

A Closer Look at Reading Strategies in the Swedish Syllabus for English as a Second Language

– A Literature Review on Strategies for Reading in Upper
Secondary School in Sweden

En närmare titt på lässtrategier i den svenska kursplanen för engelska som
andraspråk


– En litteraturstudie om strategier för läsning i gymnasieundervisningen i
Sverige

Frida Brude

Alice Öhman Ekman

Supervisor/*Handledare*: Maria Strääf

Examiner/*Examinator*: Anna Watz

 LINKÖPINGS UNIVERSITET		English Institutionen för kultur och samhälle Department of Culture and Society 581 83 LINKÖPING		Seminariedatum Seminar date 2021-06-08
Ämne Subject Engelska English	Språk Language Engelska English	Rapporttyp Type of Report Examensarbete 1 (konsumtion)/ Thesis 1	ISRN-nummer <i>ISRN number</i> (behövs ej längre/ <i>no longer needed</i>)	
<p>Title (in English) A Closer Look at Reading Strategies in the Swedish English as a Second Language Syllabus – A Literature Review on Strategies for Reading in Upper Secondary School in Sweden</p> <p>Titel (svensk översättning) En närmare titt på lässtrategier i den svenska kursplanen för engelska som andraspråk – En litteraturstudie om strategier för läsning i gymnasieundervisningen i Sverige</p> <p>Författare <i>Authors</i> Frida Brude and Alice Öhman Ekman</p>				
<p>Sammanfattning Summary (in English)</p> <p>Given the importance of reading in life, it is worrying that reading comprehension as well as the interest in reading among Swedish students, especially older students, have decreased during the 21st century. One way of addressing this problem is the explicit teaching of reading strategies, which has proven effective in improving reading comprehension and is supported by the revised English as a Second Language (ESL) syllabus published by the Swedish National Agency for Education (SNAE) – effective as of 1 July 2021. This systematic literature review aims to examine the reading strategies mentioned in the revised syllabus and what these can entail in practice. This is done by comparing them to reading strategies investigated in previous research and investigating the didactic and pedagogical consequences that can arise in the teaching as a result of the wording in the ESL syllabus. The results of this research review were sorted into the following categories of strategies: <i>visualising, retelling, predicting content, posing questions, taking notes, identifying main ideas and inferencing</i>, and <i>associating and using prior knowledge</i>. The results show that the wording in the ESL syllabus, as it stands, complicates interpretations for teachers, but that the strategies can be described using research independent from SNAE, somewhat facilitating the actual use of the syllabus for working teachers. It can, however, not be assumed that teachers do this with their limited time. The results also show that education among teachers on reading strategies, at least in L2, is inadequate, affecting the quality of reading strategy teaching and the reading comprehension of students. Thus, it is of importance that teachers obtain knowledge of the teaching of reading strategies, suitably during their studies at the teacher education programme. Future research could benefit from investigating the actual use of reading strategies in classrooms, comparing reading strategies in ESL to other subjects, or looking into textbooks' use of reading strategies.</p>				
<p>Nyckelord <i>Keywords</i> reading strategies, second language education, upper secondary school, literature</p>				

Contents

1. Introduction	1
1.1 Aim and Research Questions	2
2. Method	3
2.1 Search and Selection of Sources	3
2.2 Selection, Categorisation and Delimitation of Strategies	4
2.3 Discussion of Method	5
3. Background	8
3.1 Abbreviations and Central Words/Terms	8
3.1.1 Abbreviations	8
3.1.2 Central Terms	8
3.2 Educational Policy Documents	9
3.3 Reading Strategies	11
3.3.1 The Difference Between Reading Strategies and Reading Skills	11
3.4 Previous Categorisation of Reading Strategies	11
3.4.1 Cognitive, Metacognitive, and Socio-affective Strategies	11
3.4.2 Memorisation, Immersion and Control Strategies	13
3.5 Teaching Reading Strategies in L2	13
3.5.1 Teaching Strategic Readers or Teaching Individual Strategies?	14
3.5.1.1 The Gradual Release of Responsibility Model	16
3.5.2 The Before, During and After Approach	17
4. Research Review	18
4.1 What Educational Research Says About the Reading Strategies Mentioned in the Swedish ESL Syllabus	18
4.1.1 Visualising [<i>Visualisera</i>]	18
4.1.2 Retelling [<i>Återberätta</i>]	19
4.1.3 Predicting Content [<i>Förutse innehåll</i>]	20
4.1.4 Posing Questions [<i>Ställa sig frågor</i>]	20
4.1.5 Taking Notes [<i>Anteckna</i>]	21
4.1.6 Identifying Main Ideas and Inferencing [<i>Identifiera huvudbudskap och dra slutsatser</i>]	21
4.1.7 Associating and Using Prior Knowledge [<i>Associera och använda omvärldskunskap</i>]	22
4.1.8 Strategies Not Mentioned in the ESL Syllabus	23
4.1.8.1 Reading With a Purpose	23
4.1.8.2 Understanding and Monitoring Understanding	24
4.1.8.3 Critiquing	25
4.1.8.4 Text location	26
4.2 Possibilities and Obstacles with Implementing These Strategies from a Teaching Perspective	26
4.2.1 Possibilities	26
4.2.2 Obstacles	27

5. Discussion and Conclusions	29
5.1 Discussion	29
5.1.1 <i>Reading Strategies Mentioned in the Swedish ESL Syllabus</i>	29
5.1.2 <i>Possibilities and Obstacles with Implementing Reading Strategies in a Swedish ESL Classroom</i>	31
5.2 Conclusions	35
5.2.1 <i>Future Research</i>	36
References	37

1. Introduction

Students' reading ability is central, not only to their development of knowledge, but also to their opportunities to engage with and influence the current and future society in which they live. As reading is of great importance both to one's private and professional life, it is worrisome that reading comprehension as well as the interest in reading among Swedish students have decreased during the 21st century (Läsdelegationen 2018: 23). An investigation made by the Swedish Reading Delegation [Läsdelegationen] among Swedish pupils shows that the older the pupils become, the less they read (2018: 35). Despite this, during the research process of this thesis we found that there are more didactic investigations aimed towards the teaching of reading to younger students, while it was harder to find studies which explored how to improve the reading abilities in older students.

This creates implications for ESL teachers, whose mission – according to the Swedish syllabus for the subject English in upper secondary school – is to create opportunities for students to develop their understanding of texts written in English (Skolverket n.d.: 2). One way for teachers to address this problem is to explicitly teach reading strategies, which has shown to be an effective method in the promotion of reading comprehension and efficient reading (Watkins 2017: 57). This is further supported by the revised syllabus published by the Swedish National Agency for Education [Skolverket] which will come into effect as of 1 July 2021, since it is stated in its core content that the teaching of reading strategies should be included in ESL courses (Skolverket n.d.: 2-8).

Hereafter we will refer to the Swedish National Agency for Education [Skolverket] as SNAE, an abbreviation of its English name, to facilitate reader fluency. Students in the ESL courses English 5 and English 6 should be given opportunities to learn strategies for perceiving details and drawing conclusions about different aspects of the text by e.g. visualising, taking notes, and posing questions (Skolverket 2012: 2, 5). Reading strategies are also included in the English 7 course, but as this is currently an elective course, investigating its connection to reading strategies is not as pressing.

As both SNAE and other research press the significance of developing the reading comprehension and reading habits of students through the teaching of reading strategies, it is important that professional teachers have knowledge of which reading comprehension strategies should be taught and how they are best taught in order for teachers to guide their students in becoming efficient and skilled readers. However, as teachers are faced with new educational policy documents on a somewhat frequent basis, and as the field of research is constantly evolving, it can be hard for teachers to stay up to date. This thesis is therefore written with the hope of facilitating the didactic reality of teachers in their teaching of reading strategies in the ESL classroom, in order to enable

them to make well-informed choices that are aligned with the latest research and educational policies.

1.1 Aim and Research Questions

This systematic literature review aims to examine research on and definitions of the reading strategies mentioned in the Swedish upper secondary English as a Second Language (ESL) syllabus. It also aims to investigate what these can entail in practice when reading, and the didactic and pedagogical consequences that possibly arise due to the wording regarding reading strategies in said syllabus. In order to investigate these areas, the review is based on the following research questions:

- What can be found in educational research about the reading strategies mentioned in the Swedish ESL syllabus for the upper secondary courses English 5 and English 6?
- What are the possibilities and obstacles with implementing these strategies from a teaching perspective?

2. Method

This paper is a systematic literature review. As such, it “identifies, selects and critically appraises research in order to answer a clearly formulated question” (Dewey & Drahota 2016 cited in Charles Sturt University Library 2021). A systematic literature review should put forward clearly defined criteria for the search and selection of source material, as well as a well-defined method of analysing it (Eriksson Bajas et al. 2013: 27).

2.1 Search and Selection of Sources

The literature in this case consists of books and articles which deal with reading strategies in different ways. Two main methods of gathering these sources were used: on the one hand, we closely reviewed a list of book suggestions from our supervisor and selected those we felt relevant to our research questions, and on the other hand, we used the internet database Educational Resources Information Center (ERIC). We could access ERIC for free through the Linköping University library. When selecting relevant books, we first looked at the titles and then the summaries for each book before borrowing a number of them from the university library. After a round of skimming the books for terms and information relevant to reading strategies and/or second language teaching, we ended up with a number of books that we did in fact use, either as references or as sources.

We then conducted several searches using ERIC’s in-base *advanced search* function, with the search words “reading strategies + high school”, “reading strateg* + secondary + L2” and “reading strategies + second language + literature”, respectively. All searches filtered out non-peer reviewed sources, as this was a criterion for the eventual evaluation of this systematic literature review paper. It also increases the validity and reliability of the sources. We then manually selected from the search results to avoid studies and articles that were too narrow or too broad, too repetitive to the ones we had already selected, or entirely irrelevant. In this selection there is, of course, some risk of conscious or unconscious bias affecting the process, although we have actively worked against this to the best of our ability. One important aspect of this selection process was whether the articles could be connected to the English as a Second Language syllabus in Sweden, as this was a significant part of our research question. Our final result yielded a number of articles which deal with reading strategies and/or second language teaching in a way relevant to our research questions. While not all of them deal entirely with both questions, all of them deal with one or the other.

