

Agnieszka Ładna

Promoting strategic behaviour of EFL learners in reading practice based on history texts

1. Introduction

Through the years, changing trends in teaching English as a foreign language have put emphasis on different aspects of language instruction. Recent advances in applied linguistics have given more support to the need and value of incorporating a content learning component into language teaching. Such an approach to language teaching, has been referred to as Content-Based Instruction (CBI), and it has been generally perceived as a means of developing linguistic competence with the aid of subject matter content. Central to this concept is a belief in a naturally co-occurring language and content interrelationship. Consequently, the core constituent of a CBI lesson is the content matter that serves as a foundation for both learning the language and constructing knowledge within a particular domain. The choice of the subject that would serve the purpose should be carefully decided on by the instructor.

2. History as a content area subject in EFL settings

Students frequently characterize history as a subject of little or no practicability and lack of immediate usefulness in today's world (Hill, 1954; Yilmaz, 2008). However, it appears that teaching history conforms well to the CBI framework, as it provides common interdisciplinary ground for learning geography, political science, social studies, economics, literature or music (Kochhar, 2005).

History is created on the basis of previously collected facts which are open to interpretation, therefore learning it does not merely mean the sheer memorization of past events (Nokes, 2011). Acknowledging this stance can stimulate a number of involving classroom discussions and create conducive environment for developing higher-order thinking and language skills. Hill (1954) and Kochhar (2005) confirm that systematic history engagement can equip learners with a range of practical abilities, easily applicable in real-life situations. What is more, contact with history texts exposes students to a variety of language structures due to which students are likely to enrich their receptive and productive language skills (Short et al., 2011).

However, it should be borne in mind that history texts require achieving understanding at three comprehension levels: literal, critical and applied, which, considering students' usually limited historical knowledge, can create an insurmountable obstacle. What is more, the decontextualized discourse style, technical vocabulary, density of abstract concepts or a variety of writing patterns information is organized in may seriously inhibit the process of text comprehension and ultimately discourage students from further involvement (Roe, Stoodt and Burns, 1987). It also should be explicitly noted that most of all, CBI places a great demand on the instructors themselves. The expectations held towards teachers are already high, let alone in combination with history requirements. In addition to being language proficient, they need to be familiar with historical terminology and possess in-depth knowledge of its conceptual foundations (Cambridge, 2008) as to effectively conduct the classes.

Furthermore, reality reveals that resources dedicated to teaching elements of history in ESL contexts are not easily accessible or simply do not exist in sufficient amounts. For these reasons, teachers face a considerable challenge of adopting regular history coursebooks to conform to the demands of ESL instruction (Cambridge, 2008). What is important, as Hernandez underlines (2003), content materials designed for ESL should be of the same high quality as texts for standard programs in terms of both content and their level of readability.

3. Key instructional practices in text-based history lessons

In order to ensure successful implementation of a CBI history text-based course certain guidelines ought to be followed. Preferably, the syllabus should be derived from the target subject and modified in order to incorporate language-related issues. A selected reading text should be of a manageable length and written in an understandable manner, with lesser density of ideas but still with a degree of challenge (Cho and Reich, 2008). What is more, such a document should include diverse external text and follow-up activities to support reading comprehension and increase attractiveness.

It is also suggested that the so called conceptual understanding be developed by emphasizing concept's attributes, providing examples, encouraging and guiding students to discover its essence and ultimately applying it in new contexts (Rentel, 1971). In 2001, Anderson and Krathwohl presented a revised Bloom's taxonomy containing verbs reflecting cognitive processes identifying four dimensions of knowledge: factual, conceptual, procedural and metacognitive. This classification proves to be crucial when teaching comprehension as it helps to ensure that students activate their thinking and learning processes at all the levels with the use of question formation activities for example (Anderson and Krathwohl, 2001).

It is highly important to provide students with sufficient amount of time to understand and perform instructions. Verbal explanation should be concise and concrete as well as adjusted to the level of students' language proficiency and reinforced by the usage of body language, objects or illustrations (Cho and Reich, 2008). It is advisable to continuously monitor for comprehension and rephrase the information or switch to the native language if necessary. Teachers should also provide a model of carrying out the assignment in order to eliminate any misunderstandings and allow for a further autonomous students' performance (Echevarria, Vogt and Short, 2008).

Another idea of lowering the level of text difficulty is rewriting the reading in order to simplify the vocabulary and sentence structures that influence the degree of understandability (Roe, Stoodt and Burns, 1987). Difficult or technical words should be glossed and reviewed before the reading task begins. Text accessibility can be also enhanced by highlighting essential information using bold type rich text features such as glossary, bold words, pictures or tables. Basic knowledge of a variety of text patterns that organize content according to a certain principle can be also helpful in tackling a history text.

4. ESL reading strategies in enhancing content processing in a CBI lesson

As the primary source of information on the subject of history comes from written works, training students in reading strategies is of great importance. Typical ESL reading activities can be effectively transferred to a CBI course. Learners should be familiarized with a succinct explanation of each strategy and provided with a possibility to practice it before and while engaging in the reading process.

The pre-reading phase serves as an introductory and preparatory stage for further involvement with a text. It should be fairly brief and engaging for students. It stresses the need of approaching a text consciously which entails making predictions about the text, speculating on possible scenarios and establishing connections with students' background knowledge. Teachers should help students clarify the purpose for reading, draw their attention to text features and explain history-specific terminology (Allen and Landaker, 2005).

The while-reading stage is the most vital one as it comprises the processing of the text itself. It gives students the opportunity to confirm previously made predictions and conducted analysis. The learners should be introduced to a variety of strategies that can help them effectively manipulate any text. Reading-oriented practice should involve examining the text structure, making annotations and markings, as well as creating graphic representations of the text content.

In addition to this, students can be provided with a number of guiding questions that will help them draw attention to the relevant parts of the text and make use of context clues to derive meaning of an unknown word or concept.

In the post-reading stage, students are encouraged to reflect upon what they have read. Apart from internalizing the content, history education aims at teaching problem solving skills that promote among others the use of critical thinking. Students should be elaborately instructed on how to recognize the main idea and text structure in order to improve their summarizing skills which will in turn impact better information recall and text understanding (Allen and Landaker, 2005).

5. The study

5.1 The purpose of the study

The present action research study utilized a set of history texts with a view to raising the students' awareness of the usefulness of reading strategies in simultaneous language and content learning, as opposed to the typical EFL language-focused sessions. Thus, the overall intention of the researcher was to familiarize the students with the possibility of learning the language via the exploitation of content knowledge. The emphasis was put on the application of selected EFL reading strategies while approaching history-related texts. More specifically, the objectives set forth were the following:

- to investigate the learners' experience concerning the reading process, as well as their attitudes and expectations towards a history lesson;
- to combine intensive language and reading strategy practice with the study of history topics by designing and conducting four lessons concerning the course of events between 1920s-1940s in the USA history;
- to assess the students' content knowledge and their ability to recognize and use various reading strategies;
- to examine the participants' opinions on the quality of the conducted lessons and functionality of the utilized reading strategies.

5.2 Context and participants

The participants of this study were 9 second-year students attending one of the upper secondary schools in Lublin. They were 4 female and 5 male students, aged 17-18. They majored in physics and maths and were selected for the study

by English teacher on the basis of their command of English. All of them had at least 8 years of formal English instruction and they were generally recognized as approaching the upper-intermediate level of proficiency in English. The group met three times a week for a 45-minute General English session and covered the coursebook *New Matura Solutions* (OUP).

