

Viviana Miglino, Argentina
Deputy Head Primary English Department, Colegio Bayard
ypi@bayard.esc.edu.ar

Reading comprehension strategies: The neglected tools

Contemporary approaches to reading assert that meaning is created through the interaction of reader and text, where readers make use of certain cognitive and metacognitive strategies to understand what they read. I carried out a study with the aim of finding out to what extent reading comprehension strategies were explicitly taught in class in 3rd year polimodal state-run schools in Florida, Bs As. The study also explored whether teachers were acquainted with such reading tools, and whether the tasks used to check reading comprehension required the use of the strategies in question. Findings showed that reading comprehension strategies appeared to be neglected tools in the reading lessons observed. As a result, I designed a didactic tool to teach ten Reading Comprehension Strategies in class: A pair of gloves with the word "STRATEGIES" stamped on them (a letter on each finger) was used as a memorable anchor of the topic in question. Each letter triggers off a different strategy which, when combined, tackle the text at its three constituent levels: the syntactic, the semantic and the pragmatic, thus helping readers gain autonomy in solving their reading comprehension difficulties.