to use LessonUp as classes took place online with students being at home cue to COVID-19. The final lessons took place at school which allowed for a bit more help from the teacher when necessary. The discovery of the LessonUp tool was received with overwhelmingly positive feedback among students and other teachers. This tool allows teachers to import and create slides, interactive questions, word webs, videos and upload files. LessonUp was an effective way of teaching the strategies. Students were able to go through the slides at their own pace and watch the videos whenever they wanted. Some reports of these lessons have been included at the end of this paper.

*Increasing reading motivation and vocabulary knowledge*: Every class started with ten minutes of free reading. Students were allowed to pick any book they liked as long as it was an English book.

Both voluntary reading and exposure to new vocabulary have shown to increase reading motivation and increase vocabulary knowledge (Laufer, 1997). Every class, students had to study vocabulary from their course book (Stepping Stones). After the reading was done, students had to take a short, formative test on their retention of the vocabulary. This stimulates both the expansion of vocabulary and indicates to students that vocabulary is important and has a place in class (Mondria, 2006; Verboord, 2006).).

*Video instruction of L2 reading strategies*: The reading strategies were explained using a pre-recorded video. The non-standard teacher model explained the strategies and showed how, when and why to use these strategies. Every strategy was accompanied by one explanation video and one or two example videos modelling the strategies. The aim was to get students to understand the value of using these strategies and to improve their reading efficiency.  Students were able to watch these videos on their own laptop pausing whenever they wanted or rewinding when needed.

*Teacher modeling*: A non-standard teacher modelled every strategy using two examples. CITO texts and questions were used to show how to use these strategies. The teacher used think-aloud during the example videos to not only show why a certain answer was correct but also why other answers were incorrect. The teacher made sure to highlight discourse markers that would help students in comprehending the texts and showed how previous knowledge and asking questions can already help in getting to the answer.

*Individual practice*: Students had to work on their own as part of the lesson series took place online. When classes started to take place at school, no one was allowed to be physically close to other people (due to COVID-19). Consequently, it was not possible to organize classes with collaborative practices due to these restrictions. Nevertheless, the individual practice helped students to figure it out on their own and to be independent in their decision-making when applying the strategies.

*Evaluation*: The purpose of this part of the lesson was to offer students a moment of reflection on what they just learned in class. Evaluation after strategy practice has shown to be useful as they

develop metacognitive awareness and help the student monitor their own learning process (Cubukcu, 2008).  Additionally, it aids in retention of the material for future use.

*4.3 Materials*

Model videos explaining the different reading strategies were recorded before the start of this study. There was one video on skimming, one on scanning, one on mixed strategies one and two (asking questions during reading and paying attention to headings and subheading), one video on mixed strategies three and four (signal words and connecting new knowledge with previous knowledge), one video to recap all the previous material and one video where students had to recap all the material themselves and apply this as well. In addition, a teacher manual (appendix 5) and a student workbook (appendix 6) was created so this lesson series could also be used by other teachers. These different strategies were picked as these are most effective and most widely used within CITO context while also being valuable outside of assessments contexts as well. The pretest (appendix 1) consisted of three different texts of which one needed skimming and mixed strategies and the other two scanning and mixed strategies. The posttest (appendix 2) was made up of three texts which were different from the pretest, also using skimming and mixed strategies and scanning and mixed strategies. The length of the text per strategy in the pre and posttest was also made sure to be the same. The texts were picked using the WOLF[2] analysis to ensure similar level for both pre and posttest texts.

The WOLF analysis is a document that comes out every year after the final exams in secondary education have taken place. The WOLF document shows the average for every question as compared to the national average. It also shows whether a question was difficult and what kind of question it was (reproduction, remembering, applying etc.). The researcher wanted to make sure to use texts that were relevant topic-wise and wanted to avoid students already having practiced certain texts. All past final exams are readily online available for everyone. Therefore, it sometimes happens a student has already

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[2] https://www.cito.nl/onderwijs/voortgezet-onderwijs/centrale-examens-voortgezet-onderwijs/tools-en-informatie-voor-docenten/wolf

practiced a text beforehand. For this reason, the exam from the first time-period in 2019 was used to

base the pre and posttest on. Table 2 and 3 show the questions used and their corresponding reading

strategy.

Table 2 – Pretest

|  | Title | Length of paragraph related to question | Question + strategy | Difficulty level[3] |
|---|---|---|---|---|
| Text 1 | The Jet Set – Best friends magazine, 2015<br><br>http://havovwo.nl/havo/hen/bestanden/hen19it1.pdf | 119 words | Scanning + mixed strategies | Easy |
| Text 2 | A dilemma of horns – The Economist, 2015<br><br>http://havovwo.nl/havo/hen/bestanden/hen19it4.pdf | 75 words | Skimming + mixed strategies | Average difficulty |
| Text 3 | Panda poop power – The Economist, 2013<br><br>http://havovwo.nl/havo/hen/bestanden/hen19it10.pdf | 105 words | Scanning + mixed strategies | Average difficulty |

Table 3 – Posttest

|  | Title | Length of paragraph | Question + strategy | Difficulty level[4] |
|---|---|---|---|---|

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[3] https://www.cito.nl/onderwijs/voortgezet-onderwijs/centrale-examens-voortgezet-onderwijs/tools-en-informatie-voor-docenten/mix-en-meet (pick Mix&Meet Engels HAVO)

[4] https://www.cito.nl/onderwijs/voortgezet-onderwijs/centrale-examens-voortgezet-onderwijs/tools-en-informatie-voor-docenten/mix-en-meet (pick Mix&Meet Engels HAVO)

| | | related to question | | |
|---|---|---|---|---|
| Text 1 | Axis – newyorker.com, 2011 http://havovwo.nl/havo/hen/bestanden/hen19it5.pdf | 116 words | Scanning + Mixed strategies | Average difficulty |
| Text 2 | Hollywood whitewashing – newstatesman.com, 2016 http://havovwo.nl/havo/hen/bestanden/hen19it7.pdf | 146 words | Skimming + mixed strategies | Average difficulty |
| Text 3 | Could One Word Unite The World? – npr.org, 2013 http://havovwo.nl/havo/hen/bestanden/hen19it6.pdf | 75 words | Scanning + mixed strategies | Average difficulty |

Question one and three from the pre and posttest needed scanning as the correct strategy. This is based on the question which asks for specific information (Sutz & Weverka, 2009). Scanning means quickly glancing and looking for a particular piece of information (Brown, 2003). In order to answer the questions, there is no need to read the complete text but only to look for certain words in specific parts of the text which means scanning is the most effective strategy here (Olson & Ames, 1972; Thamrin, 2014).

Question two from the pre and posttest needs skimming in order to find the answer. Skimming can save lots of time as one gets the main information from the text without having to read all of it (Brantmeier, 2002). Since question two asks for the main idea of the referred paragraph and not for specific information, this ties in with skimming as the correct strategy. Skimming is most effective when looking for the main idea of a text (Sutz & Weverka, 2009). This is done by reading the first and the last sentence of the text (Abdelrahman and Bsharah, 2014). Question two from the pre and posttest both ask for the main gist of that paragraph and do not ask for specific information which means skimming is the correct option here (Abdelrahman and Bsharah, 2014).

The mixed strategies are mentioned as the correct strategy for all three questions in the pre and posttest. The reason for this is that metacognitive strategies aid the learning process (Cubukcu, 2008). Metacognitive strategies are the foundation for all reading strategies. Through the metacognitive process, the individual is able to reflect on their own thought process and pick the correct strategy on how to handle a certain text ((McNeil, 2011). Using lexical inferring (Ellis, 1997; Hulstijn, 1992; Paribakht & Wesche, 1999), looking at signal words (Degand et al., 1999; Degand and Sanders, 2002) asking questions while reading (Rosenshine et al., 1996; Taboada & Guthrie, 2006) and guessing meaning from headings and subheadings (Yapp, van den Bergh and de Graaff (in progress) are strategies that can and should be applied to every text. These strategies guide the reader in the right direction and improve overall comprehension of the text as a whole.

*4.4 Procedure*

In week 16, a pre-test was administered which consisted of a CITO exam on HAVO level. This is the same level that the students were tested on in their test week at the end of the lesson series. Due to the corona virus, it was not possible to physically teach the students as all education had been moved online. Therefore, the teacher called every student individually via online videoconferencing using Microsoft Teams. Students had to read three different texts and the corresponding questions out loud in the way they would normally (before the lesson series) approach this text. This lesson series focused on teaching three different reading strategies namely skimming, scanning and mixed strategies. Hence, the researcher made sure to pick three different texts corresponding with these strategies so students would have to display use of all strategies.

Before and after the intervention, students had to take part in the pre and posttest. In order to process the data, the researcher had to record the students during the think-aloud protocols. Students were individually asked at the start of the pre and posttest whether they agreed on being recorded. It was clearly stated by the researcher that they were allowed to say no and that this would not affect their grade or anything else in any way. Additionally, the researcher explained that the recorded data would

only be seen/heard by the researcher and no one else. This information was restated during the posttest. The researcher explained that all data would be deleted at the end of the research and that all data would be anonymized. None of the participants objected to the recording of data in the pre or posttest. Instead of using students' names, the researcher linked every name with a number (e.g. student 1, student 2 etc.) only known to the researcher. In this way, the information is anonymously presented in the current study.

All eight think-aloud protocols of the participants were recorded using the video recorder on Teams (Microsoft) as that was the main form of communication during the corona crisis. Teams was also used to teach online classes. The pretest was done within three hours. Every student had to call in online individually during normal class hours. The students were given 15 minutes to complete the given texts and corresponding answers. While reading the text, the students had to use think-aloud protocols. They had to read the text out loud and voice any thoughts that passed their mind while reading. This was recorded by the teacher using the Teams app which allows for recording of the call and was analyzed for usage of strategies afterwards.

The posttest was done in the same way. The reading texts used in the pre and post-test are CITO HAVO final exam texts. In order to ensure the same level for all texts and to rule out any variables in interest in topic, difficulty etc. the WOLF analysis was used to select the reading texts used in this study. The WOLF analysis is a tool used by many schools in the Netherlands. It shows the national average score for every question and for every subject as compared to the average score of the school. The WOLF analysis can be used to see where students struggle and this can then be avoided next year. Every question comes with an analysis of how high the correlation is between the score of the question and the total score on the exam. This correlation is indicated in the column RIT (= correlation between the score of the individual item and the total score on the exam) (Goosen, 2015). First, questions were categorized based on the strategy needed for that question (skimming, scanning, mixed strategies). Then, questions with the smallest difference between the national average score and the average of Luzac were chosen

and put within the corresponding strategy categories. Afterwards, two questions for every category was chosen as one was used in the pretest and the other in the posttest.

The think-aloud protocols were analyzed by categorizing every strategy used by the student or lack thereof. The reading strategy used by the students was determined by the researcher based on what exactly the students would read of the text (e.g. the whole paragraph, only first and last sentence, or certain words). The researcher labeled every data fragment with the strategy used or wrote down the steps if only half of the strategy was used correctly. The researcher identified which strategy was used by listening to the students naming the strategy and by looking at what part of the text the student read out loud. The researcher also noted whether a student mentioned to have used strategy X and Y but had actually used a different strategy than what they named it. When all students had taken the pre and posttest, this data was compared similar to Loranger (1997), Brown et al. (1996), Spörer, Brunstein and Kieschke (2009) Spörer and Brunstein (2009) and Andreassen and Bråten (2011). First, it was looked at whether students used any strategy at all in the pretest for text one, two and three and if so, if the strategy used was the most effective one. Second, the think-aloud recordings of the posttest were evaluated and per text the correct (e.g. most effective) strategy was compared with the used strategy by the student. Then, the difference between the pre and posttest was evaluated and based on this a conclusion was drawn.

Additionally, to find out whether students would find the reading strategies useful and actually used the reading strategies for leisure purposes, a questionnaire (appendix 3) was given to the participants. This questionnaire was administered at the end of the intervention, after the posttest. The questionnaire was adapted from Tuan, et al., (2005) and Pintrich et al., (1991) and was adapted by Ingeborg van Hoften-Koornstra. Students had to answer questions about the intervention and the usefulness of the intervention. Answers consisted of a number between one and five. Number one meant completely disagree and number five meant completely agree. The average score per question was calculated by the researcher and can be found in table 5.

**5. Results**

The objective was to measure the effect of the intervention, which was whether reading strategy instruction would lead to the use of reading strategies in students. Three different strategies were part of the intervention namely skimming, scanning and mixed strategies one until four. A pretest was done before the start of the reading strategy instruction program testing the use of reading strategies. A summary of the responses of the participants have been written down to compare the results and to see whether the participant used the right strategies and followed the right steps.  The results of the pre and posttest can be found in table 4.

Table 4 – Results pre and posttest

| | Pretest<br><br>Number of correct answers | Pretest<br><br>Number of participants using correct strategy | Posttest<br><br>Number of correct answers | Posttest<br><br>Number of participants using correct strategy |
|---|---|---|---|---|
| Question 1 (scanning + mixed strategies) | 4 | 1 | 5 | 6 |
| Question 2 (skimming + mixed strategies) | 2 | 1 participant but only partly. | 8 | 7 participants but only partly. |

| Question 3 (scanning + mixed strategies) | 2 | 1 | 6 | 2 participants completely and 5 participants partly. |
|---|---|---|---|---|

**Question one – scanning + mixed strategies**

*Pretest*

Question one was an open question where participants had to scan through the text looking for words like 'already', 'before', 'previous' etc. However, no participants mentioned following this strategy or having a plan when approaching the text. Overall, seven out of eight participants started by reading the question beforehand. One participants began by reading the text completely and only then looked at the question. He did this for all three texts. One participant read the title but no one specifically looked at images in the texts. The answer of question one was in the first sentence of the text but only one participant realized this when reading this sentence. The rest of the participants read the whole text and only then found out. Only four participants were able to find the correct answer of which one was the participant that employed the strategies correctly. Besides this one participant who realized the answer was right at the beginning of the text, none of the other participants employed a certain strategy outside of just reading the whole text.

*Posttest*

Question one of the posttest was a multiple-choice question that needed the 'scanning' and 'mixed strategies' strategy. Seven out of eight participants' first step was to read the question. Afterwards, six participants read the title and specifically took note of the picture in relation to the question and text. These six participants used the 'scanning' and 'mixed strategies' strategies correct. Metacognitive strategies were employed by all six participants as they asked themselves questions while

reading e.g.; What does the title have to do with the picture? I know something about this topic maybe it is about that etc. All participants read the ABCD options only after having read the text. Seven participants read the question and saw that the question was accompanied by a quote from line 25 in the text. Then they looked for their answer around line 25. Six participants realized the answer was not to be found around line 25 and quickly scanned the previous paragraph to find their answer. Five out of eight participants picked the correct answer. These participants were able to find the right answer because of the correct strategy use. The sixth participant that also used the scanning and mixed strategies quickly changed his answer from the correct one to an incorrect one. Even though this sixth participant eventually picked the wrong one, the strategies did help him to get on the right track. The eighth participant started by reading the text completely and only looked at the question when he was mid-way through the text. He read the question and went back to paragraph 3 where line 25 was and read that paragraph again.

### Question two – skimming + mixed strategies

*Pretest*

Question two was a multiple-choice question and six participants read the question and the options before reading the text. This question called for 'skimming' which means reading the first and the last sentence. No participants followed this exact strategy. Seven out of eight participants started by reading the question and answers beforehand, one participant started by reading the whole text and only afterwards looked at the question. Then he preceded to read the text again. There was one participant (the same one from question one) who clearly looked at the title of the text and noted the picture. Seven participants read paragraph one completely and then looked at the question again and read all four options to pick their answer. Two participants picked the correct answer. The lack of strategy use was clearly seen here as all participants struggled with this question and had no idea where to start in order to find the answer. The one participant that did use some metacognitive strategies was also one of the only two participants that was able to find the answer meaning that the strategies helped him.