5.3 Materials

The four lessons revolved around history-related texts that promoted extensive use of reading strategies. Every lesson introduced or recycled the previously learnt reading strategy that was explained in a bubble located before each follow-up activity. This routine allowed for even greater reinforcement of the reading strategy since the teacher's oral instruction could have been still less memorable than the visual form at the students' fingertips.

Texts. The history-related passages were taken from two history textbooks: *An Illustrated History of the USA* by Brian O'Callaghan (1999) and *Creating America: A History of the United States* written by McDougal Littell (2001). The texts were scanned for the presence of overly difficult vocabulary, complex grammar and density of concepts, and appropriately shortened to condense the crucial information, facilitate the work and make them suitable for time constraints of a single lesson unit. The readings were further enriched with external and internal text features such as: photographs, diagrams, glossaries, subheadings, bullet points, words with special markings or modified to follow a certain text structure pattern (Appendix 1).

Worksheets. With each successive worksheet a new date and name of the period discussed appeared on a timeline to show chronology and interrelationship between the events. Each lesson was divided into pre-, while- and post- reading stages and included a variety of text-related activities that intended to promote strategy awareness along with providing practice opportunities both during the classes and at home. Apart from many other visuals, a video clip was exploited as well in order to complement and synthesize the information that appeared in the text with the information in the video footage. Ready-made graphic organizers were used to break the content down into its constituent parts and illustrate the text in a more digestible form.

Questionnaires. Whereas the pre-study questionnaire was administered in order to investigate the students' language background along with expectations towards the research, the post-study questionnaire sought to probe the participants' feedback on the quality and functionality of the instruction given. Both consisted primarily of closed-ended questions with a possibility to add a supplementary open response (Appendix 2).

Test. Its aim was to assess the students' content knowledge and their ability to recognize and use various reading strategies. It was divided into two parts: the first measured the students' knowledge of the historic events discussed, and the second checked the learners' ability to deal with a newly encountered history-related text by choosing correct answers and identifying the names of strategies used. The test consisted almost entirely of closed-ended questions where the students were asked to mark the correct answer or insert the appropriate name of the strategy from the list provided (Appendix 3).

5.4 Design and procedure

The study lasted from 4th to 15th March 2013. It started with the students filling in a pre-study questionnaire, which lasted approximately 20 minutes. Then a sequence of four lessons followed.

The overall format of each text-based lesson unit, which was organized into pre-, while- and post- reading phases, enabled the students to synthesize the information in effect led to fostering their higher thinking skills. The first phase commenced with preparing the students for the reading process by familiarizing them with both conceptual foundations and practical application of the particular reading steps. The while-reading stage was facilitated by the use of miscellaneous strategies such as: guiding questions, analyzing external text features or marking and annotating the text. The post-reading phase focused on enhancing the concept and content comprehension while engaging the students at different levels of understanding the content. Activities were performed individually, in pairs, groups or through the whole class participation and briefly reviewed and discussed by the teacher. Each lesson cycle was closed with a homework assignment and a short summary of the lesson.

The final meeting served the aim of administering the post-study questionnaire and the test verifying the students' knowledge of the content matter and reading strategies discussed during the session, which took approximately 35 minutes. The table below demonstrates in detail how the four lessons conducted were structured in terms of their objectives and activities focusing on particular reading strategies.

Pre-study questionnaire	
Lesson 1- The Roaring Twenties	
Objectives	<ul style="list-style-type: none"> - to activate the prior knowledge - to model a strategic reading approach - to utilize predicting, marking, synthesizing and categorising skills - to practice deducing, identifying the internal structure and summarising strategies - to understand the text globally and in detail - to elicit different levels of text understanding - to practise the behaviours of effective, strategic readers
Activities	<ul style="list-style-type: none"> - locating the event on a timeline and participating in a lead-in discussion - predicting the content of the text based on the period name, text features and discussion - reading and marking the text - answering questions following the revised Bloom's taxonomy - synthesizing and categorising information from the text to complete a table - deducing the meaning of the words using context clues - identifying text structure of reading extracts
Homework	<ul style="list-style-type: none"> - the students choose one out of three summaries that matches the content of the text and then correct some serious mistakes the remaining ones contain
Materials	<ul style="list-style-type: none"> - two texts based on extracts from Littell (2001) and O'Callaghan (1999) - worksheet and video clip: Assignment Discovery: Roaring 20's
Lesson 2- The Great Depression	
Objectives	<ul style="list-style-type: none"> - to understand the text globally and in detail - to know the basic terms and concepts used in the text - to know the types and a role of the internal text organization - to promote and practise the behaviours of effective and strategic readers
Activities	<ul style="list-style-type: none"> - locating the event on the timeline and participating in a lead-in discussion - predicting the content of the text using a topic anticipation guide - marking and annotating while reading - correcting false assumptions after reading - completing a graphic organizer - completing a text structure quiz - analyzing the organizational pattern of the passage - completing the table by matching the text structure type with proper signal words - deducing meaning of words from the context - putting the events in a chronological order - summarising the text using a frame
Homework	<ul style="list-style-type: none"> - the students write their own test questions with 3 short answers with only one correct, that is based on the information in the text
Materials	<ul style="list-style-type: none"> - a text based on an extract from Littell (2001) - worksheets

Lesson 3- The New Deal	
Objectives	<ul style="list-style-type: none"> - to recognize the value of the external text features - to understand the text globally and in detail - to guide the students through the process of reading - to know the basic terms and concepts used in the text - to practise the behaviours of effective, strategic readers - to reflect on their reading skills
Activities	<ul style="list-style-type: none"> - answering the lead-in questions - analyzing the external text features of two versions of the same text - identifying external text features and determining their role in the process of text understanding, completing a table with the information - completing an awareness raising quiz on the role of external text features - defining the main idea of three chosen paragraphs using the given formula - answering text comprehension questions - deducing meaning of concepts using context and completing sentences - completing a graphic organizer
Homework	<ul style="list-style-type: none"> - the students complete a graphic organizer – causes and effects of The New Deal
Materials	<ul style="list-style-type: none"> - a text based on an extract from Littell (2001) - worksheets
Lesson 4- The Arsenal of Democracy	
Objectives	<ul style="list-style-type: none"> - to understand the text globally and in detail - to know the basic terms and concepts used in the text - to practise working autonomously and in pairs - to practise the behaviours of effective, strategic readers
Activities	<ul style="list-style-type: none"> - predicting the content on the basis of the photographs - locating the event on the timeline and participating in a lead-in discussion - analyzing the text using guiding questions - matching words from the text with provided synonyms - answering comprehension questions - finding a needed term on the basis of the provided definitions - determining whether the given statements are in agreement or not with the content of the text - stating the most important information from the text
Homework	<ul style="list-style-type: none"> - the students complete the WWII timeline with the information from the text
Materials	<ul style="list-style-type: none"> - a text based on an extract from O'Callaghan (1999) - worksheets
Lesson 5- Achievement test	
Objectives	<ul style="list-style-type: none"> - to evaluate the students' content knowledge, reading comprehension, and the awareness of the reading strategies
Activities	<ul style="list-style-type: none"> - closed-ended exercises covering the content matter along with strategies discussed and practiced during the lessons
Post-study questionnaire	

Table 1. The design of the study

5.5 Results and discussion

The following section discusses the data collected from the sample of 9 respondents who participated in the present action research study as investigated by means of the four instruments: the pre- and post-study questionnaires, the researcher's informal observations and the achievement test.

