

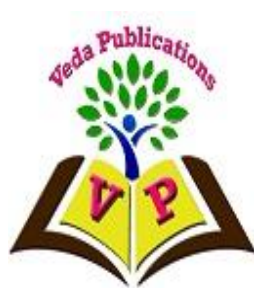


IMPLICATIONS OF READING COMPREHENSION STRATEGIES IN THE CLASSROOM: A SINE QUA NON FOR THE EFFECTIVE ENGLISH LANGUAGE TEACHING AND LEARNING

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ABSTRACT

Reading plays a very significant role in today's world and the comprehension is more important than anything else. Reading comprehension is defined as a complex activity that involves several variables. Needless to say, reading is the key enabler of learning for academic proficiency across all subject areas. It was presumed during the course teaching that the learners in the class who use reading comprehension strategies while reading retain and gain more information and comprehend the lesson of the book/text better. The present study is fully carried out in the light of the authors' own decades of observations and experiences. Whether these teaching and learning strategies should be imparted in the class have been bone of contention among the scholars and language instructors. Researchers and linguists have found that teaching reading strategies is a key element in developing students' comprehension. However, many language instructors in today's learning teaching and learning environment lack a solid foundation for teaching these innovative and practical reading comprehension strategies. Therefore, we teachers need to be prepared in advance on how to plan effective comprehension strategies and also advise our students to use these strategies during reading a lesson. Therefore this paper aims to study and explore the effective reading strategies apart from the existing one in order to enhance the reading skills. This paper does not carry any case study for the purpose.

Keywords: *Reading, Reading Comprehension Strategies, Kinds Of Strategies.*

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1. INTRODUCTION

A significant amount of research conducted on effective reading comprehension strategies has focused on the cognitive operations readers employ when constructing meaning in transactions with texts (Dole, Duffy, Roehler, & Pearson, 1991; Keene & Zimmerman, 1997; Pearson & Fielding, 1991; Pressley, 2000; Pressley, Block, & Gambrell, 2002). Reading is the processes by which the meaning of a written text is understood (Richards & Schmidt (2010, p.483). Reading comprehension is the process of extracting and constructing meaning together through interaction and involvement with written language (Snow, 2002, p. 11). Reading is one of the English skills which are essential to be mastered by the students. Reading skills are necessary for students in acquiring knowledge and new information. According to Brown reading is the most essential skill in the educational context as it can be the assessments for students' general language ability. Reading comprehension is one aspect of language skills that must be mastered by the students. Reading comprehension is required in each subject, because each lesson is inseparable from the act of reading. Therefore, students are required to have good understanding capabilities. Reading comprehension refers to the students' ability to read and understand information presented in written form. Reading is not a passive activity. Good students interact with text, making and validating predictions, creating questions about the characters, main idea or plot, monitoring their own understanding of the text, clarifying the confusing parts, and connecting text events to their own prior knowledge and experiences. Reading comprehension is considered by both first and second language researchers to be of great significance with regards to language competence. Krashen (2004) strongly maintained that in the last few decades, evidence continuously indicate that those who do more recreational reading show better progress in reading comprehension. These results hold for both first and second language acquisition in general learners.

The students are not seen in good numbers in the reading room/library. Young children are developing as readers when they are able to

understand, interpret and critique what they read. Reading is a lifelong skill to be used both at school and throughout the college life. According to Anderson, Hiebert, Scott, & Wilkinson, reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost (1985). Despite its importance, reading is one of the most challenging areas in the education system. The ever-increasing demand for high levels of literacy in our technological society makes this problem even more pressing (Snow, Burns, & Griffin, 1998). The attitudes of the readers also play a significant role to understand what the intention is. When dealing with reading, we encounter two layers of reality: one that we can see and one that we cannot see. Therefore, the purpose of reading is to make the invisible layer, the underlying meaning, visible and clear. Teele asserts that the goal of all readers should be to understand what they read (2004, p. 92). Research shows good readers are actively involved with the text, and they are aware of the processes they use to understand what they read. Teachers can help improve student comprehension through instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block & Israel, 2005). It is important to teach the strategies by naming the strategy and how it should be used, modelling through the think-aloud process, group practice, partner practice, and independent use of the strategy (Duke & Pearson, 2005).

