Implementing a Question-Generation Strategy with Bilingual Students:

Exploring the Perspectives of a Beginning Teacher

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Abstract

This study examined the challenges associated with the explicit delivery of question-generation strategy with 8 Arab Canadian students from the perspective of a bilingual beginning teacher. This study took place in a private school and involved 2 stages consisting of 9 instructional sessions, and individual interviews with the students. Data gathered from these interviews and the researcher's field notes from the sessions were used to gain insights about the participants' understanding and use of explicit instruction. The themes that emerged from the data included "teacher attitude," "students' enhanced metacognitive awareness and strategy use," "listening skills," and "instructional challenges." Briefly, teacher's attitude demonstrated how teacher's beliefs and knowledge influenced her willingness and perseverance to teach explicitly. Students' enhanced metacognitive awareness and strategy use included students' understanding and use of the question-generation strategy. The students' listening skills suggested that culture may influence their response to the delivery of explicit instruction. Here, the cultural expectations associated with being a good listener reinforced students' willingness to engage in this strategy. Students' prior knowledge also influenced their interaction with the question-generation strategy. Time for process versus covering content was a dominant instructional challenge. This study provides first hand information for teachers when considering how students' cultural backgrounds may affect their reactions to explicit strategy instruction.

Table of Contents

CHAPTER ONE: INTRODUCTION TO THE STUDY

In this chapter, I first provide an overview of myself as a student and teacher and then provide the background, purpose, and rationale for the study completed here. After discussing the importance of the study, associated limitations are reviewed. Last, the remainder of the study is outlined.

Personal Background

This study is one that is personally relevant to me and thus one that I deem to be very important. I have experienced being a student and educator in the Middle East as well as in Canada. As a child, I was raised in a culture that did not encourage or expect me to initiate topics of conversation that were self-focused. Indeed, I was not expected to speak before a certain age. Risk taking and decision making were not accepted without referring to adults for approval or permission. I was expected to listen and accept information from adults without question. In our culture, students are expected to focus on achieving high grades, avoiding failure, and learning through rote memorization. I experienced great stress and anxiety as I was raised in a system that I perceived "punished" students who made mistakes. Thus, as a student, I always attempted to over prepare for lessons and to achieve high grades. As a teacher, I recalled "disciplining" or "punishing" my students when they struggled academically or experienced behavioural problems.

As a graduate student in Canada, I have also experienced great challenges as part of my professional life. From a cultural perspective, personal change is "terrifying" and something to be resisted vigorously. Despite this "taboo," I started to reflect regularly on myself as a person and on my cultural beliefs. I found that this process made me feel

vulnerable and insecure because what I once understood to be fixed and unchangeable was now open to change. Over time, I recognized the discrepancy between Western and Middle Eastern learning goals. In Canada, the educational system supports constructivist practices where learners are active, social, and creative (Perkins, 1999). Contrarily, Middle Eastern practices tend to rely on transmission models of instruction that encourage passive learning (Dupree, 2003).

As part of the M.Ed. program, I came to learn about the concept of metacognition. I became very interested in this topic because of the research indicating that it fosters students' abilities to learn as well as their understandings about how to learn. The learning environment is critical to metacognitive growth. Specifically, it needs to be one where students feel safe to take risks, listen to others, ask questions, express curiosity, and indicate when they are uncertain about new learning. As a language teacher, I was interested in the teaching of metacognitive strategies because as part of this process students learn by doing, reading, and reflecting. In short, I wanted my students to become critically reflective of their learning processes.

Background of the Problem

Canada has two official languages, English and French. In many communities across Canada, children who come from homes in which neither English nor French is spoken receive most of their schooling in English or French. Because multiculturalism is an official policy of Canada (*Canadian Multiculturalism Act*, 1986), those children may also receive some instruction in their heritage and home language (Abu Rabia & Siegel, 2002).

The research on bilingual children's reading experiences is limited in scope and quantity. Differences in bilingual and monolingual children's schemas (i.e., the prior knowledge that readers bring to the text) include the readers' cognitive base, the linguistic experiences, topical knowledge, and the knowledge of the rhetorical structures that signal the organization of texts (Garcia, Jimenez, & Pearson, 1998). Researchers have documented that, in general, bilingual children know less about topics included in second-language texts (Droop & Verhoeven, 1998; Garcia, 1991; Jimenez, 1997, 2004; Jimenez, Garcia, & Pearson, 1995, 1996; Tabors & Snow, 2004). In general, bilingual readers encounter more unknown English vocabulary and possess less knowledge about the topics that they read than do successful monolingual readers (Garcia; Tabors & Snow). In addition, previous research (Garcia et al., 1998) indicated that bilingual readers used cognate strategies in their reading. Cognates are words in two languages with common linguistic roots, which are closely related both in form and in meaning across the two languages. However, researchers also concluded that these strategies were underutilized (Jimenez, 2004; Padron, Knight, & Waxman, 1986) and that bilingual students required metalinguistic awareness. For this reason, some researchers believed that bilingual readers might need explicit instruction related to the processing of text, and that these children need also to be encouraged to use their personal knowledge to construct meaning from texts (Garcia et al., 1998).

Only a limited amount of research has focused on documenting the types of metacognitive strategies that bilingual students use while reading (Garcia et al.,1998). Metacognition is the knowledge and awareness of one's own cognitive processes and the ability to regulate, evaluate, and monitor one's thinking (Bonds & Bonds, 1992; Hacker,

2004). Most research findings indicate bilingual students use similar reading strategies across their two languages (Calero-Breckheimer & Goetz, 1993; Jimenez, 2004; Padron et al., 1986; Pritchard, 1990; Tabors & Snow, 2004). For instance, Pritchard documented that bilingual Latina high school students used the same reading strategies across languages.

There is also limited research exploring the use of explicit instruction with bilingual students (Garcia et al., 1998). Explicit strategy instruction involves extensive teacher modeling. It also includes verbalizing thought process while using the strategy, providing students with reasons for strategy use as well as providing them "where" and "when" information (Almasi, 2003). Students are provided with guided practice sessions which include teacher prompts and feedback in order for them to gradually become successful in using the strategy independently (Almasi; Hacker, 2004; Pressley, 2000).

To date, there has not been any study in Canada that explores the effectiveness of using explicit instruction to improve bilingual students' reading comprehension. The current study explored whether explicit instruction of the question-generation strategy was beneficial in developing bilingual students' metacognitive awareness. The nine instructional sessions used for this study were based on the Ontario Curriculum for Social Studies (Ministry of Education, Ontario, 2006b).

Purpose of the Study

The purpose of this study was to develop a better understanding of the instructional challenges associated with using explicit instruction with bilingual students and their experiences using a question-generation strategy before, during, and after reading informational texts. The participants were Arab Canadian students who were

born in Canada but spoke both Arabic and English. Specifically, this study developed a better understanding of the challenges associated with teaching explicitly from the perception of a beginning teacher. The questions that guided the data collection, the data analysis, and the presentation of the findings include:

- What are the experiences and instructional challenges associated with the explicit delivery of a question-generation strategy from the perspective of a beginning bilingual teacher?

- What are the bilingual student responses to the use of the question-generation strategy?

Rationale

My rationale for completing this qualitative study was personal and professional. Based on my experiences as a student and a teacher, I started to make comparisons between my experiences as an undergraduate and graduate student. In my undergraduate program in English Literature, the dominant goal of learning was "performance orientated" (Darling-Hammond, 1997). Within this orientation, students were focused on achieving high grades. They were considered to be "empty vessels" waiting to be filled with knowledge and skills from the instructor. During my graduate work in Curriculum Studies, there were greater opportunities for dialogue between graduate students and teachers. Students appeared to be more motivated to participate in the learning process. Furthermore, they understood their learning goals and did not appear anxious. Students were viewed as active learners and directed their own learning. Based on the constructivist view, when students were presented with new information they used their existing knowledge and previous experiences to help them understand it. Through the

active process of constructing meaning for themselves, they generated new knowledge or modified their existing knowledge (King, 1995).

I realized that students need to possess metacognitive knowledge about "how," "when," and "why" in order to regulate their learning processes (Griffith & Ruan, 2005). For instance, in reading, knowing how to use previewing strategies helps readers to tap into their prior knowledge and "when" and "why" to adjust their reading rate to achieve the set goals. However, only a limited amount of research has focused on documenting the types of metacognitive strategies that bilingual students use while reading (Garcia et al., 1998; Jimenez, 2004). Most of the literature is informed by research on monolingual students' use of reading strategies or involves asking bilingual students to indicate, on reading strategy surveys, the reading strategies they use across their two languages (Calero-Breckheimer & Goetz, 1993; Jimenez; Padron et al., 1986; Pritchard, 1990). There is also limited research exploring whether explicit instruction can be used to promote metacognition with these learners (Garcia et al.). To date, there has been relatively little research on question-generation in bilingual contexts. Specifically, there has been no Canadian study that examined the effectiveness of using explicit instruction to improve bilingual students' reading comprehension.

Throughout my experience as a teacher in Canada, I wanted to extend my "theoretical expertise" to include "practical expertise." I came to value the experience of metacognitive dialogue during my daily activities. I spent the last 2 years encouraging myself to question and contemplate my professional and personal experiences. I was aware that I changed the way I communicated with my children by teaching them information about "why and how we do it" versus teaching them to "just do it."

Professionally, I became especially interested in the field of metacognition, as it has the potential to foster students' abilities to learn. I wanted my students to have the opportunity to be reflective learners. In this study, I wanted to provide support for my students and myself that would enable us to gain a greater sense of cognitive awareness. I brought a constructivist learning process through explicit delivery of question-generation strategy into an Arab private school.

The Importance of the Study

By completing this study, I hoped to provide first hand information to teachers about the relationship between the delivery of explicit instruction strategy and students' culture. It was anticipated that bilingual Arab-Canadian students would benefit from receiving explicit strategy instruction due to their intense listening skills and their cultural values on the teacher as the explicit authority on what and how to learn. The study was intended to help teachers develop more effective procedures to improve bilingual students' metacognitive awareness and educational experiences.

It was anticipated that this study would provide an understanding of the challenges associated with the delivery of explicit instruction for beginning teachers and thus would provide first hand information for instructors in preservice and inservice programs. It was intended that insights and information gained from this study would provide documentation for educators, researchers, and practitioners who may be interested in my research. It was hoped that the specific findings of this study would lay a solid theoretical and empirical foundation for future research.

Limitations

When qualitative research is used to study a phenomenon, certain limitations prevail. As the researcher conducting this study, I held a personal bias that providing students with explicit instruction about the question-generation strategy would improve their comprehension skills. I expected that my students would gain metacognitive awareness and become reflective learners.

The most obvious limitation was the timeline of the research study. Nine instructional sessions were used to teach students how to use the question-generation strategy. Each session took three to four sequential periods, thus it was difficult to finish one session over the course of one day. Further research about explicit instruction should continue over a longer period of time to document the long-term effects of this question-generation strategic intervention.

Outline of the Remainder of the Document

Chapter Two provides an overview of the research on reading comprehension and its link with bilingual students. It also examines how students' comprehension skills can be enhanced through the provision of effective reading strategies, specifically the research supporting the use of explicit instruction.

Chapter Three reviews the research methodology and procedures employed throughout the study. Participants, materials, procedures, analyses, and limitations are addressed.

Chapter Four presents the findings of the study through reflective field notes that summarize my observations and reactions to each instructional session. The emergent themes that explain the participants' experiences using the question-generation strategy

include: "teacher attitude," "students' enhanced metacognitive awareness and strategy use," "listening skills," and "instructional challenges" associated with the delivery of explicit instruction.

Chapter Five provides a summary of conclusions. The findings are discussed in the context of contemporary literature, followed by implications to both theory and practice and implications for future research.

CHAPTER TWO: LITERATURE REVIEW

Ninety-five percent of what appears on the Internet, as well as the vast majority of globally published technical information, is written in English (Garcia, 2000). Thus, reading English is required in many of our daily activities. For many children throughout the world, this will require the acquisition of a second language (Garcia). According to the 2001 *Canadian Census*, over 5 million people in Canada speak a language other than English at home. Bilingualism is common among many children in Canada (Abu Rabia & Siegel, 2002). Children of immigrants may speak and hear their first language in their homes and neighbourhoods but be educated in the language of the majority. In many communities across Canada, children come from homes in which neither English nor French is spoken. They receive most of their schooling in English or French, but they also receive some instruction in their home language (Abu Rabia & Siegel; Genesee & Nicoladis, 1995).

Sociocultural Perspectives

Recent literacy researchers have focused on reading within sociocultural contexts (Galda & Beach, 2004; Ruddell & Unrau, 2004). From this perspective, readers learn to interpret texts within specific cultural worlds (Beach, 2000). In other words, readers interpret text in terms of social practices (e.g., defining identities, building relationships, influencing other's beliefs, sharing knowledge). Sociocultural differences in expectations between students and teachers may contribute to communication breakdowns and impede school learning (Genesee & Nicoladis, 1995). For instance, in one study it was observed that American Indian children were hesitant to talk in classrooms because their culturally shaped language use acceptable in home learning situations was different from that

expected in learning situations in school. The children perceived participation as requiring individual performance under the control of the classroom teacher (Phillips cited in Ruddell & Unrau). In an attempt to bridge the school's and students' cultural backgrounds, teachers need be aware of and sensitive to the readers' understanding of language functions that are critical to classroom interactions (Ruddell & Unrau; Jimenez, 2004). For instance, Au and Mason (1981) found "talk stories," a form of joint performance in Hawaiian culture, useful as a vehicle for reading instruction. In the *talk story pattern,* teachers ask questions and encourage four to five children to participate jointly in forming an answer. As a group, children respond to one another's answers, interact, and build a complete answer. Au and Mason believe that this creative approach to develop sociocultural compatibility is in distinct contrast to the conventional classroom teacher-dominated recitation pattern.

Galda, Ash, and Cullinan (2000) demonstrated that through participation in discussions, students can acquire language skills that enhance their levels of participation. Teachers can also facilitate literature discussion groups by helping students focus on topics, clarifying text-pattern organization, and posing questions for interpretation. Galda et al. indicated that "the development of response strategies is mediated by teacher demonstration and explicit instruction (cited in Galda & Beach, 2004, p. 860). In short, sociocultural values constitute an important aspect of reading. Teachers need to understand these values if readers' potential for success is to be enhanced. The current study examined the relationship between the delivery of explicit instruction and the participants' cultural practices.

The current state of research on bilingual children's reading experiences is limited in scope and quantity. Differences in bilingual and monolingual children's schemas for reading have been documented, with bilingual children knowing less about topics included in second-language texts (Droop & Verhoeven, 1998; Garcia, 1991; Grabe & Stoller, 2002; Jimenez, 2004; Jimenez et al., 1995, 1996; Tabors & Snow, 2004). In general, bilingual readers encounter more unknown English vocabulary and possess less knowledge about the topics read than successful monolingual readers (Garcia; Tabors & Snow). In addition, bilingual readers use less sophisticated metacognitive and cognitive strategies than monolingual readers (Padron et al., 1986). For this reason, some researchers believe that bilingual readers might benefit from explicit instruction about how to process text and that these children also need to be encouraged to use their personal knowledge to construct meaning from texts (Garcia et al.,1998; Jimenez).

This chapter presents an overview of the research on reading with an emphasis on reading comprehension and its link to bilingual students. First, the many components involved in the teaching of reading are examined with respect to bilingual readers. In the second half of this chapter I review how students' comprehension skills can be enhanced through the provision of effective reading strategies. Specifically, the research supporting the use of explicit instruction which incorporates modeling, guided practice, and feedback are reviewed. Again this research is examined with an emphasis on bilingual students.

Components of Reading Comprehension

Comprehension can be defined as the process whereby readers construct a mental representation of the author's message, which includes both the information in the text

and the readers' interpretation (Pressley 2000; Van Den Broek & Kremer, 2000). Pressley states that comprehension relies on two types of information: that which is received from the text (the surface structure of the text) and that which is retrieved from the readers' memories. The schemata of past experiences and prior knowledge that are contained in the readers' memories are critical in assisting them to construct meaning from the text. By relating new ideas encountered in the text to familiar ideas and mental constructions, readers build an understanding of the text material.

Grabe and Stoller (2002) outlined how reading comprehension processes are likely to work for skilled readers. They divide the reading process into two parts: (a) lower level processes (the more automatic linguistic processes) and (b) higher level processes (comprehension processes that involve readers' background knowledge and abilities to form inferences).

The Lower Level Processes

Lower level reading processes include lexical access, syntactic parsing (i.e., the taking in and storing of words so that basic grammatical information can be extracted), semantic proposition formation (i.e., the combining of word meanings and structural information into basic meaning units), and working memory activation (Grabe & Stoller, 2002). Fluent reading comprehension requires rapid and automatic word recognition. Pressley (1998) stated that decoding and comprehension compete for working memory. Accordingly, automatic word recognition "consumes very little capacity, and thus, frees short term capacity for the task of comprehending the word and integrating the meaning of the word with the overall meaning of the sentence, paragraph, and text" (p. 61).

Bilingual students have two sets of vocabularies to learn. Thus, while they may know fewer vocabulary items in each language, they possess the same number of items when the two languages are taken together (Garcia et al., 1998). Thus, when the vocabulary scores of bilingual students are combined, bilingual students' vocabulary achievements equal or exceed those of monolingual children (Bialystok, 2001). Accordingly, bilingual students encounter many unknown English words, thus impeding their comprehension skills.

In addition to word recognition, fluent readers also possess grammatical knowledge including syntactic understandings (e.g., phrasal grouping, word ordering information, subordinate and superordinate relations) and semantic understandings (e.g., combining word meanings and structural information into basic clause-level units). Most important, fluent readers develop automaticity in using grammatical and semantic information interchangeably when decoding texts (Kuhn & Stahl, 2003).

When lexical access, syntactic parsing, and semantic proposition formation are functioning well, they occur simultaneously in working memory. The words that are accessed, the information that is cued grammatically, and the emerging meaning are all active for a short period of time in working memory. If processing of active information is not done quickly, the information fades from memory and must be reactivated, taking more resources and making the reading process inefficient (Carpenter, Miyake, & Just, 1994).

The Higher Level Processes

The higher level processes include comprehension, interpretation, inferencing, and executive control processes. The most fundamental higher level comprehension

process is the co-ordination of ideas from a text to the main points and supporting ideas to form a meaning representation of it (Pressley, 2000). New clauses may be hooked into the network through repetition, paraphrasing, and through simple inferences (Grabe & Stoller, 2002). As readers continue processing text information and adding new meaning units, the new meaning units begin to be seen as the main ideas of the text. The new ideas become and remain more active in the network. Ideas that are not repeated fade from the network quickly.

Background knowledge, which is the prior knowledge the reader brings to the text, plays a supporting role and helps readers anticipate the discourse organization of the text as well as clausal meanings as new information is incorporated in the text model (Grabe & Stoller, 2002). At the same time, readers begin to interpret text information from the text in terms of their background knowledge. Effective comprehension requires students to oversee, monitor, use relevant strategies, and evaluate their success (Griffith & Ruan, 2005).

This description of the higher level process reveals how the prior knowledge of readers plays a great role in reading. This kind of schematic processing is "top-down" in that activation of the higher order ideas occurs first and affects thinking about the details of the situation (Pressley, 2000). Generally, when readers relate text ideas to their prior knowledge, reading comprehension is enhanced.

Comprehension Strategies

Comprehension strategies are procedures that guide students as they attempt to read and write. The Report of the National Reading Panel (2000) describes seven individual strategies that appear to increase students' comprehension of text including

comprehension monitoring, co-operative learning, graphic organizers, mental imagery, summarization and text structure, and question-generation and answering. For the purpose of this study, only comprehension monitoring and question-generation are reviewed in depth.