5.5.1 The results of the pre-study questionnaire

The initial area of interest explored was the students' experience with reading in terms of the range and frequency of reading strategies used, reading habits and the quality of the instruction received during the English classes.

As for the background data concerning the respondents, the majority of the students (6) defined their level of English command using the school grade scale as very good, which confirmed the information received from their English teacher. The group almost unanimously declared that they have been learning English over eight years on average. The majority of the students either attended or have been still attending some additional language courses and all of them declared to study English autonomously at home.

The pre-study questionnaire revealed that the majority of the participants maintained contact with English texts outside of the school context mainly through textbook texts and websites, which may indicate practical reasons for reading in English as opposed to the need for extensive reading. When it comes to the degree of difficulty that particular aspects of reading caused, the respondents pointed to vocabulary and language structures as the most troublesome aspects of reading in English with instruction being the least problematic one. The findings of the pre-study survey unanimously indicated that the most frequent activity, performed by all the students, was answering comprehension questions, but as it later turned out, mainly in the form of multiple choice items. Very little attention seemed to be devoted to all the other alternatives with the graphic organization being the most neglected element of the EFL reading instruction. The predominantly used strategy was deducing the meaning of unknown words from context (8 participants), however, 8 respondents stated that they did not organize content visually or write any summaries. Surprisingly, a number of the students declared to have examined external text features and access the background knowledge before approaching the text in English (respectively 7 and 6).

The pre-study questionnaire also looked briefly into the participants' perspective on the utility of history content and elicited their attitude towards history as a school subject. The questionnaire showed that the reasons underlying the contact with history can be driven by two opposing motives. The most frequently selected arguments for learning history were willingness to strengthen a bond with the nation and cherish patriotic attitudes (5 answers), and history engagement seen merely as a part of their school obligation (4 answers). The participants did not deny the subject's relevance, but at the same time they found it uninteresting. Yet, 8 respondents declared their willingness to undertake a history course in English, which could indicate that the students considered this combination to be a more exciting and challenging alternative to regular history or English classes. This shared curiosity towards the history lesson in English could have had a positive effect on the course of the study.

5.5.2 The results of the test

The test consisted of two parts, each aiming at obtaining different goals. The first section assessed the extent to which the students acquired the history content and the other one concentrated on determining their strategy awareness and ability to read history-related texts in English.

The first part covered the material discussed during the four classes and consisted of 12 multiple choice questions, each set of 3 questions addressed a different period in the history of the US. In this part, the students can be awarded a maximum of 12 points, a point per correct answer. The scope of the test items was broad and checked the knowledge of general and detailed information covered four lessons.

The second part of the test attempted to evaluate the participants' reading ability and strategic awareness. The students were given a new history-related passage concerning the event that took place after the last period discussed during the study. The students could deduce this information from the dates and context provided in the text. This part consisted of 10 text-based questions, with 9 multiple choice questions and one open-ended question. In addition, the students were asked to identify the type of reading strategy tested via the particular item. The main aim was to examine the learners' understanding of the text and their familiarity with reading strategies reviewed during the study. Choosing the correct answer and determining the type of strategy practiced, the students scored two points, one for each element, with total amounting to 23 points.

The range of the scores in the reading comprehension component was 5 points. The highest (13) score was obtained only by one student. The average score for the whole group was very similar to the results gained in the content knowledge component and amounted to 79%. The range of the results that measured the students' ability to identify and name different strategies was relatively small – 3 points. The maximum score was gained by two participants, and the average of the whole group amounted to 84%.

Test components	Students' scores									Mean (%)
	S1	S2	S3	S4	S5	S6	S7	S8	S9	
Content knowledge (max. 12p.)	10	10	7	10	8	8	12	11	9	81
Reading comprehension (max. 13p.)	11	9	8	12	9	11	13	10	9	79
Reading strategy awareness (max. 10p.)	9	8	7	10	8	10	9	7	8	84
Total (max. 35)	30	27	22	32	25	29	34	28	26	80
Mean (%)	86	77	63	91	71	83	97	80	74	

Table 2. Overall test results

The overall test scores from the two test components are provided in Table 2 above. The average for the whole group amounted to 80 %, which can be defined as good. The range between the final scores is 12 points, which is relatively low. The highest result was 34 points and the lowest 22 with the maximum of 35 points. To sum up, all of the parts appeared to be of equal difficulty as the results expressed in percentage indicate small differences in scores. Generally, satisfactory results of the test showed that performing content-based tasks in an EFL classroom ensured a good level of text comprehension and knowledge acquisition, as well as proved helpful in raising the students' awareness of the use of efficient reading strategies.

5.5.3 The results of the post-study questionnaire

The post-study questionnaire intended to examine the participants' feedback on the quality and utility of the action research study they had been involved in. It consisted of 10 questions, out of which 9 were close-ended and one open-ended. A substantial number of the students' responses exhibited

a favourable evaluation of the lessons conducted. The first lesson on “The Roaring 20s” enjoyed the greatest recognition. This could be attributable to the use of a video clip, which added variety to the reading task as well as to the fact that it was the very first encounter with the teacher-researcher and the students were highly motivated about participating in the study. The students pointed to the activities as the most attractive element of the lessons and 4 students found them to be very well prepared. The opinions on the remaining components of the lesson differed and were distributed fairly equally along the grading scale. Three students enjoyed the texts the least, and two evaluated the lesson topics and class involvement as only acceptable. The most frequently chosen grade was four out of five.

An open-ended question attempted to obtain feedback and encourage the students to put forward suggestions that they might have as far on the format of the study is concerned. Regrettably, most of the students skipped this item which may indicate their unwillingness to contribute or simply lack of reservations towards the study. Only one student expressed his desire for the inclusion of more visual materials to aid the text understanding. The majority of the learners agreed that the lessons enhanced their knowledge of the USA history. What is more, 6 out of 9 learners stated that the lessons helped them organize and comprehend the reading process as well as understand the importance of reading strategies and offered a way of dealing with unknown vocabulary. Five students did not think the lessons had generated their interest in history content.

Marking the text was recognised as the most useful strategy. The two other strategies that were considered equally functional were graphic organisation of the content and deducing the meaning of words using context clues. After having been exposed to visual aids during the study more participants considered them valuable than before the study. It could be assumed that the particular strategies which were acknowledged as effective by the students would continue to be used by them in the future.

The majority of the participants perceived learning history as a component of foreign language instruction to be a valuable alternative for learners of different ages and levels of language proficiency. There were only two answers stating that this would be a valid option mainly for students with good English skills but no one conceded this to be mostly justifiable for students with extended knowledge on history, which could be seen as a positive standpoint of the part of EFL learners.

5.5.4 Teacher's reflections

Apart from the already discussed data examined with formal tools, the teacher-researcher recorded some of her personal observations on the application of the reading strategies in the four lessons. Approaching the text commenced usually with establishing the purpose for reading. The participants of the study coped with this strategy well but they seemed to have underestimated its value for the reading process. In the course of time the quality of lead-in conversations was lowering which could have been caused by the increasing difficulty of the questions posed or particular content knowledge necessary to engage in the discussion. However, the students had no major problems with predicting the content of the texts which could be to some extent attributable to their prior background knowledge activation.

