

# READING Instruction

*Theory and Practice*

Harison Mohd Sidek

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UNIVERSITI SAINS ISLAM MALAYSIA

جامعة العلوم الإسلامية الماليزية  
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

READING  
INSTRUCTION

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Harison Mohd Sidek

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## *Preface*

For the past three decades, reading research, particularly in reading comprehension instruction has been of focal interest, especially in first language (L1) reading. A multitude of instructional frameworks have been developed as an effort to find ways to fulfill the ultimate aim of reading instruction, that is to help improve student reading comprehension. Numerous reading researchers investigated various reading pedagogical structures with the aim geared towards advancing classroom instruction in order to attain the main reading instruction goal—better student reading comprehension. Since L1 reading theories often serve as a platform to second language (L2) reading research, having some declarative and procedural knowledge of L1 pedagogical frameworks might lend some potential benefits in building a more coherent framework for L2 reading comprehension instruction.

However, prior to delving into theories and practice, it is imperative that one has an appropriate understanding of what entails reading in both L1 and L2. It is important to understand the conceptual trend of different reading models which may affect the way reading is taught in the classroom. Contextualizing the discussion to the Malaysian context, the importance of English as a Second Language (ESL) reading leads to the need of developing reading pedagogy that works by understanding the essential components of L2 reading.

Nonetheless, before selecting a particular L1 instructional framework to be implemented in L2 classrooms, it is crucial to comprehend the fundamental theories that underlie the development of the instructional framework. Studies have shown that the conceptual trend of reading instruction has leaned towards the cognitive paradigm from the previous traditional behaviourist school of thought.

Covering the theoretical underpinnings that conceptualize reading process and pedagogy in L1, the discussion is further extended to the importance of readers' schemata and the functions of coherent text in

affecting readers' ability to make texts understandable. Understanding how the prominent components of reading influence the reading process, readers are introduced to the various strategy-based reading instruction models. The meta-process of each model is presented to enable L2 practitioners to evaluate the practicality for potential modifications as well as to determine the extent to which a particular instruction is implementable within L2 classroom setting. Besides strategy-based reading instruction models, one of the most current reading instructional strategy known as Questioning the Author (QtA) is elaborated in detail. By presenting both strategy-based and the use of instructional strategy as a vehicle for reading comprehension, L2 practitioners will be able to make reasonable evaluation of what works best in their classrooms and with their learners.

As a closing point to the entire discussion, some possible tools for reading are included to increase the extent of opportunity in transferring L1 reading and instructional practices to L2 reading domain. By sharing the ideas of L1 reading and the meta-process of how each idea works, those engaged in L2 teaching and research may find the usefulness of these ideas in developing more comprehensive instructional and research treatments for L2 reading.

## *Introduction*

**R**esearch in reading instruction in the first language (L1) has made many advances. L1 reading research and pedagogy has served as general guidelines for second language (L2) reading. Change in the way reading is defined has led to different theoretical development that affects pedagogical aspects of reading. The change of reading paradigm from behavioural to cognitive and as of recent to sociocognitive and the inclusion of sociocultural has resulted in the birth of many pedagogical frameworks. Although vary in characteristics, these framework are all geared towards one goal that is to improve reading comprehension. Considering the fact that L2 reading often relies on L1 reading as general guidance, having the knowledge of different theoretical and pedagogical perspectives of L1 reading may serve as an impetus to assist L2 reading researchers and practitioners for change and advancement of L2 reading. In lieu of this thought, the purpose of this book is to share some ideas in regards to theory and practice in L1 reading as a launching pad for potential development in L2 reading theory and practice particularly for L2 reading practitioners and researchers in the Malaysian context.

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This book offers insights into some theories and practices in first language reading which may serve as a platform for second language reading. Advancement in first language reading theories and instructional practices could be transferred to second language reading domain with appropriate modifications to suit the nature of second language reading. Therefore, second language reading practitioners and researchers might find this book to be particularly resourceful.

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