Comprehension Monitoring

Several studies incorporate comprehension monitoring through the use of self-questioning. The process of self-questioning allows readers to integrate the knowledge contained in the text with their prior knowledge, and thus, acquire meaningful comprehension about the text (Hacker, 2004).

Jetindra, Hoppes, and Xin (2000) conducted a study that demonstrated how students can be taught to engage in self-monitoring along with summarization strategy instruction. Participants in this study were enrolled in grades 6-8 and were between 2 and 2.5 years behind their peers in reading. Students were assigned randomly to either a summarization strategy and self-monitoring group or a control group which received additional support in decoding and comprehension from the resource teacher. Over 8 weeks, students in the experimental group received explicit instruction and guided and independent practice on generating the main idea (a one-sentence summary). Students were provided with a self-monitoring card which consisted of a four-item checklist on a cue card. Results of this study indicated that students assigned to the self-monitoring and strategy instruction condition were significantly better at identifying the main idea than were students in the control group.

Baumann, Jones, and Siefert-Kessell (1993) used self-questioning along with a variety of other monitoring and repair strategies in a unique format to improve students'

success with reading comprehension. Specifically, these authors used a think-aloud strategy to facilitate grade 4 students' comprehension monitoring. Baumann et al. reported that the use of think-alouds can help students to learn a variety of strategies, both to monitor their comprehension (e.g., self-questioning, making predictions) and to improve their understanding of the text through repair strategies (e.g., retelling, re reading). The results of the study found that students in the think-aloud group employed more strategies to enhance their understanding of text and address comprehension difficulties than did students assigned to other instructional activities (DRAT: predicting and verifying; DRA: previewing story vocabulary, activating prior knowledge, and questioning approach). In-depth interviews with students demonstrated that those in the think-aloud strategy condition reported using a number of strategies when processing text. On the other hand, students in the comparison groups were more likely to emphasize correct decoding, oral reading skills, and literal comprehension of text. The results of this study support the view that providing students with comprehension monitoring skills in addition to comprehension strategy instruction facilitates their use of effective reading comprehension strategies.

Overall, self-questioning enabled readers to exert cognitive control over their comprehension abilities. In response to their self-generated questions, readers elaborate and revise text meanings and interpretations.

Prior Knowledge and Question Generation

Pressley (2000) demonstrated that long-term knowledge can affect processing and comprehension of new information. Readers often relate their prior knowledge to ideas in text when ideas in text overlap to some extent the ideas in the long-term knowledge base.

Duke, Pressley, and Hilden (2004) demonstrated that when students do not possess relevant prior knowledge, their ability to comprehend text is impaired. They offered some solutions such as encouraging students to read worthwhile books (i.e., books that may develop students' conceptual knowledge) and watch worthwhile television as well as encouraging parents to increase experiences that can expand students' understanding of the ideas that literate people know. Most important, Duke and his colleagues indicated that the real limitation is that students often do not activate the relevant prior knowledge that they do possess versus their lack of prior knowledge. That is, they may simply fail to relate their relevant prior knowledge to the text being read.

One possible solution in this case is to encourage students to ask "why" questions (Griffith & Ruan, 2005; Pressley, 1998, 2000; Pressley et al., 1991). When students think about why the events and relationships specified in text are the way they are, they orient to knowledge related to the content of the text. Pressley (2000) also demonstrated how asking "why" questions can improve students' learning of expository materials. Pressley speculated that "why" questioning "orients readers to prior knowledge that can render the facts in a text more sensible, and hence, more comprehensible and memorable" (p. 553). By learning how to ask questions, text information is organized in a meaningful manner, thus improving students' understanding and recall of text.

A study conducted by Leslie and Recht (1988) investigated how prior knowledge influences long-term retention of text information in students deemed as either good or poor readers. Prior knowledge includes "the reader's cognitive base, the reader's fund of linguistic experience, the reader's topical knowledge, and the reader's knowledge of rhetorical structures that signal the organization of texts" (Dechant, 1991, p. 29). Junior

high students were divided into four groups based on their pre assessed reading ability (high or low) and existing knowledge of baseball (high or low). Each student read an account of a half inning of a baseball game. After reading, each student recalled the account by moving figures and verbally retelling the story. Leslie and Recht reported that students with greater knowledge of baseball recalled more than did students with less knowledge. This finding demonstrated the powerful influence of prior knowledge on memory and learning.

Question-generation strategy can be used by students to enhance thinking and learning across a number of contexts (King, 1995). Individuals who question what they read, see, and hear in the world around them tend to understand their world better (King). Much research has been conducted confirming the effectiveness of using a question-generation strategy with students in regular classroom settings (Hacker, 2004; Rosenshine, Meister, & Chapman, 1996). King elaborated that the cognitive coaching sequence should be used when training students to use the question-generation strategy. Prior to training, it is important to teach students that question generation improves learning because it makes them think intensively about the ideas presented. It is beneficial to begin the question-generation training by differentiating between "memory" questions (i.e., those that require one to simply remember and repeat what has been heard or memorized from the presentation) and "thinking" questions (i.e., those that require one to think about the presented information in some way, such as explaining, justifying, or analyzing). Initial teacher modeling is followed by a gradual shifting of responsibility to the students as outlined in the following four steps: (a) teacher models thinking aloud and how to generate a question, (b) teacher generates question with

students' input, (c) students generate several questions with teacher help, and (d) students generate questions independently (King).

King (1995) argued that when students were trained to use general question stems as "a model of inquiry to guide them in creating their own specific questions on the material presented" (p. 26) their critical thinking abilities improved (For exact wording of the question stems refer to Appendix A). Question stems are content free so they can be used with any subject matter, and they required them to use such thinking skills as "analysis, prediction, comparison, application, inference, and evaluation." (p. 26)

Garcia et al. (1998) reported that successful bilingual students use the question-generation strategy less often than monolingual students, supporting the recommendation that bilingual students would benefit from instruction in question generation. In interviews with U.S. Spanish-speaking students, Garcia et al. found that the Spanish-speaking fifth-and sixth-graders scored more poorly on questions that required background knowledge than monolingual Anglo students. Although Garcia et al. did not provide the reasons for this finding, they suggest that bilingual students may need instruction on how to construct questions from text.

<div align="center">**Explicit Instruction**</div>

It is documented that students learn best if strategy instruction is explicit (Woloshyn, Elliott, & Riordon, 1998). Explicit instruction enhances all students' learning and their strategic and metacognitive awareness but is especially effective for struggling readers (Almasi, 2003; Dole, Brown, & Trathen, 1996; Duffy et al., 1987). Pressley and Goodchild (1989) argued that "good strategy users" possess metacognitive knowledge about strategies. Metacognitive knowledge includes an understanding of "when,"

"where," and "how" to apply cognitive strategies (Hacker, 2004). Explicit instruction involves having teachers frequently model learning strategies and provide students with information about the parameters associated with their use (Woloshyn et al., 1998). When students are first introduced to a strategy, teachers need time to model and provide students with information about it. When students gain proficiency in using the strategy, teachers can limit their input to reminders and prompts to transfer the strategy when completing related learning tasks (Almasi). Throughout the process of explicitly teaching a strategy, teachers must monitor students' progress and provide them with encouragement and constructive feedback (Woloshyn, Elliott, & Kacho, 2001). Teachers should remodel the strategy as necessary, making the components of explicit instruction as "interactive" or "interdependent" as possible (Woloshyn et al., 2001).

Almasi (2003) suggested that comprehension strategy instruction should begin with teacher explanations of the strategy and modeling of its use. Students should then practice their using of the strategy in the context of authentic reading activities. Such practice is monitored by the teacher. Feedback and instruction are reduced as students become more independent. In other words, instruction is "scaffolded." Almasi also proposed that teachers encourage transfer of strategies by reviewing "when" and "where" information about them. Cueing and prompting should continue until students are able to apply competently the strategies they have been taught.

Dole et al. (1996) evaluated the effects of using strategies to activate grade 5 and 6 students' prior knowledge over the course of a school year. The students were divided into three groups: story content instruction, explicit strategy instruction, and traditional basal instruction. Story content instruction consisted of building students' declarative

knowledge and introducing them to new vocabulary and story concepts. Strategy instruction provided students with both procedural and conditional knowledge. That is, students learned various strategies such as predicting and identifying important story elements in addition to learning when and where the strategies could be used most effectively. Students in the basal condition followed the traditional basal program provided in the teacher's manual, which included some declarative knowledge (e.g., introduction of the topic and key vocabulary prior to reading) and some procedural knowledge (e.g., word recognition skills). Findings indicated that students who received explicit strategy instruction demonstrated significant improvements in reading comprehension relative to their peers in the story content and basal conditions. Dole et al. presented this finding as evidence that procedural and conditional knowledge is needed in addition to declarative knowledge in order to promote reading comprehension in poor readers.

Metacognitive Knowledge

Metacognition has been the topic of substantial interest over the years. A view of the literature (1979-1995) indicated that 503 journal articles and 169 book chapters have been written on topics concerning metacognition (Hacker, 1998). Flavell (1979) described metacognition as "knowledge and cognition about cognitive phenomena" (p. 906). More simply, metacognition is the process of thinking about one's own thoughts. According to Flavell's model of metacognition, persons' abilities to control a "wide variety of cognitive enterprises occur through the actions and interactions among four classes of phenomena, (a) metacognitive knowledge, (b) metacognitive experiences, (c) goals and tasks, (d) actions or strategies" (p. 906). Metacognitive knowledge refers to

one's stored world knowledge that "has to do with people as cognitive creatures and with their diverse cognitive tasks, goals, actions and experiences" (p. 906). Flavell described how metacognitive knowledge may lead to a wide variety of metacognitive experiences or affective experiences that pertain to an intellectual enterprise.

Building on Flavell's (1979) definition, Kluwe (1982) identified two general components common to metacognition. The first component is linked to declarative knowledge, and the second one to procedural knowledge. More important, Kluwe made a clear distinction between cognitive and metacognitive knowledge. According to Kluwe, the former consists of stored data, which refers to domain knowledge (knowledge about subjects, personal history, social interactions), and stored processes, which refers to solution processes. By contrast, metacognitive knowledge is related to executive process, which involves both monitoring and regulating other thought processes. Monitoring processes include (a) identifying the task, (b) checking on current progress, (c) evaluating progress, and (d) predicting outcomes of the progress. Regulation processes include (a) allocating resources to the task, (b) determining the order of procedure, and (c) establishing pace (Kluwe).

Most of the early investigations of metacognition sought to describe general developmental patterns of learners' knowledge about memory processes, especially processes concerned with conscious storage and retrieval of information (Hacker, 1998, 2004). As studies moved from descriptive to experimental, four general kinds of studies appeared. The first category included research exploring the nature of cognitive monitoring. In these studies, learners' awareness of their knowledge and thought processes were examined (Kluwe, 1982). In the second group of studies, the focus was on

the individuals' regulation of their thinking processes (Kluwe). These studies included

strategy training and transfer tasks (Griffith & Ruan, 2005; Jimenez, 2004; Schneider,

1985). Here students were taught a strategy in the context of a specific task and then

given another task where they could apply it. Individuals' decisions about whether to use

the strategy or abandon it in favor of a different one were then monitored. In the third

kind of study, individuals' monitoring and regulation skills were examined. In these

studies, individuals monitored available information during the course of their own

thinking and then used this information to regulate subsequent memory processes

(Kluwe; Schneider; Schoenfeld, 1987). Often, these studies focused on elaboration

strategies in memory and how strategies can be used to improve performance. The final

study approach examined ways in which metacognitive theory can be applied to

education (Hacker, 1998). Here research focused on whether metacognitive strategies can

facilitate learning in different domains, with most researchers (Davidson, & Sternberg

1998; Garcia et al., 1998; Pressley, Brown, El- Dinary, & Afflerback, 1995) concluding

that metacognitive awareness facilitates learning. The current study is related to the final

study approach in that it examined the challenges associated with the explicit delivery of

question-generation strategy.

Metacognitive awareness allows individuals to plan, sequence, and monitor their

learning in a way that directly improves performance (Hacker, 2004; Schraw, 1998;

Schraw & Dennison, 1994). There are three methods that have been used to assess

strategic readers (Paris & Flukes, 2005). The first method includes self-reports during

reading, such as prompts to think aloud. The second is to interview readers about specific

features of their strategic reading. These methods are administered individually. The third

method involves surveying readers in groups. For the third method, researchers use inventories to determine students' metacognitive awareness. For instance, the Metacognitive Awareness Inventory (MAI) includes 52 items corresponding to individuals' knowledge and regulation of cognitive processes. The former corresponds to what students know about learning strategies, and the latter corresponds to their knowledge about planning, implementing and evaluating their learning.

Instruction of Bilingual Students

Garcia (2000) refers to bilingual students as having two languages. He states that bilinguals who are fluent (i.e., fluent in speaking, reading, and writing) in two languages are uncommon. In an educational setting, young learners who speak no or very little English belong to one of two categories (Garcia et al., 1998). The first category includes those who live or are born in the United States to immigrants whose language and culture differ from those of the United States. The second category includes learners who are native born, such as Native Americans.

Prior to 1960, bilingualism was viewed negatively in the United States (Crawford, 1993). Some educators expressed that speaking two languages might cause a delay in children's language learning. In particular, many of these negative views were due to the immigrants' status. Hakuta (1986) observed that early studies of bilinguals focused more on bilingual intelligence than on bilingualism. The general belief was that bilingual immigrants' low performance on English tests reflected their inability to learn English due to their low intelligence (Garcia et al., 1998).

In contrast, researchers provide theoretical and empirical evidence that bilingualism might enhance students' learning experiences (Hakuta, 1986). Vygotsky

(1962) proposed that the experience of learning two languages could provide children with the opportunities to reflect on language in a manner that is extremely difficult for monolingual children (e.g., bilingual children paying greater attention to the semantic dimensions of words than to their phonetic qualities). Peal and Lambert (1969, cited in Hacker, 1998) examined the relationship between bilingualism and intelligence in the Canadian context by comparing the IQ performance of 10-year-old French-English bilingual children to their French monolingual peers. They concluded that, on average, bilingual children demonstrated enhanced cognitive development.

Another important study by Abu Rabia and Siegel (2002) demonstrated that being bilingual did not impede the development of reading, syntactic, and memory skills. The participants were 56 bilingual Arab Canadian children between the ages of 9 and 14 years. While English was their language of instruction, Arabic was the language spoken at home. The students were administered word attack, syntactic awareness, and working memory tests in two languages. There were no significant differences between bilingual English Arabic students and monolingual English-speaking students on the reading, language, and memory tasks. Abu Rabia and Siegel concluded that bilingualism did not affect the development of language reading skills in either language despite the different nature of the two orthographies.

The literature suggests two hypotheses about the relationship between first and second language skills. The linguistic interdependence hypothesis states that students who have learning difficulties in the first language will show similar difficulties in the second language (Cummins, 1979). Moreover, academic skills acquired successfully in their first language will be transferred to the second one. Accordingly, Cummins argued

that the primary reason why many Latin bilingual students in the United States do not do well in school is that they have not had the opportunity to first develop a proficient base in one language, which would enable them to transfer knowledge and strategies to learning in their second language. De Fantoura and Siegel (1995) examined the language, memory, and reading skills of bilingual Portuguese Canadian students. The study supported Cummins's hypothesis that students who demonstrate low reading scores in English also demonstrate low scores in the Portuguese language tasks. Across both languages, reading difficulties appeared to be related to deficits in phonological processing, working memory, and syntactic awareness.

The script-dependent hypothesis holds that the characteristics of different reading and writing problems may emerge across two languages. For example, English does not have a one-to-one relation between graphemes and phonemes, words are not always pronounced as they are spelled, and there are many irregularities. On the other hand, Arabic has much more predictable grapheme-phoneme correspondence rules than English, so that learners may experience reading difficulties in one language but not the other.

Throughout the 1970s and 1980s, researchers compared the reading performances of monolingual and bilingual children from similar backgrounds on metalinguistic awareness (Ben-Zeef, 1977). Ianco-Worrall (1972) concluded that young bilingual children paid greater attention to the semantic dimensions of words than to their phonetic qualities. After 6 years of age, such differences seemed to disappear. Much of the research related to bilingual students' reading has tended to compare their performance to that of monolingual students on isolated metalinguistic tasks. For instance, Bruck and

Genesee (1995) documented that kindergarten children enrolled in French-English immersion schools demonstrated superior performance on tests of onset-rime awareness. In another study, young Spanish English children in El Salvador outperformed their Spanish monolingual counterparts in detecting, correcting, and explaining grammatical sentence errors (Galambos & Golin-Meadows, 1990).

Researchers also have explored the specific types of knowledge and strategies that bilingual readers transfer across two languages. In a series of studies (Garcia, 1996; Garcia & Nagy, 1993; Jimenez, 2004), Garcia and colleagues explored the extent to which Spanish English bilingual students in the United States transferred vocabulary knowledge in one language to reading in another language. They were especially interested in students' use of cognate strategies (i.e., words in two languages with common linguistic roots). Garcia and Nagy concluded that bilingual students underutilized this strategy and that they had only an emergent concept of cognate. The use of cognate strategies required a metalinguistic awareness and flexibility that many of the students did not yet possess.

Jimenez (2004) explored the cognitive and metacognitive strategies used by competent and less competent bilingual Latin readers in grade 7 and demonstrated that explicit instruction could be used to improve reading comprehension of 5 bilingual students. He spent approximately 2 weeks teaching 5 Latin middle school students three specific strategies (i.e., asking questions, determining the meaning of unknown words, and making inferences). After instruction, students made statements about their reading abilities that reflected increased metacognitive awareness and use of reading comprehension strategies. For instance, these bilingual readers knew that information and

strategies learned or acquired in one language could be used to comprehend text written in another language. Thus, they were aware of their transference of knowledge across languages. However, less competent bilingual readers viewed being bilingual as problematic, as knowledge of their first language caused them confusion while reading. For example, one participant indicated, "I'm mixed up because I talk Spanish and English" (Jimenez, p. 217). The findings of this study suggested that less successful bilingual readers might benefit from explicit instruction.

Chapter Summary

Several studies have shown that explicit strategy instruction and extensive teacher modeling of effective strategies can be helpful in teaching monolingual students (Almasi, 2003; Griffith & Ruan, 2005; Pressley, 2000). Effective readers use a variety of reading comprehension strategies including summarization, question asking and answering, mental imagery, text structure, and metacognitive monitoring (Garcia, 2000; Jimenez, 2004; Pressley, 2000; Pressley, Wharton-McDonald, Hampson, & Echevarria, 1998). Researchers have argued that students need to be instructed explicitly in the "why," "where," and "when" of learning strategies, in order to become effective learners (Pressley et al.). It is well accepted that explicit instruction is an effective method for delivering strategy instruction, as it enhances students' learning and their strategic and metacognitive awareness (Dole et al., 1996; Duffy et al., 1987; Jimenez, 2004; Jimenez & Games, 1996). Similarly, several studies have documented the effectiveness of having students use question-generation strategies while reading (Duke et al., 2004; Garcia, 2000; Klingner & Vaughn, 1999). Question-generation strategy can be an important skill for enhancing students' thinking and learning across a number of contexts. However,

bilingual readers tend to use this strategy less frequently than monolingual readers

(Garcia et al., 1998).

CHAPTER THREE: METHODOLOGY AND PROCEDURES

In this chapter I provide an overview of the methodology used in the current study. Specific information about the selection of the participants, materials, data collection, and analyses are presented. This study used a qualitative, case-study methodology. The study took place in a private school and involved two phases. The first phase consisted of nine classroom sessions, and the second phase consisted of individual interviews with students. This chapter concludes with an overview of the limitations inherent in the study.