When exposed to two versions of the same text with one being deprived of the text features and the other containing a range of text elements, the students immediately acknowledged the contribution of the latter to text understanding. It can be stated then that directing the students' attention to this issue initiated a more perceptive and conscious approach to reading. On the other hand, the strategy of identifying the internal text structure was attributed little value by the group. Although the students had no problems with determining the text organization of some short passages, it remained difficult for them to identify a particular pattern when processing a longer text. This could have been caused by the fact that the texts did not usually follow a uniform organization which appeared to be problematic for the learners to have been noticed and comprehended.

The task of formulating the main idea of the text caused the students a great deal of difficulty. The "about-point" activity proved to be beneficial as it offered a sentence frame to be filled in by the learners which helped them summarise what the content was about and what the point of the subject matter was. What is more, the learners displayed some problems with processing the information in the text and synthesizing it with the facts from the video clip. This may have resulted from the fact that the group had little experience with the content before the study started.

The class appeared to be familiar with the strategy of deducing meaning from the context but it was not due to it having been a part of the previous formal instruction but a natural and automatic behaviour of approaching any text in English. The activities dedicated to practising this strategy attempted to use context clues to understand not only the unknown words but also concepts. The latter appeared to be more challenging for the students as this required rephrasing the idea conveyed by the term.

The participants of the study were acquainted with scanning the text for some details as such a procedure frequently functions as an inseparable element of working with any text. Owing to the annotating skills practiced simultaneously with this strategy, finding the required information in the text did not take much time during the classes. The students had well-developed annotation skills as a consequence of using them in other contexts, but surprisingly enough they were not accustomed to taking notes during the English classes, which might suggest limited exposure to longer reading passages in the EFL instruction.

Furthermore, the learners had some difficulties with completing the summary frame which could have been related to the lack of experience with summary writing or problems with formulating the main ideas of the reading passage. Oral summary was not successful either, since the students recalled random facts they could remember instead of focusing on the most important ones. However, the learners particularly enjoyed creating their own text-based questions and asking the rest of the class or the opposite group for the answer. As it can be presumed, the questions that promoted higher order thinking skills were more difficult to ask but at the same time more beneficial for the students. The group stated that they were used to answering multiple choice questions rather than questions that required thinking and formulating their own responses.

The concept of guiding questions introduced in the study as a revision of all the strategies covered in the history-based lessons promoted the students' autonomous work. The participants liked the idea of following the questions and clues provided in the worksheet but after a while the researcher got the impression that they were getting bored with performing the activity individually thus the students were asked to pair up and consult their answers with a partner and then the teacher.

Some learners had difficulties with critical evaluation of the text but prompting and guiding them through the process brought positive results, that is the group felt more confident in expressing their ideas as the main aim was to initiate discussion and make the students aware that English texts serve not only as a source of language but also as content that is open for the reflection.

6. Conclusions

The four EFL lessons analysed in this chapter were independently designed and conducted to meet the objective of combining historical content with learning language and practicing selected reading strategies. The lessons were embedded in the CBI context which exposed the students to history-related expository texts

that functioned as a source of content, discipline-specific language and stimuli for incorporating reading strategies. The group of participants in the study, nine upper-secondary school learners shared general enthusiasm towards their task. All the steps undertaken by the teacher-researcher aimed at improving the quality of the students' reading process by providing them with a model approach of managing expository texts. The students were exposed to a wide range of reading strategies and challenged to understand the target passages at different levels of comprehension. The whole process was reinforced by a set of engaging and visually attractive text-based activities.

The achievement test served the purpose of measuring the participants' content knowledge and ability to comprehend a text while recognizing and using various reading strategies. The results gained by the group were considered to be satisfactory or even moderately high. The students reached all of the three objectives of the test with almost equal proficiency, which may indicate their comparable degree of difficulty. The ultimate aim of the study was fulfilled as the students' opinion on the quality of the conducted lessons and functionality of the utilized reading strategies were carefully examined. The students generally found the lessons interesting, classroom tasks well-prepared. Marking the text was recognized as the most pragmatic reading strategy and the sizeable percentage of the students started to appreciate the contribution of graphic organizers to the text understanding.

The majority of the participants perceived learning some aspects of history in the EFL classroom as a valuable alternative for learners of general English at different levels of English proficiency. There were no major reservations voiced towards the lesson form or content, apart from expressing a need for a greater presence of additional visual materials to support the comprehension process. Furthermore, the students almost unanimously agreed that the lessons enhanced their knowledge of the USA history.

The experience gained and the results yielded in the course of the study had broadened the author's understanding of the issues of developing linguistic competence with the aid of subject matter content and beneficially influenced its participants. Yet, the period of time that the study lasted was insufficient to provide a comprehensive work in helping EFL learners in applying reading techniques; it rather exposed the learners to the problem and made them aware of the areas that needed further practice. It successfully directed the students' attention and initiated a more perceptive and conscious approach to reading subject-specific texts in a foreign language.

The findings of the study imply that secondary school learners doing a General English course at the upper-intermediate level of proficiency can be successfully involved in reading subject-matter expository texts. This will not

only change the classroom routine, give learners an opportunity to gain selected domain knowledge in an attractive form, but it will also create perfect grounds for introducing and practising a wide range of reading strategies needed for their future academic and professional lives.

References

- Allen, J., and Landaker, Ch. (2005). *Reading History: A Practical Guide to Improving Literacy*. Oxford: OUP.
- Anderson, L. W., and Krathwohl, D. (eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- Cambridge (2008). *Teaching History through English – a CLIL approach. ESOL Examinations*. Cambridge: CUP.
- O'Callaghan, B. (1999). *An Illustrated History of the USA*. London and New York: Longman.
- Cho, S., and Reich, G. A. (2008). New immigrants, new challenges: high school social studies teachers and English language learner instruction. *The Social Studies* 99, 235-242.
- Echevarria, J. J., Vogt, M. J., and Short, D. J. (2008). *Making Content Comprehensible for English Learners: The SIOP Model*. Boston: Allyn and Bacon.
- Hernandez, A. (2003). Making content area instruction comprehensible for English language learners. In G. G. Garcia, (ed.) *English Learners: Reaching the Highest Level of English Literacy*. Newark: International Reading Association.
- Hill, C. P. (1954). *Suggestions on the Teaching of History*. Paris: Unesco
- Kochhar, S. K. (2005). *Teaching of History*. New Delhi: Sterling Publishers Pvt.
- Littell, M. (2001). *Creating America: A History of the United States: HMH*. McDougal 'Littell.
- Nokes, J. D. (2011). Recognizing and addressing the barriers to adolescents' "reading like historians". *The History Teacher* 44, 379-404.
- Roe, B. D., Stoodt, B.D., and Burns, P. C. (1987). *Secondary School Reading Instruction: the Content Areas. 3rd edition*. Boston: Houghton Mifflin Company.
- Short, D., Vogh, M., and Echevarria, J. (2011). *The SIOP Model for Teaching History – Social Studies to English Learners*. Boston, MA: Pearson.
- Yilmaz, K. (2009). A vision of history teaching and learning: thoughts on history education in secondary schools. *High School Journal* 92, 37-46.