*Posttest*

This question was a multiple-choice question that needed 'skimming' and 'mixed strategies'. All eight participants used mixed strategies and partly employed the steps of skimming. However, none of the participants chose to only read the first and the last sentence of the paragraph. Seven participants read the question first, then looked at the title and then took note of the picture. Six out of eight participants also asked themselves question about the text and took some time to see what associations the title brought up. Seven participants read paragraph four completely, one participant read the whole text until paragraph four. Then, they read the question again and looked through all four options. All eight participants picked the correct answer for this question. As compared to the pretest, it can be seen that all eight participants were able to employ some of the reading strategies in the posttest. Therefore, it can be suggested that the use of strategies helped the participants in finding the right answer.

**Question three – scanning + mixed strategies**

*Pretest*

This question again was a multiple-choice question that called for 'scanning' and 'mixed strategies'. This was a question where a word had been left out in the paragraph and students had four different options to choose which word would fit the gap. There was only one participant that used the strategy scanning in the way that they were supposed to use it. This participant read the question first, then looked at the title and the picture. Next, he read the sentence before, with and after the gap and then picked the correct option. One participant started by putting all four different words in the gap to try and see which one would sound best even before having read any part of the text. The other six participants started by reading the question first and reading through all four options. None of them noted the title or the picture as they all went straight to reading paragraph one completely. These six participants then went back to the question, read through their options once more and tried to see which one sounded best by putting all four in the sentence. Only two participants picked the correct answer. From these two, one

used the strategies in the correct way so these strategies presumably helped the student in understanding the text.

*Posttest*

Question two was a multiple-choice question where students had to pick the correct word to fit the gap in paragraph two. This question needed 'scanning' and 'mixed strategies'. One participant read paragraph one and two and only then looked at the question. Seven participants read the question first without looking at the four options. Five out of seven read paragraph one completely. The remaining two used the scanning strategy correct and only read the sentence before, with and after the gap. All participants read the question again after reading the text and then picked an answer from the answer options. Six out of eight participants picked the correct answer. As compared to the pretest, more participants used a form of reading strategies. Consequently, it is plausible this helped the participants understand the text better and, in turn, find the correct answer.

*Samples think-aloud protocols*

Student 1 – pretest question one
*In de tekst wordt gesteld dat honden van Best Friends Animals al opvielen voordat ze door Ruffwear – wat is Ruffwear? – als modellen werden gebruikt? Welke zin in de tekst maakt dat duidelijk? Citeer de eerste twee woorden van de tekst. Huh, moet dat in het Engels of nederlands?*

Student 2 – Prestest question two
*Okay, dan ga ik nu even de vraag weer lezen. Which of the following is in line with paragraph 1? A Asian buyers of rhino horn risk heavy fines. Dat wordt niet gezegd in de tekst, dat zal vast wel zo zijn maar dat wordt niet in paragraaf 1 genoemd. B Criminals slaughter rhinos in a gruesome way. Die maakt kans, alsof het een of andere talentenshow is. Er wordt wel gezegd hoe ze die hoornen van de neus afhalen. C It is very difficult to kill rhinos with just guns. Wordt ook niet gezegd. D There are hardly any wild rhinos left in Asia. Even snel kijken in de tekst, euh nee wordt ook niet gezegd. Ze zeggen wel dat de vraag hoog is maar niet dat er een beperkt aantal is,*

Student 3 – prestest question three
*Ik zou naar de eerste vraag gaan, van paragraaf 1 en misschien van 2 zodat ik weet waar ik naar kan zoeken. Which of the following fits the gap in paragraph 2? Oh, dan ga ik nu alle verschillende ABCD in het gat zetten en ik kijk wel welke het beste past.*

*Student 4 – Posttest question one*
*Als eerste gaan we kijken naar wat de vraag is. Euh even kijken, They were both majoring in history. Why did Grace and Avie study, according to the text? Euhm, hier wordt iets gehighlight een quote uit de*

*tekst. Dus we gaan eerst kijken naar die quote in de tekst. We gaan zoeken naar de context ervan. Het wordt denk ik uitgelegd rond dat gebied dus dan gaan we daarnaar kijken. Voordat we dat gaan doen, gaan we eerst kijken wat de tekst precies inhoudt. De titel lezen, plaatjes kijken en kijken of we iets van de context kunnen krijgen.*

*Student 5 – posttest question two*
*Could one word unite the world? Oh, dat gaat over dat 1 woord de wereld samenvat. Wel echt een rare titel, ik snap niet zo goed wat ik daarmee moet. Het plaatje laat ook alleen maar vraagtekens zien, nou die heb ik zelf ook. Ik begin wel gewoon met lezen.*

*Questionnaire*

The questionnaire (results in table 5) asked the participants some questions about the intervention. The results were, generally speaking, quite positive. Question 1, 3, 7, 9 and 11 all ask about performance and beliefs. As can be seen, the average of these questions is quite high indicating that students feel that the intervention helped them improve their reading comprehension. Students answered question one on average with a four indicating that most students felt they learned something. Question nine asked about the usefulness of the strategies and was marked with a four. This is important because if individuals do not see the usefulness of something, they will be less likely to apply what they learned. Question 2, 6 and 10 address confidence and beliefs. Beliefs can have a tremendous effect on someone's willingness to employ the strategies and consecutively on someone's performance. It is therefore important to focus both on positively changing beliefs as well as teaching academic skills. Together, they are the perfect recipe towards better reading comprehension.

The questionnaire also inquired about the use of reading strategies for leisure purposes. Question 12 and 13 asked about the usage and the usefulness of reading strategies for leisure purposes for example when students read a blog online or have to read a long Instagram story. The average for both these questions was 1.8. There was one student who asked the researcher about this question and asked; "why would I need to use the reading strategies for something other than the reading texts at school? I am not going to get a test on the things I read outside of school". As compared to the positive responses on the other questions, these questions did not receive a high rating.

*Table 5 – Questionnaire lesson series*

| *N=8*<br>*1 = helemaal mee oneens*<br>*5 = helemaal mee eens* | M | SD |
|---|---|---|
| 1. Deze lessenserie heeft mij beter gemaakt in het begrijpend lezen in het Engels. | 4.0 | 1.0 |
| 2. Deze lessenserie heeft mij meer zelfvertrouwen gegeven over mijn leesvaardigheid. | 3.6 | 0.4 |
| 3. Deze lessenserie heeft mij veel geleerd en vond ik zeer nuttig. | 3.1 | 0.3 |
| 4. Deze lessenserie heeft mij gemotiveerd om mijn best te doen om mezelf te verbeteren in leesvaardigheid. | 2.3 | 0.8 |
| 5. Deze lessenserie over leesvaardigheid was anders dan andere lessen over leesvaardigheid die ik in het verleden heb gekregen. | 4.3 | 0.2 |
| 6. Ik vond het een fijne lessenserie. | 3.4 | 0.9 |
| 7. De filmpjes in de lessenserie waarbij de strategieën werden voorgedaan vond ik erg handig. | 4.0 | 1.0 |
| 8. Ik weet nu hoe ik de strategieën moet toepassen. | 2.5 | 2.0 |
| 9. Ik vind de leesstrategieën nuttig om te gebruiken. | 3.5 | 0.4 |
| 10. Ik vond het fijn dat ik op mijn eigen tempo kon werken tijdens de leeslessen. | 3.8 | 0.7 |
| 11. Ik weet zeker dat ik op de leestoets in de toetsweek beter zal scoren dan wanneer ik deze lessenserie niet had gehad. | 3.5 | 0.8 |
| 12. De leesstrategieën ga ik ook gebruiken/gebruik ik al wanneer ik iets moet lezen dat niet voor school is. (Tijdschrift, blog, lange insta story, whatsapp bericht etc.) | 1.8 | 0.3 |
| 13. De leesstrategieën kunnen ook nuttig zijn voor dingen die ik in mijn vrije tijd lees. Tijdschrift, blog, lange insta story, WhatsApp bericht etc.) | 1.8 | 0.3 |

**6. Discussion and Conclusion**

*6.1 Discussion*

The aim of the current study was to analyze the application of L2 reading comprehension strategies in students in secondary education. Whereas previous research has shown a positive effect of L2 reading strategy instruction, few studies used think-aloud protocols. This research tried to answer the following two questions: '*To what extent does L2 reading strategy instruction affect the intended application of reading strategies by students in English reading tasks?*' and *'Do students still use the reading strategies when reading for leisure purposes?*'. Eight students in Havo 4 at a Luzac institution received an intervention of six reading comprehension lessons consisting of the following strategies; skimming, scanning, paying attention to signal words, asking questions during reading, guessing meaning from headings and subheadings and connecting new knowledge to previous knowledge. The hypothesis that participants will be able to effectively use and apply the taught L2 reading strategies in English reading tasks has partially been confirmed. The second hypothesis which proposed that students are able to use the reading strategies within a non-academic context because of the intervention has been rejected.

Some participants demonstrated use of strategies during the pretest albeit not quite effective strategies (e.g. putting different words in the gap to try and see which one 'sounds' best). Additionally, seven out of eight participants did not look at the title or the picture of the text. None of the participants used any metacognitive strategies or took the time to see what previous knowledge they already had about the topic of the text. Before the intervention had taken place, all participants read through the answers (ABCD) before and after reading through the text. This means they lost time doing this twice because no one can remember these answers beforehand. None of the participant read through the answer options after the intervention making efficient use of their time. There was one participant who read the complete text without looking at the question. He did this for all three texts in the pretest and he did this for two texts in the posttest. Not much improvement was seen in this participant besides looking at the title and pictures in the posttest.

Noteworthy is the difference in metacognitive strategies (mixed strategies one until four). These strategies were not seen in the pretest but did show up in the posttest. Some participants asked themselves questions about the topic or tried to relate the knowledge they already had to the new knowledge from the text. The participants also paid more attention to signal words and subheadings. This is confirmed by question one, two, three, six and eleven where students are asked about their perceived use of the intervention, their improved self-confidence and whether they enjoyed the lesson series. While scanning and mixed strategies were used, skimming was not used by any of the participants neither in the pre nor posttest. Remarkably, none of the students ever mentioned out loud what strategy they were going to be using. This might be because it is difficult for students to identify which question type corresponds with which strategy. Nonetheless, scanning was partly used by the participants. Whereas in the pretest only one participant used scanning, seven participants used scanning after the intervention. Participants were able to quickly glance over the text. However, when participants were not able to find the answer by using scanning, they resorted back to reading the complete text instead of scanning the complete text which took a lot of time. For this reason, it is important to start reading strategy instruction early on in high school as it takes a lot of practice to engrain these reading strategies.

Furthermore, the low average for the questions about using reading strategies for leisure purposes indicated that students rarely used the strategies for non-academic goals. Additionally, participants also did not think it was useful to use these strategies for anything else besides school-related activities. The quote from the student (see results; questionnaire) sums up the overall mindset of students towards reading strategies. Students see the material offered in class as related to academic goals and possibly for testing purposes only and find it hard to see the transfer to real-life contexts.

As can be seen, the result of the current study confirms the previous research (Hutabarat, 2012; Fan, 2010; Shang, 2010; Yapp, van den Bergh & de Graaff (in progress), Chaury, 2015) that have shown that reading strategy instruction positively influences performance. Be that as it may, many of

these studies have not used think-aloud protocols so it was not possible to see whether the improvements in these studies came from the application of reading strategies or not. As the current research has shown, students scored better (picking the correct answer) in the posttest as compared to the pretest. This could lead one to believe that the reading strategies were the main reason for this improvement. However, as has become clear in the current study, the participants did not fully employ the reading strategies. Skimming was needed in question two in the pre and posttest. While none of the participants applied the skimming method, all participants picked the correct answer for question two in the posttest.

### 6.2 Conclusion

The purpose of this research was to explore to what extent L2 reading strategy instruction affected the intended application of reading strategies by students in English reading tasks. It was well-established that the instruction of L2 reading strategies positively impacts reading comprehension. The reason why this positively impacts reading comprehension has not been extensively studied. Previous studies did not use think-aloud protocols to check whether the participants indeed used the taught strategies. Thus, many variables could have had an influence on the improvement in comprehension. The researcher of this study designed a lesson series of six lessons teaching skimming, scanning and mixed strategies one to four. While an increase in reading comprehension was important, the main goal was to examine whether the participants actually used the strategies they were taught. A pre and posttest were used to measure the intended use. Students had to think aloud allowing the researcher to tap into the mind of the participants and closely follow their train of thoughts during reading. The posttest clearly shows that students demonstrated use of metacognitive strategies and some steps of scanning but skimming was not seen. This implies that merely the exposure to the intervention lead to an improvement in performance. Thus, not all improvements seen in the posttest can be attributed to the use of reading strategies. Additionally, students did not use the strategies in non-academic contexts. In summary, the intervention had a positive influence on the use of reading strategies in students. However, not all progress can be attributed to the intervention. In order to improve application of reading

strategies even more, more time needs to be spent on using the strategies correctly. Therefore, the

intervention would benefit from taking place within a longer time frame.

### 6.3 Limitations

There are several limitations to this research as described underneath but the presumed main

influencer of the lack of strategy use is the length of the intervention. If there would have been more

time, participants could have retained more of the information and might not have become as tired of the

reading lessons. Additionally, based on this research and the literature that has been consulted, it is vital

that an L2 reading strategy instruction program contains the following elements: using reading strategies

to improve comprehension, modelling of reading strategies and clear steps on how and when to use the

strategies. Another question that was researched within the current study inquired about students' use of

reading strategies when reading for leisure purposes. The questionnaire clearly showed that students did

not use the reading strategies for anything other than scholarly purposes. In order to make students

aware that they could use these strategies outside of school as well, more time needs to be spent working

on the strategies and real-life texts need to be used within the classroom.

A limiting factor was clearly the sample size. The findings reported from this study came from

eight participants and this undoubtedly affected the results. Additionally, due to COVID-19 the teacher

was left with less lesson hours to teach Havo 4. This resulted in fatigue in the students from doing

reading lessons every class. They complained about having to do the same thing over and over again.

Another limitation that might possibly have played a role in this research is the potential priming effect.

Since the standard teacher of Havo 4 was also the person administering the pre and posttest, students

might have been primed to use the strategies in the posttest because they saw their teacher and

remembered the lesson series they just finished. Furthermore, while the pre and posttest were based on

the WOLF analysis, it is still possible that the topic of the texts might have played a part in students'

comprehension of the text. Moreover, while think-aloud protocols help researchers to elicit internal data,

there are limits to how much a person can verbalize during cognitive processes. It is only possible to tap

into the working memory that is actively processing at the time of verbalization but the unconscious processing still remains inaccessible (Jääskeläinen, 2010). Finally, something that has already been mentioned is the sample profile. Students at Luzac all come from a high socio-economic background and while they have to take the same exams as everyone else in the country, their SES might impact the results differently than when the sample profile had not consisted of high SES students.

### *6.4 Recommendations for further research and teaching practices*

Based on the current study, it is recommended that the study is replicated with a larger sample size to see if the same effects occur. Additionally, the sample profile should not only include students with a high SES to promote generalizability to the general population. In order to avoid the priming effect, the standard teacher and the administer of the pre and posttest should not be the same person. It is also recommended that this lesson series is spaced out over a large period of time of at least six weeks. This way, students have time to retain the material and to prevent monotony in classes. Extra time should be spent on helping students identifying which strategy to use when going through the reading questions as this was an obstacle all participants ran into. While teaching this lesson series, it is important for the teacher to be able to provide feedback to all students and to help when needed which is why this lesson series would fare best in an offline, in-class environment.