Description of Research Methodology

I chose to use case study methodology to gain insights about how explicit instruction can be used to promote bilingual students' reading comprehension. Previous researchers working with bilingual students have recommended that researchers carry out qualitative studies that include prompted and unprompted think-alouds and interviews (Garcia et al., 1998). The think-aloud procedure is especially important in context of its potential to provide insights about students' cognitive thinking (Ericsson & Simon, 1984; Garcia et al.). In this study, think-aloud data were collected and analyzed from 8 students.

The study took place across 6 weeks in a grade 4 classroom in a private school. All of the 12 students in the grade 4 class participated in the nine instructional sessions that involved using the question-generation strategy. The four remaining students received the same instruction and activities as those who participated in this study. However, they were excluded from the study as they did not speak Arabic as a first language. As the researcher and classroom teacher, I led the students through the nine sessions during their language arts periods. In these sessions, the students were taught

how to construct questions before, during, and after reading informational texts (see Appendix B). The first session included modeling the think-aloud procedure in order to present the two question types: memory questions and thinking questions. I used generic thought-provoking question stems (see Appendix A) which were posted on the board during the nine instructional sessions. These questions are designed to "induce critical thinking in the questioner as well as the responder. They required students to use such thinking skills as analysis, application, inference, and evaluation" (King, 1995).These thinking skills were similar to those outlined in Bloom's (1956) taxonomy of thinking including analysis, application, synthesis, and evaluation.

In sessions two through nine, I used the cognitive coaching sequence, which involves a gradual shift of strategy from the teacher to the students. Cognitive coaching is a good example of a training procedure that incorporates cognitive modeling and collaborative practice in a scaffolded context (King, 1995). After each session, the participants were required to answer multiple-choice reading comprehension questions including three open-ended questions that reflected their understanding of the text and the question-generation strategy. Each session took about three sequential periods. Each session was audiotaped, and I recorded instructional notes (see Appendix C for general framework). The observations were reflective in nature and included my thoughts and the insights that emerged from the instructional sessions (Creswell, 2005). The data collected from these instructional notes and transcriptions were analyzed to gain insights about the challenges and successes experienced by the participants during the instructional process.

The second phase occurred at the end of the sixth week of the instructional process. Each participant participated in an individual interview which lasted about 30

minutes. The purpose of the interview was to have participants reflect on their understanding of question generation as a reading strategy and gauge their metacognitive awareness with respect to the use of this strategy. All interviews were audiotaped and transcribed for analysis (Merriam, 1998). Data gathered from these interviews and the researcher's field notes were used to gain insights about the participants' understanding and use of explicit instruction. Data for this case study were corroborated to include transcriptions of the students' interviews and the researcher's field notes across the nine sessions.

Following the coding of the interviews, participants and their parents were asked to review and verify the instructional sessions and participant interviews as well as the researcher's interpretations of them.

Participants

This study involved 8 participants and me as a participant-observer. As my first language is Arabic, I believed that I possessed a deep understanding of the participants' backgrounds. I was an English language teacher for 3 years in the Middle East and 3 years in Canada. Throughout my experiences as a language teacher for bilingual students, many of my students struggled with reading comprehension, and I realized the importance of providing bilingual students with explicit instruction. Most importantly, Arabic culture is a collectivist culture that promotes interdependence, respect for authority, and group consensus and thus individual's needs are established within the context of the group. In Arabic educational setting, the authority of teaching and rote memorization are acknowledged. Over time, I have come to value my experiences using *metacognitive dialogue* during my daily activities, and I wanted my students to have the

opportunity to be reflective learners. Accordingly, I tried to bridge the Canadian-constructivist methods and Arab rote education methods through the explicit delivery of question-generation strategy. In this study, I wanted to provide instructional supports for my students and me that would enable us to gain a greater sense of cognitive awareness. By bringing in the metacognitive knowledge, I wanted my students to be prepared for Western individualistic education.

All the participants were in grade 4 and attended a private school. Four male and 4 female students were selected to participate in this study. All students were 9 years of age. All 8 participants were Arab Canadian students who spoke both Arabic and English and whose parents' first language was Arabic. I selected pseudonyms for all the participants to ensure confidentiality. I was the only person aware of the names and corresponding pseudonyms of the participants. Ahny, Moe, Won, and Aboud were 9-year-old male students. Reed, Sally, Fatti, and Jasmine were 9-year-old female students. The four remaining students in the class received the same instruction and activities as those who participated in this study. However, they were excluded from the study as they did not speak Arabic as a first language. These students' first languages include Turkish, Korean, and Somalian.

In Arabic families, children normally do not volunteer answers in front of adults unless they are asked or required to do so. Most Arab parents are not used to inviting their children to construct conversations jointly. There is a general lack of research exploring the schooling of Arab Canadian students (Abu Rabia & Siegel, 2002). Culturally incongruent classroom practices may prevent these bilingual students from participating effectively in student-centered learning activities. They may not always

benefit from instructional activities that are inconsistent with their cultural practices

(Genesee & Nicoladis, 1995).

Research Materials

The research materials included (a) reading materials, (b) generic question

prompts, (c) posters, and (d) nine instructional sessions.

Reading Materials

The text passages used in this study had not been studied previously by the

participants, and the content of the passages was compatible with the objectives from *The*

Ontario Curriculum Grades 1-8, Language and *Social studies* (Ministry of Education,

Ontario, 2006a, 2006b; see Appendix D). The final element associated with the text

selection was that the question-generation strategy could be applied readily.

The first text passage, "The Feudal System," was about the hierarchical structure

of medieval society (e.g., peasants, officials, scholars, clergy, merchants, artisans,

royalty, and nobles). The second, "Farming the Manor," third, "Peasant's Cottage,"

fourth, "The Village Life," and fifth text selection, "The Village Life, Part 2," described

aspects of daily life for men, women, and children in medieval societies (e.g., food,

housing, clothing, health, religion, recreation, festivals, crafts, justice, and roles). The

sixth, "The Castle," seventh "The Castle, Part 2," eighth, "Becoming a Knight," and ninth

selection, "The Manor Law" described aspects of castle life (e.g., design and building

methods; lords, knights, squires, men-at-arms, workers; sports and entertainment;

heraldry; justice; conflict and defense; Lawson, Boyd, Thomson, & McDowell, 2001;

Solski, 1987).

Generic Question Prompts

The generic thought-provoking question stems required students to use thinking skills such as analysis, application, inference, and evaluation and memory questions (King, 1995; see Appendix A). The questions were written on flash cards (memory questions on green flash cards and thinking questions on red flash cards) and on a wall chart which was displayed during the nine instructional sessions. The students were asked to record their own questions on paper and then read them aloud throughout the guided instructional sessions. All the students' responses were transcribed and added to reflective field notes for data.

Posters

I created pictures for the "How-to-Steps" (see Appendix E) in order to encourage and motivate students to follow the steps associated with the question-generation strategy. For the "getting ideas" step, I used a picture of a light bulb, and for the "look at chart" step, I used a picture of eyeglasses. A picture of a plug was used for the "connect text information with a question stem" step, a picture of a pencil was used for the "writing a question" step, and a picture of a hand was used for the "answer the question" step. A picture of a blanket was used for the "covering all ideas" step. I also used pictures of happy and sad faces to represent good and poor readers respectively and in order to encourage them use the "How-to-Steps." These pictures were posted on the board throughout the instructional sessions.

Instructional Sessions: Overview

In sessions one through nine I used cognitive coaching, which is exemplified by a gradual shift of strategy control from the teacher to the students. After each session,

students were required to complete a comprehension test. The participants were required to answer multiple-choice questions and some open-ended questions that reflected their understanding of the passage and the reading strategy (e.g., Which steps of question-generation strategy were easy/difficult to use? Did you like making up questions? See Appendix F for a full list of questions). These questions were used as formative assessments which helped me plan subsequent instructional sessions based on students' interactions and understandings of the question-generation strategy. In the following section, a description of how the instructional sessions unfolded in general is provided (see Appendix B).

First Session: Modeling the Strategic Tool

In the first session, I modeled how to generate memory and thinking questions. I explained to the students that I was going to think aloud in order to show them how to generate questions before, during, and after reading the text. I shared a personal learning story about how using this strategy increased my learning (see Appendix B). I then stated "when" and "where" the strategy could be used.

Making up questions before, during, and after reading can be used whenever you read an expository text. You must adjust your questions to the information you are reading. It is very important to have the question stems so you can select the ones that are most useful.

After that, I stated why this strategy is helpful.

I am going to explain why making up questions before, during, and after reading will benefit you in understanding. Good readers make up questions before, during, and after reading because this will help them remember and understand the

information better. When the information is meaningful to the reader, it will also be easier to remember.

I then modeled using the question stems before, during, and after reading.

I have a big piece of paper on the board where I'm going to write the questions that I will make up for the feudal system text. I will use the question stems to help me form questions. Every time we have a new text in Social Studies we can make up questions before, during, and after reading it. This again will help us understand the text because we will make connections between what we already know and the text. I'm going to write the questions on this piece of paper up here on the board. As you see, this paper is divided into three sections: before, during, and after reading. Next day, you will have your own pieces of paper, and you'll be writing down your own questions.

I can make up two types of questions. They are memory and thinking questions. The memory questions need direct answers and usually begin with the words "what," "when," or "where." The thinking questions require us to connect the text with something we already know. These questions include the words "explaining," "comparing," and "contrasting."

Immediately following the initial session, students completed the comprehension test (see Appendix F).

Sessions Two and Three

The teaching format for sessions two and three remained the same as in the initial training session, except that the students were prompted to co construct some of the questions (see Appendix B for specific instructional script). In these sessions, the students

observed me while I modeled the question-generation strategy. I asked them to help me form some questions. The students participated by answering questions before, during, and after reading.

Today we are going to be doing a reading activity. This will be about making up questions before, during, and after reading. Can you tell me, why do we need this activity? (Accept students' responses.) That's right. This activity will improve your learning because it makes you think in a number of different ways about the ideas presented. What are the steps that we use to make up questions? (Accept students' responses.) That's right. We list the materials that need to be covered. We look to the stem questions. We select the question stem. We write the question. We answer it. Now, what types of questions should you use? (Accept students' responses.) That's right. We can use the memory and thinking questions.

Sessions Four-Eight: Guided Practices

In these sessions, the teaching format remained the same as in the initial training session except that students worked in pairs (see Appendix B for specific instructional script). Each pair formed questions using the generic questions prompt chart as a guide. They also used the memory and thinking questions which were written on green and red flash cards. I also provided them with "How-to-Steps" and pictures (see Appendix E) to encourage and motivate them to follow the steps associated with question-generation strategy. Specifically, I used two pictures of poor and good readers that corresponded to happy and sad faces (see Appendix E). Students continued asking and answering each other's questions before, during, and after reading. I circulated among the students and prompted them to make appropriate questions. After forming questions and answering

them, I recorded each pair's questions on the board. I then invited the whole class to answer the recorded questions to the best of their abilities.

Session Nine: Independent Practice

I gave students a piece of paper divided into three parts (before reading, during reading, and after reading) and instructed them to continue making questions about the "Manor Law." However, I no longer guided them with this process, but instead observed how well they worked independently. The generic question prompts chart was displayed on the board (see Appendix A). Students completed their work independently. I then instructed the students to answer the comprehension questions independently to the best of their abilities.

Data Collection

In the field notes, I recorded my experiences delivering the explicit instruction sessions and the students' responses to them.

Field Notes

I circulated and watched students during the nine instructional sessions using a general framework (see Appendix C). I then recorded my observations as reflective field notes which included my thoughts and insights gained from the sessions (Creswell, 2005). The data collected from these sessions were analyzed to gain insights about the challenges and successes that the participants and I experienced during the instructional process.

Individual Interviews and Think-Aloud

The second phase occurred at the end of the sixth week of the instructional process. Each participant also participated in an individual interview that lasted

approximately 30 minutes. The purpose of the interview was to have participants reflect on their understanding of the question-generation strategy, their reactions to explicit instruction, and to assess their metacognitive awareness about the question-generation strategy. The interviews took place in the school during a regular scheduled break. The interviews were semi structured, with a list of guiding questions (Merriam, 1998; see Appendix G). During the first part of the interview, the participants' perceptions about the benefits associated with generating memory and inferential questions, their comfort with receiving explicit instruction, and their metacognitive awareness were examined. In the second part of the interview, students were provided with a previously read section of text and asked to think aloud while they were making before, during, and after reading questions. The purpose of using the think-aloud protocol was to determine students' metacognitive awareness (Paris & Flukes, 2005). All interviews were audiotaped and transcribed for analysis.

Data Analysis

The data collected from the interviews and field notes were analyzed to uncover any emerging themes that might be used to understand the participants' experiences using the question-generation strategy and receiving explicit instruction. Following the coding of the interviews, participants and their parents were asked to review and verify the interview transcripts and my interpretations of the instructional sessions.

The data analysis procedures followed the format outlined by Creswell (2005). The data analysis began by reading the transcripts from the individual interviews and field notes. I read through all pieces of data several times to develop a holistic understanding of the information contained in them. At this stage, I examined how the

pieces were related to one another. From this analysis, I coded the data which were collected from the interviews and the field notes into themes. I then examined the data and the emerging themes (Creswell).

The students' responses to the first part of the interview questions were considered in terms of the Metacognitive Awareness Inventory (Schraw & Dennison, 1994). The Metacognitive Awareness Inventory includes 52 items that indicate knowledge of cognition and regulation of cognition. The former corresponded to students' knowledge about a strategy and the latter corresponded to their knowledge about how to plan, implement, and evaluate their own learning (Schraw & Dennison).

According to Paris and Flukes (2005), the think-aloud process works well with grade 4 students because it connects metacognitive and comprehension assessments. Teachers can assess students' metacognitive awareness by asking them to think aloud while they answer questions about given texts or by asking them how they used a strategy while reading. Similarly, during the interviews, the participants selected one of the same Medieval reading texts and were asked to "think aloud" when using the question-generation strategy. The participants were asked to answer some questions about how they processed the same reading text while reading. The students' metacognitive explanations provided indicators of their strategy knowledge and use (see Appendix G for the questions of the interviews).

Methodological Assumptions and Research Limitations

There was a set of methodological assumptions evident in this study. First, it was assumed that I, as the researcher, shared the same cultural background as the students, and thus I planned the instructional sessions accordingly. I used a lot of repetition to

ensure the participants' understanding of the explicit strategy instruction. As the researcher, I also held a personal bias that the participants of this study would demonstrate enhanced metacognitive awareness. Thus, I planned my instructional sessions focusing more on the delivery of the explicit strategy instruction than on the content of the passages to ensure that the participants would gain metacognitive awareness.

Second, it was assumed that the case study methodology would provide a kind of richness in terms of the instructional sessions and the interviews which demonstrated the students' real responses and the teacher's reflection on teaching explicitly. When qualitative methodologies are used to study a phenomenon, certain limitations prevail. The most obvious limitation was the timeline of the research. In this study, nine sessions were used to teach students how to use question-generation strategy. With additional practice, students' comprehension skills could be expected to improve greatly. Further research that examines the effects of providing students with explicit instruction should continue over a longer period of time to monitor the long-term effects of this question-generation strategy.

Another limitation was the centralized curriculum decision of the private school where I conducted this study. I planned the instructional sessions based on the Medieval units as they were parts of the curriculum expectations and thus I would be able to get a permission to conduct this study. However, I assumed that the content of the passages would be new to the participants and thus prepared many visual prompts and intense guided practice sessions which would take a lot of time. In other words, my new role as a teacher implementing the constructivist learning process within centralized curriculum

was at risk as this research might not be completed due to the controversial shifting of school's policy.

The final limitation associated with this study involved the participants' challenge to articulate their understanding of the strategy. By repeating the instructional teaching steps, I assumed that I would assist students to express their experiences using the question-generation strategy.

Establishing Credibility

In an attempt to establish credibility, a number of procedures were incorporated in the study. The instructional sessions and the interview questions were reviewed by members of the research team (advisor and committee members). Interviews and instructional sessions were also audiotaped and transcribed. When listening to the tapes, I read and reread the transcripts carefully to make sure there was no discrepancy between them (Creswell, 2005).

Second, Creswell (2005) describes the process of corroborating evidence from different sources as a form of cross-validation. He recommends that researchers seek regularities in the data by comparing different participants, comments, settings, and methods to identify recurring results. In the current study, I compared different comments from different participants on the challenges associated with the delivery of question-generation strategy.

Ethical Considerations

Once ethics approval (See Appendix H) had been gained from Brock University and the members of the private school board, an information letter was sent home to the

parents/guardians of the selected participants. The letter outlined all research requirements, including instructional formats and data collection procedures.

Included in the information package to parents/guardians was a consent form which also outlined the nature of the research, instructional formats, and data collection procedures. Parents or legal guardians were asked to sign and return this consent form, indicating their permission to have their children participate (or not participate) in this study. Students who did not return the consent form or whose parents did not wish them to participate in this study received identical classroom instruction but were excluded from the data collection and analysis processes. At the completion of the study, all students and parents (including those who did not participate in the study) were informed about the general findings of this study.

Chapter Summary

The purpose of this study was to develop a better understanding of the challenges associated with using explicit instruction with bilingual students. The study was also intended to provide insights about these students' experiences using a question-generation strategy before, during, and after the reading of informational texts. Using a qualitative research design allowed me to ask open-ended questions which enabled the participants to share their views, and thus provide real, valid, deep, and rich data. Eight participants were chosen purposefully. All the research activities complied with guidelines set by the Brock University Research Ethics Board. The two methods used to collect and record the data were one-on-one interviewing and the recording of the instructional sessions.

The data collected from the interviews and field notes were analyzed by the researcher to uncover any emerging themes that were used to understand the participants' experiences using question-generation strategy and receiving explicit instruction. Following the coding of the interviews, participants and their parents were asked to review these data and indicate their agreement with the researcher's interpretations. The researcher examined and re examined the data to find areas of corroboration (Creswell, 2005).

CHAPTER FOUR: RESULTS

The audiotaped interviews and the instructional sessions were transcribed verbatim. These transcriptions and my field notes were analyzed to gain an understanding of the challenges associated with the delivery of the explicit instruction to bilingual students. I focused on identifying the differences, similarities, and connections among the data (Creswell, 2005). Next, these data were reanalyzed to gain an understanding of the experience of delivering explicit instruction to a group of bilingual students from the perception of a beginning teacher.

In order to present the data in a meaningful manner, I synthesized the reflective field notes for each instructional session. Each reflective field note summarized my observations and reactions to each instructional session. These sessions reflected my experiences and how I, as a beginning teacher, gained proficiency in teaching explicitly. Following this, a review of each theme is provided (Creswell, 2005).

The themes that emerged from the data included (a) teacher attitude, (b) students' enhanced metacognitive awareness and strategy use, (c) listening skills, and (d) instructional challenges. These themes were related to the research questions as they provided responses to the challenges associated with the delivery of explicit instruction. Briefly, "teacher attitude" responded to the first research question, "What are the experiences and instructional challenges associated with the explicit delivery of a question-generation strategy from the perspective of a beginning bilingual teacher?" and it included my motivations for teaching explicitly and my reactions to the delivery of explicit instruction. "Students' enhanced metacognitive awareness and strategy use" provided an answer to the second research question, "What are the bilingual student

responses to the use of the question-generation strategy?" where it included gains in students' metacognitive awareness resulting from explicit instruction. "Listening Skills" responded to the second research question, and it included the relationships between the students' cultures and their responses to explicit instruction. As part of this theme, I comment about how peer coaching and students' listening skills appear to be interrelated. "Instructional Challenges" responded to the first research question, and it included some of the struggles experienced by the participants as part of this instructional process.