2. READING COMPREHENSION DEFINED AND EXPLAINED IN THE BROADER PERSPECTIVES

Many think of reading as a skill that is taught once and for all in school. Reading involves perception and cognition. According to Deaman and Alber (2005), reading is that special process that involves all other developmental processes that leads to reading mastery. Yusuf (2009) defines reading as the interactive, multilevel, orthographic, phonological, lexical, syntactic, and semantic as well as discourse activities engaged by a person. She stressed that a



reader's purpose in approaching a text is of vital importance. Reading becomes far more than the ability to pronounce words on a page. It involves the recognition and interpretation of symbols. It also involves using both the information provided in the text by the author as well as the resources outside the text. Reading comprehension is "intentional thinking during which meaning is constructed through interaction between text and reader" (Harris & Hodges, 1995). The Encyclopedia Britannica (2010, Vol. 23) defines reading in the following ways. Reading may refer to a cognitive process of decoding symbols to derive meaning from text (as in reading a book or reading music); the act or medium of obtaining useful pieces of information; interpretation: a mental representation of the meaning or significance of something; a process in which written information is received by the retina, processed by the primary visual cortex, and interpreted. Reading is asking questions of printed text, and reading with comprehension becomes a matter of getting your questions answered. (Smith, 1997).

Reading is an indispensable tool in learning that forms an integral part of any language educational programme. Reading is the foundation of overall developments of the individual's skills in his social life. It offers a productive approach to improving vocabulary, word power, and language skills. Tella and Akande (2007) assert that the ability to read is at the heart of self-education and lifelong learning and that it is an art capable of transforming life and society.

Comprehension is at the Centre of reading. Collins and Cheek (1999) describe reading as a process that requires the use of complex thought processes to interpret printed symbols as meaningful units and comprehend them as a thought unit in order to understand a printed message. According to Rubin (2002), reading is a total integrative process that starts with the reader and includes the affective, perceptual, and cognitive domains. Douglas (2000) asserts that every child must become fully competent in reading to succeed in school and discharge responsibilities as a citizen of a democratic society.

Reading is the foundation of much enjoyment in life and is closely related to vocational efficiency. Students and employees in every field must read to keep abreast of what is happening in their fields. They must rely on written or digital words to convey information and data. The ability to read well is absolutely critical to success in life. According to Tracy (2008), reading is the only form of entertainment that is also an essential life skill. Reading is a skill that must be nurtured from a child's earliest years. Once children know how to read, they still need support to reach their full potential as readers. Most children with learning disabilities have problems with reading and related language skills.

The need of the hour is that the teachers in general do some efforts to motivate and promote and inculcate the reading habits among their students. Poor reading habits occur in children and young people because reading is not considered a relevant leisure activity as it does not form part of children's social interaction and reading is considered a solitary pursuit and is not attractive compared with interactive activity on the Internet. The detachment of the young learner from the reading literatures is creating an abnormal behavior among the present generation. According to Rubin (2002), children with poor reading habits have a higher chance of anti-social behavior.

Needless to say, reading and understanding of any text or written materials is not an easy job. It is a very complex process which requires an active participation on the part of the learners. Reading is a highly strategic process during which learners are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing. These conventions are used by the target group to acquire the language. The Strategies are used in combination to solve problems, to think about text and to check understanding. Consequently, teaching comprehension strategies should focus on thinking (Harvey & Goudvis, 2000), problem solving and monitoring understanding. "Being strategic is not a skill that can be taught by drill; it is a method of approaching reading and