In a future replica of this study, more attention should be paid to helping students understand when to use the different strategies. Understanding when to apply which strategy was a struggle for all participants so this should be focused on more in the future. This can be done by taking one or two lesson hours where students receive a complete reading exam from an earlier year not used within the intervention. Instead of having to complete the questions, students have to write down next to every question what strategy that question needs. The focus is not on finding an answer but on finding the correct strategy. This will help students recognize what type of questions correspond with what type of strategies. Additionally, more focus should be put on metacognitive strategies as these are the once that will provide a long-term advantage. This can be done by incorporating more pre-reading activities. A

possible activity could be to only show students the title, image and question of a text. They then have to write down what they already know about this and based on this information alone (without reading the text) they have to pick the correct answer. This will take some practice but students will see that by guessing meaning and interpreting associations related to the title and topic of the text, they will still be able to get the gist of a text. This helps students rely more on themselves and instills confidence that they are able to understand a text without understanding every word. The focus should also be to increase confidence as much as possible. Teachers should try and take the time during this lesson series to create small wins for students and to impart a positive mindset when it comes to reading comprehension. Additionally, differentiation options are offered for every lesson in the teacher manual to ensure all students can participate.

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Appendix 1 – Pretest reading texts

## Tekst 1



## The Jet Set

We already knew that dogs at *Best Friends Animal Sanctuary* turn heads, but they've now officially been "discovered". Dog gear company *Ruffwear* shot their fall catalog with canine models at *Best Friends*, as part of a new partnership to help more *Sanctuary* pets go  home.

The company will also be helping *Best Friends* dogs find homes through the *Ruff Adventure* adoption program. Via a Facebook app, *Ruffwear* customers can learn more about featured dogs and apply to adopt them. All approved adoptions will be paid for ─ including travel fees such as airline costs out of Utah ─ by *Ruffwear*. Jetsetting dogs will go home sporting stylish *Ruffwear* collars and leashes, making them the ultimate "spokesdogs".

*Best Friends Magazine, 2015*

*Let op: beantwoord een open vraag altijd in het Nederlands, behalve als het anders is aangegeven. Als je in het Engels antwoordt, levert dat 0 punten op.*

## Tekst 1 The jet  set

In de tekst wordt gesteld dat de honden van *Best Friends Animal Sanctuary* al opvielen voordat ze door *Ruffwear* als modellen werden gebruikt.

1p  **1**  Welke zin in de tekst maakt dat  duidelijk?
Citeer de eerste twee woorden van deze  zin.

# A dilemma of horns

1    POACHING rhinos is a grisly business. Rather than attract attention with gunfire, many poachers prefer to use a tranquilliser dart to immobilise the rhino and then hack off a chunk of its face to pull out the horn. The beast usually dies of blood loss or suffocation within hours. But the work is lucrative; booming demand in China and Vietnam has pushed the price of rhino horn over $65,000 a kilo in some markets.

2    Last year 1,215 rhinos were poached in South Africa alone, up from 13 in 2007. The best way to turn the tide is to reduce demand, some conservationists reckon. In 2012 WildAid of San Francisco began campaigns to convince Chinese and Vietnamese people that consuming ground rhino horn is a cruel and ineffective way to relieve a hangover, break a fever, or heal disease; in a survey in Hanoi and Ho Chi Minh City in 2013, 37.5% of respondents said that rhino horn can help treat cancer.

3    But since rhino poaching isn't slowing, horn 'unmarketing' must become more aggressive. A cunning approach has been devised by a South African firm, Rhino Rescue Project (RRP). For about $600 per beast, RRP drills two holes into a sedated rhino's horn and pumps in a secret cocktail of toxins into its fibres. Consume powder from that horn and expect a migraine, nausea, vomiting, diarrhoea, or, after a big serving, permanent twitching due to nerve damage, says RRP's co-founder Lorinda Hern. Signs warn of the dangers of illegal horn. RRP has treated more than 300 rhinos in South Africa since 2010. Since the horn is dead material, the firm says there is no danger to the animal.

4    A private reserve near the northern South African town of Phalaborwa

paid RRP to treat about 30 rhinos. "We're trying anything," says one of the owners.
Locals were invited to watch so word would spread. Poacher incursions dropped from about two a month to just four in two years, with no losses.

5     An American startup, Pembient, offers a different way. Next year it will begin selling synthetic rhino horn for $7,000 a kilo. This will undercut the market for the real stuff, says CEO Matthew Markus. Others, though, fear that advertising
synthetics may boost sales of real horn.

6     Those eager to trash rhino horn's market image face another obstacle. Many South African officials want to see a legal trade in non-poached horn, so that
government stockpiles can be sold. It is perhaps telling that the South African government has not hired RRP.

The Economist, 2015

## Tekst 2 A dilemma of horns

1p  **6**  Which of the following is in line with paragraph 1?
- **A**  Asian buyers of rhino horn risk heavy fines.
- **B**  Criminals slaughter rhinos in a gruesome way.
- **C**  It is very difficult to kill rhinos with just guns.
- **D**  There are hardly any wild rhinos left in Asia.

## Tekst 3

## Panda Poop Power

1    GIANT PANDAS are well known for being rather different from other bears. Having a diet composed almost entirely of bamboo is one of the things that sets them apart. It is also what
attracted the interest of Ashli Brown of Mississippi State University, in a
search for more efficient ways to make biofuel.

2    Most of the nutrients

found in bamboo are
locked away in  tough
substances known as cellulose and lignin. Liberating those
nutrients is an energy-intensive process that involves high
temperatures and extreme
pressures.  __32__, it is the cost of doing so that makes producing
biofuel
out of cellulose- and lignin-rich materials, like discarded corn (maize)
cobs and husks, less financially viable than generating biofuel
directly from
more readily digestible corn kernels. The kernels, however,
can be used to feed people whereas the cobs and husks
cannot. So a process that is able efficiently to turn what  is
**33**                                              product into fuel could
have great potential.

3      Given their  __34__, Dr Brown knew that giant pandas had to have
microbes in their gut that were strong enough to break cellulose
and lignin down. If it was possible to identify those microbes and
find the enzymes
within them they might be used to improve biofuel production. So, Dr
Brown and her colleagues got to work analysing piles of panda faeces to
find the microbes that are particularly adept at breaking down the
bamboo material.

4      The team identified 17 microbes with the ability to digest cellulose
and six that looked like good candidates for digesting lignin. These
microbes were then tested in the laboratory and they were found to
be capable of
transforming 65.4% of the tough materials they were given into
the sorts of energy-rich sugars that are readily fermented into
bioethanol or
biodiesel. Considering that most cellulose- and lignin-based
materials end up as compost, or worse, in landfills, the ability to
convert such a large
percentage of them into potential biofuel products  is  __35__.
Dr Brown, though, is quick to point out that optimising the
performance of the
enzymes employed by the microbes so that they can be used
commercially is going to be a long and hard job. But still a job that
could be well worth the effort.

adapted from an article from *The Economist,  2013*


**Tekst 3 Panda poop power**

1p **33** Which of the following fits the second gap in paragraph 2?

    **A** an exclusive

    **B** an indispensable

    **C** a waste

    **D** a wholesome

Appendix 2 – Posttest reading texts

## Tekst 1

Axis – the beginning of a story by **Alice Munro**

Fifty years ago, Grace and Avie were waiting at the university gates, in the freezing cold. A bus would come

eventually, and take them north,
5 through the dark, thinly populated countryside, to their homes. Forty miles to go for Avie, maybe twice that for

Grace. They were carrying large books with solemn titles: "The Medieval
10 World," "Montcalm and Wolfe," "The Jesuit Relations."

This was mostly to establish themselves as serious students, which they were. But once they got home they would probably not have time for such things. They were both farm girls, who knew how to scrub floors and milk
15 cows. Their labor as soon as they entered the house ─ or the barn ─ belonged to their families.

They weren't the sort of girls you usually ran into at this university. There was a large School of Business, whose students were nearly all male, and several sororities[1], whose members studied Secretarial Science and
20 General Arts and were there to meet those men. Grace and Avie had not been approached by sororities ─ one look at their winter coats was
enough to tell you why ─ but they believed that the men who were not on the lookout for sorority girls were more apt to be intellectuals, and they
preferred intellectuals anyway.

25 They were both majoring in history, having won scholarships enabling them to do so. What would they do when they were

finished? people
asked, and they had to say that they would probably teach high
school. They admitted that they would hate that.

They understood — everybody understood — that having any sort of job
30 after graduation would be a defeat. Like the sorority girls, they
were enrolled here to find somebody to marry. First a boyfriend,
then a
husband. It wasn't spoken of in those terms, but there you were.
Girl students on scholarships were not usually thought to stand
much of a chance, since brains and looks were not believed to
go together.
35 Fortunately, Grace and Avie were both attractive. Grace was fair
and stately, Avie red-haired, less voluptuous, lively, and
challenging. Male

members of both their families had joked that they ought to be able to nab somebody
By the time the bus came, they were nearly frozen. They worked their way to the
back, so they could smoke what would be their last cigarettes until after the
weekend. Their parents would not be suspicious if they smelled it on them. The smell
of cigarettes was everywhere in those days.

*newyorker.com, 2011*

noot 1 sororities = studentenverenigingen voor meisjes/vrouwen

## Tekst 1 Axis

"They were both majoring in history" (line 25)
1p **11** Why did Grace and Avie study, according to the
text?
  **A** They believed they were smart enough for an academic career.
  **B** They felt compelled to make good use of the funds given to them.
  **C** They wanted to avoid having to do any form of physical work.
  **D** They were hoping it would help them find a suitable partner.

## Tekst 2

**Hollywood whitewashing**

adapted from an article by Yo Zushi

1   It took Steven Spielberg eight years to get *Ghost in the Shell* into production. His film company, DreamWorks, acquired the rights to adapt the cult Japanese science-fiction comic for a Western audience in 2008. Such a project is always a gamble, but Scarlett Johansson's casting in the lead role — as Major Kusanagi, a hacker-hunting cyborg — was a coup, and financial backers were lured by her star power. The moneymen were happy.



2   Online campaigners, however, were not. By the time the first image of Johansson as the Major was released last month, they were demanding: "Stop whitewashing Asian characters!" A petition under that slogan has attracted more than 101,000 signatures. "DreamWorks should be using this film to help provide opportunities for Asian-American actors," they said. The comic-book writer Jon Tsuei tweeted that *Ghost in the Shell* was an "inherently Japanese story", and that the choice of actors represented "the erasure of Asian faces".

3   Hollywood has a problem with representation — as the "all-white" Oscars of 2016 demonstrated — and anger over whitewashing is grounded in the obvious scarcity of prominent minority figures in the film industry. When characters written as Egyptian (as in Alex Proyas's *Gods of Egypt*), Native American (Joe Wright's *Pan*) or part-Chinese and Hawaiian (Cameron Crowe's *Aloha*) are played by the conspicuously white Rufus Sewell, Rooney Mara and Emma Stone, respectively, it's no wonder that minority activists get angry. The kind of race-blindness that Johansson's casting as Kusanagi represents, however, feels benign to me — even progressive.

4   It's worth thinking back to a similar uproar in 2013, when Benedict Cumberbatch played Khan Noonien Singh in *Star Trek Into Darkness*. At the time, Christian Blauvelt of hollywood.com, for instance, complained that the character had been "whitewashed into oblivion". Khan was a Sikh from northern India and the film-makers, he argued, should have chosen "an Indian actor" for the role. But these critics overlooked the fact that

Khan was a villain, and his villainy had been needlessly racialised in

earlier appearances. In the 1967 Star Trek episode *Space Seed*
and in the 1982 film *Star Trek II: the Wrath of Khan*, he was played
by the Mexican actor Ricardo Montalbán. Khan's heritage went
unmentioned until later spin-off novels expanded his biography,
yet his name and the use of an ethnic-minority actor to portray
him seemed intended to present him as an untrustworthy, foreign
"other".

5    The portrayal of non-white characters by Cumberbatch and Johansson,
     in its small way, __21__ a culture that assumes that the colour of your
     skin
     determines who you are. Major Kusanagi is the heroine of *Ghost in the
     Shell*, not its villain, and her embodiment by Johansson will have different
     implications from Cumberbatch's Khan. But the casting of whites as
     Asians serves as a reminder that much of what we understand as
     race is ultimately just performance, make-believe, a put-on.

6    Actress Constance Wu said that DreamWorks' attempts to counter
     claims of racially dubious casting by using digital effects to alter the
     shade of
     actors in *Ghost in the Shell* reduced "our race and ethnicity to mere
     physical appearance, when our race and culture are so much
     deeper than how we look". I agree: it was misguided. As the Stoic
     philosopher
     Epictetus said, "The true self . . . is not flesh or bones or sinews
     but the faculty which uses them."

7    Yet if our racial identity is not entirely determined by our bodies – if
     our essence is "deeper than how we look" – surely the authentic
     elements of our being can be brought to life by actors with "flesh"
     that is superficially different from our own. All acting is pretending.
     None of it is real: so why should an actor's race have to be?

8    The campaigners' plea for more diversity in Hollywood is valid but
     their insistence on minorities having exclusive rights over
     representing those
     whom they view as "their people" risks __23__ colour lines. We
     will remain "people of colour" — a dubious term that means the
     same thing as
     "coloured people" — as long as race is fetishised as the core
     component   of who we are. We should fight those who use
     stereotypes to define us by our race, not those who behave as
     if race weren't all that mattered.

*newstatesman.com, 2016*

## Tekst 2 Hollywood whitewashing

1p **20** What is the main point made in paragraph 4?
  **A** Audiences prefer movies that feature actors who they can easily identify with.
  **B** Movie reviews can determine whether an actor with Asian roots gets a role in a sequel.
  **C** Selecting actors on the basis of their race can result in confirming undesirable prejudice

## Tekst 3

## Could One Word Unite The World?

adapted from a blog by **Alva Noë**

1 The word for milk in German is "Milch." In French it is "lait." Two quite different words for one thing. This is the basic observation that supports the linguistic principle that the relation between words and their meanings is __12__. You can't read the meaning off the word. And what a word
means doesn't determine or shape the word itself.

2 And that's why you don't find the same words in every language. Sameness of word implies a shared history. No shared history, no shared words. English and German share the word for milk (German "Milch"), but that's because German and English share a common history.

3 It would be __13__ if there was a word that was actually native to all languages. Yet this is precisely the claim made in a fascinating article by Mark Dingemanse and his colleagues at the Max Planck Institute for Psycholinguistics in Nijmegen, Holland, published this past

Friday in PloS One.

4    "Huh?" – as in, huh? what did you say? – it is claimed, is a universal
     word. It occurs in every language, though not in exactly the same
     form.
     Think "Milch" and "milk." A certain amount of variation is consistent
     with word identity. How "huh?" gets said varies from language to
     language.
     And this turns out to be crucial, for it rules out a natural objection to the
     claim of universality. "Huh?" is universal, it might be said, because
     it isn't   a word! It isn't the sort of sound that needs to be learned.
     You don't need  to learn to sneeze, or grunt. You don't need to
     learn to jump when you are
     startled. "Huh?" must be like this. But it turns out that you do
     need to learn to use "huh?" in just the ways we need to learn the
     word for milk and ask questions. "Huh?" is not only universal,
     like sneezing, it is a word, like
     "milk."

5    This brings us to the central puzzle the authors face: given that you
     need to learn words, and that meanings don't fix the sound, shape or
     character

     of the words we use to express them, and given that linguistic
     cultures are diverse and unrelated, how could there be universal
     words? The authors' proposal is startling. Their basic claim is
     that this is an example of what in biology is called convergent
     evolution; sometimes lineages that are unrelated evolve the
     same traits as adaptations to the same
     environmental conditions.

