

Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategies perspectives

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Abstract

The main purpose of this paper is to discuss the Philosophical concept of Collaborative Strategic Reading (CSR), in regard with its operationalization, rationalization in the context of teaching reading. It also discusses series number of researches that have been done in the area of this field. The significances usage of CSR as a prominent strategy in teaching reading based on conceptual and theoretical frameworks of cognitive and metacognitive theories which have been proved by reading researchers in L1, ESL and EFL teaching contexts. Hopefully, this basic research provides clear description about CSR within cognitive and metacognitive theories point of view.

Key Words: CSR, Cognitive, Metacognitive

1. Introduction

It is believed that reading strategy is one of a fundamental factor in gaining success in academic field. Strategy plays a prominent in comprehension because readers use them to construct the coherent mental representation and explanation of situation describe in the text (Graesser, 2007). Comprehension strategies are also regarded as deliberate and goal oriented processes used to construct meaning from text (Afflerbach, Pearson & Paris, 2008). In Particular, the use of deeper level of strategies such as predicting upcoming text content, generating and answering the questions, constructing self explanation and clarification, capturing the gist of the text, and monitoring comprehension seems to promote good reading comprehension (Mc Namara, 2007; National Reading Panel, 2000; Presley & Haris, 2006).

In spite of the importance of reading comprehension strategies, it would not surprising that reading researchers paid much attention on reading comprehension instructions recently Murphy, et al (2009). Therefore, Levine et al. (2000) stated that the ability to read academic texts is considered one the most essential skills that university students of English as a second language (ESL) and English as a foreign language (EFL) need to acquire. However, the process of reading achievement such as the employment of strategies in reading become less major concern by many EFL/ESL college students (Mokhtary & Reichard, 2002). The exposure of using more strategies in reading should be strongly promoted by facilitating the students with a number of strategies as well as how they work in a real reading practice such as the one is being discussed in this paper, Collaborative Strategic Reading (CSR).

2. Review of Literature

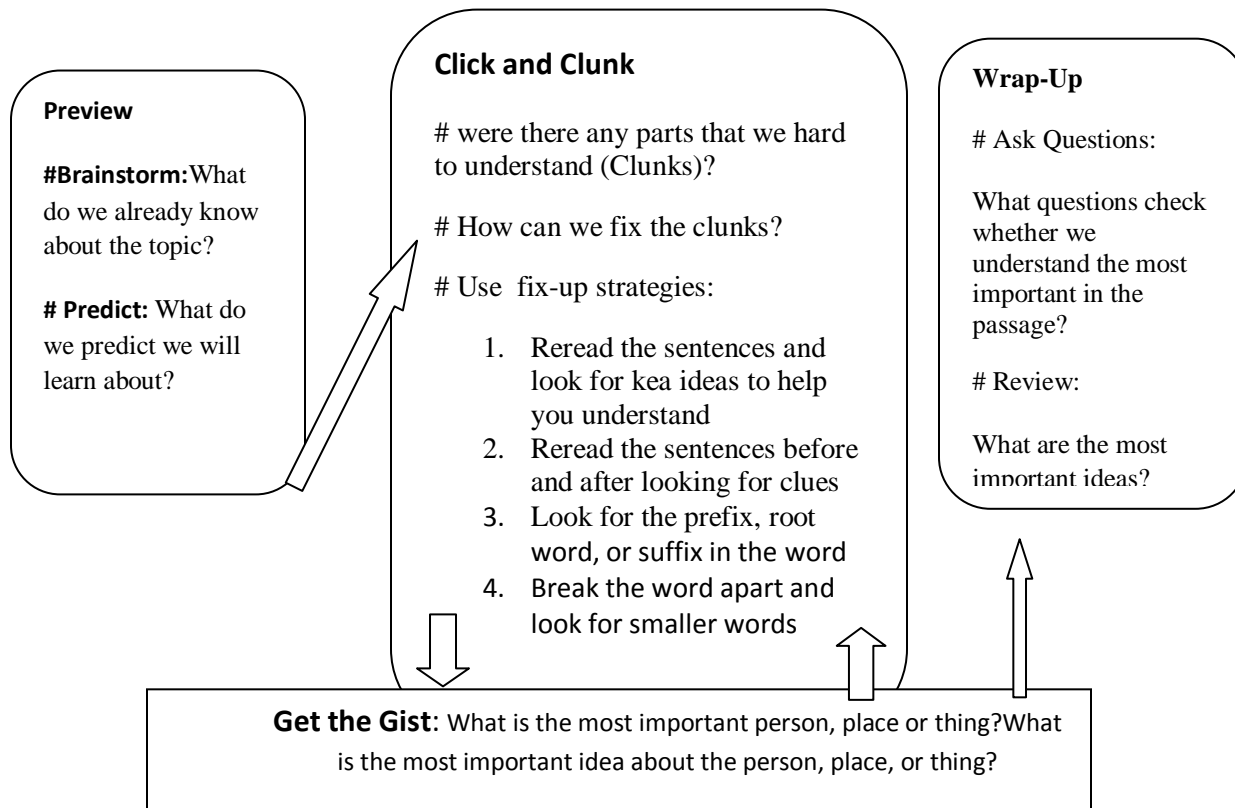
2.1 What is CSR?

