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Smit, Nienke; de Bot, Kees; van de Grift, Wim; Jansen, Ellen

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An Observation Tool for EFL Reading Comprehension Teaching Strategies

Nienke Smit (N.Smit@rug.nl), Kees de Bot, Wim van de Grift & Ellen Jansen

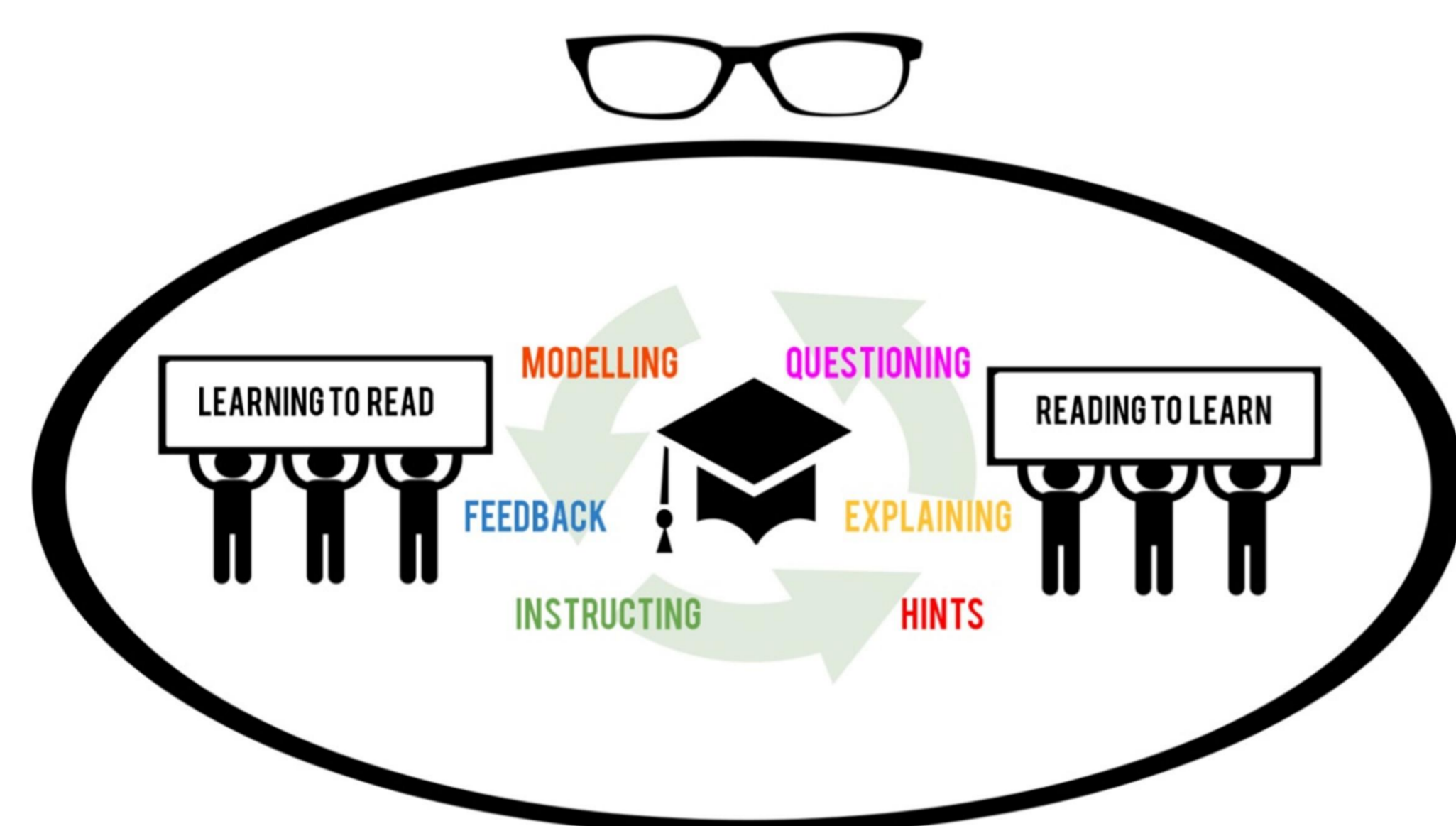
university of
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EFL Reading Comprehension Observation Protocol (ERCOP)