6    According to the authors, this is what's going on here. It turns out that
     every language needs a way for a listener to signal to the speaker
     that the message has not been received. Why? Because where
     there is
     communication there is liable to be miscommunication. Just as
     missing balls comes with playing catching, so not hearing, or not
     understanding what you hear, not getting it, goes with speech.
     Where there is a speech you need a way to say:  "Huh?"

7    Their bold claim is that only interjections that sound roughly like
     "huh?" can do this. "Huh?" is so optimal – it's short, easy to
     produce, easy to hear, capable of carrying a questioning tone, and
     so on – that every
     human language has stumbled upon it as a solution.

8    Is sounding the same and doing the same communicative job enough
     to make these all instances of the same word? Hmm.

   *npr.org, 2013*

## Tekst 3 Could one word unite the world?

1p  **12**  Which of the following fits the gap in paragraph 1?
     **A**   arbitrary
     **B**   controversial
     **C**   obsolete
     **D**   practical

Appendix 3 – Questionnaire evaluation lesson series students

Adapted from Tuan, et al., (2005) and Pintrich et al., (1991).
Adapted by Ingeborg van Hoften – Koornstra

Je gaat zometeen een paar vragen beantwoorden. Deze gaan over de afgelopen leeslessen waarin we de lees strategieën hebben behandel (via LessonUp). Vul onderstaande vragen in naar waarheid, ze hebben geen enkel effect op je cijfer. Ik ben vooral geïnteresseerd in jouw mening over deze lessenserie. Kies een cijfer van 1-5 in hoeverre je het met de vraag eens bent.

1 – Helemaal niet
5 – Helemaal wel.

| Vraag | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Deze lessenserie heeft mij beter gemaakt in het begrijpend lezen in het Engels. | | | | | |
| 2. Deze lessenserie heeft mij meer zelfvertrouwen gegeven over mijn leesvaardigheid. | | | | | |
| 3. Deze lessenserie heeft mij veel geleerd en vond ik zeer nuttig. | | | | | |
| 4. Deze lessenserie heeft mij gemotiveerd om mijn best te doen om mezelf te verbeteren in leesvaardigheid. | | | | | |
| 5. Deze lessenserie over leesvaardigheid was anders dan andere lessen over leesvaardigheid die ik in het verleden heb gekregen. | | | | | |
| 6. Ik vond het een fijne lessenserie. | | | | | |
| 7. De filmpjes in de lessenserie waarbij de strategieën werden voorgedaan vond ik erg handig. | | | | | |
| 8. Ik weet nu hoe ik de strategieën moet toepassen. | | | | | |
| 9. Ik vind de leesstrategieën nuttig om te gebruiken. | | | | | |
| 10. Ik vond het fijn dat ik op mijn eigen tempo kon werken tijdens de leeslessen. | | | | | |
| 11. Ik weet zeker dat ik op de leestoets in de toetsweek beter zal scoren dan wanneer ik deze lessenserie niet had gehad. | | | | | |
| 12. De leesstrategieën ga ik ook gebruiken/gebruik ik al wanneer ik iets moet lezen dat niet voor school is. (Tijdschrift, blog, lange insta story, whatsapp bericht etc.) | | | | | |
| 13. De leesstrategieën kunnen ook nuttig zijn voor dingen die ik in mijn vrije tijd lees. Tijdschrift, blog, lange insta story, WhatsApp bericht etc.) | | | | | |

1 top (wat vond je uitzonderlijk goed aan de lessenserie?):
_____

1 tip (wat kan nog verbeterd worden aan de lessenserie volgens jou?):
_____

Appendix 4 – Example report LessonUp skimming Lesson
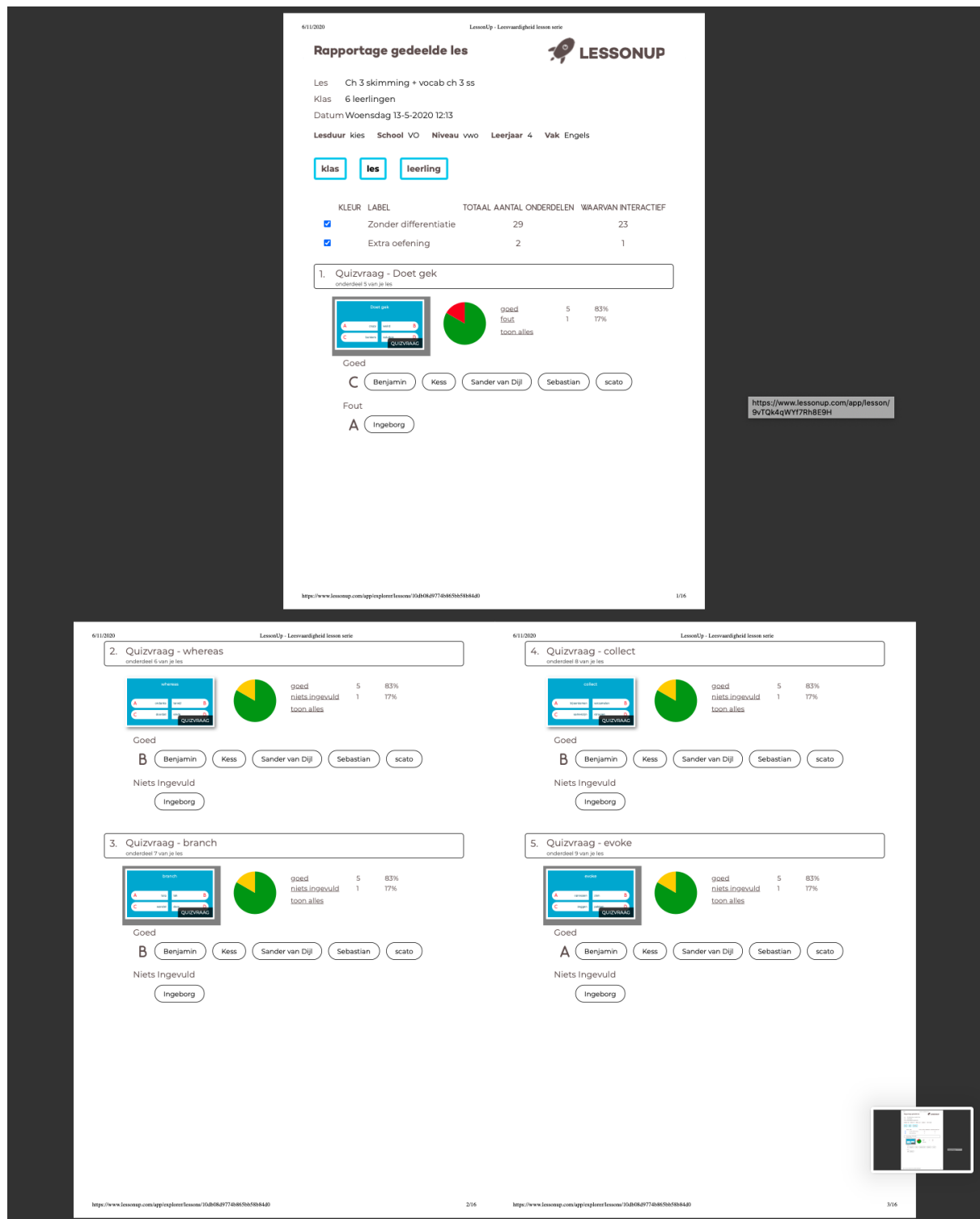
**6. Quizvraag - inconvenience**
onderdeel 10 van je les

| | | |
|---|---|---|
| goed | 5 | 83% |
| niets ingevuld | 1 | 17% |
| toon alles | | |

Goed

A  ( Benjamin ) ( Kess ) ( Sander van Dijl ) ( Sebastian ) ( scato )

Niets Ingevuld

( Ingeborg )

**7. Quizvraag - purpose**
onderdeel 11 van je les

| | | |
|---|---|---|
| goed | 5 | 83% |
| niets ingevuld | 1 | 17% |
| toon alles | | |

Goed

D  ( Benjamin ) ( Kess ) ( Sander van Dijl ) ( Sebastian ) ( scato )

Niets Ingevuld

( Ingeborg )

**8. Quizvraag - minor**
onderdeel 12 van je les

| | | |
|---|---|---|
| goed | 5 | 83% |
| niets ingevuld | 1 | 17% |
| toon alles | | |

Goed

A  ( Benjamin ) ( Kess ) ( Sander van Dijl ) ( Sebastian ) ( scato )

Niets Ingevuld

( Ingeborg )

**9. Quizvraag - worthwhile**
onderdeel 13 van je les

| | | |
|---|---|---|
| ingevuld | 6 | 100% |
| toon alles | | |

Ingevuld

B  ( Benjamin ) ( Ingeborg ) ( Kess ) ( Sebastian ) ( scato )

D  ( Sander van Dijl )

**10. Quizvraag - similar**
onderdeel 14 van je les

| | | |
|---|---|---|
| goed | 5 | 83% |
| niets ingevuld | 1 | 17% |
| toon alles | | |

Goed

A  ( Benjamin ) ( Kess ) ( Sander van Dijl ) ( Sebastian ) ( scato )

Niets Ingevuld

( Ingeborg )

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**11. Quizvraag - immediate**
onderdeel 15 van je les

| | | |
|---|---|---|
| goed | 5 | 83% |
| niets ingevuld | 1 | 17% |
| toon alles | | |

Goed

C  ( Benjamin ) ( Kess ) ( Sander van Dijl ) ( Sebastian ) ( scato )

Niets Ingevuld

( Ingeborg )

**12. Video**
onderdeel 16 van je les

| | | |
|---|---|---|
| bekeken | 6 | 100% |
| toon alles | | |

Bekeken

( Benjamin ) ( Ingeborg ) ( Kess ) ( Sander van Dijl ) ( Sebastian ) ( scato )

**13. Open vraag - Write down in 3-5 sentences what skimming is and why it is useful.**
onderdeel 17 van je les

| | | |
|---|---|---|
| niets ingevuld | 1 | 17% |
| ingevuld | 5 | 83% |
| toon alles | | |

Ingevuld

( Benjamin )  It saves time. het is snel door de tekst gaan

( Kess )  Het zit in 40 tot 60 procent van Cito vragen Word veel gebruikt in het dagelijks leven En het kost minder tijd

( Sander van Dijl )  jij kijk snel of de tekst het waard is om te lezen. dan lees je de vraag en je gaat de tekst lezen met de vraag in je achterhoofd

( Sebastian )  skimming is that you quikly read the tekst. You find the most usefull things in the tekst. That you easly and fast can awnser the tekst. So skimming saves you alot of time while reading a tekst.

( scato )  skimming is snel over een text heen gaan en een paar handige woorden onthouden. het is handig om te gebruiken als je een text wilt uitkiezen of tijd wil besparen. het word vaak gebruikt bij toetsen

Niets Ingevuld

( Ingeborg )

**14. Video**
onderdeel 18 van je les

| | | |
|---|---|---|
| bekeken | 5 | 83% |
| niet bekeken | 1 | 17% |
| toon alles | | |

Bekeken

( Benjamin ) ( Kess ) ( Sander van Dijl ) ( Sebastian ) ( scato )

Niet Bekeken

( Ingeborg )

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18. Open vraag - Question 2: What becomes clear about Max Wooldridge from paragraph 1?
onderdeel 24 van je les

goed   5   83%
niets ingevuld   1   17%
toon alles

Gecontroleerd met ingestelde antwoord: C

Goed

Benjamin   C
Kess   C
Sander van Dijl   c
Sebastian   C
scato   c

Niets Ingevuld

Ingeborg

19. Open vraag - Question 3: What becomes clear about the first Harry Potter book in...
onderdeel 25 van je les

goed   5   83%
niets ingevuld   1   17%
toon alles

Gecontroleerd met ingestelde antwoord: D

Goed

Benjamin   D
Kess   D
Sander van Dijl   d
Sebastian   D
scato   d

Niets Ingevuld

Ingeborg

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20. Open vraag - Question 4: Which of the following becomes clear about left-handed...
onderdeel 26 van je les

goed   5   83%
niets ingevuld   1   17%
toon alles

Gecontroleerd met ingestelde antwoord: A

Goed

Benjamin   A
Kess   A
Sander van Dijl   a
Sebastian   A
scato   a

Niets Ingevuld

Ingeborg

21. Open vraag - Question 1: Which of the following is/are true according to paragraph...
onderdeel 27 van je les

goed   4   67%
fout   1   17%
niets ingevuld   1   17%
toon alles

Gecontroleerd met ingestelde antwoord: A

Goed

Benjamin   A
Kess   A
Sebastian   A
scato   a

Fout

Sander van Dijl   b

Niets Ingevuld

Ingeborg

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**22. Open vraag - Question 2: What is the main goal of this article?**
onderdeel 28 van je les

goed 5 83%
niets ingevuld 1 17%
toon alles

Gecontroleerd met ingestelde antwoord: D

Goed

Benjamin   D

Kess   D

Sander van Dijl   d

Sebastian   D

scato   d

Niets Ingevuld

Ingeborg

**23. Open vraag - What are the steps of skimming again and why is it useful?**
onderdeel 29 van je les

niets ingevuld 2 33%
ingevuld 4 67%
toon alles

Ingevuld

Benjamin   It saves time, steps: 1 Read question 2 whats the title 3 are there pictures 4 Are there subheadens 5 Read the 1st and last line

Kess   Lees de vraag Lees de titel Bekijk de plaatjes Lees de subtitels Lees de eerste en de laatste zin van de paragraaf Het kost minder tijd en word vaak gebruikt

Sander van Dijl   ja snap het het is dat je de tekst niet echt leest maar dat je de tekst zoekend leest dus zoekend naar je antwoord

scato   1. vraag 2. titel 3. plaatjes 4. hoofdonderwerp 5. eerste en laatste zin paragraaf handig om minder lang over een tekst te doen.

Niets Ingevuld

Ingeborg   Sebastian

**24. Open vraag - Do you understand what skimming is? How was this lesson helpful?**
onderdeel 31 van je les

niets ingevuld 4 67%
ingevuld 2 33%
toon alles

Ingevuld

Benjamin   I do understand what skimming is, and I want to try it out to save my time

Kess   Ja, hiervoor wist ik nog niet wat het was en dat het bestond

Niets Ingevuld

Ingeborg   Sander van Dijl   Sebastian   scato

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Appendix 5 – Teacher manual lesson series

Teacher manual

Exam booster

Written by: Ingeborg van Hoften-Koornstra

Adapted by: Ingeborg van Hoften-Koornstra

Content

1. Introduction

2. Lesson 1 – skimming

3. Lesson 2 – scanning

4. Lesson 3 – mixed strategies 1&2

5. Lesson 4 – mixed strategies 3&4

6. Lesson 5 – strategy identification

7. Lesson 6 – recapping the strategies

1. Introduction

Welcome! It's great you are looking for ways to improve your reading comprehension instruction. With this lesson series, I hope to ease the burden on you as a teacher to keep finding ways on how to teach reading strategies and I hope to improve the reading comprehension in your students as well. I hope you enjoy this lesson series. Feel free to adjust and/or change this up the way you want to and the way that suits your students' needs. If you have any questions, do not hesitate to email me at: ingeborgkoornstra@live.nl

2. Lesson 1 – skimming

| Topic | Skimming |
|---|---|
| Time | 50 – 60 minutes |
| Goal | - Students know what questions skimming is useful for <br><br> - Students are able to use skimming themselves <br><br> - Students understand what skimming is |
| Materials | - Students workbook lesson 1 skimming <br><br> - Youtube videos on skimming from lesson series <br><br> - https://www.youtube.com/watch?v=6D3UIIxcLVI&list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO <br><br> - https://youtu.be/h-MY6gtQZH8?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO <br><br> - https://youtu.be/ahS1cupQ2No?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO |

| Time | Phase | Students | Teacher |
|---|---|---|---|
| - 10 minutes of free reading | Start of class | Students read a book in English. <br><br> Students | Vocabulary can be done in the form of: <br><br> 1. Formative quiz (spelling bee, taking a formative exam etc.) <br><br> 2. Students quizzing each other in pairs. |

| | | | |
|---|---|---|---|
| - 10 minutes of vocabulary | | | 3. Preparing quiz cards with words and definitions and students have to match these in pairs.<br><br>4. Display words on screen and students have to make sentences with these words |
| - 5 min | Start of Skimming | Students watch YouTube video on skimming. | After video, ask students to write down in 1-3 sentences what skimming is and what it is useful for. Discuss in groups. |
| - 10 min | Skimming | Students watch 2 example videos on skimming | Differentiate: Students who are more proficient can opt to only watch 1 example.<br><br>When finished, students can do exercises from students' workbook lesson 1. |
| - 10 min | Skimming | Students complete exercises from the workbook | Teacher walks around and sees if anyone needs help |
| - 5 min | End: Recapping skimming as a class | 1 or 2 students model skimming out loud to the whole class | Whole class pays attention as 1 or 2 students model a couple of questions on how to use skimming. Teacher guides this process. Is it correct? What was skimming again and how can we apply it this way? |

| - 5 min | Evaluation | Students write down on a post-it what skimming is, why it is useful and what kind of questions it is needed for. Students stick the post-its to the door when they leave the classroom | Teacher checks post-it's to see whether students really understood the exercise or not. |
|---|---|---|---|

Differentiation options:

1. Students who are done early can film themselves while applying skimming out loud on different HAVO texts. They can hand in this video on FlipGrid.