Collaborative Strategic Reading (CSR) was found and developed by Klinger & Vaughn (1987). CSR is the comprehension strategy which combine modification of Reciprocal Teaching (RT) (Palincsar & Brown, 1984) and Cooperative Learning (CL) strategy (Johnson & Johnson, 1987).

The concept of this strategy is engaging students to work in small cooperative groups (3-5) and apply four reading strategies: *Preview, Click & Clunk, Get the Gist and Wrap Up*. *Preview* allows students to generate interest and activate background knowledge in order to predict what they will learn.

Click & Clunk are self-monitoring strategy which controls their understanding about words, concepts and ideas that they understand or do not understand or need to know more about. **Get the Gist**. Students identify the main ideas from reading to confirm their understanding of the information. **Wrap Up** provides students with an opportunity to apply metacognitive strategies (plan, monitor and evaluate) for further extend comprehension (Elkaumy, 2004). Figure 1 describes the four steps of CSR, *Adopted from Sopris West Educational Services (Klinger et al., 2010)*.

Figure.1 CSR's Plan for Strategic Reading Includes Before, During, and After Reading



2.2. How is CSR Implemented?

Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Students' strategies include previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas. Find out how to help students of mixed achievement levels apply comprehension strategies while reading content area text in small groups.

Initially, the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the whole class using modelling, role playing, and teacher think- a loud. After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher asks them to form heterogeneous groups, where each student performs a defined role as students collaboratively implement the strategies. Although CSR was designed to be used with expository text, it can also be used with narrative text. It is highly compatible with a range of reading programs, including literature-based instruction, basal reading programs, and eclectic or balanced approaches.

Principally, the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties, CSR has also yielded positive outcomes for average and high average achieving students (Klingner & Vaughn, 1996; Klingner, Vaughn, & Schumm, in press).

Collaborative Strategic Reading (CSR) employs four comprehension strategies, they are:

Strategy 1: Preview

Students preview the entire passage before they read each section. The goals of previewing are (a) for students to learn as much about the passage as they can in a brief period of time (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.

Introducing preview step to students by asking them whether they have ever been to the movies and seen previews. Prompt students to tell you what they learn from previews by asking questions like the following:

- Do you learn who is going to be in the movie?
- Do you learn during what historical period the movie will take place?
- Do you learn whether or not you might like the movie?
- Do you have questions about what more you would like to know about the movie?

When students preview before reading, they should look at headings; words that are bolded or underlined; and pictures, tables, graphs, and other key information to help them do two things: (a) brainstorm what they know about the topic and (b) predict what they will learn about the topic. Just as in watching a movie preview, students are provided minimal time to generate their ideas and discuss their background knowledge and predictions.

Strategy 2: Click and clunk

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: "Click, click, click" – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Clunk" – comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.

Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they understand – or failing to understand – what they are reading or what is being read to them. The teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alert to identify clunks during reading, after students identify clunks, the class uses "fix-up" strategies to figure out the clunks. The students use "clunk cards" as prompts to remind them of various fix-up strategies. On each of the clunk cards is printed a different strategy for figuring out a clunk word, concept, or idea:

- Reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word.
- Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
- Look for a prefix or suffix in the word.
- Break the word apart and look for smaller words you know.

As with the other strategies, students can be taught the click and clunk strategy from the beginning of the year and use it in various contexts. Students apply these fix-up strategies at first with help from the teacher and then in their small groups.

Strategy 3: Get the gist

Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.

When the students to "get the gist," prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell you in their own words the most important idea about the person, place, or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

Strategy 4: Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question starters to begin their questions: who, what, when, where, why, and how (the 5 Ws and an H).

It is also a good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students really understood what they had read. Other students should try to answer the questions. If a question cannot be answered, that might mean it is not a good question and needs to be clarified.

To review, students write down the most important ideas they learned from the day's reading assignment in their CSR Learning Logs. They then take turns sharing what they learned with the class. Many students can share their best idea in a short period of time, providing the teacher with valuable information about each student's level of understanding.

