

Appendix (C). Treatment sessions of experimental group

Session one

Reading Text: “Whistling in La Gomera” Source Book: Objective IELTS Intermediate, pp 8/9

Fifteen minutes of the first session were devoted to introducing the general reading comprehension strategies containing skimming and scanning which were the common feature between the two groups. Before the instruction was applied, the teacher used ‘Voting questions strategy’ by means of asking general-interest and subject matter questions to gather the attention of students voluntarily. Questions such as *‘How many of you can whistle?’* Or *‘how many of you know different methods of communication?’* After receiving maximum answers from the participants, the teacher guided the students to benefit from ‘Paired Reading strategy’. Using this strategy, pairs of students were asked to take turns reading the parts to each other, read aloud for a bit, and then gave the other learner a turn. In this way, the students identified the right time to change shifts and helped other partners. Before continuing to read, there was also an option to interrupt the reading and share their opinions in the form of discussion. Finally the teacher closed the activities by asking the students to answer the reading comprehension questions.

Session two

Reading Text: “READING FOR COMPREHENSION” Source Book: Objective IELTS Intermediate, pp 27

In the second session, the teacher selected a passage in which the methods of understanding a text were taught. Firstly, to establish a subject on students’ prior knowledge and questions, the learning process started by asking students to note what knowledge they already have or what new material they want to acquire about reading comprehension. The name of this pre-reading strategy was ‘Know and Want to Know’. Brainstorming was also carried out and two students wrote down the expressed ideas on the board. Afterward, the students were assigned randomly to pairs so that they could participate in a peer teaching procedure (Bonwell & Eison, 1991). During this process, someone who was the instructor/ tutor provided guidance and shifted between pairs where it was needed. In the following, the students read the text with paying attention to the reading advice mentioned in the book. After the text was done, the teacher referred back to the lists and asked questions including; *“did you learn anything new? If so, write that down. What now would you say are the most important steps you now know for reading comprehension? Write a list of those things. Do you now have some questions you still think about?”* The post-reading stage was completed by answering the comprehension questions in pairs.

Session three

Reading Text: “The Mogi of Easter Island” Source Book: Objective IELTS Intermediate, pp 34/35

The third session had a historical theme in a way that learners were invited to make predictions from the photographs of historical sites with related questions. Questions were raised, including *‘what the passage is about? Where is Easter Island? ‘Who built the Moai and why were they built?’* In this way, the students’ answers were taken into consideration. Moreover, they participated in answering questions such as *“What made you to predict that? What information supports your prediction?”* Therefore, the questions became an introduction to “cooperative learning” in while reading stage. Cooperative learning took 40-minute of class time in which a number of groups were organized for discussion. To manage the group, a leader and a recorder

were chosen who presented a written report of major ideas that were described. The teacher also monitored, guided and prompted in whole class. When reading the text was finished, the teacher asked them to answer ten questions of True/ False/ Not given, multiple choice and note completion.

Session four

Reading Text: “How I made my first viral?” Source Book: Objective IELTS Intermediate, pp 46/47

The fourth session of class was held in the IT room in order for students to watch an advertising video. The starting point was to ask questions helping students think about what they saw. Accordingly, the teacher picked out open-ended questions since it opened up the discussion to further exploration and encouraged deep rather than shallow discussion (Harmin & Toth, 2006). Questions extracted from the lesson included ‘*What was your impression of the video? Dose advertising affect what you buy?*’ ‘*Does advertising make you want things you can’t afford it?*’ *How?*’ The teacher requested volunteers to speak and, then, from all volunteers, selected a set that took turns to speak instead of being solo speakers. Post-text was an exercise of choosing headings for paragraphs, through which the lesson was reviewed. Similarly, the teacher explained heading advice on the book briefly, then asked pairs to work together to help each other more fully understand.

Session five

Reading Text: “A disaster in the making” Source Book: Objective IELTS Intermediate, pp 60/61

Session five started with a mini-task. The students were assigned to read four questions of the lesson about how much they know about global warming. Then, paired up and read each other’s answers. It is worth noting that the mini-task was meant to help students engage subject matter in a way that didn’t make them feel incompetent. Next, individuals began to read the whole text. At the same time, the teacher demonstrated ‘Think Aloud’ strategy as a model while she was explaining global warming. To use this strategy, a challenge was provided to solve the problems related to the material. Therefore, the students listened to the teachers’ way of thinking and kept on the activity by thinking aloud in pairs in order to explore solutions to the open-ended problem. Then, gathering relevant information was done. Besides, a list of possible problems and solutions based on the students’ own perception were sorted. The main reason for relying on the text was that they could answer the questions of summary completion in the post-reading stage more easily.