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Instructional Sessions

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In sessions one through nine I used cognitive coaching, which is exemplified by a gradual shift of strategy control from the teacher to the students.

Sessions One through Five

My reactions to the first sessions were not positive. I was not confident in my ability to carry out the lessons, and I doubted my students' abilities to participate in the instructional methodology. Although the literature about explicit instruction verified my experiences in the first two sessions and warned that teaching explicit instruction was not an easy task (Almasi, 2003), I was still disappointed in my initial experience. "Personal experience is different from reading about others' experiences" (Field notes, Session Two).

Throughout the first session, I experienced a conflict between the need to model the question-generation process and the need to sustain students' interest in the lesson at hand. Specifically, I felt that my voice dominated the lesson and that, in turn, I was "boring" my students.

I was anxious when I started modeling the use of question-generation strategy and

I let them participate by making up some questions. It was not a good modeling, I

know… I missed some points. (Field notes, Session One)

I could see that several students were off task, either drawing pictures or closing

their eyes. For instance, Reed played with her picture and did not want to listen to

me. Moe also mentioned how he did not like the lesson. Others admitted to

attending/participating in the lesson following instructions from their parents who

told them it was important to pay attention to the lessons as they were part of a

research study. (Field notes, Session One)

I became aware that I spoke quickly in an effort to cover the content and question-

answering strategy in the time available for the lesson. Students commented that they

found the lesson pace difficult to follow. "You spoke too fast and too much. I could not

remember what you said to us" (Jasmine's comment, Session One). I, in turn, felt my

energies dwindle and was left feeling exhausted.

I just want to finish this lesson. I can hardly stand. I'm really disappointed in my

modeling of the instructional methodology. I need my advisor to be with me to

see whether I'm on the right track. (Field notes, Session One)

Throughout Sessions One and Two about "The Feudal System" and "Farming the

Manor," I was very aware of the elements of explicit instruction and tended to teach them

in a step-like fashion "I was thinking whether I did the steps of the explicit instruction in

the same order or whether I forgot one of them" (Field notes, Session One). When

presenting relevant personal experiences, I told my students about a stressful experience I

had in a graduate course and how using the question-generation strategy helped me

remember the content. They listened attentively to my personal story and asked me to show them my graduate course readings. The students appeared to be affected positively by my personal story, as they kept on talking about the importance of using this strategy in the future.

> The question-generation strategy is important. I can use it in different grades and subjects and even when I grow up and go to university. I will continue making up questions for any readings because it will help me understand informational texts. (Aboud, Interview)

Throughout the first two sessions, I kept on repeating information about "why," "when," and "where" the question-generation strategy should be used and asked my students to repeat this information.

> This reading activity is very important, and we can use it whenever we have an expository text with new information. Forming questions is important… we use it whenever we have an expository text with new information and it's important to adjust the question stem that you'll choose from the chart with the information from the text. (Field notes, Session Two)

Overall, the repetition was effective in helping students gain an understanding about the steps of the explicit instruction. However, the process also took substantial time, and I sensed that my students were bored.

In session three, I looked forward to being able to guide the students in the question-generation process versus modeling it. That is, I looked forward to the break from addressing each element of the explicit instruction in a step-like fashion. For instance, I was also able to integrate the elements of the explicit instruction through the

students' examples. I reminded my students about the importance of generating questions while they were forming questions and not just at the beginning of the session. I was able to guide my students in a more natural manner.

Teacher: What are the similarities between furniture nowadays and the furniture in the medieval time?

Sally: Both had wood.

Teacher: How did you make up the question?

Sally: I look at the chart and fill in the blanks with "the furniture."

Teacher: Why do we use this reading activity and what is it?

Students (all): Connections.

Teacher: In which way?

Ahny: You make connections between what you know and what you don't know in the text, so you can remember the information.

Won: I made up the question, "What would happen if there were no spinning wheels?" The answer is, "They would have no clothes."

Teacher: Which question did you choose?

Won: I did not choose it from the chart. I made it from my mind.

Teacher: But it's from the chart, so maybe you remember it because you did it before and you became familiar with it.

Won: So, if I did not have a spinning wheel, I would go to the store.

Teacher: What are you doing?

Won: I'm thinking and comparing. I made connections between what I know and I don't know. I have another question, "What's the spinning wheel used for? It's

used for clothes." It's a memory question from the text. (Field notes, Session Three)

In general, students were able to respond to the explicit instruction "why" and "when" prompts better than during the first two instructional sessions. They provided appropriate responses without my assistance or prompts

Teacher: Why do we use this reading activity?

Moe: So we understand the text.

Jasmine: We can get the main ideas.

Teacher: It's with the main ideas. Who can tell me again why we use this reading activity?

Won: To build connections between the ideas and to use.

Teacher: to use ideas in...

Won: in sentences forms...

Teacher: Yes, this strategy helps us use ideas in different ways like with why, when, how, explain, and compare. So we use it in order to build connections among ideas in order to ...

Ahny: To remember the ideas.

I realized that both the nature of instruction and the nature of the curriculum materials made it difficult for them to follow my instructions. One main challenge was that some students struggled to derive main ideas from the text passages. While I focused on modeling how to generate questions, I did not model how to derive the main idea. "It was difficult to find out the main idea ...you have to look at the text" (Won, Session Two).

The text played an important role in students' abilities to use question-generation strategy. On the other hand, when students were familiar with the text vocabulary they responded well to the instructional methodology. For instance, in Session Five, it was much easier for them to form questions as they were familiar with the text ideas. Moe commented on how he enjoyed the task because he now knew the word "bolt" and therefore found it easy (Field notes, Session Five).

The other vocabulary challenge appeared to be with the question stems. Some of the question stems contained terms unfamiliar to the students like "regard," "draw conclusions" (Field notes, Session Four). While I explained these terms and wrote their meanings on the board, it was still difficult for them to select the appropriate question stem from the chart. One of the students indicated that "the question stems were not so good, and some questions were difficult to find" (Jasmine's comments, Session Two). "The chart had a lot of stuff and it is difficult to select a question stem" (Moe, Comprehension Test, Session Two).

Despite difficulty with some of the vocabulary in the question stems, I also noticed that some students were able to distinguish between "memory" and "thinking" questions. For example, some students explained the difference between "thinking" and "memory" questions as the latter were not directly from the text. They explained that it was easier to begin with "memory" questions than "thinking" questions. However, my students' reactions to the "memory" and "thinking" questions were different in the fifth session than in the first four sessions. Some students preferred to start with thinking questions while others preferred the memory questions (Field notes, Session Four). Some of the students told me that they were encouraged to generate thinking questions because

the chart had many thinking question stems and few memory question stems. Thus, I added additional memory question stems such as, "When did ------happen?" or "Who is--------?"

As I was concerned about the additional time that I had required to complete the first two instructional sessions, I pushed the students to work faster and cover the text quickly (Field notes, Session Three). "It is too much work for us, my brain will explode" (Moe, Session Three). "I wish I could let them enjoy the session. They need a break, but I don't have time" (Field notes, Session Three). The length of the text was also problematic. It was long, and completing the questioning process tired the students and me: "Paragraphs were long and they found it difficult. I'm tired" (Session Two).

In Sessions Four and Five, pairs of students faced each other in a circle. Each pair was provided with a card which included a list of the question stems. During this session, I circulated around the class and observed how each pair interacted to generate the questions. Overall the students responded positively and expressed their ideas clearly. I did not hear any complaints about the session.

Most important, I also incorporated prompts into the instructional session to increase students' interest and motivation. Specifically, I used concrete prompts in order to help students remember how ideas would be connected after using the question-generation strategy. For instance, I used the analogy of my daughter's hair clips to simplify the concept of making connections among different ideas. I told the students that each clip represented an idea, and that by connecting the clips I would be able to keep all the clips and not lose any. The same was true for ideas, I would be able to remember the

ideas. Forming and thinking about questions helped me make connections among different ideas. Thus, I would remember the information.

These are my daughter's clips, and I will use them today to show you how ideas are connected. Let's say that each colored clip resembles an idea, and when you make up questions, you connect the ideas as I'm doing right now with the clips. With all these connected clips or ideas you will have a series of ideas and this will help you to remember, because when you have one clip or idea you cannot remember as well as having many connected clips or ideas. This is what's going on your brain where you make connections among ideas or the clips and this will help you remember the ideas. So if you forget the importance of this reading activity, remember my example of my daughter's clips. (Field notes, Session Four)

Overall, my students related to the "clip" concept, although one student commented that he had difficulty imagining the clips in his mind: "It's hard to have the pictures of the clips in my mind" (Ahny, Session Four).

I also used cue cards and pictures in Session Five. Posters labeled with such titles as "*Plug In*" were displayed to encourage students to make connections among the different ideas contained in their reading materials. As well, the students were reminded of the attributes of good and poor readers. For instance, I indicated how good readers often use the question-generation strategy when reading expository text while poor readers do not.

Peer coaching was an important element in these instructional sessions. Peer coaching can enhance students' self-esteem, as they are more likely to take risks when

interacting with peers (Forman & Cazden, 2004; Klinger & Vaughn, 1999). Here, students appeared to learn well from their peers. For instance, some students tried to simplify the process of generating questions by highlighting the important ideas during reading. Sally and Moe highlighted the main ideas while they were reading the paragraph, then they explained how they looked at the chart for the appropriate question-stem: "Our thinking question for the highlighted main idea is: Explain why the cottage is made of straw and mud" (Sally & Moe, Session Three). Collaboration appeared to increase students' motivation to complete tasks and encouraged them to take responsibility for their own learning. While working together, they developed proficiency in applying the strategy and produced more inferential questions, especially when one partner reminded the other about the steps needed to complete the task. "Students can learn better from their peers. It was helpful for Jasmine to sit closer to Won and work with him on making up questions. This encouraged her to follow the instruction and make up good questions" (Field notes, Session Three).

It is also important to observe the students' personalities when they worked in pairs, as their mannerisms affected their responses to explicit instruction. I realized that choosing compatible pairs among students played an important role with this kind of instruction (Field notes, Session Five).

Jasmine and Won did well. Both used the cards, and sometimes they created questions. Rather than copy from the ideas on their cards, they used their source. Thinking and memory questions were easy because I understood them and my partner and I made questions together, so making up questions became easier. (Jasmine & Won, Session Five)

Listening skills were also extremely important, as the students needed to listen attentively to the explicit language. For instance, although Aboud possessed good comprehension skills, he lacked the ability to attend to tasks for lengthy intervals. It was therefore difficult to capture his attention.

I also realized during these sessions that my students were enthusiastic to use the question-generation strategy. Some students wanted to participate without raising their hands. Others were talking with their peers. In part, control was hard to maintain as some students were interrupting my modeling so that I had difficulty listening to the questions that they formed.

Ahny: Teacher …

Teacher: Give another chance to others…

Won: What's the significance of the manor?

Aboud (interrupted): I told him to do that.

Ahny: I have a question.

Ahny: Teacher, my question is for the next paragraph.

Ahny: How is farming the manor related to what we studied before?

Won: Isn't this question for after reading?

Teacher: yes….

Fatti (interrupted): Teacher, can I write, Do you agree or disagree with the manor?

Overall, I realized that the students gained familiarity with the process of explicit instruction. One student explained that the question-generation process was "important and now easy as she learned how to make up questions following certain steps and she would never have found them otherwise" (Field notes, Session Five). Most of the

students were also aware of the explicit components of instruction, and one of them referred to my daughter's hair clips which were implemented in Session Four in order to explain the importance of using the question-generation strategy. This student stated, "First you got your daughter's clips to show us how to make connections among ideas in different ways" (Ahny, Session Five).

Teacher: I tell you about the importance of this strategy in order to encourage you to use it. It's also good to know that a good reader... uses this activity. This time, I'll use two pictures and I'll pass [around] some copies of the pictures.

Student: It's *Plug*, it is connection.

Teacher: Last time I used my daughter's clips to remind you of the importance of this reading activity. And this time [I displayed] *Plug In* to remind you of making connections to remember the ideas. (Field notes, Session Five)

After each session, I observed my students' responses to the comprehension tests and noticed that they were able to recall significant ideas presented in the text. For instance, Sally, Moe, and Fatti recalled three to four facts about the peasant's cottage, Won and Ahny recalled five to six facts about the feudal system and the village life, and Aboud and Reed recalled three to four facts about the village life and farming the manor. Their answers contained salient points and suggested that they benefited from using the question-generation strategy.

Sessions Six, Seven, and Eight

The purpose of the sixth, seventh, and eighth sessions was to solidify students' skills using the question-generation strategy and to provide them with an understanding about medieval castles. In these sessions, I focused on following the "How-to-Steps." I

used picture prompts from the "How-to-Steps" in order to encourage and remind students to follow the steps associated with the question-generation strategy. For instance, for the "getting ideas" step, I used a picture of a light bulb, and for the "look at chart" step, I used a picture of eyeglasses. A picture of a plug was used for the "connect text information with a question stem" step, a picture of a pencil was used for the "writing a question" step, and a picture of a hand was used for the "answer the question" step. A picture of a blanket was used for "covering all ideas." Overall, my students appeared to be committed to their work: "They continue to work seriously" (Field notes, Session Seven).

I also provided them with a challenge question, "What would you say to convince another teacher to use the strategy?" (Field notes, Session Six) Students' responses to this this challenge question suggested that their understanding of the explicit process were solidified as they referred to the steps of the explicit instruction in order to convince the teacher about the importance of using this strategy.

Teacher: What are you going to do to convince teacher Cathy about using this reading activity?

Fatti: I would tell her how it helps us and why it helps us and how we benefit from it. I would also tell her when we can use it.

Ahny: Tell her why it is important and what the students should follow the pictures and what they mean and when you use the memory and thinking questions.

Moe: Why is it important? How it is good, and why is it important?

Won: I am going to say or tell her how you use it. When you use it and why you use it... and how you make up questions, and the benefit of this activity.

Sally: I would explain how to build connections.

Aboud: How to use the activity. Why we should use the activity. When to use the activity.

Reed: By telling her a lot of information about how it helps us.

Jasmine: I would say it's easier to build connections and say it's very important.

(Field notes, Session Seven)

Again, I found that the happy and sad faces were positive reinforcers and convinced all the students to follow the "How-to-Steps."

Teacher: Why do you follow "How-to-Steps"?

Aboud: I always want to be a good reader. I came more experienced with making up questions.

Jasmine: We can get better and we will be good readers. It's helpful.

Fatti: I like the idea of a happy one because I want to be a good reader.

Moe: I want to use the "How-to-Steps" because I want to be a good reader.

Ahny: I prefer to use the "How-to-Steps." It shows you that you're a good reader. First of all, I became more confident as I learnt how to make up questions.

Sally: First I don't like to generate questions because it was boring. In the first two lessons, I did not do well because I did not understand it well. In the next two lessons, I did better than before because before I used the strategy, but when you gave us the cards and worked with a partner I felt more relaxed. I can make up questions with myself and I have a partner with me and I can keep on going and

when you check it I learned if I have mistake. The reading sessions were

beautiful.

Sally: Start with simple stuff. Start to tell us about good reader from the

beginning. (Interview)

There was a point at which I realized that the students associated this reading

strategy with the units on medieval times only. In order to help them understand the

generalizability of this strategy, I reminded them about "when" they could use this

strategy: "Remember that this strategy can be used with any expository text in science or

social studies, and it's not just for the medieval units" (Field notes, Session Six).

Students' comments indicated that they began to realize the breadth of this

comprehension strategy.

I also observed the importance of working with the text that motivates students.

For instance, Aboud, who usually misbehaved during class, became involved in the

lesson about medieval weapons: "I think he did so because the text described the tools

used for defense and he likes weapons" (Field notes, Session Six). Another student

offered me advice about text choices.

Ahny: I think you should add one question and that question should be, "Do you

like this reading session or you don't and why?" And this will also cover the

thinking question....question will be useful. For example, the text about the castle,

if you add this question after reading it then you'll have idea what your next

session will be. (Ahny, Interview)

Moreover, when students possessed prior knowledge for the text information, they

were able to follow the question-generation steps more readily than when they lacked

relevant background knowledge. One of the students indicated that "making up questions is an easy task as I know the information in the text so it's easy to make up the questions (Aboud, Session Seven). Another student described how he liked to generate questions on the text about the knights because he learned about the knights from his game (Moe, Interview).

Students continued to respond better to the explicit instruction "why" and "when" prompts than during the first two instructional sessions. They provided appropriate responses without my assistance or prompts. The students were better able to provide metacognitive information associated with the use of the generic question stems.

I was fascinated to observe that some students appeared to have gained insights about the instructional process, "They remember very well what I added in the last session and in this session and why I'm using all the pictures" (Field notes, Session Eight). For instance, Won described how it's hard to follow the "How-to-Steps" before reading the text.

Before reading, we can make up the questions from our mind because it's difficult. There are not enough ideas, like just the title. It's really hard to use the "How-to-Steps" in this stage. (Won, Session Seven)

Although I used the pictures prompts to encourage students to refer to the generic question prompts chart, most of them preferred to generate questions without using the question stems: "We know the steps, but it's easier from our mind as we can finish quickly" (Session Seven). I explained to them how it's important to follow the "How-to-Steps" to avoid having simple questions.

Jasmine and Moe finished earlier because they chose their own way. That's why I showed them the weaknesses of not following the steps: "You will not cover the whole ideas and your questions will be simple." Aboud preferred to use his way, but when I asked him to use "How-to-Steps" he did well. (Field notes, Session Seven)

However, Won, Ahny, and Sally followed the steps and created very good questions.

Teacher: How did you find making up the questions?

Ahny: It's easy. I can do it without any help.

Won: It was helpful to remember it. It's very good and I can use it in the future.

Sally: It's helpful and easy because I build connections and I understood everything. (Field notes, Session Seven)

When completing the comprehension questions after the instructional sessions, I reminded my students of the benefit of using the question-generation strategy and how they recalled many of the facts about the castles after using this strategy (Field notes, Session Seven).

Session Nine

The purpose of this session was to watch my students while they were forming questions on their own. They were asked individually to form questions before, during, and after reading the text, "Manor Law." After that they shared their responses with others. The instructional session was not without challenges, however. While the students were aware of how to generate questions, it was still difficult for them to select question stems from the chart. For instance, it was sometimes hard for the students to match the ideas of the text with the question stems.

Teacher: What was the most difficult step for making up questions?

Fatti: Does the question stem match my information? Is it sensible?

Moe: What question stem should I use?

Won: Choose the question stem that matches with the idea.

Overall, I noticed that students' readiness to follow the instructions was very important, as some students wanted to work, but they still needed assistance to use the strategy. Some of the students, like Jasmine, were discouraged to form the questions because they did understand the meaning of the words and did not want to do two things at the same time (i.e., using the question stems and using the dictionary; Field notes, Session Nine). However, all of them recorded the "medieval ordeals" and were able to compare medieval laws with modern laws. Overall, they analyzed and evaluated the information presented in the text and connected it to their existing knowledge, thus demonstrating their abilities to think critically after using the strategy.

Synthesis of Themes Derived from Instructional Sessions

The themes that emerged from the data included "teacher attitude," "students' enhanced metacognitive awareness and strategy use," "listening skills," and "instructional challenges."

Teacher Attitude

In preparation for this study, I carried out a literature review exploring explicit instruction. Reviewing the literature was a "double-edged" experience. While I was intrigued by the experiences that I read about, I was also distressed to learn that teaching explicitly was a difficult process. My readings led me to anticipate that it would be difficult to implement explicit instruction and that my students' initial reactions might be

negative. I was uncertain about my ability to deliver explicit instruction. And I did not find the struggles of others to be comforting.