Furthermore, we contacted the information service at SNAE to gather more information about their revised syllabus for ESL (Skolverket n.d.), which led to us having an email conversation with Mikael Bergkrantz who works at SNAE's curriculum department in the upper secondary school unit (Bergkrantz 2021). He informed us that the Swedish Institute for Educational Research [Skolforskningsinstitutet] had made a systematic review on international research related to reading strategies, called *Reading Comprehension and the Teaching of Reading Strategies* (Skolforskningsinstitutet 2019, our translation), and stated that this review had been "looked at" during the process of revising the syllabus (Bergkrantz 2021, our translation). The Swedish Institute for Educational Research [Skolforskningsinstitutet] will hereafter be referred to as SIER to facilitate reader fluency.

Lastly, as a fourth method, some sources were added after appearing frequently or significantly in some of the articles we found through ERIC. All in all, our cited sources consisted of seven Swedish educational policy documents and 18 books and peer reviewed articles, not including dictionaries, methodological literature, or email correspondence.

2.2 Selection, Categorisation and Delimitation of Strategies

When it came to selecting which reading strategies to review, we based our selection primarily on what the syllabus for the English as a Second Language (ESL) courses, published by the SNAE, says. The revised version of that syllabus, which will become active on 1 June 2021, states that reading strategies should be part of the core content for English 5 and English 6, and as such give the students a chance to learn different reading strategies (Skolverket n.d.: 2, 5). As for why we did not include the third ESL course, English 7, this is because it is currently an elective course and not as relevant to our research questions in practice. The contents of the revised syllabus is explained more in depth in section [3.2](#).

For the previous and unrevised version of the syllabus in question (Skolverket 2011), there was a document commenting on the use of strategies in language education, *About Strategies in English and Foreign Languages*, which is further explained in section [3.2](#) (Skolverket 2012, our translation). We thought that this document could be useful to our interpretation of the material, but since it has not been updated to fit the new wording of the revised syllabus it is no longer a publication in effect. Even though it is no longer possible to download it on SNAE's website, it is still available as a PDF through searching for it online. Because of the previous commentary document from SNAE no longer being in effect, there is currently no document that gives an

in-depth explanation of language strategies in connection to the wording of the revised syllabus (Skolverket 2012). Upon questioning, SNAE stated that there are no plans to publish a similar document adapted for the revised curriculum (Thureson 2021). Although SNAE's strategy document is no longer in use, as it is not adapted to the revised syllabus, we still used the theoretical parts of the document to further develop our background (see [3.2](#)) (Skolverket 2012).

The revised syllabus for English 5 and English 6 lists a few examples of reading strategies that can be used in ESL education. These were: *visualising*, *retelling*, *predicting content*, *posing questions*, *taking notes*, *identifying main ideas*, *associating*, and *using prior knowledge* (Skolverket n.d.: 2, 5, our translation). We chose to make these the main reading strategy categories in our research review, combining *identifying main ideas* with *inferencing* – an ability which should be aimed to achieve through the use of reading strategies according to the ESL syllabus – and *associating* with *using prior knowledge*, as these are hard to differentiate in practice. Each strategy found in our sources was filed under one of these seven categories in order to further our understanding of what each category really entails. This leaves a space for interpretation on our part concerning which strategies are relevant to which category. This interpretation was made based on what characteristics the different strategies had and what reading abilities they have been found to encourage.

During the categorisation process, it soon became clear that not all of the strategies found could be said to fit into the main categories, resulting in the addition of three new categories of strategies that were not mentioned in the syllabus, but appear frequently or are mentioned as important in our source material: *reading with a purpose*, *understanding and monitoring understanding*, *critiquing* and *text location*. These are the main categories of strategies which were reviewed according to our aim and research questions. No reading strategies found in our sources were excluded from this review, meaning all strategies found were put in a category except for one.

2.3 Discussion of Method

The initial thought behind this thesis included reviewing reading strategies especially in connection to reading fiction in school. However, as the reading of our sources progressed, it soon became clear that no strategies were described as pertaining to only one type of texts, let alone fictional texts. This led us to adjusting our aim and research questions to look at the reading strategies mentioned in the revised ESL syllabus, without further connecting them to specific text types.

One complication in our research process was the fact that the document commenting on the use of strategies in language education, *About Strategies in English and Foreign Languages*, which was previously available in connection with the syllabus, has been removed (Skolverket 2012). It is possible that SNAE thought it sufficient to have at hand the descriptions of the strategies from the systematic research review from SIER, and that this is the reason for not publishing a new commentary document for the revised syllabus. For teachers, however, this connection is lost as the two documents are not to be found in the same place and as SNAE has not officially clarified the role that SIER's review has had on SNAE's wording in the revised syllabus. The best-case scenario would of course have been there existing a revised version of the commentary document too, but in lieu of that we were fortunate enough to find the commentary document, *About Strategies in English and Foreign Languages*, as a PDF through an online search, enabling us to take its contents into account. We chose to include this document to broaden our perspective on the reasoning behind the revision of the syllabus.

According to Bergkrantz (2021), the research review *Reading Comprehension and the Teaching of Reading Strategies* made by SIER (Skolforskningsinstitutet 2019, our translation) was, at least in part, used as the research grounds during the revision of the syllabus (Skolverket n.d.). The fact that this research review was not provided by SNAE directly in connection with the revised syllabus, surprised us and also complicated our categorisation process. Each of our sources provided their own or no explanation of the strategies investigated, and singling out one of these as more important in order to use it as a base for our review was nearly impossible. Luckily, we did manage to get a hold of this SIER research through emailing SNAE (Bergkrantz 2021). We would have been able to go directly to SIER's website if we had known of the existence of the research in question. As we did not, this was now a delaying factor in our review. Having access to this document helped both in finalising the categorisation and adding information in the research review.

When discussing Swedish educational policy documents, it is worth noting the fact that the translation of key words and terms has been done by us – both native speakers of Swedish. In this review, names of Swedish educational institutions have been translated into English and then abbreviated. However, the names of Swedish institutions in in-text citations are kept in Swedish. In short, the choice to use the English abbreviations in the text and the Swedish names in our citations and references was made to prevent difficulties finding the original source, while still maintaining text fluency.

In manually selecting articles from search results in a database, the risk of bias is ever present. We attempted to counteract this by only excluding articles based on whether or not the content could be relevant to our research questions, and not by other criteria such as gender of the author, location of the study, or length of the article. After the initial search and selection, we put thought into the validity and reliability of our sources, and ended up excluding one further source due to its lack of proper referencing.

Lastly, our writing process was further complicated by the fact that while it is somewhat clear what each reading strategy entails (given their descriptive names), they cannot all be said to pertain to only one category each. During our reading, most strategies were put in several different categories by the different sources, often depending on the purpose behind them. In our categorisation, we attempted not to over-interpret the strategies and instead divided them according to whether their core action, in our opinion, most closely concerned one example strategy from the syllabus or another. This process runs a risk of being affected by interpretative differences, especially in the translations of Swedish words and terms into English, as we are both native speakers of Swedish.

3. Background

3.1 Abbreviations and Central Words/Terms

This chapter lists important words, terms, and abbreviations. Important terms from the curriculum and syllabus by the Swedish National Agency for Education have been translated from Swedish by us.

3.1.1 Abbreviations

BDA	Short for the <i>Before, During and After Approach</i> . Further developed in 3.5.2 .
ESL	English as a Second Language. Here, this also includes English as a Foreign Language (EFL).
GRR	The <i>Gradual Release of Responsibility model</i> . Developed in 3.5.1.1 .
L1	First language or native language.
L2	Second language or foreign language.
SNAE	Swedish National Agency for Education [Skolverket].
SIER	Swedish Institute for Educational Research [Skolforskningsinstitutet].

3.1.2 Central Terms

Core content

Core content [*centralt innehåll*] is a concept from the SNAE syllabus for ESL (Skolverket n.d.: 2). In the syllabus, this is a list of key concepts or content that should be included in the courses, but not necessarily evaluated and graded (Skolverket 2020: 8-9).

Curriculum

A curriculum [*läroplan*] is a “regular course of study” (Oxford English Dictionary 2021a). I.e. a collection of “guidelines for activities within the public school system” (Nationalencyklopedin 2021a, our translation).

Syllabus

A syllabus [*kursplan* or *ämnesplan*] is a “statement of the subjects covered by a course of instruction [...] in a school” (Oxford English Dictionary 2021b: 1b.§). At least in Sweden, a syllabus also specifies the “goals for in-school education” (Nationalencyklopedin 2021b, our translation).

Reading strategies

Reading strategies can be described as the “procedure that readers consciously apply to texts in order to facilitate and monitor their comprehension as they attempt to read a text” (Urlaub 2012: 297). This is a similar description to that which SIER provides, which describes reading strategies as tools that the reader can use while facing reading comprehension problems (Skolforskningsinstitutet 2019: X). The term reading strategies is used in this paper to include these definitions, but also as tools for further engaging with texts. Reading strategies are further developed in [3.3](#).

3.2 Educational Policy Documents

Barely any research on pedagogical or didactic matters is generally done in Sweden without regard for the state-determined curriculum and syllabi. For this research paper, we looked at one part in particular: the revised syllabus for English as a Second Language for the upper secondary courses English 5 and English 6 (Skolverket n.d.). This document will start being actively used on 1 June 2021, which in practice means it will be implemented by the start of the Swedish autumn term in August of 2021.

Mentioned briefly above (see [1](#), and [2](#)), the revised syllabus both lists some subjects and forms of working with language that should be included in the course – i.e. the core content – and clarifies what aspects of the ESL education should be evaluated and graded. The revised syllabus states, among other content of course, that English 5 should attend to “strategies for perceiving details and drawing conclusions about content and message” (Skolverket n.d.: 2, our translation). The more advanced follow-up course English 6 should include “strategies for drawing conclusions about purpose, perspective, and implicit meaning” (Skolverket n.d.: 5, our translation). It is of importance here to mention that while the document gives some examples of strategies – *visualising*, *retelling*, *predicting content*, *posing questions*, *taking notes*, *identifying main ideas*, *inferencing*, *associating*, and *using prior knowledge* – there is no attempt to define these strategies in any of the material provided for the revised syllabus (Skolverket n.d.: 2, 5, our translation; Skolverket 2021a; Skolverket 2021b).