Session six

Reading Text: “Social organization among animals” Source Book: Objective IELTS Intermediate, pp 72/73

Regarding the subject of the lesson, session six implemented strategies for handling the task with the class sitting as one whole group. First of all the teacher made an explicit relationship between the topic of the text and students’ own lives. The question was about the similarities and differences between the lives of animals and of human beings. As a result, students compared two items and presented both similarities and differences which is called the ‘comparison strategy’. It should be stated that unit eleven included two separate texts with related topics. In the first text, that is ‘*Varieties of social organizations*’ students were required to use a method of taking notes which named ‘learning map’. Instructions for creating a learning map went something like; choosing a topic (core idea in the middle), adding several related branches, incorporating key words (verbs/nouns) and combining a variety of styles to make the learning map more memorable. After answering the multiple-choice questions, the second reading (‘*Advantages of social co-*

operation’) was examined. The students proceeded by reading the text while passing the learning maps to read one another’s papers and receive feedback notes from each other. As a result of this ‘paper exchange strategy’, all students were highly activated in learning process while reading and writing comments during the training course.

Session seven

Reading Text: “History of sport” Source Book: Objective IELTS Intermediate, pp 80/81

In session seven, the instruction method was done based on the writing through reading passage in class. To keep students engaged, teacher introduced ‘Note-Taking template’ as she began a class discussion about ‘*History of sport*’. The students were assigned to use sheet of paper in two sections and make notes about what they already knew or what they have learned about the topic. As the teacher clarified information, students were responsible for making notes in separate places on the paper. At the end of the presentation, students reviewed what they have recorded, shared, and discovered. The process of reading was very productive, however, the teacher continued by focusing more on the text. This led the teacher to use a strategy that encouraged students to think comprehensively about the topic. Accordingly, this goal was made possible with the strategy of ‘summarization’. Students were first supposed to find the main idea and then write theme of a story in less than 30 word. As a reviewing activity, participants were divided into subgroups of two to four members and each subgroup created its own summary.

Session eight

Reading Text: “Six thinking hats” Source Book: Objective IELTS Intermediate, pp 90/91

In session eight, one way to help clarify the concept of ‘*Six Thinking Hats*’ was to finally making some participants to act out the lesson content or walk through the procedures. According to the reading advice in the book, the students individually made an effort to skim the whole passage before doing the activity. Then the teacher tried to produce a high-participation lesson rather than presenting the text orally. “What is the title of the text?” she asks. “Tina, please read it for us.” The teacher continues. “I’d like you to now scan the first and second paragraph and find the definition of ‘Six Thinking Hats’. In the same way, scanning, reading and writing the comments of each thinking hat on the board were done. The students also read the questions and underlined the key words to link with each suitable labelled paragraph. Next, they were told to develop a ‘Role-Play’ activity in which participants taught components of the subject to others. It started in groups of six participants, each one served as a color expressing different style of thinking. In the post- reading stage, the students needed to answer a locating information questions which included eight statements to match with six paragraphs.

Session nine

Reading Text: “A variety of writing systems” Source Book: Objective IELTS Intermediate, pp 104/105

Following up a brain-friendly technique in session nine, an attempt was made to build the learners’ motivation and engagement in the subject matter. For achieving this goal, the teacher used visuals by displaying some slides of signs that made a correlation to the topic and challenged participants to realize it. After sharing opinions, related photos of earliest writing systems were showed and key points were written on the board by the teacher. After the reading was completed, the teacher asked the students to close their eyes and review the lesson by making a mental picture of Egyptian hieroglyphs and Chinese characters. In this way, students visualized during learning

experience and the needs of visual learners were met. In post-reading step, a type of classification question was given to help them recall information.

Session ten

Reading Text: “Immigration: An introduction” Source Book: Objective IELTS Intermediate, pp 130/131

Session ten was allocated to a controversial topic which promoted organization of debate in pairs of students. The class was divided into two groups. The students in half of the pairs were to pretend that they agree with immigration, and the other half disagreed. Discussion started with a preparation time. During this time the students worked together to understand the issue completely. As an option, they could get help from the text for reasoning. The teacher permitted students to find their own method to show what they have learned according to the passage. Hence, learners regulated their own learning process and shared their viewpoints regarding the particular strategy and its benefits for them. The teacher monitored, guided and provided feedback during the procedure. Then, a specific time was given for three types of questions as well as checking their answers in groups.