		SCAFFOLDING MEANS						
		FEEDBACK (6)	HINTS (5)	INSTRUCTING (5)	EXPLAINING (4)	MODELLING (4)	QUESTIONING (5)	
SCAFFOLDING INTENTIONS	Support of ss metacognitive activities	Direction maintenance	gradually withdraws teacher support from the reading task gives feedback on the students' learning process	helps students to analyze the task	has clear reasons and goals for an activity uses a flexible lesson design to facilitate the student's reading process	teaches students to self-evaluate their reading		encourages students to generate questions about
		Support of ss cognitive activities	Cognitive structuring	uses clarification requests in L2	helps students to understand the characteristics (genre, register) of a text	has good introductory hands-on tasks to build initial interest	uses signposting of lesson goals during activities	uses the L2 for instruction for 75-100% the lesson
	Reduction in degrees of freedom		uses repetition	helps students to clarify (passages from) the text		teaches students to use strategies for deriving	helps students to give L2 output	asks students for opinions about text content
		uses recasts in L2			checks that students are aware of reading relevance			
	Support of student affect	Recruitment		lets students create vivid mental images related to the text	relates text to students' background knowledge		arouses curiosity in the text	builds on student-generated questions in the lesson
		Contingency management	uses explicit correction	amplifies but does NOT simplify language	makes the students active participants in the reading lessons		uses visual materials (e.g. video, pictures, graphic organisers)	promotes student interpretations of the text

Based on Scaffolding Framework (Van de Pol e.a., 2010), Comprehensible Input Hypothesis (Krashen, 1999), Interaction Hypothesis (Long, 1996), Communicative Orientation of Language Teaching (Spada & Frohlich, 1995), corrective feedback scheme (Lyster & Ranta, 1997).