reading instruction. Much more is required than knowing a strategy; becoming strategic calls for coordinating individual strategies. This coordinating involves altering, adjusting, modifying, testing, and shifting tactics as is fitting, until a reading comprehension problem is solved." (Trabasso and Bouchard, 2002, p. 186) Reading strategically is higher order thinking. Some scholars have pointed out their point of view about the reading process to highlight the complexity of reading. The comprehension strategies must be taught by the teachers in the classroom in such a way that the students realize the significance and the effectiveness of these strategies themselves. Later on they follow the same in their practical classroom and outside the classroom. The best students in the class know very well how to understand a text. The challenges come for the poor and unmotivated students. Comprehension strategies are conscious or intentional plans that people use in order to achieve a goal (Roit, 2005) and are used deliberately to make sense of text (Afflerbach et al. 2008). Readers use strategies consciously to make sense of the text, remember critical ideas and integrate new learning into existing schema or prior knowledge. Students need to learn how to use strategies independently, to recognize and solve problems, and to delve deeper into text to make connections and inferences. Strategy instruction is most effective when strategies are explicitly taught (National Reading Panel, 2000). To Smith (1997) reading is asking questions of printed text and reading with comprehension becomes a matter of getting your questions answered. This means reading is a thinking process in which it requires the reader to understand and perhaps to use different skills in gaining different kinds of information from the text.

Reading involves many complex skills that have to come together to become a successful reader. For example, proficient readers recognize the purpose for reading, approach the reading with that purpose in mind, use strategies that have proven successful to them in the past when reading similar texts for similar purposes, monitor their comprehension of the text in light of the purpose for reading, and if needed adjust their strategy use.

Proficient readers know when unknown words will interfere with achieving their purpose for reading, and when they won't. While reading a text a reader encounter the difficulties of word's meanings, competent readers possess innumerable strategies available to them that will help them to interpret the meaning of the words to the extent that they are needed to achieve the purpose for reading.

Reading is an important and most significant activity in a society. It is important for people to acquiring knowledge and information. Reading comes as a result of the interaction between the perception of graphic symbols that represent knowledge, and the reader's language skills and knowledge of the world. It is the meaningful interpretation of printed or written verbal symbols. Reading is said to help in individual's well-being and self-development. Karim and Hassan [2] also stated that the thirst for reading and wider dissemination of books is a sign of progress in the world. The studies in reading have come from various academic disciplines such as education, social sciences as well as information systems.

3. RESEARCH OBJECTIVE

The main purpose of this present study is to find out the various effective and result oriented reading comprehension strategies that can be applied in an ongoing and practical classroom for enhancing the students' apart from the available strategies.

It is to be noted that the study aims to look at the effectiveness of these strategies, and does not intend to specifically investigate or identify its strengths and weaknesses. Furthermore, It also aims to investigate and explore whether the common available reading comprehension strategies can help to enhance the students' reading comprehension. If it can then to what extent? Are there other strategies that can be added as additional strategies that worked practically in the class? The researcher in the light of his decades of teaching and learning observations and teaching and learning experiences tried the best to add some reading comprehension strategies that practically worked, proved and enhanced the students' comprehension level. The



students also realized the importance of these strategies in their day today learning.

The area of focus of this paper is to improve reading comprehension of the students of the University of Bisha through the use of these strategies. The scholars in the area of foreign language teaching are of the opinions that without a solid foundation of reading strategies the students will struggle throughout their institutional life. It is hoped that some fruitful discussions in the present study will assist the teachers to teach and apply these strategies in a class. Moreover, it would also help the students to use practically these strategies in understanding a text better.

4. RESEARCH QUESTIONS

This study is aimed at providing answers to the following questions:

1. To what extent does reading comprehension strategies enhance the better performance of students?
2. What are the various ways of improving reading comprehension of students?

5. THE IDENTIFICATION OF RESEARCH

The following observations in this study were found and noted that can be added to teach the reading comprehension skill in the class.

1. Learning reading comprehension are still not achieving the desired results because of the method presented less attracted the attention of students.
2. The level of students' ability in reading comprehension is low.
3. Students have difficulty in understanding the contents of the text.
4. The students encounter difficulties in comprehending a text.
5. The students tried to find out the ways to understand. The students are not familiar with the various reading comprehension strategies that can be helpful to them.
6. The students struggle to comprehend a text in the class. In the course of the teaching the efforts were made to find out the various hurdles that cause

difficulties to the students in comprehending a text/story.

Finally it is noted that strategies must be taught to the students.