Rentel, V. M. (1971). *Concept Formation and Reading*. Reading World.

Websites

Strategies for Reading Comprehension. History Frames/Story Maps. www.readingquest.org

National Standards for History, Basic Edition, National Centre for History in the Schools, UCLA, 1996. <http://www.nchs.ucla.edu/Standards/>

Appendix 1: Lesson One – lesson plan and materials

-THE ROARING TWENTIES-

The Roaring Twenties
1919-1929

Activate your prior knowledge

Use what you already know to understand something new

1. Answer the questions.

1. Which changes in technology and culture influence your life the most?
2. What happens to a country when rapid changes take place?

2. Check all the words that you would expect to find in a text about the Roaring Twenties.

Predict

When you predict you make reasonable guesses about the content.

1. animals	2. poverty	3. unemployment	4. engine	5. sport
6. music	7. disaster	8. cooking	9. fashion	10. prosperity
11. youth	12. culture	13. freedom	14. crisis	15. sleeping
16. death	17. climate	18. entertainment	19. dance	20. nostalgia

Mark the Text

While reading circle key events, number the paragraphs and make some notes in the margin.

3. Read the text marking the key information and paying attention to the questions included in Activity 4.

THE ROARING TWENTIES

Youth and Fun



Girls dancing the Charleston, gangsters carrying machine guns, Charlie Chaplin playing comical tricks and American movies filling the cinema screens of the world. These are some of the pictures that come into people's minds when they think of the United States in the 1920s. During the decade, youth and its culture were celebrated. For the first time, young people as a group rebelled against the values of the past and the authority of their elders. The under-25 generation wanted fun and freedom. Many of them experimented with new fashions, attitudes, and ways of behavior.

← Many new pastimes were enjoyed during the Roaring Twenties. Among the trends was a dance called the Charleston.

Economic Well-being

The United States was very rich in these years. Because of the First World War, other countries owed it a lot of money. It had plenty of raw materials and plenty of factories. The growth of industry made many Americans *affluent*. Millions earned good wages, thousands invested money in successful firms so that they could share in their profits. Many bought cars, radios and other new products with their money. Their motto was "Live now, pay tomorrow" - a tomorrow which most were convinced would be like today only better, with even more money swelling their wallets.

Technology Changes American Life

American factories produced more goods every year. The busiest were those making automobiles. The electrical industry also *flourished*, it made hundreds of thousands of refrigerators, vacuum cleaners, stoves and radios. Other advances in technology improved life. New machines *turned out* products faster and cheaper. Once-costly items were now available to many consumers. The United States became the first nation in history to build its way of life on selling vast quantities of goods that gave ordinary people easier and more enjoyable lives. Between 1919 and 1929 such mass-production factories doubled their output.



A Search for Heroes



Sporting events of all types—baseball, football, hockey, boxing, golf, and tennis—enjoyed rising attendance. Sports figures captured the imagination of the American public. They became heroes because they *reinstated* Americans' belief in the power of the individual to improve his or her life. Businessmen became also very admired in the 1920s. Men like Henry Ford were widely admired as the creators of the nation's prosperity.

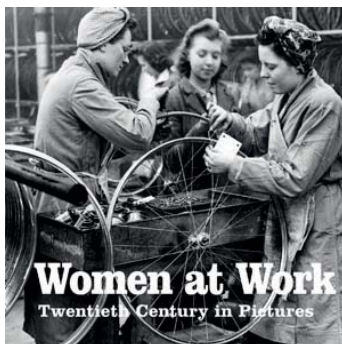
←Babe Ruth, a baseball player and the greatest single sports hero of the period.

Government Policies

American governments in the 1920s were controlled by the Republican Party who believed that if the government *attended* the interests of the businessman, everybody would become richer. Businessmen whose firms were doing well, they claimed, would take on more workers and pay more wages than. In this way their growing wealth would benefit everybody. To help businessmen Congress placed high import taxes on goods from abroad. The aim was to make imported goods more expensive, so that American producers would have less competition from foreign rivals.

New Roles for Women

The 19th Amendment to gave women the right to vote. Amendment (ERA), states that rights. After these political personal freedom. They drove college. The prosperity of the opportunities in offices, retail professions.



the United States Constitution Then in 1923, The Equal Rights men and women have equal changes women gained more cars, played sports or went to 1920's opened them new job stores, factories, and other

New President

In 1928 the American people elected a new President, Herbert Hoover. Hoover was sure that American prosperity would go on growing and that the poverty in which some Americans still lived would be remembered as something in the past. He said that there would soon be “a chicken in every pot and two cars every garage.” Looking at the way their standard of living had risen during the 1920s, many other Americans thought the same.

4. Answer the questions below.

State the main idea

Main idea is the most important topic or the most general idea of the text.

HIGHER AND LOWER LEVEL THINKING SKILLS

<i>Building a ladder to understanding</i>	
	Remembering
	1. What is the main idea of the text? Define term 'the Roaring Twenties'. 2. What role did sport fulfil in people's lives?
	Understanding
	3. What were the effects of using mass production in making goods? 4. Explain the government's role in the economy.
	Applying
	5. Infer possible consequences of the 1920's motto: „Live now, pay tomorrow”. 6. What would have happened if people hadn't been interested in buying new products?
	Analyzing
	7. What is the relationship between the end of the WWI and the USA's prosperity? 8. Read the last paragraph. Does the author imply something?
	Evaluating
	9. Evaluate the way the Roaring Twenties changed women's position? 10. Rank the changes made in 1920s from the most important to the least.
	Creating
	11. You have a wheel, line, rug, ladder, bulb. Invent a product using these things. Describe it and state its purpose. 12. How would you advertise a new product? Write its commercial.

Create a graphic organiser

Graphic organizer is a visual representation of the ideas in the text.

5. Complete the graphic organizer by identifying the main areas of change in the 1920s and providing appropriate examples from the text. You will watch a video clip on the Roaring Twenties, please add information that hadn't been mentioned before.

The Areas of Change in the 1920S

	technological			
Examples from the text:				

Deduce meaning

When you come across an unknown word look for the clues in the context to help you understand its meaning.

6. Circle the answer that is the closest in meaning to the words in boldface. Underline the clues that helped you.

1. The growth of industry made many Americans **affluent**. Millions earned good wages, thousands invested money in successful firms so that they could share in their profits.

- a) *rich* b) *brave* c) *greedy*

2. Between 1922 and 1927, the number of cars on the roads rose from under eleven million to over twenty million. The electrical industry also **flourished**, it made hundreds of thousands of refrigerators, vacuum cleaners, stoves and radios.

- a) *protected* b) *produced* c) *grew*

3. New machines **turned out** products faster and cheaper. Once-costly items were now available to many consumers.

- a) *advertised* b) *produced* c) *exported*

4. Sports figures captured the imagination of the American public. They became heroes because they **reinstated** Americans' belief in the power of the individual to improve his or her life

- a) *rebuilt* b) *respected* c) *dictated*

5. Republicans believed that if the government **attended** the interests of the businessman, everybody would become richer.

- a) *interrupted* b) *controlled* c) *took care of*

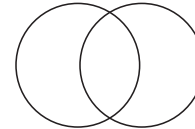
Identify text structure

Text structure is the way in which information is organized and presented in the text.