In the commentary material for the revised syllabus, strategies are defined as “approaches which all people use to succeed in their communication and language development” (Skolverket 2021b: 9, our translation). SNAE continues to explain that beginners in a language often use strategies to compensate for their insufficient language knowledge, while more advanced learners use strategies

to facilitate the communication. By making students aware of different strategies and which ones are suitable for different situations, they will acquire more knowledge about how languages are learnt and therefore get more opportunities to understand and be understood in the language they are learning (Skolverket 2021b: 9). Reading strategies – which SNAE, combined with listening strategies, classifies as receptive strategies – are used to better understand a particular content or message (Skolverket 2021b: 16). SNAE upholds that strategies could be taught to be used in specific situations, or be discussed in a more ample way to be used for reading in general. It is also worth noting that the ESL syllabus divides language, which includes different types of strategies, into “reception” and “production”, separating listening and reading from talking and writing in both its core content and examination criteria (Skolverket n.d.).

Another important document for this thesis is the previously mentioned policy document that was available for download in connection with the previous (unrevised) curriculum for primary, lower secondary, and upper secondary school: *About Strategies in English and Foreign Languages* (Skolverket 2012, our translation). It has since been removed from its original SNAE website, as it is not adjusted to fit the revised curriculum and its phrasings. However, it still exists in PDF-form and the document still contains some thoughts relevant to this paper, which is why we have chosen to include it. According to this document, the inclusive term “strategies” is used in the curriculum to encourage students’ involvement in their language learning (Skolverket 2012: 1). As a part of making learners believe in themselves and their own ability, language teachers can present learning strategies for different situations, as many pupils need guidance in how to learn effectively and constructively (Skolverket 2012: 2). The document goes on to state that the purpose of the reading affects which strategies are used, and that some strategies can be used before reading (Skolverket 2012: 5-6). It also stresses the importance of subjecting students to “real language” as opposed to only vocabulary tests (Skolverket 2012: 9-10).

The previous version of the upper secondary ESL syllabus from 2011 is the first equivalent national educational policy document to explicitly mention reading strategies (Skolverket 2011). The previous syllabus, published originally in 1994, mentions only communicative strategies (Skolverket 1994).

3.3 Reading Strategies

3.3.1 *The Difference Between Reading Strategies and Reading Skills*

According to Rebecca Oxford (2011: 7, 12), there is a distinction between *skills* and *learning strategies*, although the two terms sometimes can be confused with one another as both are actions that are used to manage one's own learning. However, Oxford (2011: 12) states that skills are automatic and hence performed unconsciously, while learning strategies are actions that are deliberate and intentional. Therefore, in order to determine whether an action is a skill or a strategy, it is necessary to identify whether the action was automatic or intentional (Oxford 2011: 7, 12).

Grabe and Stoller (2020: 10) are of a different opinion and assert that there is not a strict distinction between reading skills and reading strategies. Even though strategies are conscious activities done by actively focusing on a task, with enough time and practise, a strategy can develop into a habit and therefore become relatively automatised among fluent readers. That said, SNAE has a third definition and states that reading strategies can be “planned or spontaneous, conscious or unconscious” (Skolverket 2021b: 9, our translation). This implies that SNAE is more in line with the definition of Grabe and Stoller, who argue that reading strategies are activities which can be done with a high or low level of consciousness depending on the reader's language knowledge and reading level.

As seen above, the distinction between a reading skill and a reading strategy can differ depending on author and study. In this paper, we, like Grabe, Stoller and SNAE, believe that reading strategies can be used both consciously and unconsciously, and that reading skills instead are more similar to the abilities that reading strategies supposedly aim to develop.

3.4 Previous Categorisation of Reading Strategies

These categorisations have been made previously in research on reading strategies, but they do not always focus on the same aspects of the strategies and thus cannot always be compared or likened to one another. They are detailed here as they shed light on the many nuances there are to reading strategies and the teaching of these, as well as provide a basis for more in depth discussions.

3.4.1 *Cognitive, Metacognitive, and Socio-affective Strategies*

The policy document *About Strategies in English and Foreign Languages* states that while strategies for learning languages can be hard to pinpoint and define, there are indeed several

different ones that are commonly used. These, in turn, can be divided into three categories: *Metacognitive*, *Cognitive*, and *Socio-affective strategies* (Skolverket 2012: 3-4). Metacognitive strategies tend to include strategies concerning planning, monitoring and evaluating one's learning by mentally controlling one's usage of cognitive strategies (Skolverket 2012: 3-4; Watkins 2017: 58; Oxford 2011: 15; Sheorey & Mokhtari 2001: 436). Cognitive strategies mainly include strategies that deal with analysis and processing of the text to support the reader in producing and applying L2 knowledge (Skolverket 2012: 3-4; Watkins 2017: 58; Oxford 2011: 14). Socio-affective strategies, which are mentioned almost in passing by SNAE, are strategies which entail cooperating with language and/or peers in some way (Skolverket 2012: 3-4).

It is worth noting that the third category, *Socio-affective strategies*, is only found, among our sources and search results, in the document from SNAE (Skolverket 2012). However, Oxford (2011: 14-15) seems to have two strategy categories which are similar to this category from SNAE: *Affective strategies* and *Sociocultural-interactive strategies*. Oxford therefore makes a distinction between the reader's tools to create positive attitudes and stay motivated in connection to the reading activity, *Affective strategies*, and their ability to use communication and sociocultural contexts to comprehend a text, *Sociocultural-interactive strategies*.

Semtin and Maniam (2015: 55) state in their Malaysian study on reading strategies that *Cognitive Strategies* are "closely associated with specific learning tasks and employed in the learning process". Some examples of this are listing key points and summarising the text in order to understand it. Building on the Semtin and Maniam study, Ali and Razali write in their article that even though Cognitive reading strategies are often described in different terms, they mainly concern strategies that assist and guide the students to understanding – often through rereading, scanning or summarising the text (2019:96). They also state that Cognitive strategies are connected with comprehending, memory and retrieval strategies, e.g. translating, highlighting information and using prior knowledge and context clues respectively (Ali & Razali 2019: 96).

Meanwhile, *Metacognitive Strategies* "require planning for learning" and "thinking about the learning process that takes place" (Semtin & Maniam 2015: 55). Metacognitive strategies also concern monitoring comprehension and evaluating learning after a task is completed (Semtin & Maniam 2015: 55; Ali & Razali 2019: 97).

3.4.2 Memorisation, Immersion and Control Strategies

In a systematic review from SIER, 30 different reading strategies are divided into three categories: *Memorisation Strategies*, *Immersion Strategies* and *Control Strategies* [Memoriseringsstrategier, fördjupningsstrategier och kontrollstrategier] (Skolforskningsinstitutet 2019: XI, our translation).

Memorisation Strategies are used to help the reader extract and remember the content of a text, for example by focusing on facts or details. These strategies are often simple and focus on memorising or reproducing a text rather than comprehending or developing it. However, this type of strategy, which deals with textual information in a more superficial way, might be a “necessary and important step towards a more profound comprehension” of the text (Skolforskningsinstitutet 2019: 20, our translation).

Immersion Strategies aim to support the reader in creating meaning from the text in order to make it more meaningful, for example by associating information in the text to previous knowledge or experiences, or by thinking about how the text could be used in a new context. As these processes require a more general and holistic thought-process than the previous category, different readers will interpret the text in different ways (Skolforskningsinstitutet 2019: 22).

Control Strategies seek to assist the reader “in monitoring their own reading process and to successively control their own comprehension of the text” so that they can adjust their usage of reading strategies during the reading process (Skolforskningsinstitutet 2019: 25, our translation). In other words, a reader needs to have metacognitive awareness in order to use such strategies. Furthermore, these strategies are used to control if the usage of Memorisation and Immersion strategies is satisfactory or not, which means that the reader needs to be able to relate different reading strategies to each other in order to use them efficiently. Reading with a purpose, monitoring understanding and asking oneself questions to control one’s understanding of the text are all examples of strategies which fall into this category (Skolforskningsinstitutet 2019: 25-26).

3.5 Teaching Reading Strategies in L2

While there is a great amount of research on reading strategies in younger pupils, not a lot of it can be found on older or more advanced learners. Research suggests that explicit training in reading strategies may help university-level language learners in their interaction with a second language (Urlaub 2012: 296-297). There seems to be a connection between the teaching of strategies and their increased use, which in turn is connected to students’ performances on reading comprehension

tasks (National Institute of Child Health and Human Development 2000 cited in Urlaub 2012: 297). In a study by Urlaub in the USA, which tested participants before and after an exercise of generating their own reading comprehension questions, the results suggest that “explicit strategy training has a positive impact on the language learners’ abilities to critically interact with literary discourse in the second language” (2012: 299, 302). This resulting data indicates not only that, but also that practicing reading comprehension strategies may even compensate for linguistic deficits while reading (Urlaub 2012: 302).

Even if there is support for teaching reading strategies in previous research, there is a pervading notion that the text material is also important. The general conviction is that a text needs to be interesting enough to read. SIER states that giving students access to texts which arouse their interest is one way of motivating them to read, which is important to do since reading motivation has been proven to have a positive effect on reading comprehension (Skolforskningsinstitutet 2019: XIII).

3.5.1 Teaching Strategic Readers or Teaching Individual Strategies?

Instruction on reading strategies has a positive effect on students’ reading comprehension development as well as their attitudes toward strategy instruction (Oxford 2011: 247). However, from a didactic perspective, the question about *how* teachers should implement reading strategy instruction in their classroom remains unanswered by SNAE.

Grabe and Stoller argue that it is more effective to train readers to become strategic, with the focus of developing the students’ reading abilities and helping students become skilled readers, than to teach reading strategies one at a time to students, as this is oftentimes done within a decontextualised reading segment (2020: 147). Although it is a common approach in textbooks to introduce one new reading strategy per chapter, this approach is seldom used while connecting the introduced strategy to a reading comprehension activity nor are the students guided in how they could use and combine multiple strategies. Grabe and Stoller therefore point out that it is advisable to guide students towards using strategies in similar ways to how skilled readers have been observed using them previously: “Strategic readers know which strategies to use—in addition to when, how, and why to use them—to overcome comprehension difficulties and achieve comprehension goals” (Grabe & Stoller 2020: 147). An important part of knowing which strategies to use is also knowing how to combine different strategies, since the flexible usage of multiple strategies and the combining of different strategies has been proven to be a common practice among

students that identify themselves as strong readers, while students identifying themselves as weak readers use fewer reading strategies and use them in a more mechanical way (Anderson 1991 cited in Watkins 2017: 59; Skolforskningsinstitutet 2019: 49).