2. Students who need help can be paired with a student who is ahead. The more proficient student can listen to the less proficient student using skimming out loud and point out their mistakes.

3. Students who need more challenge can complete more exercises using skimming but without the answer options (ABCD). They approach the questions as if they were open questions. Afterwards, they can check their own answer with the correct answer.

| Topic | Scanning |
|---|---|
| Time | 50 – 60 minutes |
| Goal | - Students know what questions scanning is useful for<br><br>- Students are able to use scanning themselves<br><br>- Students understand what scanning is |
| Materials | - Students workbook lesson 2 scanning<br><br>- Youtube videos on scanning from lesson series<br><br>- https://www.youtube.com/watch?v=51IGPnh13Ew&t=2s<br><br>- https://www.youtube.com/watch?v=AlRyFl6VXwA&t=1s<br><br>- https://www.youtube.com/watch?v=Om2w_F3JJos&t=1s |
| | |

| Time | Phase | Students | Teacher |
|---|---|---|---|
| - 10 minutes of free reading | Start of class | Students read a book in English.<br><br>Students | Vocabulary can be done in the form of:<br><br>1. Formative quiz (spelling bee, taking a formative exam etc.)<br><br>2. Students quizzing each other in pairs. |

| | | | |
|---|---|---|---|
| - 10 minutes of vocabulary | | | 3. Preparing quiz cards with words and definitions and students have to match these in pairs.<br><br>4. Display words on screen and students have to make sentences with these words |
| - 2 min | Prior knowledge | Students write down in 2 sentences what skimming was again | Student discuss first in pairs then as a class what skimming was again from last class. |
| - 5 min | Start of scanning | Students watch YouTube video on scanning. | After video, ask students to write down in 1-3 sentences what scanning is and what it is useful for. Discuss in groups. |
| - 10 min | Scanning | Students watch 2 example videos on scanning | Make sure students understand the difference between the 'beweringsvragen' and the other scanning questions. Students should watch both video examples on scanning. |
| - 10 min | Scanning | Students complete exercises from the workbook | Teacher walks around and sees if anyone needs help |

| | | | |
|---|---|---|---|
| - 5 min | End: Recapping scanning as a class | 1 or 2 students model skimming out loud to the whole class | Whole class pays attention as 1 or 2 students model a couple of questions on how to use scanning. Teacher guides this process. Is it correct? What was scanning again and how can we apply it this way? Make sure both a 'normal' scanning question and a 'beweringsvraag' is modelled in class. |
| - 5 min | Evaluation | Students go to menti.com and fill in what scanning is, why it is useful and what kind of questions it is needed for. | Teacher discusses all incoming answers from the screen. |

Differentiation options:

1. Students who are done early can film themselves while applying scanning out loud on different HAVO texts. They can hand in this video on FlipGrid.

2. Students who need help can be paired with a student who is ahead. The more proficient student can listen to the less proficient student using scanning out loud and point out their mistakes.

3. Students who need to be challenged can complete more exercises using scanning but instead of finding the right answer, they need to highlight the clues they found to get to the correct answer. Here, the focus is on explaining how they found their answer instead of what the answer was.

4. Students who need to be challenged can be asked to take out a random social media post/vlog (or anything alike) and they can use scanning while reading that post. Afterwards, they can evaluate either with the teacher or by writing it down whether it also worked on non-academic texts and what they thought of using scanning this way.

| Topic | Mixed strategies 1&2 <br><br> Strategy 1: Guessing meaning from headings and subheadings <br><br> Strategy 2: Asking questions while reading |
|---|---|
| Time | 50 – 60 minutes |
| Goal | - Students understand the use of metacognitive strategies <br><br> - Students are able to use strategies 1&2 <br><br> - Students understand that these strategies can help them in the long run |
| Materials | - Students workbook lesson 3 mixed strategies 1&2 <br><br> - Youtube videos on mixed strategies from lesson series <br><br> - https://youtu.be/TW37nd_GgIo?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO <br><br> - https://youtu.be/vneMyI-cLAI?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO |
|  |  |

| Time | Phase | Students | Teacher |
|---|---|---|---|
| 10 minutes of free reading | Start of class | Students read a book in English. | Vocabulary can be done in the form of: <br><br> 1. Formative quiz (spelling bee, taking a formative exam etc.) |

| | | | |
|---|---|---|---|
| - 10 minutes of vocabulary | | Students | 2. Students quizzing each other in pairs.<br><br>3. Preparing quiz cards with words and definitions and students have to match these in pairs.<br><br>4. Display words on screen and students have to make sentences with these words |
| - 5 min | Prior knowledge | Students write down in 2 sentences what skimming and scanning was again | Recap the last 2 strategies. Emphasize when these strategies need to be used (what kind of questions) and what they are useful for. |
| - 5 min | Start of mixed strategies | Students watch YouTube video on mixed strategies. | After video, ask students to write down in 1-3 sentences what mixed strategies 1&2 is and what they are useful for. Discuss in groups. |
| - 5 min | Mixed strategies | Students watch example video of mixed strategies | |

| - 5 min | Mixed strategies | Students try to use the strategies without any text. | As a class, show students the title, picture, heading, subheading and question but not the text. First, let students write down all associations and all thoughts they have about this test. Next, let students discuss in groups what could possibly be in the text and what they think the answer could be without reading the text. Doing this a couple of times will contribute to students' self-confidence on finding the right answer. It shows they don't need to understand every word in order to get the answer right. Explicitly mention this to your students. |
|---|---|---|---|
| - 15 min | Practice mixed strategies | Students use the mixed strategies while completing exercises form the workbook | Teacher walks around for help. You can pair up students so they have to discuss out loud what their thoughts are. Explicitly mention that the focus of these strategies is not to get to the correct answer but to think about the text in a critical way. |
| - 5 min | Evaluation | Ask all students to quickly write down what the mixed strategies were again | Teacher discusses answers. |

| | | and how they are useful. | |
|---|---|---|---|

Differentiation options:

1. Students who need help can be paired with a student and are given a text where there is a question mark after every 2/3 sentences. Students read the text out loud in pairs and when they encounter a question mark, they have to ask each other questions about the text. This can be anything that crosses their mind.

2. Students who need to be challenged can write down any questions they have while looking at the text or anything they wonder about. They can then try and find an answer to their questions either by reading the text or by googling online. This helps engagement with the text and encourages curiosity.

| Topic | Mixed strategies 3&4<br><br>Strategy 3: Paying attention to text structure and signal words<br><br>Strategy 4: Connecting new knowledge to previous knowledge |
|---|---|
| Time | 50 – 60 minutes |
| Goal | - Students understand the use of metacognitive strategies<br><br>- Students are able to use strategies 3&4<br><br>- Students understand that these strategies can help them in the long run |
| Materials | - Students workbook lesson 4 mixed strategies 3&4<br><br>- Youtube videos on mixed strategies from lesson series<br><br>- https://youtu.be/TQJGLJnUeA4?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO<br><br>- https://youtu.be/9KIgQBwMQ9Q?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO<br><br>- https://youtu.be/5V86RsOBic4?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO |
|  |  |

| Time | Phase | Students | Teacher |
|---|---|---|---|

| | | | |
|---|---|---|---|
| - 10 minutes of free reading<br><br>- 10 minutes of vocabulary | Start of class | Students read a book in English.<br><br>Students | Vocabulary can be done in the form of:<br><br>1. Formative quiz (spelling bee, taking a formative exam etc.)<br><br>2. Students quizzing each other in pairs.<br><br>3. Preparing quiz cards with words and definitions and students have to match these in pairs.<br><br>4. Display words on screen and students have to make sentences with these words |
| - 10 min | Starter activity | Students are given different texts (HAVO reading exams) in which they have to highlight every signal word they can find + words they don't know yet. | Teacher picks 5 signal words found and 5 unknown words submitted by the students. They are written on the board. Individually, students are given 2 minutes to write down the meaning of the unknown words and the function of the signal words (contradiction, example). Then, students share this with each other while the teacher guides the discussion. Explain as a teacher that by using previous knowledge you can deduct what part of the word means even if you don't know the word. Also show that when a signal word has a certain function, you know what is going to follow that signal word. (e.g.: However - is always followed by a contradiction etc.) |

| - 5 min | Start of mixed strategies | Students watch YouTube video on mixed strategies. | After video, ask students to write down in 1-3 sentences what mixed strategies 3&4 is and what they are useful for. Discuss in groups. |
|---|---|---|---|
| - 5 min | Mixed strategies | Students watch example video of mixed strategies | |
| - 15 min | Mixed strategies | Students complete exercises from the student book | Teacher walks around for help. You can pair up students so they have to discuss out loud what their thoughts are. Explicitly ask students how the signal words and previous knowledge can help them to answer the questions. |
| - 5 min | Evaluation | Students talk to each other in pairs and discuss what they learned and what the mixed strategies 3&4 were again. | Teacher discusses answers. |

Differentiation options:

1. Students who need help can be given a list of all signal words and their function. This can help them deduce the function of the sentence following the signal word. (https://sslleiden.nl/files/voorbereiding/V_EN_Woordenlijsten.pdf)

2. Students who need to be challenged can try and guess the meaning of all words they don't know in the text and look this up afterwards on google translate.

6. Lesson 5 – strategy identification

| Topic | Strategy identification |
|---|---|
| Time | 50 – 60 minutes |
| Goal | - Students understand the different reading strategies<br><br>- Students know when to use the different reading strategies |
| Materials | - Students workbook lesson 5 strategy identification<br><br>- Youtube videos on mixed strategies from lesson series<br><br>- https://youtu.be/N9S7QRaktzo?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO<br><br>- https://youtu.be/2tamzd78TfI?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO |

| Time | Phase | Students | Teacher |
|---|---|---|---|
| - 10 minutes of free reading<br><br>- 10 minutes of vocabulary | Start of class | Students read a book in English.<br><br>Students | Vocabulary can be done in the form of:<br><br>1. Formative quiz (spelling bee, taking a formative exam etc.)<br><br>2. Students quizzing each other in pairs. |

| | | | |
|---|---|---|---|
| | | | 3. Preparing quiz cards with words and definitions and students have to match these in pairs.<br><br>4. Display words on screen and students have to make sentences with these words |
| - 15 min | | Students are given a HAVO exam and have to write down next to every question what strategy they need to use. Instead of answering the question, they only have to write down which strategy belongs to which question. | Teacher walks around and explains when which strategy is needed. Teacher checks answers collectively with the whole class. |
| - 5 min | Recapping strategies | Students watch YouTube video lesson 5 | |

| - 5 min | Mixed strategies | Students start HAVO exam for practice in student workbook and strategy identification | Teacher walks around for help |
|---|---|---|---|
| - 5 min | Evaluation | 4 different posters are hung (1 titled scanning, 1 skimming, 1 mixed strategies 1&2, 1 mixed strategies 3&4) throughout the classroom (or whiteboards). Students are given markers and have to complete every poster. | Teacher discusses answers and adds to poster information when and where needed. |

Differentiation options:

1. Students who need more help can sit together with the teacher while going through the exam or they can be paired with a more proficient student

2. Students who need more challenge can also walk around and help the teacher explain the strategies

| Topic | All reading strategies |
| --- | --- |
| | Skimming |
| | Scanning |
| | Mixed strategies 1-4 |
| Time | 50 – 60 minutes |
| Goal | - Students understand the different reading strategies |
| | - Students know when to use the different reading strategies |
| Materials | - Students workbook lesson 6 recapping strategies |
| | - Youtube videos on lesson 6 from lesson series |
| | - https://youtu.be/9CncpxcvZUs?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO |

| Time | Phase | Students | Teacher |
| --- | --- | --- | --- |
| - 10 minutes of free reading | Start of class | Students read a book in English. Students | Vocabulary can be done in the form of: 1. Formative quiz (spelling bee, taking a formative exam etc.) |

| | | | |
|---|---|---|---|
| - 10 minutes of vocabulary | | | 2. Students quizzing each other in pairs.<br><br>3. Preparing quiz cards with words and definitions and students have to match these in pairs.<br><br>4. Display words on screen and students have to make sentences with these words |
| - 10 min | | Students can start with the first YouTube video where they will be asked to fill in a table (students workbook lesson 6) about all the different reading strategies. | Teacher walks around and discusses the table with all students. |
| - 15 min | Recapping strategies | Students watch YouTube video lesson 6 while alongside pausing the video and filling in the exam themselves | Teacher makes sure students are actively pausing the video and trying to think of the answer before the video tells them the answer. Encourage students to use all strategies, also metacognitive ones. |

| - 5 min | Evaluation | Students write down in about 3-5 sentences what they learned and what they still want to discuss further about the reading strategies. Students hand in their short evaluation to the teacher. | Teacher goes through evaluations to see what needs to be improved and what topics still need to be discussed in class. |
|---|---|---|---|

Differentiation options:

1. Students who have shown good use of the reading strategies can be given a VWO exam to practice the reading skills on

2. Students who still struggle can be grouped together and the teacher can help the go through the exam

Exam booster

Students workbook
Improve your reading skills!

Written by: Ingeborg van Hoften-Koornstra
Edited by: Ingeborg van Hoften-Koornstra

**Lesson 1 skimming**

**What is skimming again?**
Skimming is a reading strategy that will help you understand the main idea of a text. You want to know the gist (grote lijn) of the text and you are not looking for any details in the text. Skimming is useful to save time and to decide whether you want to continue reading a text or not.

Step 1: read the question
Step 2: Read the title
Step 3: look at the pictures
Step 4: read the subheadings
Step 5: read the first and the last sentence of the paragraph.
This last step is the most important step, this is what is going to save you time. Please don't read the whole text when you need to skim.

**Type of CITO questions for skimming**
- Which of the following is in accordance with the point made by..?
- What is the main point made in paragraph…?
- What is the main purpose of the article?
- What becomes clear from paragraph …?
- What characterizes the contents of paragraph…?