6. RESEARCH SIGNIFICANCE

This research is of significance to the domain of teaching and learning of English language as a foreign language, particularly in enhancing the reading comprehension among L2 learners. Therefore, it is a worthwhile endeavor as it will help to afford insights into the cognitive process involved in reading comprehension.

Reading is one of the language learning skills and is an important process of acquiring information by receiving a message from print in a meaningful way. It is a fact that extensive reading enhances the overall language learning skills. The language instructors engaged in teaching English as foreign language in different schools, colleges and universities must inculcate the habits of reading in their students from the beginning of the semester to the end. Although it must have been inculcated during childhood. The reading habit, therefore, plays a very crucial role in enabling a person to achieve desired competency in the target language. It is a fact that extensive and good reading habit is necessary for not only healthy intellectual growth of the students but also for the national growth.

7. LITERATURE REVIEW

The purpose of this literature review is to examine the available strategies and consequently explore some practically realized reading comprehension strategies during the course of teaching. Scholars in their researches give different interpretations about the strategic reading comprehension. Literature abounds on the relationship between reading habits and academic performance. Academic achievement means how much knowledge the individual has acquired from the school (Bashir & Matto, 2012). Needless to say, reading comprehension is one of the most essential skills that should be developed and nurtured in a child at home and in school because it is fundamental to success in academic life and beyond. Dagget and Hasselbring (2007, p. 1), on the



other hand, consider reading as 'the key enabler of learning for academic proficiency'. Hence, not being able to develop effective reading can have adverse effects on learning across the curriculum, motivation to read, attitudes toward life, and performances in the workplace.

8. READING COMPREHENSION STRATEGIES

The teachers and the students use innumerable strategies in teaching and learning respectively in reading a text or a lesson to accomplish their learning goals. The consensus is that students need to learn more than one comprehension strategy, but it is not clear how many strategies can be effectively taught in any given period of time. The answer will likely vary, depending on teacher's skill, student abilities, instructional group size, and the time available for instruction (Torgesen, J. K.). Reading Comprehension Strategies: viz; ___Summarizing; Sequencing; Inferencing; Comparing and contrasting; Drawing conclusions; Self-questioning; Problem-solving; Relating background knowledge; Distinguishing between fact and opinion; Finding the main idea, important facts, and supporting details; Consulting Dictionary more and more in and outside the class; vocabulary knowledge; activating prior knowledge; pre-reading—previewing and predicting; previewing and predicting text; mental imaging; self-questioning; summarizing ;semantic mapping.

Oxford (1990) described this definition by noting that learning strategies are "specific actions taken by learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8). According to various types of learning strategies, reading comprehension strategies have long been recognized by researchers of second/foreign language reading (Brantmeier, 2002). The students in general have their own comprehension strategies that they develop as ways to understand what they read. Reading strategies are often taught by teachers and utilized by students as ways to improve reading comprehension. Farrell (2001) stated that students can benefit from learning reading strategies and that these strategies can be taught. Yang (2006) determined that the procession and utilization of

comprehension monitoring strategies does provide readers greater help in the comprehension of material. What are some of these strategies and to what degree do they improve reading comprehension? Strategy is defined as a plan or method that is designed to reach a goal. It can include deliberate and conscience behaviors, as well as unconscious behaviors.

A reading strategy is further defined as "a physical or mental process used consciously or unconsciously with the intention of facilitating text comprehension and/or teach (Davies, 1995). Strategies are reader-oriented and usually are a response to a problem or concern. There can be obstacles in using reading strategies regarding comprehension and understanding. Some readers will not process appropriate strategies for a particular situation or they lack the knowledge of how to utilize the strategy (Gerstein and others, 2001). Hopkins and Mackay (1997) found that good readers had more and varied reading strategies than did poor readers. Good readers are able to resolve uncertainty associated with unknown words or longer discourse. The National Reading Report (2000) identified several comprehension strategies. These strategies include the following: prediction/prior knowledge, think-aloud, text structure, visual representations, summarization, /questioning, comprehension monitoring, and cooperative learning. These strategies have proven to be effect in helping readers to better comprehend what they are reading. The teachers engaged in teaching English as a foreign language to the Arabic students are more worried about how to enhance the reading comprehension skills of their students. They try their level best to overcome their difficulties and provide solutions by doing all kinds of class activities and application of various strategies in the class. But the output in the target language is not satisfactory. The author himself countered in the past innumerable challenges in boosting the comprehension level of the students. The prevailing English language learning still prevails and pose a great challenge to the language instructors. The scholars who worked extensively in the area of reading comprehension have different perspectives in this regard. Ness



(2010: 25) states that reading comprehension strategies also encourage students to become more responsible for their own learning, once the student has mastered the strategy.