Similarly, Brevik (2019: 2306-2307) states that instead of having explicit strategy instruction as a goal, teachers should incorporate the teaching and learning of reading comprehension strategies into their daily reading practises in the classroom, as this will promote and repair their students' reading comprehension. The aim of teachers' strategy instruction should not be to teach strategies explicitly, however, explicit strategy instruction can at times be necessary in order for students to develop into strategic readers (Brevik 2019: 2306-2307). Therefore, teachers need to avoid teaching reading strategies as a theoretical activity separated from reading comprehension activities. Instead, they should incorporate the teaching and use of strategies into their daily reading practises, and guide students towards connecting their theoretical knowledge of strategies into their practical reading habits (Brevik 2019: 2306-2307).

Grabe and Stoller (2020: 147) determine that committing to practises that involve strategic-reader training "is likely to result in more skilled and confident readers". Furthermore, they provide a list of concrete measures that a teacher should take in order to train strategic readers rather than teach individual strategies.

When training strategic readers, teachers

- Provide explicit introductions to reading strategies used to achieve text comprehension.
- Incorporate multiple opportunities for deliberate practice in strategy use *while* students are actually reading for comprehension.
- Guide class discussions about strategy use (focusing on which strategies are used, when, how, why).
- Recycle strategies (in new combinations) with new passages.
- Give students opportunities to read (or re-read) more challenging texts. followed by pair and group discussions about strategies used for improving text comprehension.

Grabe & Stoller (2020: 147)

Similarly to the claims of Grabe and Stoller, SIER also suggests that readers should be taught to become strategic readers (Skolforskningsinstitutet 2019: 75). They suggest that this should be done by gradually going from an explicit to an implicit teaching of reading strategies, where students are given more responsibility as they progress. This is expanded upon below, in [3.5.1.1](#).

3.5.1.1 *The Gradual Release of Responsibility Model*

The *Gradual Release of Responsibility model* (GRR) depicts how teachers could teach reading strategies to students which are not yet strategic readers (Skolforskningsinstitutet 2019: 10). Its core idea is that teachers should gradually release the responsibility for the usage of reading strategies to the students, and the model therefore has three different phases which describe the shifting roles of the teacher and students. SIER's interpretation of the GRR model is accounted for below.

In the first phase, the teacher has the main responsibility to explicitly teach and model how to use several reading strategies, and should therefore explain and model why, how and when a specific strategy should be used. At this stage, it is also important that the teacher motivates the teaching of the strategy by explaining how it can improve their reading comprehension, and that the teacher provides texts that are challenging enough for the students to feel a need of using reading strategies (Skolforskningsinstitutet 2019: 10, 75-77).

In the second phase of GRR, the teacher and the students share the responsibility of the usage of reading strategies. Here, the teacher should guide, by providing specific suggestions or general reminders about using reading strategies, and scaffold the students in their reading process if it is needed. To be able to eventually proceed to the next phase, it is essential that students get enough time to practise using both individual and combinations of reading strategies (Skolforskningsinstitutet 2019: 10, 75-78).

In the third and final phase, the students are seen as strategic readers. At this stage it is therefore the students who have the main responsibility of their own strategy use, either by taking independent decisions or by receiving reminders from the teacher. To be able to reach this stage, students need to have a broad battery of reading strategies which they are able to use flexibly rather than mechanically (Skolforskningsinstitutet 2019: 10, 75-78).

3.5.2 The Before, During and After Approach

The *Before, During and After Approach* (BDA) is a way of teaching reading and reading strategies which focuses on letting the students immerse themselves in a text prior to reading it, while reading it, and after having read it (Beach et al. 2021: 237). The main idea of the BDA approach is that meaning should be constructed actively by the students during reading rather than passively replicated. Thereby, the BDA approach is more of a framework than a set of activities, and can therefore be embedded into most reading activities.

The *before* activities aim to scaffold the reader to make connections between their culture and previous experiences to the text that is about to be read (Beach et al. 2021: 237). This is done to help the reader understand how to approach the reading of the text and to facilitate their comprehension of the text. The *during* activities focus on the text rather than the reader, and strive towards giving the reader a useful task to do while reading. Lastly, the *after* activities should help readers summarise the ideas of the text combined with prior experiences, as well as lead the students to comprehend the text in new and deeper ways. However, Beach et al. (2021: 237) argue that the BDA tasks used while reading a text should be coherent and connected to each other, to avoid having students seeing them as independent tasks that are not related to each other.

In a study among teachers conducted by Madikiza et al., the subjects (who answered both by questionnaires and interviews) were found to use this same separation into stages even if they did not know or use the term BDA. The interviewed group in particular brought up activities for before reading, while reading, and after the reading; the authors dub these stages pre-reading, during reading and after reading (Madikiza et al. 2018: 4).

4. Research Review

This chapter details findings in our sources which pertain to our research questions, and is therefore divided into two main headings corresponding to these questions.

4.1 What Educational Research Says About the Reading Strategies Mentioned in the Swedish ESL Syllabus

During the research process, it became clear that several reading strategies can be utilised in different ways. Therefore, these strategies can be said to fit into more than one category – both according to the categorisation in previous research and the categorisation in this research review – depending on the purpose of using the strategy. The categorisation below is based on our interpretation of what is the most common use in practice for each strategy, and the strategies are thus brought up in only one category each. The following subheadings appear in the order in which the strategies are mentioned in the ESL syllabus – with the exception of *associating* (see [4.1.7](#)).

4.1.1 Visualising [*Visualisera*]

This category of strategies is included in the syllabus for the English 5 course (Skolverket n.d.: 3), and is mentioned in several of our sources. The strategy category of *visualising* can be split into two different types of strategies: the act of creating mental or physical images, and the act of using graphic organisers to visually represent the text (Brevik 2019: 2298; Grabe & Stoller 2020: 156; Madikiza et al. 2021: 4; Beach et al. 2021: 238-239; Ali & Razali 2019: 96; Skolforskningsinstitutet 2019: 21, 24).

On one hand, the strategy of creating mental or physical images is described as a purely mental activity by Grabe and Stoller, and a strategy that could be used prior to reading a text when working with the BDA-approach in mind (Grabe & Stoller 2018: 46-47; Grabe & Stoller 2020: 156). SIER (Skolforskningsinstitutet 2019: 24) describes the act of forming mental or physical images as a strategy where the reader can visualise the text both mentally or physically through the use of pictures or symbols. The primary aim of this strategy is to help the reader contextualise or achieve a deeper understanding of the text, either by creating images rich in details based on the content of the text, or by visualising the feelings or moods that the text has provoked within the reader (Skolforskningsinstitutet 2019: 24). Therefore, this specific strategy can be used to attain comprehension of the text on a more general and surface level where understanding the content is in

focus, while it also could be used to form deeper connections and understanding of the text while focusing on the reader's reading experience.

The strategy of using graphic organisers supports the reader in creating meaning from the text by "using keywords or illustrations to illustrate the content" of the text (Skolforskningsinstitutet 2019: 21, our translation). This could be done by using mind maps, word walls or storyboards, for example (Brevik 2019: 2298-2299, 2302-2303). In Brevik's study, the storyboard was specifically used to summarise fiction; in this particular example, it was used to illustrate the music video and lyrics of a song (Brevik 2019: 2303). A graphic organiser can be used to simply illustrate information from the text, or it can support the reader in illustrating connections between different texts or different parts of the text (Skolforskningsinstitutet 2019: 21). Therefore, just as the previous visualising strategy, the strategy of using graphic organisers can be used in different ways and for different aims, either to support a more basic understanding of a text or to help the reader comprehend and analyse the text in more complex ways.

4.1.2 Retelling [*Återberätta*]

Strategies for *retelling*, according to our sources, involve keeping track of information from the text and using it to summarise or tell someone about the text. Retelling is given as an example strategy for English 5 (Skolverket n.d.: 3). The suitable strategies from our source material are detailed below.

Summarising the important information or main idea of a text with one's own words in written or oral form – or using graphic organisers – is a strategy which appears frequently in our sources (Brevik 2019: 2298, 2304; Grabe & Stoller 2020: 156; Madikiza et al. 2018: 4, 8; Sementin & Maniam 2015: 56; Skolforskningsinstitutet 2019: 24). SIER states that having access to the text while summarising it makes it a strategy that helps the reader memorising the text, while stating information on one's own without seeing the text supports the reader to reach a deeper understanding of the text (Skolforskningsinstitutet 2019: 21, 24). Furthermore, if the summary checks the reader's understanding of the text, the strategy is used to monitor and control the reader's comprehension (Skolforskningsinstitutet 2019: 21, 24). SIER (Skolforskningsinstitutet 2019: 21, 24) also differentiates summarising the text with one's own words from retelling the text as is, which they describe as simply repeating the exact information found in the text. Furthermore, either as a part of the summarising process or in connection with it, the reader can utilise strategies like

using text information for other purposes and synthesising or elaborating on the content of the read text (Grabe & Stoller 2018: 45; Grabe & Stoller 2020: 156; Skolforskningsinstitutet 2019: 24).

4.1.3 Predicting Content [*Förutse innehåll*]

This category of strategies covers different strategies for predicting parts of the text and its content. This is mentioned in the ESL syllabus for English 5. Strategies for *predicting content* are provided here.

One strategy that comes up in several sources is previewing the text before reading it, which allows the reader to later make assumptions or guesses about the content and message (Ali & Razali 2019: 96; Grabe & Stoller 2020: 156; Madikiza et al. 2018: 4; Skolforskningsinstitutet 2019: 23).

Actually, another predicting strategy is the act of making guesses or predicting what will come next in the text, often by using clues and context from previous passages to make guesses about the next (Ali & Razali 2019: 96; Brevik 2019: 2294, 2298; Grabe & Stoller 2020: 156; Semtin & Maniam 2015: 56; Skolforskningsinstitutet 2019: 23). Taking this one step further is the strategy of checking one's predictions, i.e. confirming or rejecting them with the help of the text, and even modifying predictions as the reading progresses and finishes (Grabe and Stoller 2020: 156; Skolforskningsinstitutet 2019: 23).