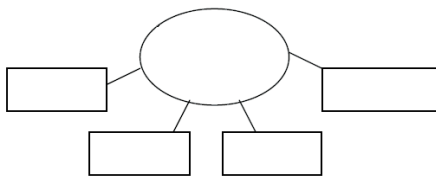
Sequence organizes the information in the passage in order of time



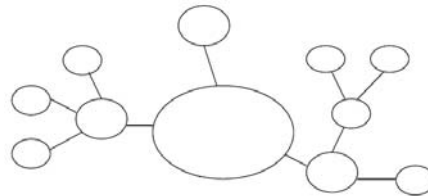
Compare and contrast discusses the similarities and differences of two or more things



Cause and effect explains the results of something



Description characterizes things, people or phenomena



7. Read the extracts from the reading and decide on a type of text structure that it represents.

1. Girls dancing the Charleston, gangsters carrying machine guns, Charlie Chaplin playing comical tricks and American movies filling the cinema screens of the world. These are some of the pictures that come into people's minds when they think of the United States in the 1920s.

3. Sports figures captured the imagination of the American public. They became heroes because they reinstated Americans' belief in the power of the individual to improve his or her life. Businessmen became also very admired in the 1920s.

Text structure:

Text structure:

2. The United States was very rich in these years. Because of the First World War, other countries owed it a lot of money. It had plenty of raw materials and plenty of factories. The growth of industry made many Americans affluent.

4. The 19th Amendment to the United States Constitution gave women the right to vote. Then in 1923, The Equal Rights Amendment (ERA), states that men and women have equal rights.

Text structure:

Text structure:

Summarise

Summarising means being able to rephrase the important ideas of a text in a short form.

8. Out of the three summaries below choose one that matches the content of the text "The Roaring Twenties". Two other summaries contain some serious mistakes, try to correct them.

1. The „Roaring Twenties,” is an era of common welfare. The new goods like cars, radios are produced and imported by the Western factories which changed the lives of Americans in the way that they no longer searched for other pastimes. Women are able to do things they did not do before like attending the mass meetings. Prosperity also provided Americans with the trust in the political system.

2. It is a century that rejoices in the name of youth, entertainment and freedom. The economic well-being of USA is mostly the effect of the Second World War and the remaining debts made by the Southern countries. The country is flooded with new goods and experiences social, cultural, technical and important religious transformations. The society looks for idols in political circles and opened new job opportunities for women in business offices, retail stores, factories, and churches.

3. World War I is over, and a new decade has begun. There is peace in the world and prosperity at home. It is a time of exciting social, cultural, economic, and technological change. You see new products and new ideas coming into your life. The government protects national businesses and supports women's new role in the society. People don't worry about tomorrow and enjoys the country's well-being.

Appendix 2: Questionnaires

Ankieta przed badaniem

1. Część dotycząca pracy z tekstem

1. Jak często czytasz lub czytałeś/aś w domu teksty w języku angielskim? Zaznacz krzyżykiem wybraną odpowiedź.

bardzo często często czasami rzadko nigdy

2. Jakie teksty czytasz lub przeczytałeś/aś w j. angielskim? Zaznacz krzyżykiem wybraną/e odpowiedź/i.

komiksy
 powieści, opowiadania

- czasopisma, gazety
- instrukcje
- broszury, katalogi
- napisy do filmu, teksty piosenek
- teksty popularnonaukowe
- teksty podręcznikowe
- strony internetowe
- inne:

3. Na skali od 1 do 5 uszereguj podane poniżej aspekty pracy z tekstem w j. angielskim pod względem trudności jaką Ci sprawiają. (1- najczęściej trudności; 5- najmniej trudności).

- słownictwo i struktury językowe
- treść tekstu
- treść polecenia
- ćwiczenia sprawdzające zrozumienie tekstu
- długość i budowa tekstu

4. Jakie zadania najczęściej wykonujesz podczas pracy z tekstem w czasie lekcji j. angielskiego. Zaznacz krzyżykiem wybraną/e odpowiedź/i.

- odpowiadam na pytania do tekstu
- konstruuje wypowiedź pisemną dotyczącą tematu poruszonego w tekście
- dyskutuję na temat tekstu z innymi uczniami
- wykonuję ćwiczenia leksykalne na bazie tekstu
- przedstawiam treść w formie graficznej
- robię notatki
- wyciągam wnioski i odnoszę się w sposób krytyczny do materiału
- inne.....

5. Jakie strategie wykorzystujesz czytając w j. angielskim? Zaznacz krzyżykiem wybraną/e odpowiedź/i.

	Tak	Nie
a) przewiduję o czym będzie tekst	<input type="radio"/>	<input type="radio"/>
b) analizuję zewnętrzne aspekty tekstu (fotografia, wykres, tytuł itp.)	<input type="radio"/>	<input type="radio"/>
c) wyznaczam sobie cel czytania	<input type="radio"/>	<input type="radio"/>
d) łączę informacje znalezione w tekście z własną wiedzą	<input type="radio"/>	<input type="radio"/>

e) robię notatki w trakcie czytania tekstu , podkreślam pewne rzeczy	<input type="radio"/>	<input type="radio"/>
f) domyślam się znaczenia nieznanymi słów na podstawie kontekstu	<input type="radio"/>	<input type="radio"/>
g) formułuję pytania odnośnie treści tekstu	<input type="radio"/>	<input type="radio"/>
h) formułuję główną myśl tekstu	<input type="radio"/>	<input type="radio"/>
i) przeglądam tekst w celu znalezienia potrzebnych mi informacji	<input type="radio"/>	<input type="radio"/>
j) analizuję wewnętrzną organizację tekstu	<input type="radio"/>	<input type="radio"/>
k) tworzę schemat graficzny treści np. w postaci mapy myślowej	<input type="radio"/>	<input type="radio"/>
l) streszczam tekst własnymi słowami	<input type="radio"/>	<input type="radio"/>
m) inne	<input type="radio"/>	<input type="radio"/>

2. Część dotycząca pracy z zagadnieniami historycznymi

6. Dlaczego uczysz się historii? Zaznacz krzyżykiem wybraną/e odpowiedź/i .

- aby dowiedzieć się o ważnych wydarzeniach w dziejach ludzkości
- aby zrozumieć teraźniejszość i przygotować się na to co niesie przyszłość
- aby wzmocnić więź z narodem i pielęgnować postawy patriotyczne
- aby lepiej zrozumieć inne narody poprzez poznanie ich dziejów i kultury
- aby rozwijać się intelektualnie
- uczę się tylko i wyłącznie z obowiązku, jako jednego z wielu przedmiotów
- inne