Watch this video for an explanation on how to skim a text:
https://youtu.be/6D3UIIxcLVI?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO

**Skimming example 1**
https://youtu.be/h-MY6gtQZH8?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO

**Skimming example 2**
https://youtu.be/ahS1cupQ2No?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO

**Exercises skimming**
**Exercise 1: Skimming without the full paragraph**

**Question 1: What becomes clear about the villagers of Fintry from paragraphs 2 and 3?** (Tekst 2 – winds of change HAVO T2 2015)
http://havovwo.nl/havo/hen/bestanden/hen15iit2.pdf

2) The 300-plus households in this rural village are set fair on their course to become a zero-carbon, zero-waste community.

Fintry rejected the standard benefits package in favour of far bigger aspirations. It took four years of negotiation but they pulled it off.
3) The 5 the deal is that the village gets to use none of its own renewable power: the structure of the national grid makes that impossible.
The money all goes into the Fintry Development Trust (FDT), set up to reduce the village's energy use and carbon emissions.

**Question 1: What becomes clear about the villagers of Fintry from paragraphs 2 and 3?**
A They hope to get rich from selling their electricity.
B They objected to having a windfarm near their village.
C They pursue rather ambitious environmental goals.
D They were offered jobs by the windfarm company.

What is the correct answer?_____

**Question 2: What becomes clear about Max Wooldridge from paragraph 1?** (Tekst 3 – France versus England HAVO T2 2015)
http://havovwo.nl/havo/hen/bestanden/hen15iit3.pdf

1) This blog is not sponsored by the French Tourist Board. This one comes straight from the heart.

Despite the successes of British cyclists like Mark Cavendish and Bradley Wiggins, the UK is still not a particularly fun place to ride a bike.

**Question 2: What becomes clear about Max Wooldridge from paragraph 1?**
A He feels British cyclists often make the roads unsafe for other users.
B He hopes the demand for cycling holidays in Britain will increase.
C He thinks cycling in Britain is stressful and dangerous.
D He wants to organise cycling holidays in France.

What is the correct answer?_____

**Question 3: What becomes clear about the first Harry Potter book in paragraph 4?** (Tekst 5 – The Britishisation of American English HAVO T2 2015)
http://havovwo.nl/havo/hen/bestanden/hen15iit5.pdf

4) Kory Stamper, Associate Editor for Merriam-Webster, whose dictionaries are used by many American publishers and news organisations, agrees that more and more British words are entering the American vocabulary.

Dozens of words and phrases were changed for the American market, but ginger slipped through, as did snog (meaning "to kiss amorously") ─ though that has not proved so popular.

**Question 3: What becomes clear about the first Harry Potter book in paragraph 4?**
A American dictionaries had to include typically British words as a result of its popularity.
B American readers found it difficult to relate to the British idea of romantic love.
C Kory Stamper was responsible for publishing a new version for American readers.
D Some English terms and expressions were replaced with American ones before it was published in America.

What is the correct answer?_____

**Question 4: Which of the following becomes clear about left-handed children from paragraphs 1 and 2?** (Tekst 4 – The lefties who need a hand HAVO T2 2016)
http://havovwo.nl/havo/hen/bestanden/hen16iit4.pdf

1) UP UNTIL the end of World War II, all children were forced to use their right hand to write.

They claim that children who are lefthanded can find writing more difficult than their right-handed friends and can quickly fall behind.
2) A study published in 2008 showed that children who are left-handed perform worse at school than right-handers.

"When I see students writing ─ and many left-handers have difficulty with script ─ one imagines that they write less and perhaps achieve lower grades than those who write more," he said.

**Question 4: Which of the following becomes clear about left-handed children from paragraphs 1 and 2?**
A It is harder for them to succeed in the present education system.
B Their teachers find it difficult to find educational materials adjusted to their needs.
C The latest changes in legislation have failed to improve their treatment in schools.
D They need more time to transform their thoughts into written text.
E They score significantly better when given tests that contain audio material.

What is the correct answer?_____

## Exercise 2: Skimming with the full paragraph included

## Question 1: Which of the following is/are true according to paragraph 3?
(Tekst 6 – Park wi-fi HAVO T2 2016)
http://havovwo.nl/havo/hen/bestanden/hen16iit6.pdf

3) The other great thing about this wi-fi park idea is the increase in electro-magnetic radiation. You can get a top-up while you're walking the dog or having a jog or a family picnic. You can never have too much radiation. Radio stations and TV stations pump their little waves through us day and night. That's so we can listen to Pink and watch shows like The Biggest Loser. Big buzzy powerlines drop radiation from above. Electric doors give us a little zing when we go in or out. Every time you travel on a train or tram, you are surrounded by people clutching handheld zapp.

## Question 1: Which of the following is/are true according to paragraph 3?
1 It is virtually impossible to avoid being exposed to electro-magnetic radiation nowadays.
2 The introduction of free and reliable wi-fi in public transport has proved very successful.
A only 1
B only 2
C both 1 and 2
D neither 1 nor 2

What is the correct answer?_____

**Question 2: What is the main goal of this article?** (Tekst 8 – Candid Camera
HAVO T2 2016)
http://havovwo.nl/havo/hen/bestanden/hen16iit8.pdf

**Candid Camera**
1 I once put a camera in my daughter's room. It was portable, positioned on a
bookcase, trained on a desktop and only on when she was supposed to
be studying for her retakes. The plan was to use the camera short term,
mainly to stop the endless parental rounds of clomping up to her room,
checking and chivvying. It was also to give her privacy ─ the alternative
(which she was offered) was to study at the kitchen table.
2 The camera was an unmitigated disaster. I rarely remembered to
check it and when I did it wasn't on her. With an inventiveness that seems
screamingly funny now, it was pointed straight at the ceiling, covered with
a jumper or giving me a clear view of the inside of the bin. My daughter
ended up mainly studying at the kitchen table.
3 During the brief, doomed camera experiment, I would get into heated
debates with people who thought it was akin to a violation of human
rights. Those who most opposed it tended to have no children (leave them
to their unknowing bliss) or much younger children. While I don't mean to
alarm the latter group of rookies, they need to know that they know
nothing.
4 Nappies and sleepless nights are nothing compared to the teenage
years, when trouble is not only most likely to kick off (which doesn't
matter), but also have genuine far-reaching consequences (which do). A
crying baby at 4am is hard yakka, but that baby has no real autonomy or
power and could not unwittingly (or otherwise) destroy its future. 31 ,
toddlers or young schoolchildren aren't likely to get into situations that
could adversely affect their lives for decades.
5 It is only during the pre-teen/teenage years that a parent is first called
upon to do the real dirty work of parenting, including slapping hands away
from self-destruct buttons. This is how parents end up eavesdropping,
reading diaries, grilling friends, putting location spyware on mobiles. I did
none of the above, partly because of ethical quandaries, but mainly
because I never got the chance.
6 If this wasn't your experience of parenting teenagers, lucky you.
Otherwise, it seems unfair to judge beleaguered, exhausted parents if, at
some points, they make mistakes, including convincing themselves that
training cameras on their first born is a completely sane decision; they do
it because they care.

**Question 2: What is the main goal of this article?**
A to argue that teenagers need to feel safe at home
B to criticise the views of some parenting experts
C to discourage parents from spying on children
D to explain certain actions of parents with teens

What is the correct answer?_____

==Lesson 2 scanning==

**What is scanning again?**

Scanning, as opposed to skimming, focuses on the details of a text. Here, you don't want to read the whole text but you want to quickly let your eyes move over the text so you can briefly scan the contents. While you scan the text, you pay attention to certain keywords that are needed to answer the question. These are the steps:

Step 1a: Read the question, try and find out what you need to know (Name, phrase, place etc.)
==Step 1b: If it is a statement question (beweringsvraag), underline max 2/3 keywords that are important that you want to look for in the text.==
Step 2: Look at the title of the text
Step 3: Look at the pictures of the text
Step 4: Read the subheadings
Step 5: Scan the corresponding text or paragraph until you encounter the underlined keywords or synonyms of those.
Step 6: When you have encountered the relevant information, read around that specific word/sentence and indicate whether the statement is correct or incorrect.

**Type of CITO questions for scanning:**
- Geef van elk van de onderstaande beweringen aan of deze wel of niet overeenstemt met de inhoud van de tekst.
- Hoeveel argumenten geeft de schrijver voor ….
- Wat is het doel van de reactie van de schrijver?
- Met welke woorden laat de schrijver teleurstelling zien?
- Welke zin eerder/later in de tekst betekent hetzelfde?
- Wordt het gebruik van …. aangeraden? Ja of nee? Indien ja, geef het nummer van de alinea.
- In welke zin wordt uitgelegd waarom …?
- Welke zin vat samen … ?

Watch this video for an explanation on how to scan a text:
https://www.youtube.com/watch?v=51IGPnh13Ew&t=2s

Watch this video for an example on how to scan a text:
https://www.youtube.com/watch?v=AlRyFl6VXwA&t=1s

Watch this video for an example on to scan a text with 'statement questions':
https://www.youtube.com/watch?v=Om2w_F3JJos&t=1s

**Exercises scanning**
**Exercise 1: Scanning**

**Question 1: Which of the following fits the gap in paragraph 1?**
(Tekst 4 – Free-market solutions for overweight Americans HAVO 2014 T1)

1 Sometimes we find it easy to identify a problem and impossible to think of a solution. Obesity is a good example. Almost everybody agrees that it is a growing burden on health systems and that it requires urgent attention from policy makers. But almost everybody also agrees that existing policies for reducing obesity are 6 . School posters, virally marketed videos, healthy-eating classes, celebrity chefs in charge of school-meal recipes, bicycle lanes, junk-food ad bans, calorie-content labels, monetary rewards for weight loss — they've all been tried, and they've all largely failed.

**Question 1: Which of the following fits the gap in paragraph 1?**
A ineffective
B rather pushy
C too costly
D unpopular

What is the correct answer?_____

**Question 2: What is said about the "'dominance theory'" in paragraph 3?**
(Tekst 6 – In Defence of Dogs by John Bradshaw – review HAVO 2014 T1)

3 He starts by demolishing the notion that dogs are essentially aggressive creatures seeking dominance, which is based on discredited research into wolf packs. It is now known that wolves – the direct ancestors of dogs – actually live in harmonious family groups. Packs are not dominated by "alpha wolves", but are fundamentally cooperative. Bradshaw is determined that the "dominance theory" be banished. But while enlightened trainers and owners have got the message, many more still subscribe to techniques aimed at ingraining fear and subservience into dogs. For Bradshaw, these are not only misguided and cruel, but joyless.

**Question 2: What is said about the "'dominance theory'" in paragraph 3?**
A It is an excellent starting point for training dogs.
B It is based on faulty evidence about hierarchy among wolves.
C It is clearly true for wolves, but dogs have turned out to be different.
D It is no longer believed in by any dog trainer or owner.

What is the correct answer?_____

**Question 3: "any teenager getting a criminal record would be putting their future at stake" (paragraph 1) In which paragraph is this also mentioned?**
(Tekst 7 – Alarm raised on teenage hackers HAVO 2014 T1)

**Tekst 7 Alarm raised on teenage hackers based on an article by Mark Ward**

1 Increasing numbers of teenagers are starting to dabble in hi-tech crime, say experts. Computer security professionals say many net forums are populated by teenagers swapping credit card numbers, phishing kits and hacking tips. The poor technical skills of many young hackers mean they are very likely to get caught and arrested. Youth workers add that any teenager getting a criminal record would be putting their future at stake.

2 "I see kids of 11 and 12 sharing credit card details and asking for hacks," says Chris Boyd, director of malware research at FaceTime Security. Many teenagers get into low level crime by looking for exploits and cracks for their favourite computer games. Communities and forums spring up where people start to swap malicious programs, knowledge and sometimes stolen data. Some also look for exploits and virus codes that can be run against the social networking sites popular with many young people. Some then try to peddle or use the details or accounts they net in this way.

3 Mr Boyd spends a lot of time tracking down the creators of the nuisance programs written to exploit users of social networking sites and the culprit often is a teenager. Chris Boyd says that many of the young criminal hackers are undermined by their desire to win recognition for their exploits. Many post videos of what they have done on sites such as YouTube and sign on with the same alias used to hack a site, run a phishing attack or write a web exploit. Others share photos or other details of their life on other sites making it easy for computer security experts to track them down and get them shut down.

4 Mathew Bevan, a reformed hacker who was arrested as a teenager and then acquitted for his online exploits, says it is no surprise that young people are indulging in online crime. "It is about the thrill and power to prove they are somebody," he says. That also explains why they …. an alias or online identity even when they know it to be compromised.

5 Graham Robb, a board member of the Youth Justice Board, says teenagers need to appreciate the risks they take by falling into hi-tech crime. "If they get a police record it stays with them. A Criminal Record Bureau check will throw that up and it could prevent access to jobs." Also, he adds, young people should consider the impact of actions carried out via the net and a computer. "Are they

going to be able to live with the fact that they caused harm to other people?" he says.

**Question 3: "any teenager getting a criminal record would be putting their future at stake" (paragraph 1)**
**In which paragraph is this also mentioned?**
A paragraph 2
B paragraph 3
C paragraph 4
D paragraph 5

What is the correct answer?_____

**Question 4: Welke drie mogelijke oplossingen om van je overbodige kleerhangers af te komen worden in deze tekst genoemd?** (Tekst 12 – Too many hang-ups HAVO 2014 T1)

**Too many hang-ups**

Anna Shepard

Question: I have so many coat hangers not even my local charity shop will take them. What should I do?

Answer: It's funny you should ask. I stumbled on a way of reusing coat hangers just the other day. As I flicked through a copy of The Penny Pincher's Book Revisited, a book about living frugally, I came across the following advice: "Use old coat hangers as skewers for cooking on the barbecue."
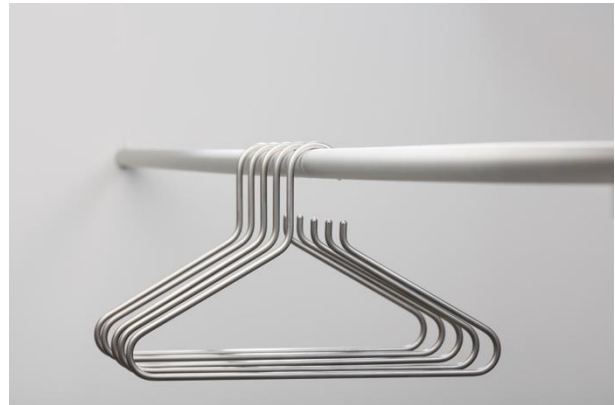
Good thinking, but I have my reservations. First, it's a bit late in the year to try sliding cubes of lamb on to an item that previously supported your skirts. I'm also concerned that unwinding a metal hanger would create a long skewer that would be cumbersome to clean, unless you snipped it in half with pliers, thus making two skewers and showing an extra dose of frugality.

Finally, given that research by YouGov revealed last week that many unwanted coat hangers are stashed away in UK homes, and that the vast majority of them go straight to the rubbish dump every year, you'd have to be extraordinarily devoted to your barbecue to make a dent in the surplus population.

Fortunately, there are other options. If you hurry, you could take them to one of the 11 Marks & Spencer stores that are holding a coat hanger amnesty. Its ownbrand hangers will be reused in stores; hangers from other shops will be recycled and turned back into new coat hangers, with even the metal hooks being melted down and reused.