4.1.4 Posing Questions [*Ställa sig frågor*]

This category concerns *posing questions*, which is given as an example for both English 5 and English 6 (Skolverket n.d.: 3, 5). The Swedish wording means posing questions to oneself specifically. As the person who poses the questions is not always clearly defined in our sources, we have gathered strategies where the reader poses themselves questions in this category, but also strategies where a teacher, other students, or textbooks possibly provide the questions. These strategies are elaborated on below.

Asking oneself questions is a strategy that can be applied either during the reading of a text, by pausing, or after reading a text (Beach et al. 2021: 240; Urlaub 2012: 300-302). Similarly, posing and answering questions about the text, even ones posed by others, in connection to reading it can improve both factual memorisation and knowledge about the text (Grabe & Stoller 2020: 156; Skolforskningsinstitutet 2019: 26).

4.1.5 Taking Notes [*Anteckna*]

Taking notes is mentioned specifically as an example for the English 6 course in the ESL syllabus (Skolverket n.d.: 5). This category of strategies involves all types of note-taking and highlighting before, during, or after the reading of a text. Below are all of the strategies from our sources which fit into this category.

Some sources mention taking notes without explaining this process more closely, given that it is a descriptive name (Ali & Razali 2019: 98; Grabe & Stoller 2020: 156). Brevik encapsulates this when she describes taking notes as “writing key words that capture the main idea of a paragraph (Brevik 2019: 2298, 2300). Other sources provide a further explanation or elaboration of this strategy, used in their own work. Both Semtin and Maniam (2015: 56) and SIER (Skolforskningsinstitutet 2019: 21) state that taking notes is a strategy specifically for remembering useful or important information. SIER (Skolforskningsinstitutet 2019: 21) also goes on to differentiate taking general notes about random facts in the text from making notes about specific keywords or concepts.

In addition, there is the strategy of highlighting or underlining information in the text. This is not counted as a part of taking notes in our sources, but rather a separate and closely connected strategy; underlining and highlighting in itself is mainly used for gathering of information, which does not in itself deepen the knowledge (Ali & Razali 2019: 96; Grabe & Stoller 2020: 156; Skolforskningsinstitutet 2019: 22). According to SIER (Skolforskningsinstitutet 2019: 22), this strategy can involve a conscious effort to underline especially significant information, e.g. information needed to identify main ideas.

4.1.6 Identifying Main Ideas and Inferencing [*Identifiera huvudbudskap och dra slutsatser*]

As mentioned in [2.2](#), this is a category which combines one example strategy, *identifying main ideas*, with an ability that can be attained through the use of reading strategies, *inferencing* – both of which are mentioned in the ESL syllabus (Skolverket n.d.: 2, 5). According to our sources, *identifying main ideas* is quite straight-forward and entails finding out, or arguing for, what the main idea of the text is in some way. This strategy is given as an example for English 6 (Skolverket n.d.: 5). *Inferencing* is a little less clear, but involves making inferences in connection with the text – not only about the content, but sometimes also about the context, the author, etc.. This strategy and this ability are closely connected in that inferencing is often needed to identify main ideas, while identifying main ideas can contribute to making further inferences. As such, the strategies that

can be used for one are often also used for the other. The strategies within this category are expanded upon below.

Many strategies which relate to this category are described in a similar way. One description that occurs several times in our source material is identifying main or important ideas of the text in some way (Grabe & Stoller 2020: 156; Madikiza et al. 2018: 4; Skolforskningsinstitutet 2019: 23).

Madikiza et al. (2018: 4) suggest that restating the main ideas with one's own words is a way of identifying main ideas, while SIER (Skolforskningsinstitutet 2019: 23) instead claims identifying main ideas is mostly related to searching for and connecting "sought-after" information. Another strategy which falls into this category is making inferences or guesses about the text and content based on textual clues, gaps, and/or context, as well as reading between the lines (Grabe & Stoller 2020: 156; Madikiza et al. 2018: 6-7; Semtin & Maniam 2015: 56; Skolforskningsinstitutet 2019: 23).

4.1.7 Associating and Using Prior Knowledge [Associera och använda omvärldskunskap]

This category of strategies is a combination of two example strategies from the ESL syllabus.

Associating is mentioned for English 5 and *using prior knowledge* for English 6 (Skolverket n.d.: 3, 5). These are connected in a similar way as the previous category, where doing one furthers the other. In our sources, *associating* concerns connecting words or concepts with other words or concepts, while *using prior knowledge* entails utilising knowledge about the outside world (e.g. facts about history, society, context, or the author) to make connections and associations regarding the text. The suitable strategies from our source material are provided here.

The strategies which relate to this category are described in different ways while carrying a similar meaning. Several strategies concern connecting the text to, or otherwise using, one's prior knowledge about the text, the author, or the outside world in order to further understand or elaborate on the text (Ali & Razali 2019: 96; Beach et al. 2021: 239; Brevik 2019: 2293-2294, 2298; Grabe & Stoller 2020: 156; Madikiza et al. 2018: 7; Semtin & Maniam 2015: 56; Skolforskningsinstitutet 2019: 23-24). Similarly, a number of strategies involve associating textual information to outside information, to the text in question, or to other texts (Grabe & Stoller 2020: 156; Skolforskningsinstitutet 2019: 23). Lastly, some sources also specifically discern the act of activating prior knowledge before reading a text thoroughly, by previewing or consulting a graphic organiser, from activating previous knowledge at any other point during the reading activity (Beach et al. 2021: 238-239; Brevik 2019: 2299).

4.1.8 Strategies Not Mentioned in the ESL Syllabus

This heading contains four categories of strategies that were not mentioned in the ESL syllabus. These were, however, mentioned as important and/or appeared frequently in our sources, which warrants their inclusion in this literature review.

4.1.8.1 Reading With a Purpose

This category was constructed after finding several strategies in our sources which concerned reading selectively based on a previously established goal and/or questions. Based on these strategies, an inclusive and telling category name is *reading with a purpose*. The strategies in question are elaborated on below.

Two strategies that appear in several sources are scanning and skimming the text before reading it properly, closely related to previewing (of [4.1.3](#)). This can mean looking at text disposition, headings and subheadings, image descriptions, etc. in order to get an overall idea about the text and its message, but also reading through the text quickly before reading the text normally (Ali & Razali 2019: 98; Brevik 2019: 2298; Madikiza et al. 2018: 4; Semtin & Maniam 2015: 56, 57; Skolforskningsinstitutet 2019: 21). The skimming process is connected with identifying the text structure, i.e. understanding what type of text one is reading and how it is structured, which can further the understanding of which parts are important or relevant to the task at hand (Grabe & Stoller 2020: 156; Skolforskningsinstitutet 2019: 23). In fact, reading selectively and identifying significant parts of a text in order to read those and ignore others is a recurring strategy in our sources as well (Grabe & Stoller 2020: 156; Madikiza et al. 2018: 6; Semtin & Maniam 2015: 57; Skolforskningsinstitutet 2019: 26).

Selective reading or directed attention is also relevant when it comes to planning one's reading. Setting goals or objectives and being aware of these and their purpose before reading a text enables the reader to plan their reading and thus search for specific facts or parts of it (Grabe & Stoller 2020: 156; Semtin & Maniam 2015: 56, 57; Skolforskningsinstitutet 2019: 25). This is also applicable in situations where a teacher provides questions or tasks, not only for self-made objectives.

While reading with a specific purpose in mind, monitoring how well this purpose is met becomes important. The reader can monitor the understanding of both the text and the tasks, as well as

identify their own potential weakness in the specific reading activity, in order to overcome or work through problems related to reading goals (Semtin & Maniam 2015: 57). Part of this monitoring process, or connected to it, is the strategy of self-evaluation: reflecting on if the strategies used to fulfill the goal were effective during the reading activity, and on whether or not the objectives of the reading have been met – and if so, how well (Grabe & Stoller 2020: 156; Semtin & Maniam 2015: 57). Goal fulfilment can also be evaluated afterwards.

4.1.8.2 *Understanding and Monitoring Understanding*

This category consists of strategies which further the understanding of a text, and the (self-) monitoring of this understanding and one's learning process. These strategies are not given as examples in the ESL syllabus, but are stressed as important in several sources. Many of them are very similar to each other with only slight differences. Strategies for *understanding* and *monitoring understanding* are detailed below.

A strategy that is impossible to exclude due to its frequency in the source material is the act of translating the L2 text (or parts of it) into L1, on one's own or by using a dictionary or glossary (Ali & Razali 2019: 98; Brevik 2019: 2298; Grabe & Stoller 2020: 156; Madikiza et al. 2018: 7; Semtin & Maniam 2015: 56). This translation can be written, oral, or mental. Building partly on translation, another strategy is contextualised vocabulary instruction, which concerns integrating new words from the text into the previous knowledge of the students – often with guidance from a teacher but not necessarily so (Beach et al. 2021: 240). While not always being directly related to translation, the strategy of close reading of the text – i.e. reading every word carefully – can also improve understanding of different aspects of the text (Skolforskningsinstitutet 2019: 24).

Then there are the other strategies which concern especially difficult passages, or passages one does not understand: the reader can skip them, reread them, or guess the meaning of words or phrases based on context (Brevik 2019; Grabe & Stoller 2020: 156; Madikiza et al. 2018: 7; Semtin & Maniam 2015: 56; Skolforskningsinstitutet 2019: 21, 24, 26). An important part of dealing with difficult passages is identifying reading difficulties and taking steps to “repair faulty comprehension”, e.g. by re-reading, checking illustrations or pausing to pose questions or remind oneself of the main idea of the text and task (Grabe & Stoller 2020: 156; Skolforskningsinstitutet 2019: 26). Difficult passages can also be clarified. This is a strategy similar to repairing faulty comprehension but concerns cases where the problem lies specifically with clarity. Clarifying helps monitor understanding, and means clearing up parts not understood by the reader, generally by

choosing appropriate strategies to resolve the problem with understanding (Skolforskningsinstitutet 2019: 25).