7. Uważam, że historia jest Zaznacz krzyżykiem wybraną/e odpowiedź/i.

- ważna
- ciekawa
- nudna
- trudna
- niepotrzebna
- inne

8. Czy chciałbyś/abyś uczyć się historii w języku angielskim? Zaznacz krzyżykiem wybraną/e odpowiedź/i.

- tak
- nie

3. Informacje o osobie wypełniającej ankietę

1. Płeć. Zaznacz krzyżykiem wybraną odpowiedź.

- mężczyzna
- kobieta

2. Jak oceniasz twój poziom języka angielskiego zgodnie ze skalą ocen szkolnych? Zaznacz krzyżykiem wybraną odpowiedź.

- celujący
- bardzo dobry
- dobry
- dostateczny
- dopuszczający
- niedostateczny

3. Jak długo uczysz się języka angielskiego? Zaznacz krzyżykiem wybraną odpowiedź.

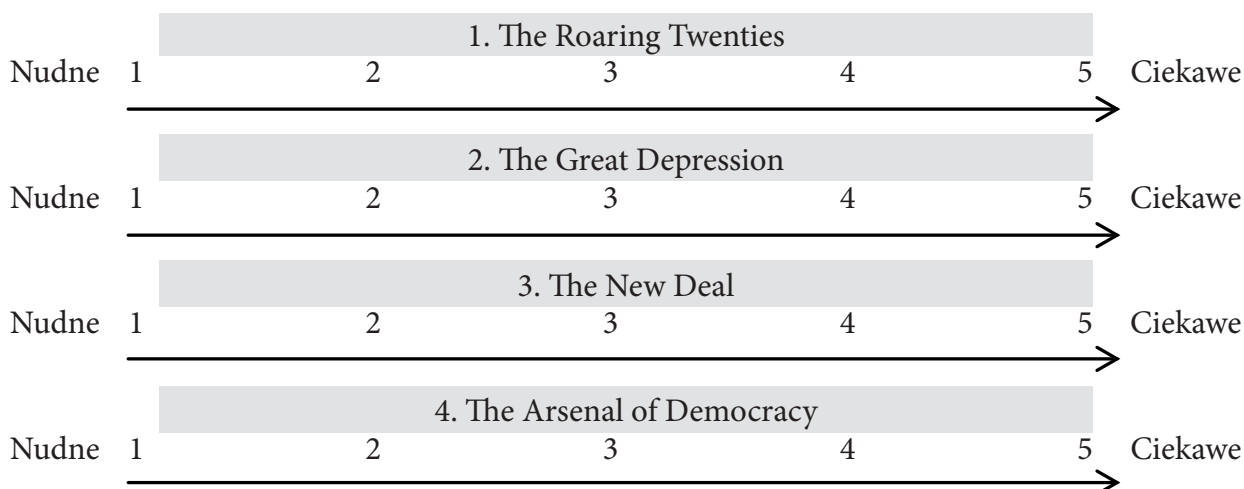
- mniej niż 4 lata
- od 4-8 lat
- powyżej 8 lat

4. Czy uczysz się bądź uczyłeś/aś j. angielskiego poza szkołą? Zaznacz krzyżykiem wybraną odpowiedź.

- tak, w szkole językowej
- tak, na prywatnych lekcjach (korepetycje)
- tak, samodzielnie
- nie uczę się j. angielskiego poza zajęciami w szkole

Ankieta po badaniu

1. Zaznacz na skali w jakim stopniu podobały Ci się przeprowadzone lekcje.



2. Oceń w jakim stopniu dany komponent przeprowadzonych zajęć o tematyce historycznej spełnił twoje oczekiwania. Zaznacz krzyżykiem odpowiednią wartość na skali od 1 do 5; gdzie 1 = w stopniu niedostatecznym; 5 = w stopniu bardzo dobrym.

a) tematyka zajęć	1	2	3	4	5
b) tekst	1	2	3	4	5
c) ćwiczenia	1	2	3	4	5
d) język instrukcji	1	2	3	4	5
e) tempo pracy	1	2	3	4	5
f) zaangażowanie klasy	1	2	3	4	5
g) atrakcyjność i sposób organizacji zajęć	1	2	3	4	5

3. Napisz co zmieniłbyś/łabyś w formie lub treści przeprowadzonych zajęć:

.....

.....

.....

4. Przeczytaj podane stwierdzenie dotyczące zajęć i zaznacz krzyżykiem wybraną odpowiedź.

Zajęcia:	Tak	Nie
a) poszerzyły moją wiedzę historyczną dotyczącą USA		
b) wzbudziły zainteresowanie tematyką historyczną		
c) pomogły mi zrozumieć istotę strategii czytania		
d) pomogły uporządkować i zrozumieć proces czytania		
e) pokazały mi nieznane dotąd strategie czytania		
f) pomogły mi skupić uwagę na istotnych elementach i funkcjach tekstu		
g) uświadomiły mi jak radzić sobie z nieznanym słownictwem		

5. Oceń przydatność strategii czytania w zrozumieniu tekstu. Zaznacz krzyżykiem wybraną odpowiedź.

Strategie	Przydatna	Nieprzydatna
a) wyznaczanie celu czytania		
b) dyskusje wprowadzające w tematykę tekstu		

c) przewidywanie treści tekstu		
d) analiza zewnętrznych elementów tekstu		
e) określenie wewnętrznej organizacji tekstu		
f) czytanie tekstu dla zrozumienia najważniejszych myśli		
g) przedstawianie zagadnień w postaci graficznej		
h) domyślanie się znaczenia nieznanymi pojęć i słownictwa npdst. kontekstu		
i) wyszukiwanie w tekście określonej informacji		
j) streszczenie treści tekstu		
k) przewodnik z pytaniami do tekstu		
l) formułowanie pytań dot. treści tekstu		
m) robienie notatek i podkreślanie informacji podczas czytania tekstu		
n) krytyczna analiza i ocen informacji w tekście		

6. Co myślisz o nauczaniu historii w języku angielskim? Dokończ stwierdzenie zaznaczając wybraną odpowiedź krzyżykiem: Myślę, że mogłoby to być dobre rozwiązanie.....

- głównie dla osób z biegłą znajomością języka angielskiego
- głównie dla osób z rozległą wiedzą historyczną
- dla osób w różnym wieku i o różnym stopniu znajomości języka i zagadnień historycznych

Appendix 3: Achievement Test

TEST YOUR CONTENT KNOWLEDGE

The Roaring Twenties

1. Which of the following statements characterizes best economy of the 1920s?
 - a) an emphasis on import of goods from abroad
 - b) a drop in the wages of workers
 - c) increasing wealth for the agricultural sector
 - d) a shift to the production of consumer goods
2. All of the following were major areas of change in the 1920s except for:
 - a) Technological changes
 - b) Economic changes
 - c) Cultural changes
 - d) Religious changes
3. The Ninetieth Amendment...
 - a) gave women the right to vote
 - b) allowed Americans to elect U.S. senators directly
 - c) prohibited the manufacture, sale, and consumption of alcohol
 - d) placed high import taxes on goods from abroad

The Great Depression

4. What event is typically considered the beginning of the Great Depression?
 - a) The stock market crash of October 1929
 - b) The Tariff Act of 1930
 - c) The election of Herbert Hoover as president in 1928
 - d) The passage of legislation known as the New Deal in 1932
5. All of the following were causes of the Great Depression except for:
 - a) The business boom of the 1920s made people overly confident
 - b) Many people borrowed money they couldn't repay
 - c) Business produced more goods than they could sell
 - d) People had invested most of their money in the manufacturing industry
6. The Great Depression ended when:
 - a) More money were printed and placed into circulation
 - b) WWII started causing an economic recovery
 - c) President Hoover was elected
 - d) The bank were closed