Should you miss the boat, what about taking wire hangers to the dry-cleaners, a business that is always in need of more? While you're there you could do your second eco-deed of the day and ask whether the shop has considered swapping to a greener cleaning method, such as the one pioneered by GreenEarth. It uses a less polluting silicon-based solvent.
The Times, 2010

**Question 4: Welke drie mogelijke oplossingen om van je overbodige kleerhangers af te komen worden in deze tekst genoemd?**

1. _____

2. _____

3. _____

## Exercise 2: Statement questions
**Question 1: Geef van elk van de volgende beweringen aan of deze op grond van de tekst juist of onjuist is.** (Tekst 10 – TAKE A SCHOOLHOLIDAY HAVO 2014 T1)

1 Het succes van Schoolholidayclub.co.uk is een direct gevolg van de economische crisis.
2 Schoolholidayclub.co.uk biedt klanten evenveel keuze als andere reisorganisaties.
3 Alleen scholen die reclame maken voor Schoolholidayclub.co.uk profiteren van de regeling.
4 Scholen kunnen zien dat ouders via Schoolholidayclub.co.uk gedoneerd hebben.
Noteer het nummer van elke bewering, gevolgd door "juist" of "onjuist".

### Take a school holiday
YES, times are hard. Yes, you're looking at your finances... but you will probably still go on holiday this year. So, when you book, wouldn't it be nice to know some of the cash is going to good causes? Try the School Holiday Club – book your holiday through them and they promise to donate some of the commission they make to a school of your choice.

Schoolholidayclub.co.uk searches all the major holiday suppliers, so they promise to offer as good value as visiting your local travel agent. If the school you want to benefit doesn't feature on the site, you can make sure it does. Just register your school and get fellow parents to book too.

Typically, the schools will receive two to five per cent of the value of each booking. So for an average family summer holiday, that could be anything from £50 to £100. Schools will then receive their commission quarterly, with a bank statement showing exactly how the money was raised.

Boss Tim Knight says: "Schools get a share of commission from the bookings and parents feel they are supporting their school while not having to organise yet another jumble sale." The Sun, 2009

**Question 1: Geef van elk van de volgende beweringen aan of deze op grond van de tekst juist of onjuist is.**
1 Het succes van Schoolholidayclub.co.uk is een direct gevolg van de economische crisis.
2 Schoolholidayclub.co.uk biedt klanten evenveel keuze als andere reisorganisaties.

3 Alleen scholen die reclame maken voor Schoolholidayclub.co.uk profiteren van de regeling.
4 Scholen kunnen zien dat ouders via Schoolholidayclub.co.uk gedoneerd hebben.
Noteer het nummer van elke bewering, gevolgd door "juist" of "onjuist".

Answers:

1. _____
2. _____
3. _____
4. _____

**Question 2: Geef van elk van de volgende beweringen aan of deze op grond van de tekst juist of onjuist is.**

Geef van elk van de volgende mogelijkheden aan of deze wel of niet een doel is van 'DogTV' volgens alinea 1 en 2.

1 Helping dogs through potentially stressful situations.
2 Keeping dogs happy during their owners' absence.
3 Teaching dogs to understand and communicate with people.
4 Training dogs to get used to different domestic appliances.

Noteer het nummer van elk doel, gevolgd door "wel" of "niet".

**Should Your Dog Be Watching TV?**

1 Plenty of things will grab a dog's attention: squirrels, tennis balls, funny smells, other dogs. But a TV channel? Absolutely, say the makers of DogTV, the first cable network to deliver 24-hour programming for dogs. The idea, they say, is that flipping on the channel while you go out for the day will keep your pet stimulated, entertained and relaxed. Call it "Sesame Street" for those who will never learn their ABCs. The shows on DogTV are actually threeto six-minute segments featuring grassy fields, bouncing balls and humans rubbing dog tummies. There are also segments featuring vacuum cleaners and doorbells to help make dogs more comfortable around such common household agitations.

2 Executives at the network say their programming is scientifically designed to appeal to dogs. "We have three years of research on how dogs react to different stimuli," said Bonnie Vieira, a spokeswoman for DogTV. For instance, she explained, "for dogs who suffer from separation anxiety, DogTV is a tool that might help ease them, so maybe they're not getting into trouble, and they're happier, more relaxed, when you get home."

Answers:

1. _____
2. _____
3. _____
4. _____

## Lesson 3 Mixed strategies 1&2

### What is 'mixed strategies 1&2' again?

As can be seen in the name, this is a strategy where we use different steps to understand a text better. It will help you to get a clear overview of what the text is about. These different strategies can be used when you struggle with understanding the text. You should see these mixed strategies as 'tools in your toolbox' and you take these out whenever necessary. There are 4 different strategies that belong to mixed strategies but we will only practice 2 today which are:

1. Guessing meaning from headings and subheadings
2. Asking questions while reading

### What kind of CITO questions is 'mixed strategies' useful for?

These strategies are helpful for all types of questions as they help you see the bigger picture of the text and thus should be used with all texts. Here a short overview of the 2 reading strategies just so you won't forget what they are:

Strategy 1: Guessing meaning from headings and subheadings
- This is a strategy where you make sure to carefully look at the title, headings, subheadings, pictures and any sentences that stand out to you.

Strategy 2: Asking questions while reading
- . You want to ask yourself questions about the text, before, during and after reading. This means that you need to pause as you read and allow yourself to become "puzzled" by the text. You don't need to know the answer to these questions.

These are the steps that you need to take in order to apply these 2 strategies:

Step 1: Read the question
ASK: What information does the question give you?

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic?

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?

Step 4: Look at the headings and subheadings and any bold/italic/capital words. ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Watch this video to see an explanation on mixed strategies:
https://youtu.be/TW37nd_GgIo?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO

Watch this video for an example on how to use mixed strategies 1&2:
https://youtu.be/vneMyI-cLAI?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO

## Exercises mixed strategies 1&2
(Tekst 1 - Monroe sculpture skirts controversy HAVO 2014 T1)
http://havovwo.nl/havo/hen/bestanden/hen14it1.pdf

## Question 1: What is the controversy about?

### Monroe sculpture skirts controversy
by Kitty Bean Yancey
        A 26-foot sculpture of Marilyn Monroe with skirt billowing up on Chicago's Michigan Avenue, unveiled last week, is leaving tourists and locals bewitched, and bothered.
        The new must-have Chicago souvenir: a photo underneath the skirt of Seward Johnson's Forever Marilyn, which towers over pedestrians in Pioneer Court near the Michigan Bridge.
        The depiction of the late star with white panties showing is "creepy" and "sexist," Abraham Ritchie wrote in the blog chicagonow.com. Meanwhile the Chicago Tribune reported on the sculpture as a crowd-luring phenomenon, saying that Monroe "decried and yet took advantage of her own photographic exploitation." The ogling continues in earnest, nearly five decades after she died.
USA TODAY, 2011



Step 1: Read the question
ASK: What information does the question give you? What is controversy? Is that a positive word or negative word?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information? Can you link the word 'skirts' from the title to the picture? Why?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Anything else that stands out from this text?
Answer: _____

Based on your answers above and <mark>WITHOUT</mark> reading the text, what do you think is the answer to the question?
Answer: _____

## Question 1: What is the controversy about?
A Whether political interests are more important than moral issues.
B Whether the city of Chicago can handle extra tourists or not.
C Whether the statue is something to be admired or to be renounced.
D Whether the statue sufficiently resembles Monroe or not.

Answer: _____

(Tekst 14 – Hospital hygiene HAVO 2016 T2)
http://havovwo.nl/havo/hen/bestanden/hen16iit14.pdf
**Question 2: Wat is volgens deze tekst in ziekenhuizen het voorwerp met de meeste bacteriën?**

**Hospital Hygiene**
adapted from an article by Julia Belluz
It's no secret that hospitals are <mark>dirty</mark> places. Hospital-acquired <mark>infections</mark>, like C. difficile, are major killers, and everyday objects on the wards ─ from white coats to ultrasound equipment ─ are well-known harborers of <mark>bacteria</mark>.
Now, a new study in the journal Open Medicine has revealed a little-known germ hotspot: the hospital elevator button.

The research, conducted by three physicians, compared the amounts of bacteria living on 120 elevator buttons and 96 toilet surfaces at three hospitals in Toronto, Ontario.
To find out just how dirty the hospital surfaces were, the researchers acted like Holmesian microbe hunters, swabbing elevator buttons, and the handles of bathrooms stalls and toilet flushers.

A lab technician ─ blinded to the source of the samples and purpose of the study ─ then examined them.
The results will surely lift elevator buttons to the same ick-factor status as waiting-room magazines or hotel TV remote-controls: the elevator buttons were much dirtier than the toilet surfaces. "The prevalence of colonization (with bacteria) of elevator buttons was 61 percent," the study reads. On the toilets, it was 43 percent.
Now, the study has a few limitations. The samples were taken during flu season, which may have prompted people to use more hand sanitizer. It was also cold outside, when many folks wear gloves. This means the hospital surfaces may be even dirtier than the researchers found. On the other hand, since influenza was in full swing, there may have been more hospital traffic than usual, which would also bias the research
But there's some good news: the kinds of bacteria the researchers found had "low pathogenicity", meaning they are unlikely to make people sick.
That doesn't mean they're not possible vectors of disease, however. "Patients remain at potential risk of cross-contamination because of the frequent use of these buttons by diverse individuals," the study authors wrote. "In addition, a visitor is more likely to come into contact with an elevator button or a toilet than with inanimate hospital equipment and may transmit organisms if interacting with inpatients."
So the researchers offered a few solutions: place alcohol-based hand sanitizers outside elevators, enlarge elevator buttons so that people can use their elbows to push them, or make the elevator experience touchless.
<mark>Interestingly</mark>, while elevator buttons were dirtier than toilets, they were actually cleaner than hospital computer keyboards. Maybe this means everything in a hospital should be touchless, or at least as clean as the bathrooms.
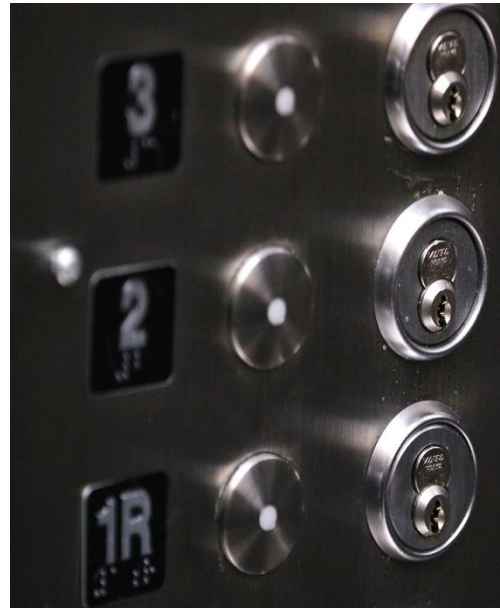
vox.com, 2014

## **Question 2: Wat is volgens deze tekst in ziekenhuizen het voorwerp met de meeste bacteriën?**

Step 1: Read the question
ASK: What information does the question give you?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information? How can you relate the picture to the question and the title?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Anything else that stands out from this text?
Answer: _____

Based on your answers above and <mark>WITHOUT</mark> reading the text, what do you think is the answer to the question?
## **Question 2: Wat is volgens deze tekst in ziekenhuizen het voorwerp met de meeste bacteriën?**
Answer: _____
_____
_____
_____

http://havovwo.nl/havo/hen/bestanden/hen15it12.pdf
(Tekst 12 - Gender roles HAVO 2015 T1)


## Question 3: What does Richard Crowest say about Guy Keleny? He criticises him for

### Gender roles

Guy Keleny (Errors and Omissions, 8 October) made an unfortunate choice of play to illustrate his argument about the need for gender-specific job names: "Actors and actresses are not interchangeable. Unless you are putting on a wildly experimental production, you will need an actor to play Romeo and an actress for Juliet."

That certainly wasn't the case when Shakespeare wrote the play. A boy who played Juliet at the start of his career might well have found himself beneath the balcony a few years later. Cross-casting of gender roles has never really left the stage – from pantomime to Deborah Warner's productions with Fiona Shaw – experimental, perhaps, but hardly wildly so.

Richard Crowest Ashford, Kent independent.co.uk, 2013


Step 1: Read the question
ASK: What information does the question give you?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Anything else that stands out from this text?
Answer: _____


Based on your answers above and WITHOUT reading the text, what do you think is the answer to the question?
## Question 3: What does Richard Crowest say about Guy Keleny? He criticises him for

A claiming that modern audiences are not interested in historic plays.
B failing to appreciate one of the most talented playwrights ever.
C praising a theatre production that clearly was very disappointing.
D rejecting men who want to dress up like women and vice versa.
E selecting a poor example to prove a point he wants to make.
Answer: _____

_____

_____

_____

http://havovwo.nl/havo/hen/bestanden/hen13it7.pdf
(Tekst 7 – Squeezing the joy out of ketchup HAVO 2013 T1)

## Question 4: What becomes clear from paragraph 1?

**Squeezing the joy out of ketchup**
Adapted from an article by Rob Lyons

1 When we talk about tomato ketchup, we really mean Heinz Tomato Ketchup. It is far and away the biggest-selling brand, with 60 per cent of the US market. Yet now, Heinz has announced a change to its long-standing recipe, though this particular change will only affect the US version of the ketchup. It plans to reduce the sodium ─ that is, the amount of salt ─ in its US ketchup by 15 per cent.

Step 1: Read the question
ASK: What information does the question give you?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Is it going to be something positive or not?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Anything else that stands out from this text?
Answer: _____

Based on your answers above and WITHOUT reading the text, what do you think is the answer to the question?
**Question 4: What becomes clear from paragraph 1?**
A Altering the formula of Heinz's tomato ketchup may boost its sales worldwide.

B Heinz believes the market is ready for a new variety of tomato ketchup.

C Heinz is going to cut back on one of the components of its tomato ketchup.

D Other tomato ketchup manufacturers are trying to take over Heinz's leading position.

Answer: _____

_____

_____

_____

## Lesson 4 Mixed strategies 3&4

### What is 'mixed strategies 3&4' again?

We use mixed strategies as 'tools in our toolbox' and we take these out whenever necessary. The point of using mixed strategies is that you get a clear picture of what the text is about without having to put in a lot of effort. There are no specific CITO questions where one should use 'mixed strategies' as 'mixed strategies' is useful for all CITO questions and should be used at all times while reading a text. We discussed strategy 1 and 2 in the previous video so now we will do a deep dive into strategy 3 and 4 from mixed strategies which are:

3. Strategy 3: Paying attention to text structure and signal words
4. Strategy 4: Connecting new knowledge to previous knowledge

### What kind of CITO questions is 'mixed strategies' useful for?

These strategies are helpful for all types of questions as they help you see the bigger picture of the text and thus should be used with all texts. Here a short overview of the 2 reading strategies just so you won't forget what they are:

Strategy 3: Paying attention to text structure and signal words
- Paying attention to text structure and signal words is very important for CITO texts. They will provide you with a lot of information when you are able to find clues from the writer.

Strategy 4: Connecting new knowledge to previous knowledge
- This strategy is very useful for when you don't know everything within a text, which is something we all have encountered in the past. Here, we are going to try to connect the knowledge that we already have with the new knowledge that we get from the text.

These are the steps you need to take to apply the strategies:

Step 1: Read the question
ASK: What information does the question give you?

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic?

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?

Step 4: Look at the headings and subheadings and any bold/italic/capital words. ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?

Step 5: Read the text and underline any signal words. What relationship do they highlight? A contrast, example, similarity etc.?

Step 6: When you encounter a word you don't know, split up the word in 2 and connect what you already know to what you don't know yet.