Although the literature about explicit instruction verified my experiences in the first session and warned that teaching explicit instruction is not an easy task, I was still disappointed with my initial experiences. Personal experience is different from reading about others' experiences. (Field notes, Session One)

My initial anxiety about explicit instruction was compounded by my cultural beliefs that discouraged me from experimenting with new instructional methods. I was nervous and very serious when speaking to students. However, as I continued with the instructional sessions, I became empowered to teach explicitly as I observed students' learning gains. I became confident in my abilities to teach explicitly as I created pictures and added some examples to help my students understand the question-generation strategy.

While completing this study, I also came to believe that teachers need to be prepared to reflect metacognitively on a regular basis before teaching explicitly. I came to value the experience of metacognitive dialogue during my daily activities. I spent the last 2 years encouraging myself to question and contemplate my professional and personal experiences. I was aware that I changed the way I communicated with my children by teaching them information about "why and how we do it" versus teaching them to "do it."

Students' Enhanced Metacognitive Awareness and Strategy Use

Metacognitive awareness is critical for all learning, especially for struggling readers (Almasi, 2003; Paris & Flukes, 2005). Possessing an understanding of the nature of effective reading strategies, how they facilitate learning, and when and why they

should be applied can help readers overcome reading difficulties. Knowing "what,"

"how," "why," and "when" to use any reading strategy is a necessary condition for using

strategies deliberately and selectively. Throughout the lessons provided here, practicing

the question-generation strategy appeared to help students develop their metacognitive

knowledge and highlighted the importance of being a reflective learner.

Teacher: Why is the question generation strategy important?

Ahny: This strategy is important because we understand the expository text

where we build connections among ideas in different ways.

Won: By using this strategy, I build connections among the ideas in different

ways, and thus remember the ideas of the text (Comprehension test, Session

Nine).

Moe: Using the example of how to convince a teacher to use this strategy

encouraged us to learn about the importance of this strategy, "when" and "where"

to use it. (Session Nine)

Some of the students commented that without understanding "how," "when," and

"why" to use the reading strategy, they would not be able to use it in different subject

areas: "We need to learn why this strategy is important because if we did not know its

importance then we would just follow the How-to-Steps. Thus we would not be

encouraged to use it in different subjects" (Sally, Interview).

My students assumed that the purpose of practicing the question-generation

strategy was to help them reach a level where they could use it independently

(Interviews). Aboud explained that by "practicing" he became "familiar" with the

strategy. Won commented that practicing this strategy helped him reach a level of

automaticity. Ahny elaborated how he "became more confident" using this strategy with extended practice. Sally also described how she became "relaxed" using the strategy across time. Moe mentioned how practicing the strategy would eventually save him time as he would be able to understand any expository text better than before learning this strategy. Some students, like Jasmine, Ahny, Won, and Fatti, explained how they attempted to use this strategy in other classes, like science, or when reading at home. Even though some students did not enjoy using the question-generation strategy, they gained confidence in their ability to use it independently. For instance, Ahny commented that although he did not like to use this strategy, he was confident that he could use it without the teacher's guidance (Session Four). Sally also commented that peer coaching and the teacher's guidance helped her reach a level where she could use the strategy independently (Interview).

When reviewing their answers to the daily comprehension tests, I noticed that the students recalled many of the facts that were related to the text content (Field notes, Session Nine). The students elaborated that when they shared their questions with others they thought about text content in new ways (Won, Interview). Completing these instructional activities forced them to clarify the ideas presented in the text selections, elaborate on them, and thus improve their text recalls (Field notes, Session Nine).

I continued to teach the participants Language Arts for the remainder of the school year and was amazed to observe how they transferred their use of this strategy to other content areas. They became familiar with the language of explicit instruction, and it was easy to model other reading strategies like the "collaborative reading strategy" (Forman & Cazden, 2004; Klinger & Vaughn, 1999; Klinger, Vaughn, & Schumm,

1998). Students were enthusiastic about using the collaborative reading strategy, and I noticed that their familiarity with the question-generation strategy reduced the amount of instructional time that was required to introduce them to this new reading strategy.

As I continued to present the lessons provided here, I realized that some students struggled to identify the main idea from text. Some students highlighted words, but sometimes these words did not correspond to the main ideas of the text. "Jasmine was stuck with the main ideas, and she started to highlight the unknown words" (Field notes, Session Nine). I realized that my instruction did little more than ask them to paraphrase information. Accordingly, when planning my future learning instruction I will work on providing students with explicit instruction in the paraphrasing of text information. One student indicated that "it was difficult to find out the main idea …you have to look at the text" (Won, Session Two).

Throughout the sessions, I continued to observe changes in my students' responses to the question-generation strategy. I realized more than ever that my students represented a range of abilities. It was important for me to understand that the experience of using the strategy was easier for some than for others, "The chart is difficult to use. Sometimes it's easy, and sometimes it's hard because it's hard to fill in the blanks" (Reed, Interview). While some students struggled with making up questions, others created them readily.

Teacher: How did you find making up questions?

Won: It was easy to make up questions because I followed the "how-to-steps."

Sally: I understood everything because I practiced how to make up questions during the eight sessions. (Field notes, Session Nine)

In short, as students became more aware that this reading strategy was typically used by good readers, they were more willing to follow the instructional methodology and practice the question-generation strategy.

Listening Skills

Throughout this study, I began to wonder whether listening, reflection, and culture were interrelated. I considered that in Arabic families, children normally do not volunteer answers in front of adults unless they are asked or required to (Abu Rabia & Siegel, 2002). In this study, the metacognitive knowledge associated with the explicit delivery of question-generation strategy provided a new pedagogical bridge between the participants' traditional learning approach (e.g., rote learning) and the constructivist learning process through procedural knowledge of explicit strategy instruction. With respect to my use of explicit instruction, cultural expectations associated with being a good listener (i.e., that students were to listen to their elders) appeared to reinforce students' initial willingness to engage in this strategy and expedited their effort using it. For instance, students who possessed solid listening skills appeared to be able to complete the task. Fatti, who appeared to be isolated from the North American culture, appeared to be convinced more readily about the importance of using the strategy and accepting of the steps associated with it than were students who live between two cultures, "I need to be a good listener in order to learn how to make up question" (Fatti's comments, Interview). Students like Ahny, Won, and Sally, who seemed to live between two cultures (English at school, Arabic at home), also appeared to accept the strategy readily but also appeared to be more reflective while using the strategy. Students like Moe and Jasmine, who seemed to be more integrated into the North American culture,

also appeared to be more reflective than Fatti while using the strategy. However, these students articulated that using the strategy was not easy (Interviews).

I also began to wonder if peer coaching and listening skills are interrelated. Peer coaching was an important element of these instructional sessions. The good listener can motivate another partner who is easily distracted to listen and complete the task at hand by reminding him/her of the instructions. Peer coaching enhances students' self-esteem, as they are more likely to take risks when responding and asking peers for assistance. For instance, Jasmine's performance improved when she sat closer to Won who urged her to follow the instructions to generate good questions. Working with partners appeared to encourage the students to do their best (Field notes, Session Seven).

Instructional Challenges

As I began implementing this study, I was faced with certain challenges. These challenges included students' prior knowledge and limited time for instruction.

Students' prior knowledge. Over the course of this study, it became apparent that my students were not familiar with the information contained in the text. The new information discouraged them from using the question-generation strategy and reinforces findings from the literature that suggest that students learn new process skills best when working with familiar materials (Duke et al., 2004; King, 1995; Pressley, 2000). To ease the process, I used pictures to explain the new terms and the settings. I noticed that when students possessed prior knowledge related to the text information, they were able to follow the question-generation steps more readily than when they lacked relevant background knowledge. "It's an easy text, so it's easy to make up the questions" (Aboud,

Session Seven). Some of the students also appeared to be aware of how the nature of the text selection influenced their ability to complete the question-generation strategy.

Won: Yes, if the text is hard. I don't like to make up questions.

Jasmine: The texts are different …so making up the question depends on the text.

Sally: If you know the topic in the text, you may ask about different things.

Ahny: I think you should add one question and that question should be: "Do you like this reading session or you don't and why?" It will be useful because you'll know what's more interesting to your students and what they already know about the topics.

I realized that the students' familiarity with the ideas of the text encouraged them to respond favourably to the instructional methodology. It's much easier for them to make up the questions when they are familiar with the ideas. For instance, Moe mentioned how he liked to do it because he knows the word "bolt," and it's easy (Field notes, Session Five).

I also observed that the text vocabulary was challenging for some students. When students encountered difficult words, they were reluctant to formulate questions. "Teacher, I don't know the meaning of some words like "dung." It is hard to make up questions (Field notes, Session Three). Reed: "What does the wattle mean? Jasmine: I can't figure out what 'peasants' mean." Another challenge was that some of the question stems also contained unfamiliar terms like "draw conclusion," "regard," and "significance" (Interviews). In the future, I will select familiar texts so that my students and I can focus on the acquisition of question-generation process rather than focusing on both new content and a new process.

Limited time. I realized that time for the learning of a new strategy reduced the time available for content coverage. During the lessons outlined here, I noticed that preparing for the instructional sessions was time-consuming for me, and the initial lessons were longer than the students expected. The first four sessions required four instructional periods to complete, "I wish I could let them enjoy the session. They need a break, but I don't have time" (Field notes, Session Three); and the last five sessions took two to three instructional periods. Most of the process demonstrations took substantial time, and I sensed that my students were not always paying attention during my modeling (Field notes, Session Two). I became aware that I spoke quickly in an effort to cover the content. Students commented that they found this pace difficult to follow: "You spoke too fast and too much. I could not remember what you said to us" (Jasmine, Session One). However, as I continued the instructional sessions, I realized that my students became familiar with the language of explicit instruction, and thus I was able to focus more on the text content than on the format and importance of the strategy per se.

Chapter Summary

The findings of this study developed a better understanding of bilingual students' use of a question-generation strategy before, during, and after reading informational texts. Students commented about how practicing the question-generation strategy helped them to reach a level where they could use it independently. My motivation for teaching explicitly determined my reactions to the delivery of explicit instruction and suggested that teachers need to be prepared to reflect metacognitively on a regular basis before teaching explicitly. Students' listening skills may, in part, reflect their culture and affect their response to the instructional delivery of explicit instruction. Here, it appeared that

the cultural expectations associated with being a good listener reinforced students' willingness to engage in this strategy. It is also suggested that students' prior knowledge, which included their familiarity with text information and question stem vocabulary, determined also their interaction to the use of question-generation strategy. Time allocated to "process" versus covering the "content" was another challenge, and I pushed students to work faster to cover the content and use the question-generation strategy in the time available for the lesson. Allowing the students to work in pairs and using visual aids enhanced the instructional process.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This chapter provides a summary of the major findings and a discussion of related implications for theory and practice. Specifically, the findings of this study are discussed and then reviewed in relationship to contemporary literature. How these findings contribute to both theory and practice is then explored. This chapter concludes with some suggestions for future research.

Summary of the Findings

The purpose of this study was to develop a better understanding of the challenges associated with using explicit instruction with bilingual students. Specifically, this study developed a better understanding of bilingual students' use of a question-generation strategy before, during, and after reading informational texts. Data were collected from field notes made during the nine instructional sessions and individual interviews with students. During the instructional sessions, the students learned how to construct questions before, during, and after reading informational texts. The first session included the teacher using "think aloud" in order to present the "memory" and the "thinking" questions. Throughout sessions two to nine, cognitive coaching, which involves a gradual shift of strategy execution from teachers to students, was used. After each session, the participants answered multiple-choice questions about text content and two to three open-ended questions about the reading strategy. The second stage consisted of the individual interviews with the researcher, where participants reflected on their understanding about explicit instruction and how to use the question-generation strategy.

Themes that emerged from the data included "teacher attitude," "students' enhanced metacognitive awareness and strategy use," "listening skills," and

"instructional challenges." Briefly, teacher attitude included my motivations for teaching explicitly and my reactions to the delivery of explicit instruction. Students' enhanced metacognitive awareness and strategy use encompassed the metacognitive awareness gains that followed the explicit lessons as well as students' understandings of the question-generation strategy. Listening skills included the relationships between the students' cultures and their responses to explicit instruction, and the interrelation between peer coaching and students' listening skills. Instructional challenges included some of the struggles experienced by the participants and by me as their teacher. These challenges included students' prior knowledge and instructional time.

Teacher Attitude

The nine instructional sessions reflected my experiences and how I, as a beginning teacher, gained proficiency in teaching explicitly. In the first two sessions, I was very aware of the elements of explicit instruction and tended to teach them in a step-like fashion, and then I improved to being able to guide the students in the question-generation process versus modeling it. That is, in sessions three and four, I looked forward to the break from addressing each element of the explicit instruction in a step-like fashion. Later, in sessions five to nine, I incorporated prompts into the instructional session to increase students' interest and motivation. Specifically, I used concrete prompts in order to help students remember how ideas would be connected after using the question-generation strategy. In session nine, my students analyzed and evaluated the information presented in the text, thus demonstrating their abilities to be reflective learners after using the strategy.

Research has shown that becoming an effective strategy teacher is a long and difficult process (Almasi, 2003; Woloshyn et al., 1998). Reviewing the literature led me to anticipate that it would be difficult to implement explicit instruction and that my students' initial reactions to this instruction might be negative. Almasi demonstrated that teachers' acquisition of explicit strategy instruction mirrors students' journey to becoming independent strategy users. In the present study, I also was uncertain about my ability to deliver explicit instruction effectively.

I did not find the literature outlining the struggles of other teachers to be comforting. I realized that, for myself, there was some disadvantage associated with being aware of the literature about explicit instruction in that I anticipated that it would be difficult to implement and that students' initial reactions would be negative. In other words, since my initial expectations about using explicit instruction were negative, I tended to act in ways that were consistent with such negative expectations. In reflection, I realized that I may have been the instrument of a "self-fulfilling prophecy" (Merton, 1948). However, I was also inspired by the "positive endings" outlines in the stories of other teachers. These endings inspired me to continue my research and overcome any instructional challenges. In this way, my knowledge of background literature was a positive and motivational force.

According to conceptual change theory, four elements are required to promote effective change of teaching practice (Gregoire, 2003). First, there must be dissatisfaction with present teaching practices. When I started to compare my experiences as an undergraduate student and my experiences as a graduate student, I came to understand that the potential for learning lies in the constructive nature of reflection-in-action

(Gregoire). I was no longer satisfied with the transmission model, where students are considered to be "empty vessels" waiting to be filled with knowledge and skills from the instructor. The second criterion for conceptual change requires that learners have to attain a minimal understanding of the new concept before they explore it further. Through my studies, I came to understand that we learn most effectively when we interpret, understand, and relate information to previous knowledge. Thus, I became especially interested in the field of metacognition, as it fosters students' abilities to learn how to learn. A third criterion is that to-be-learned concepts are plausible. When I designed this study, I wanted to be involved directly with the delivery of the program in order to gain a thorough understanding of the challenges associated with explicit instruction. I wanted my students to have the opportunity to be aware of reflective processes. I wanted to extend my "theoretical expertise" to include "practical expertise." Finally, conceptual change requires that there must be a commitment to learning the new concept. Although I did not find literature outlining the initial struggles of other teachers to be comforting, I also found these readings to be motivational and thus persisted throughout the completion of this study.

Throughout the course of completing this study, I also came to believe that teachers need to reflect on their professional practices on a regular basis before teaching explicitly (Bowman, Galvez-Martin, & Morrison, 2005; Duffy, 2005). I came to value the reflective or what could otherwise be termed *the metacognitive dialogue,* throughout my daily activities. I spent the last 2 years in my graduate program encouraging myself to question and contemplate my professional and personal experiences. The decision to change my teaching practices is consistent with the cognitive-affective model of

conceptual change (Gregoire, 2003). The findings of this study provided additional

insights about why explicit instruction is a difficult skill for many teachers to acquire.

That is, teachers' initial beliefs may influence their willingness to teach explicitly. In the

current study, I questioned my ability to continue this study because my cultural

background discouraged me from risk-taking. However, my motivation to become a

strategic educator and to provide my students with opportunities to be strategic learners

maintained commitment to instructional process, even when faced with challenges such

as limited instructional time.

Students' Enhanced Metacognitive Awareness and Strategy Use

Garcia et al. (1998) reported that bilingual students tended to use question-

generation less frequently than monolingual students, arguing that they would benefit

from explicit instruction. However, the findings from this study demonstrated that after

practicing the question-generation strategy throughout the nine instructional sessions, the

participants' understanding of the strategy was developed. The current study

demonstrated students' willingness to engage in the reading instructional sessions

provided here and to continue using the strategy thereafter. That is, the participants

reacted positively to the question-generation strategy and expressed a willingness to

continue using the reading strategy after practicing the use of this strategy.

Jimenez (2004) also demonstrated that explicit instruction could be used to

improve the reading comprehension skills of bilingual students. The findings of this study

can also be used to gain additional understanding about how bilingual students acquire

metacognitive awareness. When students' responses to the interview questions were

analyzed, a parallel was found between their responses and those provided by other

learners who had completed the Metacognitive Awareness Inventory (Schraw &

Dennison, 1994). For instance, when asked to "think aloud" when using the question

answering strategy to process text, students in this study provided responses such as,

"using the questions depends on the situation," "it helps me have control over what I

learn," "I learn best if I know about the chart," "it helps to focus on important

information," "I know what the teacher expects me to know." Collectively, these

responses were similar to those deemed to be indicative of metacognitive growth as

assessed by the Metacognitive Awareness Inventory (Schraw & Dennison). The findings

of this study supported Paris and Flukes's (2005) argument that the think-aloud passage

(TAP) method worked well with fourth-grade students because it connected

metacognitive and comprehension assessments. They suggested that the accuracy,

complexity, and details of students' metacognitive explanations were indicators of

strategy knowledge and use. Similarly, some of the participants in this study commented

that if they had not been taught "how," "when," and "why" to use the reading strategy,

they would not be able to apply it across subjects. Over time, these students were able to

express the importance of understanding "why," "when," and "how" to use the question-

generation strategy.

Listening Skills

Listening is central to all learning (Feyten, 1991). More than 45% of the total

communication system is spent on listening (Feyten). Listening skills influence students'

learning gains: "The better the listening skills are developed, the more productive the

student's learning efforts" (Brown, 1987, p. 10). When the participants of this study paid

attention to my instruction, they were able to formulate questions and think critically

about text. For instance, after listening carefully to my instructions, most of the students were able to follow the "How-to-Steps." They began to identify the main ideas of the texts and consider how these ideas related to other ideas and to their existing knowledge.

After implementing explicit instruction in my classroom, I came to believe that students' listening skills were very important and may affect their reactions to explicit instruction. Students with good listening skills paid attention to the instructional process during each session and appeared to accept the provided information even though they did not enjoy the sessions. Students, like Sally, admitted to participating in the lessons following instructions from her parents who told her that it was important to pay attention to the lessons. Throughout the interviews, the students elaborated that they were convinced about the efficiency of the question-generation strategy because I reinforced this sentiment. "You said if we used this strategy we will be good readers, so I used it" (Aboud, Interview).

I wondered if peer coaching and listening skills were interrelated. Peer coaching was an important element of these instructional sessions. The good listener can motivate another partner who is easily distracted to listen and complete the task at hand by reminding him/her of the instructions (Klinger & Vaughn, 1999). Peer coaching enhances the students' self-esteem, as they are more likely to take risks when responding and to ask peers for assistance. Collaboration increases students' motivation to complete tasks and encourages them to take responsibility for their own learning (Klinger & Vaughn). In this study, students developed proficiency in applying the strategy when they worked with their peers, especially when a good listener reminded the other partner of the steps needed to complete the task. For instance, Jasmine's performance improved when she

worked collaboratively with a good listener, like Won, who urged her to follow the instructions to generate questions.

