

Insight into L2 Reading Instruction from Concept Oriented Reading Instruction (CORI)

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Day 1

Concept Oriented Reading Instruction (CORI) is a highly successful instructional framework for content learning and reading instruction developed in the US during the last two decades. To date, CORI has empirically demonstrated a significant impact in improving L1 learners' reading comprehension as well as conceptual knowledge. This presentation aims to introduce CORI in order to gain valuable insights into developing reading and content-area instruction in L2.

CORI was developed by Dr. John T. Guthrie and his team at the University of Maryland, with a grant from the National Reading Research Center. Based on theories of L1 reading and educational psychology, CORI takes an integrated approach to reading instruction by merging cognitive strategy instruction, content instruction, and affective support for reading. In particular, it emphasizes the importance of fostering motivation for reading, claiming that it is closely associated with reading performance. By integrating these elements into reading instruction, CORI aims at creating an optimal environment for reading and developing students' intrinsic interest in reading and content matters.

L2 reading specialists, Grabe and Stoller (2004), have suggested that L2 researchers explore CORI in order to seek the possibilities of adapting it for L2 reading. Considering the common aspects of L1 and L2 reading, CORI appears a promising instructional framework for L2 reading. First, this presentation will describe CORI's theoretical background and basic principles. Second, it will report the CORI classroom observations which the presenters made in the US in 2011 and 2012. Finally, suggestions on how to adapt CORI for L2 contexts will be given.

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