Another group of strategies which fit into this category are ones that specifically monitor understanding, many of which can be connected to dealing with difficult paragraphs. The strategy of checking or monitoring comprehension appears in several sources, and mainly concern being self-aware and handling whatever problems occur in understanding the text either during or after reading – but also being aware of the reader's own reading comprehension and what strategies they use (Grabe & Stoller 2020: 156; Skolforskningsinstitutet 2019: 25, 26). One concrete way to monitor understanding is to make up and answer questions about the text after reading it (Madikiza et al. 2018: 8). The reader can also more broadly reflect on what they learned from reading the text (Grabe & Stoller 2020: 156).

There are also a number of strategies regarding understanding and monitoring thereof which can involve a social aspect or additional text outlets, the most frequently mentioned one being reading aloud to improve memorisation, pronunciation, or understanding (Ali & Razali 2019: 98; Beach et al. 2021: 240; Skolforskningsinstitutet 2019: 21). Reading aloud does not have to involve other people, but it is a possibility. Another memorisation strategy, which instead involves other outlets, is active listening – where the reader, in addition to reading a text, listens to it in some way, either before, during, or after reading it (Skolforskningsinstitutet 2019: 21). The last, and a more social, strategy is that of collaborative learning/reading, where the reader discusses the text with one or several other readers in order to jointly improve their understanding of the text – an Immersion strategy given how it further develops comprehension (Skolforskningsinstitutet 2019: 24).

4.1.8.3 *Critiquing*

This is a significantly smaller category than the previous two, as these strategies were only found in sources by the same authors. Nevertheless, discussing and critiquing the text and its aspects is an important part of teaching literature in Sweden, and as such, this category is needed in this review (Skolverket n.d: 3, 6; Skolverket 2011: 3, 6). The strategy of *critiquing* is summarised here. Critiquing can focus on the author, the text (or parts of it), or even feelings about the text, and involve using the text to give relevant commentary (Grabe & Stoller 2018: 45; Grabe & Stoller 2020: 156).

4.1.8.4 Text location

This category concerns strategies found in our sources which use the location of the text to comprehend it further. This category is dubbed *text location* by Brevik, who provides no further explanation of it (Brevik 2019: 2298). She does, however, refer to a study in which this strategy is explained – but this study does not use the term “text location” (Cho & Afflerbach 2017). Instead, Cho and Afflerbach (2017: 125) list ways of, or strategies for, accessing, using, and valuing online texts, all in some way connected to reliability of the texts and the criticism of sources. This is what Brevik refers to in her work.

4.2 Possibilities and Obstacles with Implementing These Strategies from a Teaching Perspective

4.2.1 Possibilities

The main possibility with implementing strategies in reading in education is that the explicit teaching of reading strategies has been proven to promote “efficient reading and comprehension” among readers (Watkins 2017: 57). An increase in reading comprehension can in turn lead to a higher level of motivation among the students, as research also has shown that language learners that “experience reading success” become more motivated to read (Newton et al. 2018: 37).

Furthermore, explicitly teaching reading strategies in general, and self-generating questions in particular, have proven beneficial to readers’ comprehension and literary discourse (Urlaub 2012: 301-302). Urlaub’s (2012: 301-302) results also showed that actively practicing generating questions was a more effective strategy for intermediate learners, who showed “exceptional” effect, than for advanced learners, who showed “modest” effect. He attributes this to the fact that improved reading comprehension might have compensated for linguistic shortfalls (Urlaub 2012: 301-302). Similarly, SIER (2019 XIV) shows that the teaching of reading strategies has a greater effect on weaker students.

SIER establishes that using and teaching reading strategies “can help readers understand texts that they otherwise would not have understood” (Skolforskningsinstitutet 2019: 75, our translation). However, SIER found that different reading strategy categories have different effects on the learners’ reading comprehension – a finding which teachers could use to better meet the needs of their students. Immersion strategies and Control strategies had a stronger connection with good reading comprehension, while there was no proven relationship between Memorisation strategies

and a profound level of reading comprehension (Skolforskningsinstitutet 2019: XI-XII). In particular, the usage of Control strategies and Metacognitive strategies – which both seek to strengthen the learner’s self-regulated learning by encouraging them to reflect on their comprehension of the text as well as on if their usage of reading strategies is effective or not – have been proven to have a clear relationship with a deeper level of reading comprehension among readers (Skolforskningsinstitutet 2019: XIII).

Another possibility with the teaching of reading strategies is that longer reading strategy programs have not been found to have a greater effect on reading comprehension compared to shorter programs, which indicates that teachers do not necessarily have to dedicate a large time period to the teaching of reading strategies in order for it to have a positive effect on their students’ reading comprehension (Skolforskningsinstitutet 2019: XIII). However, this does not imply that reading strategies should only be taught for a short period and then be neglected during the rest of the school year – if students have learnt about reading strategies in theory, it is beneficial and advisable that they have opportunities to use them in their daily reading practises (Brevik 2019: 2307).

4.2.2 Obstacles

One obstacle found in our sources is that of implementing reading strategies in second language teaching in connection with textbooks. Grabe and Stoller state that it is common for textbooks to use reading strategies and introduce them one at a time, but uncommon to connect these to other strategies or to reading comprehension specifically (Grabe & Stoller 2020: 147). Urlaub, on a somewhat similar note, claims that textbooks often only treat reading strategies in “highly didacticized” contexts and thus fail entirely to utilise their potential in development of literary reading skills in L2 (2012: 298). He also stresses that developers of textbooks need to redesign reading activities to enable learners to develop their competence regarding literary texts (Urlaub 2012: 302). These sources bring up parallel ideas of what the main problem with textbooks is, but it is clear that neither of them is entirely content with the current state of second language teaching and use of reading strategies in textbooks.

Another possible obstacle in the implementation of reading strategies in ESL courses is teachers’ lack of knowledge on reading strategies in general, and the teaching of reading strategies in particular. Szabo and Riley (2020: 12) state that teachers are likely to only teach the reading strategies that they are familiar with and use themselves while reading. If a teacher is familiar with only a few reading strategies, their students will most likely not be taught more reading strategies

than those that the teacher is already using themselves – it is therefore a necessity that all teachers get suitable knowledge and training in how to use and teach reading strategies during their teacher education programme (Szabo & Riley 2020: 12, 17). Further support for this claim can be found in Brevik’s research, which shows that *which* reading strategies and *how* reading strategies are taught varies between different teachers and classrooms (Brevik 2019: 2298, 2301).

Madikiza et al. also contribute to this view. They investigated South African teachers’ relation to and understanding of reading strategies and came to similar conclusions: while many teachers know *about* or know *of* reading strategies, they mainly teach strategies they are familiar with (Madikiza et al. 2018: 5-6). These strategies are generally traditional ones that have been used for a long time, like oral reading, and they do not optimise reading or reading comprehension in students (Madikiza et al. 2018: 5-6). Yet, the teachers in this study claimed to encourage their students to learn reading strategies, without actively teaching more than a few. A majority of the strategies investigated were not fully understood by the teachers, compromising their implementation – as such Madikiza et al. recommend that teachers undergo training in teaching reading strategies (2018: 8-9).

Brevik’s observational study in Norway showed that, out of the nine strategies that could be observed during the classroom observations, the five least used strategies were the strategies of note-taking, using a glossary, using text location, skimming/scanning and visualising by creating mental images (2019: 2297-2298). These results indicate that these five strategies are less incorporated into educational practises by teachers, which could result in students having fewer possibilities of learning these strategies compared to the four strategies that were observed more frequently during the course of the study – predicting, activating prior knowledge, using graphic organisers and summarising.

Furthermore, utilising reading strategies in practice can also create problems regarding how to introduce the strategies to the students, as many strategies have vague definitions, concern similar activities, and can be used for different purposes (see [3.4](#) and [4.1](#)). This lack of clear definitions also applies to the examples of strategies given in the ESL syllabus (Skolverket n.d.: 3, 5).

5. Discussion and Conclusions

5.1 Discussion

This chapter contains our thoughts and reasonings regarding the findings in the material used in the research review, divided according to our research questions. This is followed by our conclusions and suggestions for future research.

In short, the findings of this systematic literature review give us the following descriptions for the categories used in the research review, based on the strategies mentioned in the ESL syllabus:

- *Visualising* concerns creating images and/or using graphic organisers to represent the text visually.
- *Retelling* involves keeping track of and summarising text information.
- *Predicting content* means predicting or guessing about text content.
- *Posing questions* means asking oneself or each other questions about the text.
- *Taking notes* involves underlining, highlighting and note-taking.
- *Identifying main ideas and inferencing* concern finding the message and guessing or deducting key features of a text.
- *Associating and using prior knowledge* entails connecting the text or parts of it to other things, often by using previous or outside knowledge.

They also give us the following content for the four added strategies:

- *Reading with a purpose* means having a clear goal or objective when reading and reading in accordance with the fulfilment of the set goal.
- *Understanding and monitoring understanding* concerns consciously making sure that one understands what one reads.
- *Critiquing* involves using the text to give relevant commentary.
- *Text location* involves using the location to value its reliability.

5.1.1 Reading Strategies Mentioned in the Swedish ESL Syllabus

There is a lot of information available regarding the reading strategies mentioned in the revised Swedish ESL syllabus. While we based our research review categories on the ones specifically mentioned, we want there to be no confusion about the fact that these are, in fact, given as *examples* – this does not mean these are the only ones allowed in ESL teaching or even that one has to use all, or any, of them, but it does suggest that they are relevant to the core content and that they are

genuine strategies. In this research review, several strategies were found in the material – *reading with a purpose*, *monitoring comprehension*, *critiquing* and *text location* – which are not mentioned in the ESL syllabus. This might suggest to working teachers that they are not “real strategies” or that they are not important enough to teach. The fact that these strategies were elaborated on frequently and at length in many of our sources yet did not warrant an inclusion in the syllabus is note-worthy, especially as many of them are found in the research material from SIER which was used as grounds for the revision of the syllabus. The fact that SNAE had access to these additional strategies but chose not to list them as examples can, as mentioned, signal to working teachers that they should also be excluded in teaching, but it also introduces other risks to the practical reality of the classroom. Teachers attempting to teach reading strategies need to be competent and comprehensive in order for their teaching to be effective, and excluding or not knowing about a number of strategies has the potential of affecting their teaching as a whole.