While completing this study, I began to wonder whether listening, reflection, and culture are interrelated. I considered that, in Arabic families, children normally do not volunteer answers in front of adults unless asked directly to do so (Abu Rabia & Siegel, 2002). Cultural expectations associated with being a good listener (i.e., that students listen to their elders) may have reinforced these students' willingness to engage in this strategy initially. Students who possessed solid listening skills appeared to be able to follow the modeling sessions and instructional prompts. For instance, Fatti, who appeared to be isolated from the North American culture, appeared to be convinced readily about the importance of using the question-generation strategy and using all of the steps associated with it. Students who seemed to live between two cultures (English at school, Arabic at home) or to be integrated into the North American culture appeared to accept the strategy but were reflective while completing it. The findings of this study suggest that there may be some relationship between learners' cultural practices with respect to listening and their willingness to receive explicit instruction or use target strategies. Presently, there is no research that connects learners' culture to the use of explicit strategy instruction, making this an area for future exploration.

Instructional Challenges

Instructional challenges included the struggles experienced by the participants and by me as their teacher. These challenges included students' prior knowledge and instructional time.

Students' prior knowledge. The findings of this study reinforced the importance of providing students with familiar content when they are learning new process skills (King, 1995; Van Den Broek & Kremer, 2000). Knowledge of word meanings and concepts is required in order to construct an accurate representation of text (Perfetti, Marron, & Foltz, 1996). The ability to make inferences depends on the readers' goals and the surface structure of the text in addition to their knowledge of the topic (Perfetti et al.). If readers do not possess relevant world knowledge that they call upon when processing new information, they are unlikely to recognize inconsistencies and thus are unlikely to engage in comprehension strategies (Cain, 1999; Prefetti et al). Besides, self-questioning allows readers to integrate the knowledge contained in the text with their prior knowledge and thus acquire meaningful comprehension about the text (Hacker, 2004). In the present study, the use of unfamiliar vocabulary in the text appeared to discourage some students from using the question-generation strategy. For example, some of the students elaborated that their ability to form questions was reduced by using text with unfamiliar words, while others suggested that familiar texts should have been used. The findings of this study confirmed that even when working with bilingual students, those who possess relevant prior knowledge retain more information about the text and use associated strategic processes more effectively than do students with little or no prior knowledge.

Limited time. The findings of this study demonstrated how time can be a source of "stress" for students and for teachers. Preparing for the instructional sessions was time-consuming, and the initial lessons were longer than expected. One session required four instructional periods to complete. Many researchers caution that teaching explicitly is a time-consuming process (e.g., Almasi 2003; Woloshyn et al., 2001; Woloshyn et al.,

1998). I worried that I was too repetitive in my instruction and needed to remind myself that students would benefit from this rehearsal. Using the instructional sessions as formative assessments was also time-consuming. After each session, I spent more than an hour examining my observational notes and my students' responses to improve my instructional modeling for the next session. In the present study, I realized that the process of teaching explicitly required more substantial time than any other instructional techniques and that teachers need to be aware of this reality prior to planning their sessions.

Implications for Theory

The findings of this study demonstrated how bilingual students can use the question-generation strategy to enhance their thinking. The findings of this study are consistent with other research documenting the effectiveness of question generation and explicit instruction (Griffith, & Ruan, 2005; Jimenez, 2004; Pressley, 2000; Rosenshine, et al., 1996). For example, individuals who question what they read tend to understand their world better than those who do not pose such questions (King, 1995). This study extends the existing literature by documenting bilingual students' experiences using this strategy and by monitoring their metacognitive understandings about the value of this strategy across time. Presently, there is limited research exploring whether providing bilingual students with explicit instruction will improve their learning and metacognitive awareness (Garcia et al., 1998; Jimenez). This study presented a new cross-cultural trend by bridging the Western constructivist methods and Arab culture through the explicit delivery of question-generation strategy. This study demonstrated how the cultural

expectations associated with being a good listener reinforced students' willingness to be engaged in explicit strategy instruction strategy.

The present study demonstrated how students gained metacognitive awareness which included their self-efficacy as students (Paris & Flukes, 2005). Students' self-efficacy includes their ideas about the benefits of using strategic processes and their attributes for academic success and failure. By the end of the instructional sessions, students in this study articulated that using the question-generation strategy was important as it helped them make connections among different ideas and their existing knowledge and thus enabled them to recall text information. They also attributed reading success and failure to the use of question-generation strategy. This is similar to other research (Pressley, 2000) where successful readers attributed their success to their appropriate use of the reading strategies.

The teacher's preconceived beliefs about explicit instruction also emerged as a factor that influenced the delivery of explicit instruction. While findings from the literature support that even experienced teachers usually require extensive support in order to become explicit strategy instructors, little research is available documenting how teachers' initial understandings of explicit instruction may influence their teaching experiences. The findings of this study demonstrated how the initial negative expectations towards explicit instruction evoked a feeling of discomfort and anxiety which suspended my ability to teach explicitly. However my willingness to improve and change my teaching practices inspired me to complete this study. Educators need to be aware that they will go through a developmental process when acquiring a new skill and that it may be especially challenging when this new skill is inconsistent with previous

practices (Gregoire, 2003). There must be a strong commitment to the process of learning through explicit strategy instruction.

The findings of this study also invite continued research exploring whether culture, listening, and explicit instruction are interrelated. This study provided initial insights about how culture may affect students' willingness to receive explicit instruction and use question-generation strategies. For instance, students' Arabic collectivist culture promotes interdependence, respect for authority, and group consensus and thus individual's self-fulfillment is viewed as something derived from acting based on one's obligations towards the group rather than from making choices based on one's own potential (DeCapua & Wintergerst, 2004) . Accordingly, this study demonstrated how the participants' intense listening skills and their cultural values on the teacher as the explicit authority helped them to learn the question-generation strategy. There may also be an important relationship between students' culture and the students' willingness to engage in reflective processes necessary for metacognitive growth. Students from "closed" cultures, ones in which independent thinking is "restricted," may be familiar only with didactic instruction (Genesee & Nicoladis, 1995) and consequently follow the instruction provided by their teachers.

Implications for Classroom Practice

The use of the explicit instruction enhanced these students' metacognitive awareness, which facilitated their willingness to use the question-generation strategy. As I continued to teach these participants for the remainder of the school year, I noticed that they were receptive to the modeling of other reading strategies, such as the collaborative reading strategy. Their experiences using the question-generation strategy seemed to

encourage them to share their interpretations of text that was subsequently reviewed as part of the curriculum.

The findings of the present study suggest that, in order to deliver explicit instruction about strategy use, teachers must have strong beliefs about the need to use explicit strategy instruction in the classroom. Researchers have commented on the need for inservice and preservice programs to provide quality training about how to implement these strategies successfully (Almasi, 2003; Pressley et al., 1991; Pressley et al., 1998; Woloshyn et al., 1998). The present study suggested that, before teaching explicitly, teachers may benefit from practicing metacognitive dialogue on a daily basis. Teaching explicitly is not just a matter of being trained; it also requires teachers to convince students about the importance of procedural and conditional knowledge. In this respect, teachers' self- efficacy about their practice of explicit instruction may assist them when convincing students to use strategic processes (Bowman et al., 2005).

Attentive listening and critical listening are important factors that may affect students' abilities to learn as a result of receiving explicit instruction. In terms of critical listening, teachers need to consider how students' cultural backgrounds may affect their interactions and the use of explicit strategies. The present study demonstrated how listening and culture may be interrelated. Students who are used to receiving instruction from their elders responded positively to explicit instruction, as they accepted information provided by the teacher unquestioningly. However, these students may find it difficult to "reflect" on higher level thoughts. For instance, Fatti worked well within the rules of using the steps to construct questions but could not talk about why this activity

was important. She also readily accepted my input as the teacher. As a teacher, I am not sure if she was convinced to use this strategy through my request, or as a function of her cultural practices to follow an adult's instruction (Field notes, Session Five).

In terms of attentive listening, teachers need to be aware that their students need to be prepared to listen attentively throughout the modeling and guided practices. They need to pay attention to students who do not readily "buy into" strategy use. In the present study, I convinced some students who did not "buy into" strategy use about the value of the question-generation strategy by attributing my reading successes and failures to the use of this strategy. These students were willing to use the strategy to avoid being labeled as poor readers. The present study also demonstrated that students will range in their abilities to use the strategies. Some of the participants found it difficult to handle two tasks at the same time. For instance, some participants struggled with finding main ideas. In the future, I will provide students with appropriate instruction in finding main ideas before teaching the question-generation strategy (Hare, 1992). Prior to teaching explicitly, teachers need to be aware of their students' abilities to process text and prerequisite skills.

Students' prior knowledge of text also affects their ability to use the strategies. In the present study, some students struggled with the text as they were not familiar with the ideas and vocabulary contained in it. The question-generation strategy should have been introduced with familiar text (King, 1995; Pressley, 2000). I chose the medieval texts as they were part of the students' Social Studies curriculum. I wanted to deliver explicit instruction while integrating other curriculum. Teachers need to be aware of the time constraints associated with the delivery of explicit instruction and how to create balance

with the content demands of the curriculum. In the present study, I integrated the Language Arts and Social Studies curricula so that I had more time available to model and guide students' efforts. Teachers can benefit from integrating curriculum, which saves some instructional time and encourages students to understand how learning strategies can be implemented across different subjects.

Research has shown that it is important to provide students with the motivation to use reading strategies (Pressley, 2000; Ruddell & Unrau, 2004). Motivation is another important factor that affects the delivery of explicit instruction. Teachers need to teach explicitly and encourage their students to listen attentively. They need to pay attention to students who do not readily "buy into" strategy use. In the present study, when students were convinced that good readers used this strategy, they appeared to be more willing to adopt the strategy use than when they did not hold this belief. In part, this willingness may be reflective of their cultural background and its focus on avoiding failure versus risk-taking or the enjoyment of learning. Throughout the guided sessions, students demonstrated greater willingness to use the strategy when I used the pictures of "good and poor readers." In the interviews, the majority of the students reported that they found question-generation strategy to be beneficial and they would continue to use it because they wanted to be "good readers."

Suggestions for Future Research

Future studies should examine the use of the question-generation strategy and other learning strategies in relation to students' cultures. In some cultures, it is believed that children are not appropriate conversational partners for adults, and the ability to learn language is not associated with the children's active use of language. Often, these beliefs

about language learning parallel views about learning in general, so that children in such cultures are often expected to learn by listening and observing competent adults and then copying the skills to be learned (Genesee & Nicoladis, 1995). It would be particularly interesting to explore the role of such culture beliefs in the delivery of explicit instruction. Moreover, it would be interesting to explore the cultural dynamics of the subcultures with the delivery of the explicit instruction (e.g., Arab students living in the Middle-East compared to Arab Canadian students living in Canada).

Future research could examine the relation between a teacher's attitude and teaching explicitly. The present study demonstrated a relationship between a teacher's belief and the willingness to teach explicitly. The present study suggested that a teacher's beliefs and knowledge can influence her/his willingness and perseverance to acquire new learning skills. For instance, in my initial instructional sessions, I questioned my ability to continue this study because my cultural background discouraged me from risk-taking. However my belief in the value of explicit strategy instruction encouraged me to change my teaching methodology. Further study would be needed to examine the relationship between explicit instruction and teachers' beliefs towards explicit instruction, especially when working with teachers from diverse cultural backgrounds teaching within different educational system (e.g., centralized and decentralized curriculum).

The present study suggested that the bilingual participants acquired knowledge about the text content and about the use of question-generation strategy. A quantitative methodology could determine the claims of advanced learning and metacognitive awareness. Future study should employ both qualitative and quantitative methods in order to increase the generalizability of the research findings.

Regardless of the questions that have been raised as a result of this study, the findings suggest that it is beneficial to provide bilingual students with explicit strategy instruction. For this reason, replicating this study is worthwhile, as findings may provide greater insights about how explicit instruction should be taught to bilingual students.

Final Comment

It is our role as educators to prepare all students from different cultures for the literacy-rich society that surrounds us. The present study provided valuable information about how explicit instruction may be delivered effectively when working with bilingual students. The present study has demonstrated that bilingual students benefited from receiving explicit strategy instruction. Experienced and beginning teachers need to be provided with the opportunity to develop their knowledge, their beliefs, and their skills with respect to explicit strategy instruction. They should also be encouraged to consider how their students' cultural backgrounds may affect their reactions to explicit strategy instruction.

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Appendix A

Generic Question Prompts

Generic Question Prompts
Alison King (1995, p. 26)

1. How would you use ------------to---------?
2. How are --------and------similar?
3. Which----------do you think is best and why?
4. What conclusions can you draw about----------?
5. How is --------related to------------ that we studied earlier?
6. Do you agree or disagree with this statement----------------?
7. What is a new example of-------?
8. Compare ----------and ---------with regard to------------
9. What do you think causes -----? Why?
10. What are the strengths and weaknesses of -----------?
11. What is the significance-------------?
12. What evidence is there to support your answer?
13. What is the main idea of---------?
14. Explain why----------Explain how------------
15. What is the difference between--------and-------?
16. What do you think would happen if-------?
17. How does ---------affect---------?

Memory and Thinking Questions

Memory and Thinking Questions

Memory Questions: direct answer: use what, when where, list…..)	Thinking Questions (use why, how, compare and contrast, do you think …….)
What is the pioneer village? What did pioneers wear in winter?	Explain the differences between the pioneer village and modern village? How did the weather affect their lives?

Appendix B

Instructional Sessions

Sessions
- The Feudal System (Modeling: Teacher Does the strategy)
- Farming the Manor (The Guided Practice: Teacher Does the strategy-Students Help)
- The Peasant's Cottage (The Guided Practice: Teacher and Students Do the Strategy Together)
- The Village Life, Part I.(The Guided Practice: Teacher and Students Do the Strategy Together)
- The Village Life, Part II.(The Guided Practice: Teacher and Students Do the Strategy Together)
- The Castle, Part I, II ,Becoming a Knight (The Guided Practice: Students Do the Strategy-Teacher Helps)
- The Manor Law (Independent Practice: Students Do the Strategy)

The Feudal System
Session One: Modeling the Strategic Tools

State Content and Process Goals

Today, we are going to be doing a reading activity. In this activity, you will learn how to generate questions for a given text and answer them. Making up questions for the text will improve your learning because it makes you think in a number of different ways about the ideas presented.

The text we are going to be looking at today is called the feudal system (read text title). We are going to learn how to make up questions before, during, and after reading the text. You will be provided with a set of question stems (show the chart of stem questions). These general questions are content-free so that they can be used with any subject matter. This will help you to create your own specific questions on the material presented. For example, you can fill in the blanks with relevant content from the presentation (point to the stem questions).

Today, I'm going to think aloud in order to show you how we generate questions before, during, and after reading the text. At the end of the text, I'll ask you some questions about the text. It's important to concentrate in order to be able to answer the questions. Nothing will be marked for the report card.

Share a Personal Learning Story Related to Strategy Use and Increased Learning

I am going to share a story with you about an experience my friend and I had when we were reading expository texts in the social studies class in Middle school. My friend and I always struggled with reading, and she was very weak at understanding the information of expository texts. After we had both read the text, she had a hard time explaining what the text was about. I would ask her how she started to read, and I noticed that she would skip some important information of the text. She would read all the text and then decide whether or not it made sense. She did not try to ask herself questions about the important parts of the text. Today, I'm going to share the steps involved in making up questions before, during, and after reading the expository text so you will not have the stressful experiences that my friend had.

State When and Where the Strategy can be Used

Making up questions before, during, and after reading can be used whenever you read an expository text with new information. You must adjust your questions to the information you are reading. It is very important to have the question stems so you can select the ones that are useful to information.

State Why This Strategy is Helpful

I am going to explain why making up questions before, during, and after reading will benefit you in understanding the material in written text. A good reader makes up questions before, during, and after reading because this will help him/her remember and understand the information better. When the information is meaningful to the reader, it will also be easier to remember.

Model the Strategy

Before Reading:

Let's start our activity. As I said, the text we're going to be looking at today is called, "The Feudal System" (read the text title).

On the board, I have a big piece of paper in order to write the questions that I will make up for the feudal system text. I will use the chart of the question stems to have ideas about how to make up questions. Every time we have a new text in social studies we can make up questions before, during, and after reading the text. This again will help us understand the text because we will make connections between many different ideas and between what we know and what we don't know. Today only, I'm going to write the questions on this piece of paper up here on the board. As you see, this paper is divided into three parts: before, during, and after reading. Next day, you will have your own pieces of paper, and you'll be writing down your own questions.
 I always like to put down the title of the text. So, at the top of my paper, I'm going to write the title, the feudal system (write the title of the text on the chart). Now I'm going to look at the question stems and try to choose the one that may help me to think of the text before reading it. Before doing this, it's important to explain the difference between

two types of questions. We need to understand the two types, so that we can make up two types of questions instead of one. They are the memory questions and the thinking questions. For every memory question, a thinking question could be made up. The thinking question requires us to think about the presented information in some way, such as explaining, comparing and contrasting with something else, or making up examples. (Show the chart that has some examples of the memory and thinking questions and explain the differences between these two types):

Memory Questions: (direct answer: use what, when where, list.....)	Thinking Questions (use why, how, compare and contrast, do you think ....)
What is the pioneer village?	Explain the differences between the pioneer village and modern village.
What did pioneers wear in winter?	How did the weather affect their lives?

Now, let's think of the title "the Feudal System" and what questions can help us have ideas about the text before we read it. So, let's go back to the question stems and choose one memory question. We need to choose a question that we need to use before reading the text:
What will the ------------------be about?
Now, after choosing the generic question, I will fill in the blanks with the information I have (I will write on the first part on the piece of paper):
What will the feudal system be about?
Now, I need to look for a thinking question. I can make up a thinking question from the above memory question (write the second question on the paper). For the thinking question I can start with "How" or "why" (Show the chart that has the memory and the thinking questions). So the thinking question is, "How does the feudal system work?"
Let's start to think of answering the questions. The first memory question is about the feudal system. The word feudal is new. I will think of the second word of the title "system". I know that the word system looks like it's something organized and not messy, so maybe some people organize something in their lives or maybe it's about any system. The picture of the knight helps me to understand that we will have a text about people. So, the system is related to people and not to anything else. The title has the word medieval time, so this will help me to understand that this text will be about medieval time and maybe about people who lived at that time. Now, I can write the answer of the first question (What will the feudal system be about?) on the big paper: This system is about organizing people during the medieval time.
As for the other question (How does the feudal system work?), I can think about what I know of people who lived at medieval time. The picture of the knight reminds me of the

stories of Robin Hood. I remember this story because it happened during the medieval time, and it told us how people lived during this period. I remember how they were very rich people and very poor ones. I know that people used to work for rich people by serving them or by farming the lands. I also know that the farmers could not own the land or the crops. People who worked in the land had to give the crops to the king. So, I can write the answer of the second question: This system organizes poor and rich people. Now I've done two questions before reading. Answering them helped me to have idea about what the text will be about. So I think I'm ready to read the text.
So, before reading the questions are: (Read the questions on the paper).
What will the feudal system be about?
How does the feudal system work?

During Reading:
I will read aloud and pause half way through the text (The first three paragraphs, The students may have a copy of the text.)
Now I have a little information about the text, I can make up two types of questions. They are memory and thinking questions. The memory question needs direct answer and usually starts with what, when or where. First, I guess I'll start listing some of the things covered in the text. Of course, one thing is the feudal system, and how people are ordered in this system. I can look at the chart of the question stems for ideas about a memory question. (Point to the question stems and read them loudly, asking which question you can use for what you've read.) I chose the question what is the main idea of --------?
Now, I can fill in the blank with the feudal system.
What is the main idea of the feudal system (Write it on the second part of the paper)?
But that's easy. It's just a memory question since I can get the answer directly from the text. So, I got the meaning of the feudal, feudal=Latin word, estate owned by king. I also understand that the feudal system is a government ruled by a king.