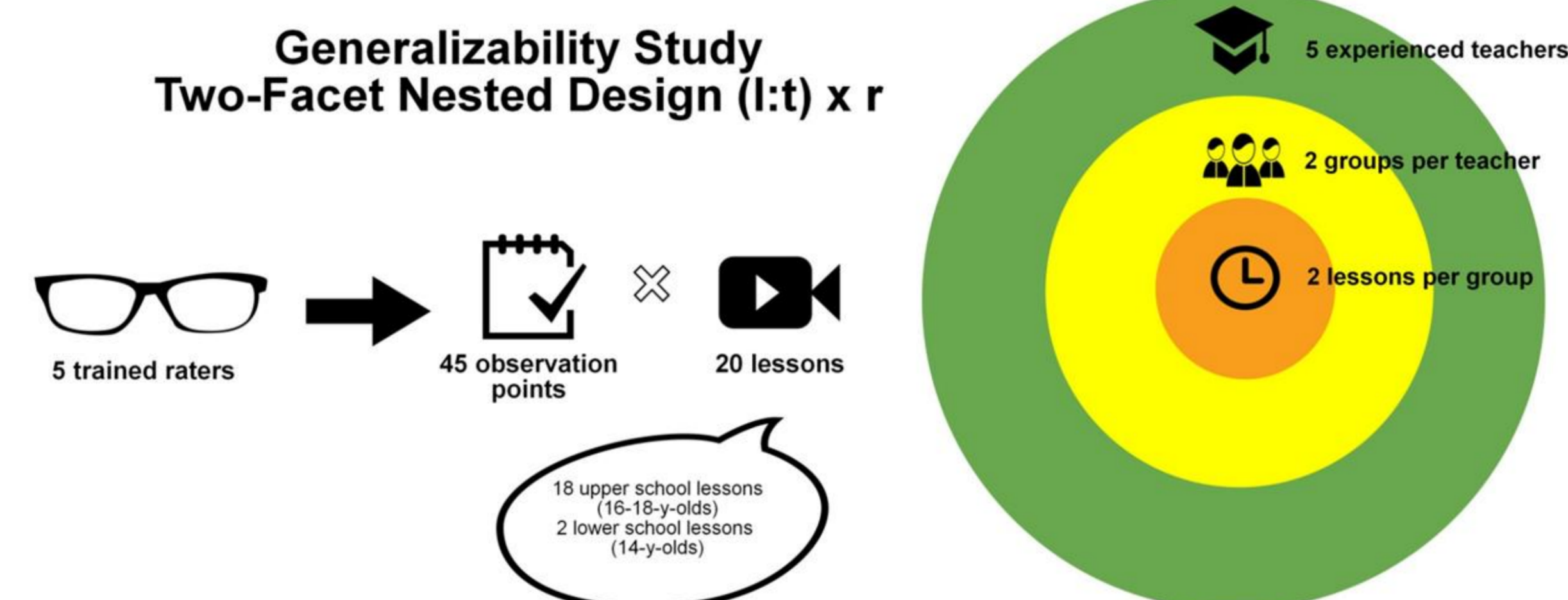
Theoretical Background



CONTEXT

Learners: Dutch upper secondary school EFL
Age group: 16-19-year-olds
Level: CEFR B2/C1

Design



METHOD

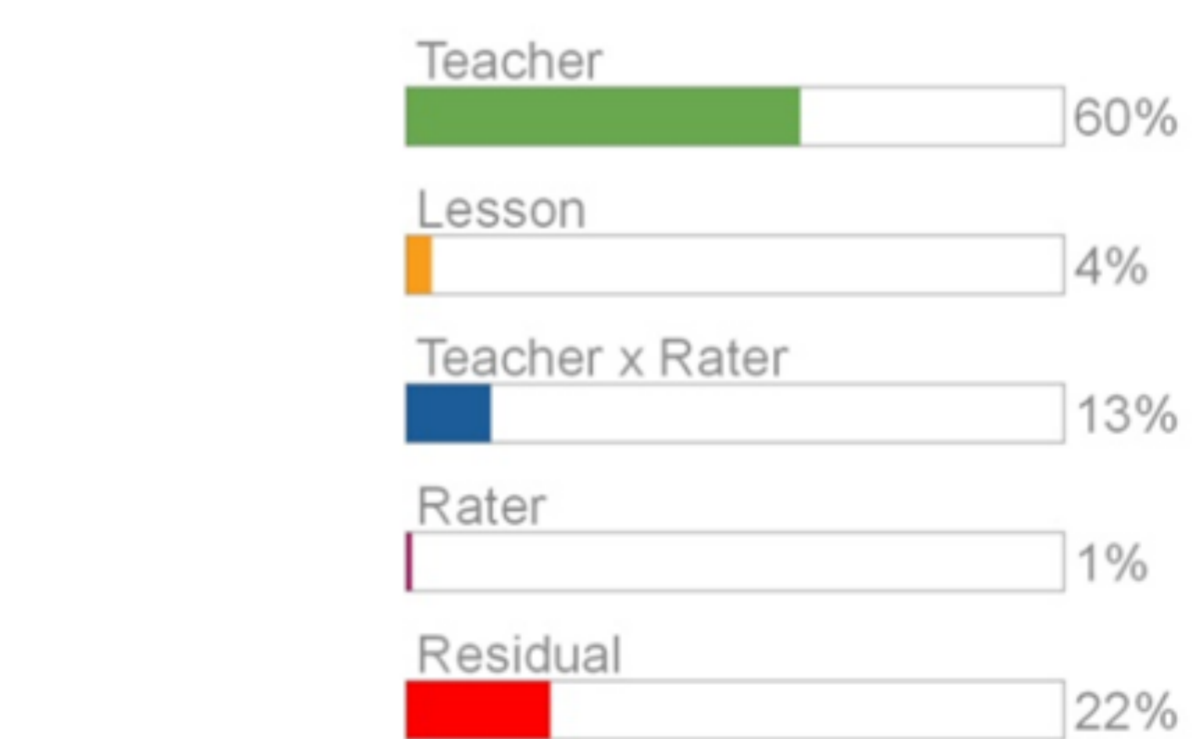
Generalizability theory was used to:

- isolate sources of variation in measurement
- estimate their magnitude of sources of variation