When it comes to *critiquing* in particular, it is one of two reading strategies which were only mentioned by one or two sources (the other being *text location*). *Critiquing* is, however, a big part of dealing with both factual and fictional texts in school in Sweden, and even though it is not mentioned as a reading strategy in any of our other sources, we find it too important to the reading process in education to exclude. The second strategy which could only be found in a few sources is, as stated, *text location*: in our sources, this strategy appears to concern informational texts and news articles found on the internet in general, and criticism of sources and issues with reliability in particular. However, we firmly believe that, if adapted or adjusted, this category has the potential of also being used in the reading of fiction, e.g. in helping to identify text structure based on the location of a passage of a fictional text.

Throughout the process of writing this review, the main difficulty concerning the reading strategies were their vague and differing descriptions in our sources. This also applies to the examples of strategies given in the ESL syllabus, where, in fact, no words of explanation can be found. As the syllabus does not provide any definitions on strategies, teachers are forced to turn to research in order to know what the wording of the syllabus entails. Although many definitions of the action in a strategy are similar, most sources seem to have their own perspective on why and how to use a given strategy. Even now, having put together this systematic literature review, the descriptions we offer are relatively short and broad. An interesting discovery made in this review process is that while, or rather because, the descriptions are vague and broad, many strategies could potentially fit into other categories than those they are put in – both by us and in previous research. This

discrepancy in both definitions and categorisation makes it complicated for teachers to find and interpret information on reading strategies.

This review is specifically concerned with reading strategies in second language teaching. As mentioned, the initial focus was on reading fiction especially, but as the work progressed, it quickly became quite clear that few of our sources specify what types of texts the reading strategies they mention are to be applied to. This, on the one hand, means that fictional texts are not excluded, but it also means that few to none of the strategies found are catered to fiction in particular. Even so, connections can be made between the strategies detailed in this paper and fictional texts. For example, furthering the understanding of which parts of a text are important by identifying the text structure is especially beneficial when dealing with fiction. Another example would be that graphic organisers can help the reader comprehend the text structures of different fictional works by using plot structure diagrams, summarise the plot of a story by using storyboards, or show their deeper level analysis by using graphic organisers that encourage them to make connections in the text and show evidence of their conclusions. Lastly, many of the strategies presented in our findings can be connected to literary analysis, especially *identifying main ideas and inferencing*, *associating and using prior knowledge*, and *critiquing*. All of these strategies are necessary at some level when conducting a literary analysis and are therefore essential to the reading of fiction.

Few strategies are described in connection with a specific text type, and instead have a broad definition that is open for personal interpretation. This fact gives teachers freedom to adapt their teaching of reading strategies to their own preferences. However, this also puts more pressure on working teachers to know how to skillfully navigate which strategies should be used for different contexts, something that could be problematic if teachers do not have the training that is needed for this task. This will be further evaluated in [5.1.2](#).

5.1.2 Possibilities and Obstacles with Implementing Reading Strategies in a Swedish ESL Classroom

Sweden has faced a worrying development in recent years, as the interest in reading as well as reading comprehension have decreased among Swedish students (Läsdelegationen 2018: 23). However, since studies show that reading strategy instruction is effective in increasing learners' reading comprehension, which in turn can enhance their reading motivation (Watkins 2017: 57; Newton et al. 2018: 37), there is a possibility for Swedish teachers to help reverse the negative trend by teaching reading strategies to their students and guiding them to become strategic readers.

It is important to mention that while the revised syllabus gives some examples of strategies, there is no clear definition provided by SNAE of what constitutes a strategy or what parameters need to be met in order to make something a strategy. Nor is there any sort of explanation of the example strategies given; the reader is left to figure out on their own what e.g. “associating” really entails. The research by SIER, which was used by SNAE during their revision of the ESL syllabus, instead provides an explanation of each strategy included in their study. However, the review by SIER cannot be found in connection with the revised syllabus on the SNAE website, and therefore, the information that this review could be used to interpret SNAE’s wording in the revised syllabus is not official information available to working teachers. There is close to no guidance on the SNAE website about what strategies are and how they should be taught, which complicates the process of interpreting the revised syllabus for working teachers. Nor is this interpretation helped by the fact that the document commenting on the use of reading strategies in second language teaching for the previous syllabus has been removed in connection with the publishing of the revised syllabus.

Moreover, we imagine that the brief information about reading strategies that is provided by SNAE is intended to give teachers freedom to use their professional competence to independently decide how they ought to teach reading strategies so that they can adapt their teaching to suit the needs of their students. However, the lack of information in the syllabus becomes problematic as studies from around the world signals that teachers’ training in reading strategies is inadequate for this task, something which we personally agree with when reflecting on our own experiences within the Swedish teacher education programme. This, in combination with brief, or rather vague, instructions on how reading strategies should be taught increases the risk of students being offered an unequal, or even faulty, reading education in the ESL classroom. When it comes to working teachers’ lack of knowledge about reading strategies, there is a possibility to minimize this obstacle and risk if measures were to be taken to 1) reform the teacher education programme to increase teachers’ knowledge of reading strategies, and 2) clarify what is meant by “reading strategy” in the material provided for the revised syllabus by SNAE. It is not until this syllabus is unambiguous in its wordings about what is expected of teachers, and all teachers have access to an education where they are guaranteed both theoretical and practical knowledge on how to teach reading strategies, that we can ensure that all pupils have equal opportunities to develop their reading strategy abilities.

The issues with SNAE’s vague wording and teachers’ insufficient reading strategy training are not helped by the fact that traditional and/or currently available textbooks are lacking in their use of

reading strategies according to our sources, as textbooks are an aid for teachers when they are planning their lessons. Our sources bring up slightly different aspects as their main concern; reading strategies being introduced without connecting them properly to each other, or in a way that does not fully make use of them. It is clear, however, that implementing reading strategies with the help of textbooks in a different way than the current one might further the status and conscious use of reading strategies in second language teaching.

Another issue in relation to SNAE is the division of the core content in the Swedish ESL syllabus into “reception” and “production” of language, which can lead to confusion in teachers as reading is solely considered a reception activity; although strategy research shows that reading evidently needs to be combined with a lot of production in order to augment good reading comprehension. For example, both the BDA approach and the findings in SIER’s review state that it is preferable to teach strategies which aid the reader to reach deeper comprehension by actively constructing meaning from the text instead of passively replicating it, such as Immersion strategies, Control strategies or Metacognitive strategies. It could therefore be argued that SNAE’s division and wording do not encourage working teachers to teach in ways which have been proven effective. Teachers must therefore know that in order to scaffold their students to reach a deeper level of reading comprehension, they should focus on teaching them strategies that aim to monitor their reading comprehension as well as encourage them to independently construct meaning and make connections, rather than solely teaching strategies that focus on reproducing the content of a text.

There is also the issue of somewhat contradicting sources. While both Watkins and Urlaub come to the conclusion that explicit teaching of reading strategies is beneficial to students, Brevik instead states that teachers should not aim to teach reading strategies explicitly as it is better to incorporate them into the daily reading practice of the class – but that it can sometimes be necessary to teach them explicitly. The findings from SIER, which elaborate the GRR model, take another stance by stating that explicit teaching should be conducted in the beginning of the students’ training, but that the goal should be to make the students become independent in their strategy use – the explicit strategy instruction should therefore gradually become implicit to ensure that students are given more responsibility as they progress. Our findings also show that teaching students different types of strategies is beneficial to developing reading comprehension, as a wide personal array of strategies that readers know how to combine to fit the need of different reading contexts has been observed to be a common practise among strategic readers. After conducting this systematic literature review, we are of the opinion that explicit teaching is indeed a necessity at some point in

second language teaching, but that reading strategies cannot be neglected at other times just because they are not explicitly talked about.

One interesting point brought to light in our review was the fact that studies by both Urlaub and SIER show that, although all learners benefit from reading strategy training, intermediate or less competent learners improved more than advanced learners after being taught reading strategies. Urlaub suggests in his conclusion that the now improved reading comprehension makes up for other deficits, which brings up an interesting aspect of language proficiency: some learners may appear “weak” or less advanced because of their lack of utilising reading strategies, rather than because of shortcomings in their vocabulary or grammatical knowledge. An additional advantage of teaching reading strategies is therefore that it can even out the differences between the strong and the weak students in the classroom.

Another point to be made is whether the findings and results of the studies from other countries can be applied to the Swedish second language teaching context. This was a concern at the beginning of the writing process, but the studies maintained similar results even through great geographical and cultural distances: our sources include studies done in Norway, South Africa, Malaysia, and the USA. While the results cannot be generalised, there is a pattern to be seen globally – and therefore, we opine that the findings and results of our sources could indeed apply to second language teaching in Sweden as well. However, it needs to be taken into consideration that the construction of the curriculum, syllabi and teacher education programme in Sweden might give Swedish teachers, compared to teachers operating in other countries, different prerequisites to succeed in their task of offering students a favourable education in reading. It is therefore necessary to further investigate this area within a Swedish context to be able to draw a definite conclusion.

There is also something to be said about reading skills contra reading strategies. In this review, we agree with the definition by both Grabe and Stoller as with SNAE, i.e. that reading strategies can be used both consciously and unconsciously. We instead connect the term “reading skills” to the abilities that reading strategies can develop according to the revised ESL syllabus. This definition means that not all students or readers are always aware of what strategies they use when reading. This has implications for the teaching of strategies, as some students may be more proficient in using certain strategies than in using others, but also for possible studies conducted on reading strategies. If a student is not aware that they are using a strategy, they cannot answer that they do so in a survey or interview, thereby affecting the results of said study. Consequently, this further

warrants the importance of teachers' reading strategy instruction, as students can be made aware of their unconscious strategy use if it is explicitly taught in class. This could lead to students developing their metacognitive ability to make conscious and strategic choices on how they should use reading strategies effectively, which increases the chance of them improving their overall reading comprehension.

Sweden has faced a worrying development in recent years, as the interest in reading as well as reading comprehension have decreased among Swedish students (Läsdelegationen 2018: 23). However, since studies show that reading strategy instruction is effective in increasing learners' reading comprehension, which in turn can enhance their reading motivation (Watkins 2017: 57; Newton et al. 2018: 37), there is a possibility for Swedish teachers to help reverse the negative trend by teaching reading strategies to their students and guiding them to become strategic readers.