I want to make up a thinking question. Now I'll look at the question stems for ideas about another question (Point to the questions stems and read them loudly asking which thinking question you can use for what you've read). I know that thinking question may start with "how, why or explain…." So, I chose the question: How would you use-----to--------. Now, I can fill in the blank with: How would you use the pyramid to explain the feudal system (Write this question on the paper)?
I can answer this question. People were classified from top to bottom like a pyramid: the king at the top, the barons, the knights in the middle and the peasants at the bottom. I understand now how people were divided in this feudal system.
So, when I want to make up a thinking question I can either make it up from a memory question as I did in the first part, or I can refer to the question stems and think of the questions that need me to think deeply such as why, how, explain, compare….
Now let's think of the text. What I still wonder about, and we did not already cover this, is how the king gave the land to the barons. So, I'll look at the stem questions and think of the questions that can be used for this idea. The question is: What is the significance of --------? I will fill in the blanks of the question: What is the significance of the homage? I will write this question on the paper. The answer will be through a ceremony called "homage" where the barons promised to fight for the lord.

Now, I need to work on the rest of the text that I read. So, my next question from the question stems will be: How are ------and the -----------similar? I will fill in the blank of the question: How are the barons and the knight similar? I will write this question on the paper. The answer will be they are all called vassals because each obeyed someone. So, the questions for during reading are: (Read the questions on the paper)

What is the main idea of the feudal system?
How would you use the pyramid to explain the feudal system?
What is the significance of the homage?
How are the barons, the knight similar?

After Reading:
Now, I've finished reading the text. Let's look back at my questions and see what I was thinking. I was talking about the people in the medieval time, and how they are arranged in the feudal system. I still need to think of how each one fulfills his duty in this pyramid. I look at the question stems in order to find the questions that cover the idea of the vassals' duties. The question is: Compare the ----with ----------. Now I fill in the blank with the material presented: Compare the baron's duty with the knight's (I will write this on the paper)? This question is thinking because the answer can not be found directly from the text. The answer for this thinking question is the baron held courts, passed sentences. Both the knight and the baron collected taxes and promised to protect the baron.
After finishing reading, I need to think of this system and see whether I like it or not. The writer presented his opinion by the end of the lesson, so I can look at the question stems and search for the one that asks about my opinion: Do you agree or disagree with this statement and what evidence is there to support your answer?
I will write this on the paper. I think the answer will be I disagree with the writer about the idea that the feudal system protected people. I think this system protected the king and the barons while the peasants were always poor and hungry.
So the questions I generated after reading are:
Compare the baron's duty with the knight's.
Do you agree or disagree with this statement and what evidence is there to support your answer?

Now, I'm going to ask myself if there is anything else I would like to write on my paper. I've got the title, the questions before, during, and after reading the text, and my answers of these questions.

I think we are ready to answer some questions about the text, because we've understood the text and jot down some questions about the text.
I'm going to hand out the questions. Some of the questions are multiple choices; you can answer them by making a mark in the bubble beside the answer you think is best. For some questions you need to write down your answers. I want you to do your best. Spelling and grammar don't count. If you can't answer some of the questions; just go on to the next one. Have you got any questions before we begin?

(Invite the students answer the questions to the best of their abilities. No assistance will be provided for answering the questions; the teacher may reread the questions to the students, if required.)

Session Two: The Guided Practice
Farming the Manor (the Guided Practice: Teacher Does the Strategy –Students Help)

State Content and Process Goals

Today we are going to be doing a reading activity. This will be about making up questions before, during and after reading. Why do we need this activity (Accept students' responses)? That's right. This activity will improve your learning because it makes you think in a number of different ways about the ideas presented

The text we are going to be looking at today is called Farming the Manor (read text title). We are going to generate questions by using question stems before, during, and after reading the text on a big piece of paper. This will help us to remember our ideas about the text. At the end of the text, I'll ask you some questions about the text. It's important to concentrate in order to be able to answer the questions.

 Provide Guided Strategy Instruction

Remember the last day, I had a large piece of paper on the board, and I used it to write down some questions about the text. Today, I'm going to give each of you a piece of paper (which is divided into three parts: before reading, during reading, and after reading) and a pencil, and you can use it to make up some questions that will help you be able to understand the text.

Let's think about the text first. What is the thing that we can put down about the text on your paper before I even start to look at the text (Accept students' responses.)? That's right, we can write down the title. Let's do that on our paper. I'll write it up here on mine so everyone can see it, and you can write the same information on your papers.

Now, what should we do before we read the text (Accept students' responses)? That's right, we look at the title and the picture and start asking ourselves what questions we can ask. What can help us in order to make up a question? (Accept students' responses). That's right. We can use the question stems in order to have ideas about the text. What do you think we can choose from the question stems? That's right. We can use the question: what will -------be about? What do you think we should do with this question stem? That's right. We can fill in the blank with the material presented. So the question is what will the manor be about? I will write this on our paper (accept students' responses). So what should we do when we have this question (accept students' responses). That's right, we will answer it. The manor is a new word to us, but the word farming helps us to understand that it's used for farming. So it may be about a land.

Now, when we look for a question what should we consider (Accept students responses)? That's right, we can think of the types of the questions. For example, what we can say about the first question. Is it memory or a thinking question (Accept students' responses)? That's right. It is a memory question because the answer is direct. What do you think we should do when we have a memory question (accept students' responses). That's right, we can make up a thinking question. Here, I will remember that the manor is related to the land, and it's something we studied before. So if we look to the question stems which one can we choose (Accept students' responses)? That's right. The next question is: How is-----related to ----we studied earlier? Now what should we do? (Accept students' correct responses). That's right. We fill in the blank with the material presented. So the question is: How is the manor related to the land of the lord we studied earlier? We will write this on our paper. The answer may be about how the land is divided and how the barons and the knights collected the crops and the tax from the peasants.

Now we've looked at the title, and we have made up two types of questions. I think we can start reading the passage (The teacher will read aloud and the students will listen carefully).

During Reading

Pause halfway through the passage (Students may have a copy of the text).

Now I have a little information about the text, so I can stop and think. Is there anything else I want to do? That's right. We can make up some questions. What should we think of when we want to make up a question (accept students' responses)? That's right. We think of the types of the questions. What are the types of the questions that we need to make up? (Accept students' correct responses). That's right. There are memory and thinking questions. Now, we should think of a memory question.

 The question is: What is the main idea of the manor?

The answer is: The manor is a land that is divided into three areas.

Now, after making up the first question, what should we think of before making up the second question (accept students' correct responses)? That's right. We think of the type of the questions. Now what is the type of the first question done by your friend? That's right. It's a memory question. Now what type of question should we look for? That's right. It's the thinking question (Model one of the students' suggestions on the blackboard and encourage them add to their papers if they wish. One or two suggestions to prompt students):

The question could be: What is the significance of the crop rotation? (Write on the paper)The answer is: The land needs to rest; that's why the peasants did not plant the whole lands.

Now I've thought a little bit of the text. It helps us to understand the text better when we pause and make up some questions. The questions help us to understand the ideas of the text. Now, I think I'm ready to go on to the rest of the text.

After Reading

Now I've finished the text. What do you think we should do? (Accept students' responses). I think I get more details about the manor, I guess I'll start listing some of the things covered in this text.

Now, let's look back at my questions and see what I was thinking. I was talking about the lands in the medieval time, and how they are divided. I still need to think of the ways of farming. What should we do? (Model one of the students' suggestions on the blackboard and encourage them add to their papers if they wish. One or two suggestions to prompt students).

Students' responses could be: "I look to the stem questions. I search for the memory and thinking questions. Then, I write the question and answer it." So we look at the question stems in order to find the questions that cover the idea of the ways used for farming. The question is: What is the difference between the ----and ----------? Now, what should we do? That's right. We fill in the blank with the material presented: what's the difference between the manor's farming and farming nowadays? (I will write this on the paper). The answer for this question is the farming was done simply by using oxen, ploughs, and harrows.

Now let's remember what we used in order to understand the text (Accept students' correct responses). We used to think of the title. We made up questions before, during, and after reading the text. We used to relate the information to our lives in order to make up the thinking questions. Thus, this activity is helpful because it will let you understand the text.
I think I'm done. I'll give you a minute to look over the questions to get ready to answer the questions. Then, I'm going to collect your papers. Please be sure that your names are on them. I think we are ready to answer some questions about the text, because we've understood the text and jot down some notes about he text.
I'm going to hand out the questions, and I'm going to read them aloud. Some of the questions are multiple choices; you can answer them by making a mark in the bubble beside the answer you think is best. For some questions you need to write down your answers. I want you to do your best. Spelling and grammar don't count. If you can't answer some of the questions; just go on to the next one. Have you got any question before we begin? (Collect the papers and remove the chart paper from the board.)

(Read the questions aloud to the students, and invite the students to answer the questions to the best of their abilities. No assistance will be provided for answering the questions; the teacher may re read the questions to the students, if requested.)

(When students complete the questions they can put the paper upside down on their desk and read a book or do some other individual activity until everyone has finished the questions.)

Session Three
The Peasant's Cottage (the Guided Practice: Teacher and Students Do the Strategy Together)

State Content and Process Goals

Today we are going to be doing a reading activity. This will be about making up questions before, during, and after reading. Why do we need this activity (Accept students'correct responses). That's right. This activity will improve your learning because it makes you think in a number of different ways about the ideas presented.

The text we are going to be looking at today is called The Peasant's Cottage (Read text title). We are going to generate questions by using question stems before, during, and after reading the text on a big piece of paper. This will help us to remember our ideas about the text. At the end of the text, I'll ask you some questions about the text. It's important to concentrate in order to be able to answer the questions.

 Provide Guided Strategy Instruction

Remember the last two days, we used papers. Why do we use them? That's right. We used them in order to write down some questions about the text. Today, I'm going to give each of you a piece of paper (which is divided into three parts: before reading, during reading, and after reading) and a pencil, and you can use it to make up some questions. Let us think again of why we need to make up some questions. That's right. Making up questions helps us understand the text because we will think in a number of different ways about the ideas presented.

Let's think about the text first. What is the thing that we can put down about the text on your paper before I even start to look at the text (Accept students' responses.)? That's right, we can write down the title. Let's do that on our paper. I'll write it up here on mine so everyone can see it, and you can write the same information on your papers.

Now, what should we do before we read the text (Accept students' responses)? That's right, we look at the title or the picture and start asking ourselves what questions we can ask. What can help us in order to make up a question (Accept students' responses)? That's right. We can use the question stems in order to have ideas about the text. What do you think we can choose from the question stems? That's right. We should look for the memory and thinking questions that we may ask before reading a text. So, we can use the memory question: What will -------be about? What do you think we should do with this question stem? That's right. We can fill in the blank with the material presented. So the question is: What will the peasant's cottage be about? I will write this on our paper (Accept students' correct responses). So what should we do when we have

this question (Accept students' correct responses)? That's right, we will answer it. What is the answer for this question? That's right. The peasant's cottage is a place where peasants lived.

So, when we look for a question what we should think of (Accept students' responses)? That's right, we can think of the types of the questions. For example, what we can say about the first question? Is it memory or thinking question (Accept students' correct responses)? That's right. It's a memory question because the answer is direct. What do you think we should do when we have a memory question (Accept students' correct responses)? That's right. We can make up a thinking question. Here, I will remember that the manor is related to the land, and it's something we studied before. So if we look to the question stems, which one we can choose (Accept students' correct responses)? That's right. The next question is: How is-----related to ----we studied earlier? Now what should we do (Accept students' correct responses)? That's right. We fill in the blank with the material presented. So the question is: How is the peasant's cottage related to the land of the lord we studied earlier? We will write this on our paper. The answer may be about how the peasants lived, and how they worked hard on the manor and gave the crops to the lord.

Now we've looked at the title, and we have made up two types of questions. They are: "What will the peasant's cottage be about? How is the peasant's cottage related to the land of the lord we studied earlier?" I think we can start reading the passage. (The teacher will read aloud and the students will listen carefully. Each student may have a copy of the text.)

During Reading

Pause half through the passage.

Now I have a little information about the text, so I can stop and think. Is there anything else I want to do? That's right. We can make up some questions. What should we do in order to make up a question (Accept students' correct responses)? That's right. We think of the types of the questions. What are the types of the questions? (Accept students' correct responses.) That's right. There are memory and thinking questions. Now, we should think of a memory question. What is the first step of making up a question? (Accept students' response.) That's right. First we list the things we've read such as the peasant's cottage. What can we list (Accept students' correct responses)? That's right. The list will be: the walls, the roofs, the furniture and the rooms of the peasant's cottage, the garden, the painting (Write them on the paper). Then, what should we do? (Model one of the students' suggestions on the blackboard and encourage them add to their papers if they wish. One or two suggestions to prompt students:

Students' responses could be: "I look to the stem questions. I search for the question that matches the list. I write the question. I answer it."

The question could be (Accept student's response): What is the significance of the peasant's cottage?

The answer is (Accept student's response): The cottage had only one room, which was served as a kitchen. There's no door. The roof was made of straw, and the wall of woven sticks. The furniture was bed, and table spinning wheel for clothes.

Now, after making up the first question, we think of the type of the questions. Now what is the type of the first question done by your friend? That's right. It's a memory question. Now what type of question should we look for (Accept students' correct response)? That's right. It's the thinking question (Model one of the students' suggestions on the black board and encourage them add to their papers if they wish. One or two suggestions to prompt students).

Students' responses could be: "I look to the stem questions. I search for the question. I write the question. I answer it."

The question could be: What is the difference between the peasant's cottage and our houses (Write on the paper)?

The answer is: our houses are big and have doors. We have good furniture and new technology. We don't have a spinning wheel.

Now, let's look at the list. We still have the garden and the painting.

(Model one of the students' suggestions on the black board and encourage them add to their papers if they wish. One or two suggestions to prompt students):

Students' responses could be: "I look to the stem questions. I search for the question. I write the question. I answer it."

The questions could be:

    What's the significance about the garden (Memory Question)?

    What is the difference between plough and using the harrow (Thinking Question)?

    How does the blue painting affect the inside (Thinking Questions)?

(Write on the paper the questions that are made by the students.)

The answers are (Accept students' correct responses):

Planting vegetables

The harrow was pulled by oxen, while the plough was used by a ploughman.

The blue painting protected the walls from the smoke of the fire.

Now, we've thought a little bit of the text. Why do you think we paused and started making up some questions (Accept students' responses)? That's right. It helps us to understand the text better when we pause and make up some questions. The questions help us to understand the ideas of the text. So, who can remind us of the questions? That's right. They are (they will be written on the students' papers):

What is the significance of the peasant's cottage?

What is the difference between the medieval peasant's cottage and farmers' houses nowadays?

What's the significance about the garden (Memory Question)?

What is the difference between plough and using the harrow (Thinking Question)?

How does the blue painting affect the inside (Thinking Questions)?

Now, I think we are ready to go on the rest of the text.

After Reading:

Now I've finished the text. What do think we should do (Accept students' responses)? I think I get more details about the peasant's cottage and his life. Now, what do you think we should do? That's right .We can make up some questions. We think of the types of the questions. What are the types of the questions that we need to make up (Accept students' responses)? That's right. There are memory and thinking questions. Now, we should think of a memory question. First, we list the things we've read such as the peasant's cottage. What can we list (Accept students' response)? That's right. The list is (Accept students' response): Peasant's work. Then what should we do (Model one of the students' suggestions on the blackboard and encourage them add to their papers if they wish)? One or two suggestions to prompt students:

Students' responses could be: "I look to the stem questions. I select the question that matches the list. I write the question. I answer it."

The question could be: What is the difference between the week-work and boon work (Write the question on paper)?

The answer is (Accept students' correct responses): Week-work is working for four days each week. Boon-work is extra time gathering the crop during the harvest. Another question could be: Do you agree or disagree with this statement: The lord provided the peasant with a home, farm and protection (Write the question on paper. The answer depends on students' responses)?

Now, let's look back at my questions and see what I was thinking. I was talking about the peasant's cottage in the medieval time, and how it looked and how the peasants lived.

Now let's remember what we used in order to understand the text (Accept students' correct responses). We tried to think of the title. We made up questions before, during, and after reading the text. We related the information to our lives in order to make up the thinking questions. Thus, this activity is helpful because it will let you understand the text.

I think I'm done. I'll give you a minute to look over the questions to get ready to answer the questions. Then, I'm going to collect your papers. Please be sure that your names are on them. I think we are ready to answer some questions about the text, because we've understood the text and jot down some notes about the text.
I'm going to hand out the questions. Some of the questions are multiple choices and you can answer them by making a mark in the bubble beside the answer you think is best.
For some questions you need to write down your answers. I want you to do your best. Spelling and grammar don't count. If you can't answer some of the questions, just go on to the next questions. Have you got any questions before we begin (Collect the papers and remove the chart paper from the board)?

(Invite the students to answer the questions to the best of their abilities. No assistance will be provided for answering the questions. The teacher may reread the questions to the students, if requested.)

(When students complete the questions they can put the paper upside down on their desk and read a book or do some other individual activity until everyone has finished the questions.)

Sessions Four, Five
The Village Life I, II.

Today we are going to be doing a reading activity. This will be about making up questions before, during, and after reading. Why do we need this activity (Accept students' responses)? That's right. This activity will improve your learning because it makes you think in a number of different ways about the ideas presented.

The text we are going to be looking at today is called Village Life (read text title). You are going to generate questions that come to your minds before, during, and after reading the text on a big piece of paper. This will help you to remember your ideas about the text. At the end of the text, I'll ask you some questions about the text. It's important to concentrate in order to be able to answer the questions.

Provide Guided Strategy Instruction

Remember the last three days, we used papers. Why do we use them? That's right. We used them in order to write down some questions about the text. Today, I'm going to give

each of you a piece of paper (which is divided into three parts: before reading, during reading, and after reading) and a pencil, and you can use it to make up some questions. Today, you are going to work in pairs. Each pair will try to make up questions using the question stems chart as guide. In each pair, you will continue asking and answering each other's questions. I will help you if you have any question. I will write your own questions on the board.

Before Reading:

Now, try to remember what we should do before we start reading. I want each group to start working on the steps that we should do before reading. The teacher will go around the students and listen to their answers. She will prompt them by encouraging them to make up some questions: What should we look at when we think of making up questions before reading? (Accept students' responses). That's right. We look at the title. What should we use in order to make up questions? That's right. The answer is: The chart of the stem questions. What types of questions should you use? That's right. We can use memory and thinking questions.)

After making up some questions (in pairs), the teacher will listen to the students' questions and write the groups' questions on the board. The questions could be:

What will the village life be about?

How did people live in the village?

Now, we are going to read silently the first four paragraphs of the reading passage and try to make up some questions, the same as we did before reading.

During Reading:

Pause after reading four paragraphs.

Now, I want you to work in groups and think of making up some questions. Please, try to write your questions on the papers. I will help you if you have any question. The teacher will go around the students and listen to their answers. She will prompt them by encouraging them to make up some questions: what are the steps that we use to make up questions (Accept students' responses)? That's right. We list the materials that need to be covered. We look to the stem questions. We select the question. We write the question. We answer it. Now, what types of questions should you use (Accept students' response)? That's right. We can use the memory and thinking questions.

After making up some questions and answering them (in pairs), the teacher will listen to the students' questions and write their questions on the board. The questions could be:

What is significance about the reeve (Memory Question)?

What is the difference between the steward's responsibilities and the reeve's (Thinking Question)?
How are the peasants and the reeve similar (Thinking Question)?
Explain how the bailiff works (Thinking Question)?