2.3. Why CSR?

CSR is not only teaching readers with cognitive (top down and bottom up) approach but also teaching readers how to use the strategies metacognitively. CSR provides readers with dual reading approaches simultaneously, bottom up and top down model. In CSR, readers are engaged to generate their pre-existing knowledge by previewing overall look of the text while looking at non linguistics features such as ; charts, pictures and diagrams. Through this process, the readers predict what they will learn from the text

CSR provides readers on how to decode the words, letters, take a note in the margins, underlining as part of cognitive strategies which are very fundamental factors in comprehending the texts (Dogan, 2002).

AS Paran (1996), refers to the bottom up model as the 'common sense' notion. In this approach, reading is meant to be a process of decoding; identifying letter, words, phrases and then sentences in order to get the meaning. According to Dhieb (2006) Cognitive or cognition is the scientific term for “the process of thought”. It usually refers to an information processing view an individual’s psychological functions. Other interpretations of meaning of cognition link it to the development of concepts, individual minds, groups, and organizations.

CSR is taught metacognitively by principle of planning, self-monitoring, and evaluating. Elkaomy (2004) defines metacognitive strategies in there ways: Planning, self-monitoring and evaluating or think about thinking. Planning is to have reading purpose in mind and to read the text in the terms of this purpose, so the readers are more selective and focus the desired information. Self-monitoring is to regulate the reading process and use the strategy at the right time. Evaluating is the reform phase of reading process such as: changing the strategy if necessary, control whether the purpose is reached or not.

CSR engages students to work in small group cooperatively, so they have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills (Johnson & Johnson, 1987., Slavin 1995). Research has shown that cooperative learning techniques has benefited on :

1. Promoting student and academic achievement
2. Increasing students retention
3. Enhancing student satisfaction with their learning experience
4. Helping students develop skills in oral communication
5. Developing students’ social skills
6. Promoting students self –esteem
7. Helping to promote positive race relation

Cooperative learning concept in CSR promotes students to be active, collaborative as well as cooperative in achieving similar learning goals.

3. *Researches on CSR*

There have been a number of researches that has been done on the area of Collaborative Strategic Reading (CSR). The findings are summarized as follows:

8. **Mokhtari & Sheorey (2001)** conducted a study on native and non-native students in respect with strategies, gender and reading proficiency. This was the first research reported on applying SORS as the instrument. The study involved 304 university students, 152 English speaking students and 152 ESL students. They asked three primary research questions: 1).

Are there any differences between ESL students and US students in reading academic text?, 2). Are there any differences between male ESL and female US students in reading academic text? and 3). Is there any relationship between reported strategy use and self rated reading ability?. The result showed that ESL students reported higher use of strategies than US students. ESL students used more support strategies than US students in reading academic materials. For entire groups there is no significant difference between male and female students of two groups in using the strategies but it was reported that female ESL students used strategies more frequently than US female students. The last, students who have higher reading ability employed higher frequency of reading strategies than those who had lower reading rates.

9. **Imtiaz (2004)** with 20 Indian students taken place at Aligarh Muslim University. The metacognitive questionnaires of fifth likert scales was used to measure students' metacognitive awareness. The findings reported that L2 students' reading speed is better than L1. Besides, the majority students use prior knowledge to understand the text besides skimming and recognizing the topic sentences. However, the students had difficulties in guessing the meaning from context it is due to lack of syntactical and grammatical knowledge. The research finding would suggest that the issue of cognitive strategies like identifying words, phrases and sentences in term of grammatical rules among the low ESL achieving readers are important to expose when reading is taught.
10. **Monos (2005)**. A study on metacognitive awareness among first and second year of 86 Hungarian university students by using Survey of Reading Strategies (SORS). The study investigated the correlation between strategies awareness towards the students' reading proficiency. The research result showed that students are fairly high awareness in using the overall strategies, global, problem solving and support reading support reading strategies. However, the research reported that there was no significant relationship between metacognitive awareness and students' reading proficiency when it was tested with other instruments.
11. **Phakiti (2006)** investigated the relationship between cognitive and metacognitive towards the students' reading test performance. The study involved 358 students of Government University in Thailand. The instruments of the research were reading comprehension test, cognitive and metacognitive questionnaire with structural Equation Modelling (SEM) was applied as a research approach. It was found that the memory and recovery strategies assisted EFL reading test performance through comprehending strategies, monitoring strategies performed an executive function on memory strategies, while evaluating strategies adjusted retrieval, planning strategies did not directly regulate memory. The researcher found that only comprehending strategies directly influenced reading test performance.
12. **Asraf & Ahmad (2004)** reported on their study about how readers used the strategies in approaching reading materials in both L1 (Malay) and L2 (English) and why they used these strategies in comprehending reading texts. The data were collected through think Aloud Protocol (TAP) where the students were asked to verbalize their feeling and thought through series of face to face interview. The findings suggest that students should be provided more on comprehension monitoring strategies and vocabulary mastery in order to enhance better reading comprehension.
13. **Klinger & Vaughn (1998)**. The first study using CSR was conducted with 26 seventh-and eighth graders with low learning abilities who used English as a second language. In this study, students learn to use modified reciprocal teaching methods in cooperative learning groups (i.e., brainstorm, predict, clarify words and phrases, highlight main idea, summarize main ideas and important detail, and ask and answer the questions. The researchers found that CSR was effective in improving reading comprehension for most of the students with low learning abilities.
14. **Bryant et al., 2000**. CSR research has also been combined with other approaches to address the range of skills needed for reading competence in middle school and high school. In a study of 60 sixth-grade middle school students with varied reading levels in inclusive classrooms, a multi component reading intervention was used to address the range of reading. CSR was used in conjunction with two other research-based strategies: Word Identification and Partner Reading Results revealed that students with low learning abilities significantly improved their word identification and fluency, but not reading comprehension.
15. **Klingner, Vaughn & Schumm (2000)** implemented CSR with fourth graders with a wide range of reading levels. Students in the CSR group significantly outperformed those in the control group on comprehension.