5.2 Conclusions

This systematic literature review shows that while there is a lot of information available on reading strategies, both categorisations and definitions differ, making an official generalisation difficult. Few to no strategies are catered to specific text types. The wording in the ESL syllabus, as it stands, complicates interpretations. However, the strategies mentioned in the Swedish ESL syllabus *can* be described using other independent sources, and even interpreted to incorporate several similar strategies, thus somewhat facilitating the actual use of the syllabus for working teachers. However, it is widely known that teachers have limited time and it can therefore not be assumed that they will have time to read research on all the different parts described in the syllabus, especially since it is not only reading strategies which have been affected in the revision.

The findings of this systematic literature review also show that education among teachers on reading strategies, at least in L2, is inadequate, affecting the quality of reading strategy teaching and the reading comprehension of students. There seems to be a need to further develop textbooks and teaching material to incorporate reading strategies in an effective way. Explicit teaching of reading strategies has been shown to increase reading comprehension, which, in turn, can lead to higher reader motivation. Therefore, teachers can play an important part in addressing the problem of decreasing interest in reading among older students by implementing reading strategies into their classrooms. Thus, it is of importance that all teachers obtain knowledge of the teaching of reading strategies. As using reading strategies can improve the readers' understanding of the work and its nuances, they are an important tool for reading all types of texts in schools. This would optimally be

taught during teachers' studies at the teacher education programme, in order for them to enter working life being able to interpret the ESL syllabus and offer students equal opportunities of developing their ability to use reading strategies.

5.2.1 Future Research

Based on the findings from this literature review, we see several possibilities for future research. The first is continued research in general on older readers as opposed to younger ones, as this is a relatively uncharted territory. The second is conducting research on how Swedish teachers actually interpret the revised ESL syllabus in their work. Another area, and possibly a continuation of the previous suggestion or of this review, that would be of interest to investigate is the implementation of reading strategies in ESL courses in Swedish upper secondary schools. Additional research could also be done on the textbooks used in ESL and other L2 teaching, especially given the shortages which have come to light in this review. There is also room for comparing the teaching of reading strategies in ESL with other language subjects, both internationally and in Sweden specifically. Lastly, as few studies are done within a Swedish context, researching how the teaching of reading strategies affects students' reading comprehension and their academic results is another area which would further contribute to the field.

References

- Ali, A. M. & Razali, A. B. (2019) 'A Review of Studies on Cognitive and Metacognitive Reading: Strategies in Teaching Reading Comprehension for ESL/EFL Learners'. *English Language Teaching* 12 (6), 94-111
- Anderson, N. (1991) 'Individual differences in strategy use in second language reading and testing'. *Modern Language Journal* 75 (4), 460-472. cited in Watkins, P. (2017) *Teaching and Developing Reading Skills*. Cambridge: Cambridge University Press
- Beach, R., Appleman, D., Fecho, B. & Simon, R. (2021) *Teaching Literature to Adolescents*. 4th ed. New York: Routledge
- Bergkrantz, M. (2021) *Dokumentation bakom den reviderade ämnesplanen i engelska för gymnasiet [Documentation Behind the Revised Syllabus for English in Upper Secondary School]* [email] to Brude, F. [7 May 2021]
- Brevik, L. M. (2019) 'Explicit Reading Strategy Instruction or Daily Use of Strategies? Studying the Teaching of Reading Comprehension through Naturalistic Classroom Observation in English L2'. *Reading and Writing: An Interdisciplinary Journal* 32 (9), 2281-2310. DOI: 10.1007/s11145-019-09951-w
- Cho, B & Afflerbach, P (2017) 'An evolving perspective of constructively responsive reading comprehension strategies in multilayered environments'. cited in *Handbook of research on reading comprehension* ed. by Israeli, S. E. New York: The Guildford Press: 109-134
- Dewey, A. & Drahota, A. (2016) Introduction to systematic reviews: online learning module *Cochrane Training*. Online: The Cochrane Collaboration. cited in Charles Sturt University Library (2021) *Literature Review: Systematic literature review* available from <<https://libguides.csu.edu.au/c.php?g=476545&p=3997202>> [11 May 2021]
- Eriksson Bajaras, E., Forsberg, C. & Wengström, Y. (2013). *Systematiska litteraturstudier i utbildningsvetenskap [Systematic Literature Reviews in Educational Science]*. Stockholm: Natur och Kultur
- Grabe, W. & Stoller, F. L. (2018) 'Building an Effective Reading Curriculum: Guiding Principles'. in *Teaching English to Second Language Learners in Academic Contexts: Reading, Writing, Listening, and Speaking*. ed. by Newton, J. M., Ferris, D. R., Goh, C. C. M., Grabe, W., Stoller, F. L., and Vandergrift, L. New York: Routledge, 28-47
- Grabe, W. & Stoller, F. L. (2020) *Teaching and Researching Reading*. 3rd edn. New York: Routledge

- Läsdelegationen (2018) *Barns och ungas läsning – ett ansvar för hela samhället [Children's and Young People's Reading – a Responsibility for the Entire Society]* (SOU 2018:57).
Stockholm: Kulturdepartementet
- Madikiza, N., Cekiso, M. P., Tshosho, B. P. & Landa, N. (2018) 'Analysing English First Additional Language teachers' understanding and implementation of reading strategies'. in *Reading & Writing – Journal of the Reading Association of South Africa* 9 (1), 1-10
- Nationalencyklopedin (2021a) *kursplan [syllabus]* [online] available from
<<https://www-ne-se.e.bibl.liu.se/uppslagsverk/encyklopedi/l%C3%A5ng/kursplan>> [4 May 2021]
- Nationalencyklopedin (2021b) *läroplan [curriculum]* [online] available from
<<https://www-ne-se.e.bibl.liu.se/uppslagsverk/encyklopedi/l%C3%A5ng/l%C3%A4roplan>> [4 May 2021]
- National Institute of Child Health and Human Development (2000) *Report of the National Reading Panel. Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Reports of the subgroups (NIH Publication No. 00e4754). Washington, D.C, U.S. Government Printing Office. cited in Urlaub, P. (2012) 'Reading strategies and literature instruction: Teaching learners to generate questions to foster literary reading in the second language'. *System* 40 (2), 296-304
- Oxford English Dictionary (2021a) *curriculum, n.* [online] available from
<<https://www-oed-com.e.bibl.liu.se/view/Entry/46107?redirectedFrom=curriculum#eid>> [4 May 2021]
- Oxford English Dictionary (2021b) *syllabus, n.* [online] available from
<<https://www-oed-com.e.bibl.liu.se/view/Entry/196148?redirectedFrom=syllabus#eid>> [4 May 2021]
- Oxford, R. L. (2011) *Teaching and researching language learning strategies*. Harlow: Pearson Education
- Sentin, S. A. & Maniam, M. (2015) 'Reading Strategies among ESL Malaysian Secondary School Students'. *International Journal of Evaluation and Research in Education* 4 (2), 54-61
- Sheorey, R. & Mokhtari, K. (2001) 'Differences in the metacognitive awareness of reading strategies among native and non-native readers'. *System* 29 (4), 431-449. available from
<https://www.sciencedirect.com/science/article/pii/S0346251X01000392?casa_token=a5b_UAzTyuAAAAAA:WsdIWRiZQi0IWawZLVj43MX2w9ViBTleqrGsYwdSHvGGHApQEXiW1YpG-sYG3Xjkg6IEuRljnw> [4 May 2021]

- Skolforskningsinstitutet (2019) *Läsförståelse och undervisning om lässtrategier* [Reading Comprehension and the Teaching of Reading Strategies]. Systematisk översikt 2019:02. Solna: Skolforskningsinstitutet. ISBN 978-91-984383-8-3.
- Skolverket (1994) *Läroplan för de frivilliga skolformerna Lpf94* [Curriculum for the Voluntary Forms of School Lpf94] [online] available from
<<http://ncm.gu.se/media/kursplaner/gym/Lpf94.pdf>> [11 May 2021]
- Skolverket (2011) *Ämne – Engelska* [Subject – English] [online] available from
<https://www.skolverket.se/download/18.d9bdf0a17bea20b43b7f2/1632469339838/%C3%84mnesplan_Engelska_ENG_upph%C3%B6r_2022-01-01.pdf> [13 Oct 2021]
- Skolverket (2012) *Om strategier i engelska och moderna språk* [About Strategies in English and Modern Languages] [online] available from
<<https://www.skolverket.se/download/18.6bfaca41169863e6a65aacf/1553965284359/pdf3120.pdf>> [20 April 2021]
- Skolverket (n.d.) *Förordning om ämnesplan i engelska för gymnasieskolan* [Regulation of the English Syllabus for the Upper Secondary School] [online] available from
<https://www.skolverket.se/download/18.7f8c152b177d982455e1158/1615808938264/%C3%84mnesplan_engelska.pdf> [20 April 2021]
- Skolverket (2020) *Så använder du ämnesplanerna* [How to Use the Syllabi] [online] available from
<<https://www.skolverket.se/publikationer?id=7653>> [4 April 2021]
- Skolverket (2021a) *Ändrad ämnesplan i engelska* [Changed Syllabus in English] [online] available from
<https://www.skolverket.se/skolutveckling/inspiration-och-stod-i-arbetet/stod-i-arbetet/andra-d-amnesplan-i-engelska?fbclid=IwAR2HGcFX-_RcZjIqG0YowRIZh2CBqIYcg_3GMmmlPOdTXoAnzWjXo08fKTW> [20 May 2021]
- Skolverket (2021b) *Kommentarmaterial till ämnesplanerna i moderna språk och engelska* [Commentary Material to the Syllabi in Modern Languages and English] [online] available from
<<https://www.skolverket.se/publikationsserier/kommentarmaterial/2021/kommentarmaterial-till-amnesplanerna-i-moderna-sprak-och-engelska>> [20 May 2021]
- Szabo, S. and Riley, J. (2020) 'Secondary Education Preservice Teachers' Use of Reading Strategies'. *Delta Kappa Gamma Bulletin* 86 (3), 10-18
- Thureson, J. (2021) *Svar från Skolverkets upplysningstjänst* [Reply from SNAE's information service] (2021UT22124) [email] to Brude, F. [19 April 2021]

Urlaub, P. (2012) 'Reading strategies and literature instruction: Teaching learners to generate questions to foster literary reading in the second language'. *System* 40 (2), 296-304

Watkins, P. (2017) *Teaching and Developing Reading Skills*. Cambridge: Cambridge University Press