Watch this video to see an explanation on mixed strategies 3&4:
https://youtu.be/TQJGLJnUeA4?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO

Watch this video for an example on how to use mixed strategy 3:
https://youtu.be/9KIgQBwMQ9Q?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO

Watch this video for another example on how to use mixed strategy 4:
https://youtu.be/5V86RsOBic4?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO

**Exercises mixed strategies 3&4**
(tekst 8 – Swim, cycle, run? Try fridge, beer, couch HAVO 2014 T1)
http://havovwo.nl/havo/hen/bestanden/hen14it8.pdf

**"the unpalatable truth" (paragraph 1)**
**Question 1: Why does the writer talk about "the <mark>unpalatable</mark> truth"?**

**Swim, cycle, run? Try fridge, beer, couch**
adapted from an article by Robert Shrimsley
1 It was the photos in my Facebook news feed that forced me to accept the unpalatable truth. People I knew were suddenly there before me in Lycra-style swimming suits under a caption along the lines of "Aberystwyth Triathlon" or "Only seven miles to go!" It's a confidence shaker; <mark>I'd always prided myself</mark> on being the type who would never knowingly be friends with the kind of person who might compete in a triathlon.

Step 1: Read the question
ASK: What information does the question give you?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic? What does the comparison made by the writer mean? Is that positive or negative?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Step 5: Read paragraph 1 briefly and underline any signal words. What relationship do they highlight? A contrast, example, similarity etc.?
Answer: _____

Step 6: When you encounter a word you don't know, split up the word in 2 and connect what you already know to what you don't know yet. What part of the following words do you know and how can you use that information to understand the text?
Unpalatable _____

Confidence shaker _____

Prided _____

Knowingly _____

**"the unpalatable truth" (paragraph 1)**

**Question 1: Why does the writer talk about "the unpalatable truth"?**

A He dislikes having friends who take part in extreme sports.

B He fears his friends want him to join a trendy sports club.

C He hates not being able to match his friends' athletic progress.

D He thinks his friends look unattractive in their sport outfits

Based on your answers above and WITHOUT reading the text, what do you think is the answer to the question?

Answer: _____

http://havovwo.nl/havo/hen/bestanden/hen14it11.pdf
(tekst 11 – Nuclear risks HAVO 2014 T1)

## Question 2: Which of the following fits the gap?

**Nuclear risks**
SIR: Robert MacLachlan (Letter, 23 April) says he "would far rather work in a nuclear power station than on a North Sea oil rig". He is judging the safety of various forms of energy supply on ___ . Unfortunately, in the event of a nuclear accident, people within an area of hundreds of square miles share the same risks as those employed on the site. An accident in a coalmine or an oil rig doesn't have the potential to kill thousands who live 20 or 30 miles away.
Eddie Dougall Bury St Edmunds,
Suffolk The Independent, 2009

Step 1: Read the question
ASK: What information does the question give you?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic?
Does risks sound positive or negative to you?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Step 5: Read the text briefly and underline any signal words. What relationship do they highlight? A contrast, example, similarity etc.? What does the signalword 'unfortunately' mean? Positive or negative?
Answer: _____

Step 6: When you encounter a word you don't know, split up the word in 2 and connect what you already know to what you don't know yet. What part of the following words do you know and how can you use that information to understand the text?
Oil rig _____

Energy supply _____

Employed _____

Accident _____

## Question 2: Which of the following fits the gap?

A career opportunities

B environmental dangers

C financial consequences

D transportation problems

E workplace conditions

Based on your answers above and <mark>WITHOUT</mark> reading the text, what do you think is the answer to the question?

Answer: _____

http://havovwo.nl/havo/hen/bestanden/hen13iit4.pdf
(tekst 14 – How to add 90 billionths of a second to your life HAVO 2013 T2)

## Question 3: How does paragraph 4 relate to paragraph 3?

**How to <mark>add 90 billionths</mark> of a second to your life**
        3 The experiment – carried out by the National Institute of Standards and Technology in Boulder, Colorado, and published in the journal Science – demonstrates one of the strangest consequences of Einstein's theories of relativity.
        4 In 1907, his General Theory of Relativity showed that time runs more quickly at higher altitudes because of a weaker gravitational force. Scientists say the fact that the atomic clock moves more quickly is not a measuring error caused by the high altitude – like a broken watch running fast – but signifies that actual time is speeded up. The phenomenon – called gravitational time dilation – has been demonstrated by putting atomic clocks on jumbo jets and flying them at high altitudes. Just as Einstein predicted, clocks flown at 30,000 ft run faster than those left on the ground.

Step 1: Read the question
ASK: What information does the question give you? What kind of relations could there be between 2 paragraphs?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic? What do you expect from the text after reading the title?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Step 5: Read paragraph 3 and 4 briefly and underline any signal words. What relationship do they highlight? A contrast, example, similarity etc.?
Answer: _____

Step 6: When you encounter a word you don't know, split up the word in 2 and connect what you already know to what you don't know yet. What part of the following words do you know and how can you use that information to understand the text?

Demonstrates_____

Higher altitudes _____

Gravitational force _____

Signifies _____

### Question 3: How does paragraph 4 relate to paragraph 3?

A It clarifies the information given in paragraph 3.

B It puts the information given in paragraph 3 in a historical perspective.

C It repeats the information given in paragraph 3.

D It stresses the importance of the information given in paragraph 3.

E It summarizes the information given in paragraph 3.

Based on your answers above and <mark>WITHOUT</mark> reading the text, what do you think is the answer to the question?

Answer: _____

http://havovwo.nl/havo/hen/bestanden/hen13it3.pdf
(tekst 3 – Can we trust the forecasts? HAVO 2013 T1)

## Question 4: Which of the following fits the gap?
Can we trust the forecasts?
by weatherman Michael Fish

There is little you do in life that isn't connected with the weather – what you are going to wear, what you are going to eat, how many blankets you have on the bed. That's why it's so important. And weather forecasts may be a matter of life and death – thousands of lives are saved every year by people taking notice of weather forecasts. In the US, ___ , the weather is far more severe than here. They have hurricanes and tornadoes that thankfully we don't get in the UK – although there may be some horrendous weather in this country, too.

Step 1: Read the question
ASK: What information does the question give you?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Step 5: Read paragraph 1 briefly and underline any signal words. What relationship do they highlight? A contrast, example, similarity etc.?
Answer: _____

Step 6: When you encounter a word you don't know, split up the word in 2 and connect what you already know to what you don't know yet. What part of the following words do you know and how can you use that information to understand the text?
Weather forecast _____
Severe _____
Horrendous _____

## Question 4: Which of the following fits the gap?

A for instance
B however
C meanwhile
D moreover

Based on your answers above and WITHOUT reading the text, what do you think is the answer to the question?
Answer: _____

## Lesson 5 recapping all the strategies

By now, you hopefully know how all the strategies work. Here is a brief overview of everything you have learned up and until now. That's a lot, right? You can be very proud of yourself.

Watch this video to see a recap of all the strategies
https://youtu.be/N9S7QRaktzo?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaX AQAO

|  | Skimming | Scanning | Mixed strategies |
|---|---|---|---|
| What is it useful for? | If you want to get the main idea of the text. | If you want to know specific details | 5. Guessing meaning from headings and subheadings<br>6. Asking questions while reading<br>7. Paying attention to text structure and signal words<br>8. Connecting new knowledge to previous knowledge<br>These are useful for understanding any text in a language you might not completely understand. |
| What are the steps? | Step 1: read the question<br>Step 2: Read the title<br>Step 3: look at the pictures<br>Step 4: read the subheadings<br>Step 5: read the first and the last sentence of the paragraph. | Step 1: read the question, try and find out what you need to know (Name, phrase, place etc.).<br>Step 1B: (beweringsvraag) Underline max 2/3 keywords per statement that you want to scan the text for.<br>Step 2: Read the title<br>Step 3: look at the pictures | Step 1: Read the question<br>ASK: What information does the question give you?<br><br>Step 2: Read the title<br>ASK: What does the title tell you? Do you know anything about that topic?<br><br>Step 3: Look at the pictures<br>ASK: What does the picture tell you in addition to the text? Does it give further information? |

| | | Step 4: Scan the corresponding text or paragraph for the information you need. Make sure to also pay attention to synonyms of the underlined keyword. | Step 4: Look at the headings and subheadings and any bold/italic/capital words. ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you? |
|---|---|---|---|
| | | | Step 5: Read the text and underline any signal words. ASK: What relationship do they highlight? A contrast, example, similarity etc.? |
| | | | Step 6: When you encounter a word you don't know, split up the word in 2. ASK: What part of this word do I already know? |
| What type of CITO questions do we use it for? | - What is the main point<br>- What becomes clear?<br>- What is the main idea etc.? | - Geef aan welke van de onderstaande beweringen juist of onjuist zijn.<br>- Hoeveel redenen geeft de schrijver voor…?<br>- In which paragraph does the writer talk about… ? | - Any and all questions but specifically useful for the fit-the-gap type of questions! |

Right now, we are going to practice how to use all these strategies together. Make sure you click on the video where you can see an example of this. Please go to the following website so you can also take part in the exercises. Make sure to pause the video in between exercises so you can think first without hearing the answers already.

http://havovwo.nl/havo/hen/bestanden/hen16iex.pdf

Watch this video for some help while answering the questions from HAVO 2016-1
https://youtu.be/2tamzd78TfI?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaXAQAO

**Question 1**
Step 1: Read the question
ASK: What information does the question give you? And which strategy are you going to be using for this question?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic? Is it positive or negative?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Step 5: Read the text you need to read briefly and underline any signal words. What relationship do they highlight? A contrast, example, similarity etc.? Is this positive or negative?
Answer: _____

Step 6: When you encounter a word you don't know, split up the word in 2 and connect what you already know to what you don't know yet.

Answer: _____

Answer: _____

Final answer to the question: _____

**Question 2**
Step 1: Read the question
ASK: What information does the question give you? And which strategy are you going to be using for this question?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic? Is it positive or negative?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Step 5: Read the text you need to read briefly and underline any signal words. What relationship do they highlight? A contrast, example, similarity etc.? Is this positive or negative?
Answer: _____

Step 6: When you encounter a word you don't know, split up the word in 2 and connect what you already know to what you don't know yet.
Answer: _____
Answer: _____

Final answer to the question: _____

**<u>Question 3</u>**
Step 1: Read the question
ASK: What information does the question give you? And which strategy are you going to be using for this question?
Answer: _____

<mark>Step 1B: (beweringsvraag) Underline max 2/3 keywords per statement that you want to scan the text for.</mark>

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic? Is it positive or negative?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Step 5: Read the text you need to read briefly and underline any signal words. What relationship do they highlight? A contrast, example, similarity etc.? Is this positive or negative?
Answer: _____

Step 6: When you encounter a word you don't know, split up the word in 2 and connect what you already know to what you don't know yet.
Answer: _____
Answer: _____

Final answer to the question: _____

## **Question 4**

Step 1: Read the question
ASK: What information does the question give you? And which strategy are you going to be using for this question?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic? Is it positive or negative?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Step 5: Read the text you need to read briefly and underline any signal words. What relationship do they highlight? A contrast, example, similarity etc.? Is this positive or negative?
Answer: _____

Step 6: When you encounter a word you don't know, split up the word in 2 and connect what you already know to what you don't know yet.
Answer: _____
Answer: _____

Final answer to the question: _____

## Question 5

Step 1: Read the question
ASK: What information does the question give you? And which strategy are you going to be using for this question?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic? Is it positive or negative?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Step 5: Read the text you need to read briefly and underline any signal words. What relationship do they highlight? A contrast, example, similarity etc.? Is this positive or negative?
Answer: _____

Step 6: When you encounter a word you don't know, split up the word in 2 and connect what you already know to what you don't know yet.
Answer: _____
Answer: _____

Final answer to the question: _____

**Question 6**
Step 1: Read the question
ASK: What information does the question give you? And which strategy are you going to be using for this question?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic? Is it positive or negative?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Step 5: Read the text you need to read briefly and underline any signal words. What relationship do they highlight? A contrast, example, similarity etc.? Is this positive or negative?
Answer: _____

Step 6: When you encounter a word you don't know, split up the word in 2 and connect what you already know to what you don't know yet.
Answer: _____
Answer: _____

Final answer to the question: _____

Now you have done 6 questions together with the video. The next ones you will have to complete on your own. The steps have already been given for question 7 and 8 but from then on, you will have to do it on your own. Good luck!

**<u>Question 7</u>**
Step 1: Read the question
ASK: What information does the question give you? And which strategy are you going to be using for this question?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic? Is it positive or negative?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Step 5: Read the text you need to read briefly and underline any signal words. What relationship do they highlight? A contrast, example, similarity etc.? Is this positive or negative?
Answer: _____

Step 6: When you encounter a word you don't know, split up the word in 2 and connect what you already know to what you don't know yet.
Answer: _____
Answer: _____


Final answer to the question: _____

**Question 8**
Step 1: Read the question
ASK: What information does the question give you? And which strategy are you going to be using for this question?
Answer: _____

Step 2: Read the title
ASK: What does the title tell you? Do you know anything about that topic? Is it positive or negative?
Answer: _____

Step 3: Look at the pictures
ASK: What does the picture tell you in addition to the text? Does it give further information?
Answer: _____

Step 4: Look at the headings and subheadings and any bold/italic/capital words.
ASK: What are you thinking about when you read the headings and subheadings and bolded words? What information do they give you?
Answer: _____

Step 5: Read the text you need to read briefly and underline any signal words. What relationship do they highlight? A contrast, example, similarity etc.? Is this positive or negative?
Answer: _____

Step 6: When you encounter a word you don't know, split up the word in 2 and connect what you already know to what you don't know yet.
Answer: _____
Answer: _____

Final answer to the question: _____

Now try this on your own, ask your teacher whenever you need help, good luck!

## Lesson 6 recapping and strategy use

|  | Skimming | Scanning | Mixed strategies |
|---|---|---|---|
| What is it useful for? |  |  |  |
| What are the steps? | Step 1:<br>Step 2:<br>Step 3:<br>Step 4:<br>Step 5: | Step 1:<br>Step 1B:<br>Step 2:<br>Step 3:<br>Step 4:<br>Step 5: | Step 1:<br>ASK:<br>Step 2:<br>ASK:<br>Step 3:<br>ASK:<br>Step 4:<br>ASK<br>Step 5:<br>ASK<br>Step 6:<br>ASK |
| What type of CITO questions do we use it for? | 1.<br>2.<br>3. | 1.<br>2.<br>3. | 1. |

This is the last lesson in this lesson series where we talk about reading strategies. Last time, you saw this table completely filled in. Now, it is up to you to show what you have learned. Please fill in the table below matching the correct strategies with their definitions, steps and question types. Good luck! Watch this video to receive some last tips on how to go through an exam: https://youtu.be/9CncpxcvZUs?list=PLQMAiv38EbZm5gOHv2YC6gpBdhRaX AQAO

Please go to the last video of this lesson series and make sure to open the correct HAVO exam (2017 T2). We will do one last round of practice and then you should be good to ace your test!

http://havovwo.nl/havo/hen/bestanden/hen17iiex.pdf

Question 1: Answer the following questions:
- What strategy do you need for this question?
- What are your next steps after reading the question?
- What questions could you ask yourself?

- What is the answer to the question?

Question 2: Answer the following questions:
- What strategy do you need for this question?
- What are your next steps after reading the question?
- What questions could you ask yourself?
- What is the answer to the question?

Question 3: Answer the following questions:
- What strategy do you need for this question?
- What are your next steps after reading the question?
- What questions could you ask yourself?
- What is the answer to the question?

Question 4: Answer the following questions:
- What strategy do you need for this question?
- What are your next steps after reading the question?
- What questions could you ask yourself?
- What is the answer to the question?

Question 5: Answer the following questions:
- What strategy do you need for this question?
- What are your next steps after reading the question?
- What questions could you ask yourself?
- What is the answer to the question?

This was the last video/exercise of this whole lesson series. If you want, you can continue practicing on your own for the next questions. I hope you enjoyed it and learned a great deal. Good luck with your exam or test and hopefully these strategies can be useful for you wherever you go!