The New Deal

7. What was the New Deal?
 - a) A reform program meant to encourage people to work hard, save money, and fix the nation's economic problems by themselves
 - b) Dozens of new programs designed to help the nation through its economic crisis and put people back to work
 - c) A proclamation due to which all banking transactions stopped
 - d) Was a series of radio addresses given by FDR between 1933 and 1944
8. What group benefited from Social Security Act?
 - a) Farmers
 - b) Older Americans
 - c) Racial minorities
 - d) Unionized workers
9. Roosevelt worked with a panel of experts. What was it called?
 - a) the Brain Trust
 - b) the Smart Trust
 - c) the Great Bunch
 - d) the Big Bunch

World War II

10. The effect of the isolationist attitudes and the Neutrality Acts of 1935-1937 were:
 - a) lending some money and defence supplies to the Allied countries
 - b) encouraging trade between the United States and the nations at war
 - c) preventing United States involvement in European wars
 - d) encouraging peaceful settlement of problems between fighting nations
11. The diplomatic strategy behind the Lend-Lease program was to:
 - a) continue American neutrality at all costs during World War II
 - b) support non-Communist nations at the close of World War II
 - c) support American business interests in Europe
 - d) support Britain's war efforts against Germany without the US entering World War II
12. What is the most accurate description of the US policy towards Japan between 1900 and 1941?
 - a) US supported Japan's territorial ambitions
 - b) US attempted to restrict Japan's growth and power
 - c) US encouraged Japan to develop a strong industrial base
 - d) US had no interest in Japanese policies

The Cold War

After World War II, the relations between the United States and the Soviet Union became more and more strained. This led to an era of confrontation and competition that lasted from 1946 to 1990 known as the Cold War. The tensions existed because the two countries had different goals. The Soviet Union wanted to keep Germany weak and control the countries between it and Germany. The Soviets also wanted communism, as a superior system, to spread to other nations. On the other hand, The United States believed that economic growth was important to keep peace in the world. The American leaders wanted to promote democracy throughout the world. They also believed that the free enterprise system was necessary for economic growth.



In February 1945, before the war was finally over, Roosevelt, Churchill, and Stalin met at Yalta to plan the post-war world. The first issue was Poland. Churchill and Roosevelt wanted the Poles to choose their own government. Stalin, however, believed that Poland should be Communist. He agreed to include members of the old Polish government and to allow free elections in Poland as soon as possible. Roosevelt, Churchill, and Stalin agreed to issue the Declaration of Liberated Europe. It declared the right of all people to choose the kind of government they wanted to live under. The meeting then focused on Germany. Stalin wanted Germany to pay heavy *reparations*. Roosevelt argued that Germany pay *reparations* with trade goods and products instead of cash. This contributed to tensions between the United States and the Soviet Union.



Truman was suspicious of Stalin. He was also strongly anticommunist. He demanded that Stalin hold free elections as he promised at Yalta. The Soviets refused to commit to uphold the Declaration of Liberated Europe. Pro-Soviet Communist governments would eventually be established in the Eastern Europe and the countries came to be called satellite nations. They had to remain Communist and friendly to the Soviet Union. Churchill called the Communist takeover in Eastern Europe the creation of the iron curtain, separating the Communist nations of Eastern Europe from the West.



Diplomat George Kennan believed that if the United States could keep the Soviets from increasing their power, then eventually the Soviet system would fall apart. Kennan's suggestions led to the rise of the policy of containment. The policy called for keeping communism within its present territory through the use of

diplomatic, economic, and military actions. In March 1947, Truman went before Congress to ask for funds to fight the Soviets in Turkey and in Greece. His speech became known as the Truman Doctrine. It pledged that the United States would fight communism worldwide.

The European economy was in ruins after the war. In June 1947, Secretary of State George C. Marshall set up the Marshall Plan, which would give European nations American aid to rebuild their economies. Marshall offered the aid to all nations that planned a recovery program. The Soviet Union and its satellite nations rejected the offer. The Marshall Plan put billions of dollars-worth of supplies and food into Western Europe. It weakened the appeal of communism there. It also opened new markets for trade.



Test your reading skills

Reading strategies:

predicting , recalling facts and details, identifying the main idea, deducing the meaning of the word from context, summarizing, identifying text structure, using graphic organization, understanding the concept, analyzing text features, marking the text, questioning

Ex. 1. Mark the correct answer and write down the name of reading strategy practiced through each question using the terms from the box above. You can use each term only once but there is one extra term that doesn't describe any of the questions below.

- Strategy practiced:
1. What do the cartoons suggest?
- a) the US intervention in the USSR economy and political life
 - b) the balance of power between the US and the Soviet Union after the WWII
 - c) the disagreement between the US and the U.S.S.R.
 - d) the USSR's unsuccessful attempt to overrun the rest of the world
- Strategy practiced:
2. The text is mostly about...
- a) political differences among Western leaders and the peoples they represented
 - b) planning the post-war world by the US and the Soviet Union
 - c) growing tensions between the United States and the Soviet Union after World War II
 - d) the economic policies of the United States and the Soviet Union

- Strategy practiced:
3. What terms from the list below should be underlined in the text as the most important?
- a) the Cold War, the Declaration of Liberated Europe, satellite nations, the iron curtain, containment, the Truman Doctrine, the Marshall Plan
 - b) the Cold War, the Declaration of Liberated Europe, communism, the iron curtain, containment, the Truman Doctrine, the Marshall Plan
 - c) the Cold War, the Declaration of Liberated Europe, satellite nations, the iron curtain, reparations, Truman, the Marshall Plan
 - d) the Cold War, the Declaration of Liberated Europe, democracy, the iron curtain, containment, Kennan, the Marshall Plan
-

- Strategy practiced:
4. Which sentence illustrates correctly the difference on the goals of the US and the USSR after WWII?
- a) USSR wanted to weaken the Germany and support the Western countries; US wanted to control the Germany
 - b) USSR wanted to invade Eastern countries; US believed that industrial development was more important
 - c) USSR wanted to spread communism to other countries and US wanted to build its economy back up
 - d) USSR wanted to promote communism and US wanted create a new system of power
-

- Strategy practiced:
5. Reread the 1st paragraph and decide on the way in which information is organized in the text.
- a) description
 - b) sequence
 - c) compare and contrast
 - d) cause and effect
-

- Strategy practiced:
6. Finish the sentence: Declaration of Liberated Europe....
- a) gave all nations the freedom of choice when it comes to electing the government
 - b) allowed for choosing the new government as soon as the ruling party agrees
 - c) increased the power of the Communist Party in the government
 - d) says that all people have the right to choose from the USSR candidates
-

- Strategy practiced:
7. Circle the definition that explains the word reparations in paragraph 2.
- a) credit
 - b) errors
 - c) the payment of damages
 - d) forgiveness
-

Strategy practiced: 8. What was the underlying goal of the Marshall Plan?
 a) to contain Soviet expansion in the Eastern Europe
 b) to repair European economies to prevent the spread of communism
 c) to support the growth of the industries in the countries friendly to the US
 d) to Americanize Western European nations

Strategy practiced: 9. Decide what would term 'the hot war' as opposed to 'the cold war' mean.
 a) that the relations between the US and the Soviet Union improved
 b) that another country joined the war
 c) that „heat” of gunfire came into play
 d) that the countries developed rapidly

Strategy practiced: 10. Complete the chart by defining the following Cold War terms using your own words.

.....	a) Iron curtain	
	b) The Truman Doctrine	
	c) Satellite nations	
	d) Policy of containment	

(liczba znaków ze spacjami: 68 203)