So, you made up some questions for the first four paragraphs, and you tried to answer them. I think we are ready to do the rest of the reading.

Now, we are going to read silently the last three paragraphs of the reading passage and try to make up some questions the same, as we did before and during reading.

After Reading:

Now I want you to work in pairs and think of making up some questions for the rest of the reading passage. Please, try to write your questions on the papers. I will help you if you have any question. The teacher will go around the students and listen to their answers. She will prompt them by encouraging them to make up some questions: What are the steps that we use to make up questions (Accept students' responses)? That's right. We list the materials that need to be covered. We look to the stem questions. We select the question. We write the question. We answer it. Now, what types of questions should you use? That's right (Accept students' responses). We can use the memory and thinking questions.

After making up some questions and answering them (in pairs), the teacher will listen to the students' questions and write their questions on the board. The questions could be:

What is significance about the Hayward (Memory Question)?
What is significance about cottars (Memory Question)?
How is the village life related to what we studied before (Thinking Question)?
What conclusion can you draw about villeins (Thinking Question)?
How are the doctor and the priest similar (Thinking Question)?

Now let's remember what we used in order to understand the text (Accept student's responses). We tried to think of the title. We made up questions before, during, and after reading the text. We tried to relate the information to our lives in order to make up the thinking questions. Thus, this activity is helpful because it will let you understand the text.

I think we are done. I'll give you a minute to look over the questions to get ready to answer the questions. Then, I'm going to collect your papers. Please be sure that your names are on them. I think we are ready to answer some questions about the text, because we've understood the text and jot down some notes about the text.
I'm going to hand out the questions. Some of the questions are multiple choices and you can answer them by making a mark in the bubble beside the answer you think is best. For some questions you need to write down your answers. I want you to do your best.

Spelling and grammar don't count. If you can't answer some of the questions, just go on to the next questions. Have you got any question before we start (Collect the papers and remove the chart paper from the board)?

(Invite the students to answer the questions to the best of their abilities. No assistance will be provided for answering the questions. The teacher may reread the questions to the students, if requested.)

(When students complete the questions they can put the paper upside down on their desk and read a book or do some other individual activity until everyone has finished the questions.)

Sessions Six, Seven, Eight
The Castle, I, II.
Becoming a Knight (the Guided Practice: Students Do the Strategy –Teacher Helps)

Today we are going to be doing a reading activity. This will be about making up questions before, during, and after reading. Why do we need this activity (Accept students' responses)? That's right. This activity will improve your learning because it makes you think in a number of different ways about the ideas presented. I will use some pictures from the "how steps" (the poster of the "How-to-Steps" will be on the board). For instance, for the "getting ideas" step, I will use a picture of a light bulb and for the "look at chart" step I will use a picture of eyeglasses. A picture of a plug will be used for the "connect text information with a question stem" step, a picture of a pencil will be used for the "writing a question" step, and a picture of a hand will be used for the "answer the question" step. A picture of a blanket will be used for the "covering all ideas" step. I will also use two pictures of poor and good readers that are actually happy and sad faces.

The text we are going to be looking at today is called "The Castle" (Read text title). You are going to make up questions by using question stems before, during, and after reading the text on a big piece of paper. At the end of the text, I'll ask you some questions about the text. It's important to concentrate in order to be able to answer the questions.

Provide Guided Strategy Instruction

Today, you are going to work in pairs. Each pair will try to make up questions using the question stems chart as guide. In each pair, you will continue asking and answering each other's questions. I will help you if you have any question. I will write your own questions on the board.

Before Reading:

Now, try to remember what we should do before we start reading. I want each group to start working on the steps that we should do before reading. The teacher will go around

the students and listen to their answers. She will prompt them by encouraging them to make up some questions: What should we look at when we think of making up questions before reading (Accept students' responses)? That's right. We look at the title. What should we use in order to make up questions (Accept students' responses)? That's right. We can use the chart of the question stems. What types of questions should you use? That's right (Accept students' responses). We can use memory and thinking questions.

After making up some questions (in pairs), the teacher will listen to the students' questions and write their questions on the board. The questions could be:

What will the castle be about?

How did people live in the castle?

(The students will answer the questions together.)

Now, we are going to read silently the first three paragraphs of the reading passage and try to make up some questions the same, as we did before reading.

During Reading:

Pause after reading three paragraphs.

Now I want you to work in pairs and think of some questions. Please, try to write your questions on the papers. I will help you if you have any question. The teacher will go around the students and listen to their answers. She will prompt them by encouraging them to make up some questions: What are the steps that we use to make up questions? (Accept students' responses). That's right. We list the materials that need to be covered. We look to the stem questions. We search for the question. We write the question. We answer it. Now, what types of questions should you use (Accept students' responses)? That's right. We can use memory and thinking questions. After making up some questions and answering them (in pairs), the teacher will listen to the groups' questions and write the groups' questions on the board. The questions could be:

Explain the word castle.
What is the significance about the castles in England?
Explain how the merlons and embrasures are used in the battle.
What are the ramparts?

So, you made up some questions for the first four paragraphs, and you tried to answer them. I think we are ready to do the rest of the reading.

Now, we are going to read silently the last four paragraphs of the reading passage and try to make up some questions, the same as we did before and during reading.

After Reading:

Now I want you to work in groups and think of making up some questions for the rest of the reading passage. Please, try to write your questions on the papers. I will help you if you have any question. The teacher will go around the students and listen to their answers. She will prompt them by encouraging them to make up some questions: What are the steps that we use to make up questions (Accept students' responses)? That's right. We list the materials that need to be covered. We look to the stem questions. We select the question. We write the question. We answer it. Now, what types of questions should you use? That's right (Accept students' responses). We can use memory and thinking questions.)

After making up some questions and answering them (in pairs), the teacher will listen to the students' questions and write their questions on the board. The questions could be:

What's the keep? (Memory Question)
Explain why the castles were cold in winter. (Thinking Question)
How was the castle look in summer? (Thinking Question)
How are the castle and the peasant's cottage similar? (Thinking Question)

Now let's remember what we used in order to understand the text (Accept students' responses). We tried to think of the title. We made up questions before, during, and after reading the text. We used the information to relate to our lives in order to make up the thinking questions. Thus, this activity is helpful because it will let you understand the text.

I think we are done. I'll give you a minute to look over the questions to get ready to answer the questions. Then, I'm going to collect your papers. Please be sure that your names are on them. I think we are ready to answer some questions about the text, because we've understood the text and jot down some notes about he text.
I'm going to hand out the questions. Some of the questions are multiple choices; you can answer them by making a mark in the bubble beside the answer you think is best. For some questions you need to write down your answers. I want you to do your best. Spelling and grammar don't count. If you can't answer some of the questions, just go on to the next questions. Have you got any question before we start (Collect the papers and remove the chart paper from the board)?

(Invite the students answer the questions to the best of their abilities. No assistance will be provided for answering the questions. The teacher may re read the questions to the students, if requested.)

(When students complete the questions they can put the paper upside down on their desk and read a book or do some other individual activity until everyone has finished the questions.)

Session Nine
The Manor Law (Independent Practice: Students Do the Strategy)

Today we are going to be doing some more reading and writing activities. This will be about making up some questions. The text we are going to be looking at today is called "Ordeals." At the end of the text, I'll ask you some questions about the text. It's important to concentrate in order to be able to answer the questions.

Provide Independent Strategy Instruction

Remember the last five days. We had been using our papers to make up some questions about the texts. Today, I'm going to give each of you a piece of paper (which is divided into three parts: before reading, during reading, and after reading) and a pencil, and you can use it to make up some questions. It's your paper, and it's entirely up to you. I'm not going to guide you any more up at the front because I want to see how much you can do on your own.

Before Reading:

(Hand out the blank pieces of paper and allow five minutes to look at the title or the picture and make up some questions they want about the text.)

During reading:

The students will read silently the text and pause halfway through the text (Students will have a copy of the text). (The question stems chart will be on the board).

Now, I'm going to pause for 15 minutes, and you can work on your own papers, or you can think about making up some questions. Okay, I think we are ready to complete the reading.

After the reading:

Now, you've finished reading silently the text. It's time to think about what we did the last five days when we've finished reading the texts. You have 15 minutes before I'm going to hand out the questions to answer about the text. This is quiet time to make up some questions.

I'm going to collect your papers. Now please make sure your names are on them.

I'm going to hand out the questions, just like the last five days. Some of the questions are multiple choices and you can answer them by making a mark in the bubble beside the answer you think is best. For some questions you need to write down your answers. I want you to do your best. Spelling and grammar don't count. If you can't answer some of the questions, just go on to the next one. Have you got any question before we begin (Collect the papers and remove the chart paper from the board)?

(Invite the students answer the questions to the best of their abilities. No assistance will be provided for answering the questions, and the teacher may reread the questions to the students, if required.)

(When students complete the questions they can put the paper upside down on their desk and read a book or do some other individual activity until everyone has finished the questions.)

Thank you for your work today.

Appendix C

A General Framework for the Reflective Notes

- Circulate and watch students during modeling practice.

My notes:

- Circulate and watch students during guided practices.

My notes:

- Observe students practicing the strategy independently.

My notes:

- Note how students apply the strategy before, during, after the reading.

My notes:

- Read students' notes and their own question generation.

My notes:

- Observe students' enthusiasm to use the strategy.

My notes:

- Note the challenges when I apply the strategy before, during, after the reading

My notes:

Appendix D

The Ontario Curriculum Grades 1-8, Language and Social Studies
(Ministry of Education, Ontario, 2006a, 2006b)

Reading: Grade 4

Overall Expectations

By the end of Grade 4, students will:

- Read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes.
- Read aloud, speaking clearly and with expression.
- Read independently, using a variety of reading strategies.
- State their own interpretation of a written work, using evidence from the work and from their own knowledge and experience.
- Decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources.
- Understand the vocabulary and language structures appropriate for this grade level.
- Use conventions of written materials to help them understand and use the materials.

Expectations in Specific Areas

By the end of Grade 4, students will:

Reasoning and Critical Thinking

- Identify the main idea in a piece of writing, and provide supporting details.
- Identify and describe elements of stories (e.g., plot, central idea, characters, setting).
- Make inferences while reading.
- Make judgments about what they read on the basis of evidence.
- Make predictions while reading a narrative piece on the basis of evidence.
- Retell a story by adapting it for presentation in another way (e.g., as a dramatization).
- Develop their opinions by reading a variety of materials.
- Begin to develop research skills (e.g., formulate questions, locate information, clarify their understanding of information through discussion).

Understanding of Form and Style

- Identify various forms of writing and describe their main characteristics (e.g., poems often have verses; novels are often divided into chapters).
- Use their knowledge of the organization and characteristics of different forms of writing to understand and use content.

Knowledge of Language Structures

- Use their knowledge of oral and written language structures and of elements of grammar to understand the meaning of sentences.
- Use patterns of word structure to determine pronunciation (e.g., -tern in lantern, intern).

Vocabulary Building

- Identify root words and use them to determine the pronunciation and meaning of unfamiliar words.
- Identify synonyms and antonyms for familiar words.
- Use a dictionary to expand their vocabulary.
- Understand specialized terms in different subject areas (e.g., science, technology).

Use of Conventions

- Use punctuation to help them understand what they read.
- Use various conventions of formal texts to reinforce understanding of ideas (e.g., charts, illustrations, glossary, diagrams, and captions).

Part Two: Heritage and Citizenship: Grade 4–Medieval Times

Overview

Students discover the major features of daily life in medieval European societies. Students investigate the major events and influences of the era and determine how they shaped medieval society. Students apply their understandings to compare communities in medieval times with their own communities today.

Overall Expectations

By the end of Grade 4, students will:

- Identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era).
- Use a variety of resources and tools to investigate the major events and influences of the era and determine how they shaped medieval society.

- Relate significant elements of medieval societies to comparable aspects of contemporary Canadian communities.

Specific Expectations

Knowledge and Understanding

By the end of Grade 4, students will:

- Describe the hierarchical structure of medieval society and the types of people in it (e.g., peasants, officials, scholars, clergy, merchants, artisans, royalty, nobles), and explain how and why different groups cooperated or came into conflict at different times (e.g., to promote trade, to wage war, to introduce the Magna Carta).
- Describe aspects of daily life for men, women, and children in medieval societies (e.g., food, housing, clothing, health, religion, recreation, festivals, crafts, justice, and roles).
- Describe characteristics of castles and aspects of castle life (e.g., design and building methods; community structure – lord, knights, squires, men-at-arms, workers; sports and entertainment; heraldry; justice; conflict and defense).

Appendix E

How-to-Steps

Ideas

Look

Connect

Write
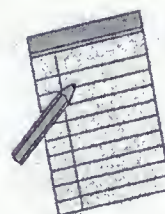
Answer

Cover
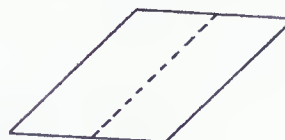
Good And Poor Readers

Good
Reader

Poor
Reader

Appendix F

Comprehension Tests

Session One

The Feudal System

Memory Questions

1. What is the feudal system?

----

2. Who was called the vassal?

----

3. List the vassal's responsibilities.

Thinking Questions

1. Do you believe the feudal system is good? Why?

----

2. Which steps of making up questions were easy to use? Why?

----

4. Which steps of making up questions were difficult to use? Why?

Thinking Questions
1. Why is the question generation activity important?

----

2. How did you find making up questions? Why?
□ Very difficult
□ Not so good
□ Helpful
□ Easy

Farming the Manor

Session Two

A. Memory Questions:

1. What is the manor?

    ----

2. Who lived in the manor house?

B. Thinking Questions

1. List some similarities between manor's farming and farming nowadays.

    ----

2. Why did the peasants use the crop rotation?

    ----

3. Which steps of making up questions were easy to use? Why?

    ----

4. Which steps of making up questions were difficult to use? Why?

    ----

5. Why is the question generation activity important?

    ----

6. How did you find making up questions? Why?
    □ Very difficult
    □ Not so good
    □ Helpful
    □ Easy

Session Three

The Peasant's Cottage

A. Memory Questions:

1. How many rooms did the cottage have?

----

2. What did the peasants use for painting the cottage? Why?

----

3. What did the peasants use for planting the vegetables?

B. Thinking Questions:

1. Explain the differences between medieval peasant's home and the farmer's home nowadays.

----

2. Which steps of making up questions were easy to use? Why?

----

3. Which steps of making up questions were difficult to use? Why?

----

4. Why is the question generation activity important?

----

5. How did you find making up questions? Why?
□ Very difficult
□ Not so good
□ Helpful
□ Easy

Session Four

The Village Life Part I.

A. Memory Questions

1. Who managed the lord's estate?

----

2. What was the reeve responsible for?

----

3. What did the priest do?

B. Thinking Questions:

1.   Compare and contrast the cottars and the peasants with regard to their livings.

----

2. Which steps of making up questions were easy to use? Why?

----

3. Which steps of making up questions were difficult to use? Why?

----

4. Why is the question generation activity important?

----

5. How did you find making up questions? Why?

□ Very difficult
□ Not so good
□ Helpful
□ Easy

Session Five

The Village Life Part II

1. Which steps of making up questions were easy to use? Why?

----

2. Which steps of making up questions were difficult to use? Why?

----

3. Why is the question generation activity important?

----

4. How did you find making up questions? Why?

□ Very difficult
□ Not so good
□ Helpful
□ Easy

Session Six

The Castle Part 1

1. Where did the lord sleep?

    ----

2. What were the merlons and the ramparts used for?

    ----

3. List the parts of the medieval castle.

Thinking Questions

1. Why were the castles surrounded with moats?

    ----

2. Which steps of making up questions were easy to use? Why?

    ----

3. Which steps of making up questions were difficult to use? Why?

    ----

4. Why is the question generation activity important?

    ----

5. How did you find making up questions? Why?

    ☐ Very difficult
    ☐ Not so good
    ☐ Helpful
    ☐ Easy

Session Seven   The Castle Part II.

1. Why were the castles uncomfortable in summer and winter?

----

2. List the differences between the castles nowadays and the ones during the
   medieval times.

----

3. Which steps of making up questions were easy to use? Why?

----

4. Which steps of making up questions were difficult to use? Why?

----

5. Why is the question generation activity important?

----

6. How did you find making up questions? Why?

   □ Very difficult
   □ Not so good
   □ Helpful
   □ Easy

7. What are you going to do to convince a teacher about using this reading activity?

Session Eight   Becoming a Knight

A. Memory Questions

1. Who was the valet?

----

2. How did a person become a knight?

----

3. What was significance about the knighting ceremony?

Thinking Questions

1. Compare the knighting ceremony to any military ceremony we have nowadays.

----

2. Which steps of making up questions were easy to use? Why?

----

3. Which steps of making up questions were difficult to use? Why?

----

4. Why is the question generation activity important?

----

5. How did you find making up questions? Why?

□ Very difficult
□ Not so good
□Helpful
□Easy

Appendix G

Individual Interview

The purpose of the interview is to understand the participants' experiences using question-generation strategy and receiving explicit instruction.

1. What kinds of questions were easy to use? Why?
2. What was the most exciting session? Why?
3. Did you start to make up questions on your own?
4. Which questions were the most difficult ones for you to make?
5. How did the chart of question generic prompts help you in making a question?
6. What did you learn from making questions before, during, and after reading a text?
7. Do you believe that making questions improve your understanding of the text?
8. Do you believe asking "why we need to use asking–question strategy" helps you in understanding this strategy?
9. When do you use question-generation strategy?
10. How were the reading sessions different from what we've taken before?

A Sample of the Questions used for think-aloud passages: (The same questions were asked during and after reading the texts)

1. How do you make up questions before reading? Why?
2. What comes to your mind while you are making questions before reading?
3. Describe the steps you are using to make up questions?

Appendix H

Brock Ethics Approval
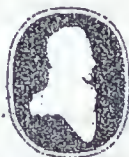
Brock University

DATE: April 13, 2006

FROM: Linda Rose-Krasnor, Chair
Research Ethics Board (REB)

TO: Vera Woloshyn, Education
May ALFARTOUSI

FILE: 05-275 ALFARTOUSI

TITLE: Exploring the Use of Question Generation Strategy to Increase Bilingual
Students' Reading Comprehension

The Brock University Research Ethics Board has reviewed the above research proposal.

DECISION: Accepted as Clarified, however:

Please consider sending an information letter home with all students in the class
explaining that you will be tape recording class sessions as a method of studying your
instructional techniques and that student comment will not be transcribed.

This project has received ethics clearance for the period of April 13, 2006 to June 30,
2006 subject to full REB ratification at the Research Ethics Board's next scheduled
meeting. The clearance period may be extended upon request. The study may now
proceed.

Please note that the Research Ethics Board (REB) requires that you adhere to the protocol
as last reviewed and cleared by the REB. During the course of research no deviations

from, or changes to, the protocol, recruitment, or consent form may be initiated without prior written clearance from the REB. The Board must provide clearance for any modifications before they can be implemented. If you wish to modify your research project, please refer to <http://www.brocku.ca/researchservices/forms>http://www.brocku.ca/researchservices/forms to complete the appropriate form Revision or Modification to an Ongoing Application.

Adverse or unexpected events must be reported to the REB as soon as possible with an indication of how these events affect, in the view of the Principal Investigator, the safety of the participants and the continuation of the protocol.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and clearance of those facilities or institutions are obtained and filed with the REB prior to the initiation of any research protocols.

The Tri-Council Policy Statement requires that ongoing research be monitored. A Final Report is required for all projects upon completion of the project. Researchers with projects lasting more than one year are required to submit a Continuing Review Report annually. The Office of Research Services will contact you when this form Continuing Review/Final Report is required.

Please quote your REB file number on all future correspondence.