In a subsequent study, fifth-grade students were taught to apply CSR by trained classroom teachers during English as a Second Language (ESL) science classes. It was shown that the students significantly increased their vocabulary from pre- to post-testing. Furthermore, students in CSR groups spent greater amounts of time engaged in academic-related strategic discussion and assisted one and another while using CSR.

16. **Klingner, et (1998)** CSR was implemented in conjunction with other research-based reading strategies (writing process approach, class wide peer tutoring, making words) for elementary students with low learning abilities (Klingner, Vaughn, Hughes, Schumm, & Elbaum, 1998). In this study, trained teachers implemented CSR with their students. The results also confirmed that use of CSR has resulted in improvement in reading comprehension and vocabulary for elementary students.
17. **Fan (2010)** conducted a research on 110 Taiwanese students from two intact classes. The purpose of the research is to investigate the impact of CSR towards EFL Taiwanese students' reading comprehension. Mixed method is used as a research design. The questionnaire and standardised reading pre-test, post test and interviews were used to gather the data. The research findings showed that the statistical results confirm CSR is more effective than the traditional teacher-led reading approach which focuses on vocabulary and grammar teaching in improving the students' reading comprehension scores. The findings indicated that CSR had a positive effect on the Taiwanese university learners' reading comprehension particularly in relation to the comprehension questions on getting the main idea and finding the supporting details. Moreover, a detailed analysis of qualitative data suggested that the learners with relatively homogenous English ability provided collaborative scaffolding for text comprehension through co-construction, elaboration, and appeal for assistance, corrective feedback and prompts.
18. **Wang (2008)** examined the effect of CSR on sixth-graders' reading comprehension and learning attitudes. Sixty-two pupils from two intact classes were divided into a control group receiving the traditional teacher-directed reading instruction and an experimental group of CSR instruction in combination with story retelling strategy training for fifteen weeks. Multiple measures were used in this study. They consisted of a questionnaire of English learning background, pre-tests and post-tests of reading comprehension, five post-tests administered after reading stories, a story reading post-test which students had not ever read in the class and a questionnaire of students' attitudes towards the intervention. It was reported that modified CSR approach was effective in fostering her six-graders' overall reading comprehension and understanding of the meaning of the stories, and that it increased their English learning motivation. In another study.
19. **Huang (2004)** investigated the feasibility and efficacy of CSR in inquiry-based pedagogy to improve high school students' strategic reading and develop their critical thinking ability. This study involved 2 classes of 42 EFL learners. The quantitative findings derived from researcher-made periodic achievement tests showed that the CSR group did not significantly outperform the control group. However, qualitative data analysis of the post-reading writing samples indicated that CSR was facilitative in developing students' critical thinking and writing ability in terms of content and idea exploration. In addition, a majority of the participants self-reports from the post-intervention questionnaire considered that CSR was an effective method to promote their autonomous learning and social skills.
20. **Fitri (2010)** investigated the effectiveness of Collaborative Strategic Reading (CSR) towards the students' reading comprehension achievement by using quasi experimental research design with 56 intact students of PGSD Suryalaya, west Java, Indonesia. The result showed that means score between CSR and conventional reading activities are significantly different. It means that the CSR is effective to increase students' reading comprehension achievement.

4. Conclusion

Successful readers use variety of strategies in understanding the texts. The more complex the texts are the more strategies are supposed to be implemented. Dogan (2002) points out that good readers use a lot of strategies before, during and after reading.

5. Implication

It is believable that the reading strategies is a tool achieve the learning target. Therefore, EFL and EFL education practitioners as well as curriculum stakeholders in particular should take these issues into high priority in teaching and learning program at any level of education.

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