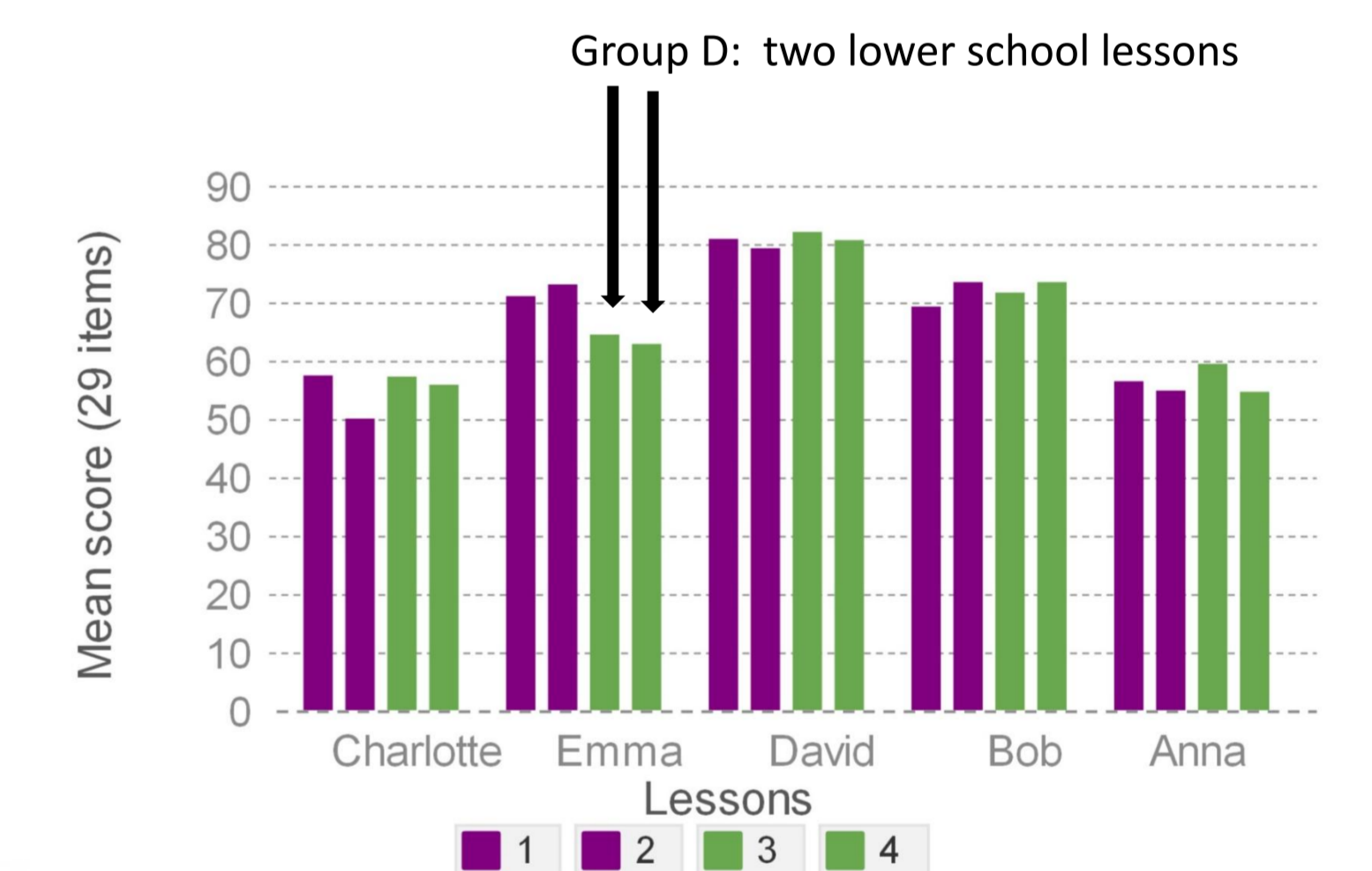
AIM

Maximize the accuracy of the observed teachers' scores.

Results



Variance explained by different facets in G-study



Teaching strategies score ERCOP per lesson

RESULTS FROM THE G-STUDY

- 64% of the observed differences in the teachers' use of strategies (items n=29) can be attributed to actual differences between the teachers
- 14% of the variance can be attributed to raters and to interaction between raters and teachers (relatively small portion)
- 22% residual (remaining unmeasured error)