To enhance reading comprehension: (Pressley, 2000) mentioned such as teach decoding skills; Teach vocabulary; Build word knowledge; Establish some prior knowledge about a topic of the text prior to reading; Teach active comprehension strategies.

The best readers are active. They think about what they read by prediction, analyzing, using imagery, asking questions, and/or summarizing.

According to Webster (2018), "skill is the ability to use one's knowledge effectively and readily in execution or performance." Some skills come natural for some people and some skills must be obtained over sessions of practice. Reading comprehension strategies help undoubtedly an significant and effective role in boosting the understanding. A reader's use of comprehension strategies can be likened to a tool that readers control in order to assist meaning (Pressley, 2006). Comprehension strategies are specific, learnt procedures that foster active, competent, self-regulated, and intentional reading (Trabasso & Bouchard, 2002).

Strategies in reading comprehension is way of accessing the meaning of texts, which are employed flexibly and selectively in the course of reading. Generally reading strategies are divided into three stages; (a) before reading, (b) during reading, and (c) after reading. The learners must adopt some strategies to comprehend the text. There are some strategies in reading proposed by Brown. They are 1) identifying the purpose of reading, 2) using graphonic rules and patterns to aid in bottom up decoding, 3) using efficient silent reading techniques for relatively rapid comprehension, 4) skimming, 5) scanning, 6) guessing when the reader does not understand, 7) analyzing vocabulary, 8) distinguishing between literal implied meaning, and the last 9) capitalizing on discourse markers to process relationship.

8.1 PREDICTING

Predicting is one of the reading strategies for better understanding of the text. It reflects the real understanding of the text. The motivated and hardworking students always follow this strategy. Research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel, 2005). It is important to compare the outcome in the actual text with the prediction process as it will lead the learner to improve his understanding. Comprehension (Duke & Pearson, 2005). Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text; with partners, with a graphic organizer, or using post-it notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy. Another key prediction strategy is to have students predict at specific points through the text, evaluate the prediction, and revise predictions if necessary (Teele, 2004).

It is important that the language instructors help their students to teach this strategy. In reading comprehension predicting what next helps keep the whole class mentally active and alert while reading a text. When students actively predict while reading, they stay connected to the text and can modify their predictions in accordance with their correct understanding. A student in the class involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and the text.

8.2. VISUALIZING

Visualizing is a skill that is essential for building reading comprehension. Needless to say, when the learners are disconnected with their mental picture, comprehension is completely lost as well. Reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode (Ness, 2010). Another strategy that the good readers employ when



comprehending a text is visualization (Adler, 2001). Visualizing is one of the comprehension strategies used by the students. It is a comprehension strategy used by students to create a visual image in their minds based on what they have read. It assist students to link to the characters in a story because they can imagine how they feel and what they are like. The image created by the students also helps them to understand and remember what they are reading or read. The mental image undoubtedly gives a good impression to the students in inferring the actual meaning. These mental images are fluid and change as the reader continually assimilates new text (Woolley, 2010). Visualization requires the reader to construct an image of what is read. This image is stored in the (Reading Panel, 2000). The language instructors can motivate students to visualize settings, characters, and actions in a story and ask them to make drawings or write about the image that come to their minds after visualizing the text. It promotes creativity in the minds of the target group.

8.3. MAKING CONNECTIONS

Making connections is another strategy that can be used in the reading process. By making connections, the students can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world.

8.4. SUMMARIZING INFORMATION

Summarizing is one of the important reading strategies that challenge the students to comprehend a text and describe and explain it briefly in their own words. It is quite challenging for the students and required good skill to explain something in brief.

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

- Identify or generate main ideas
- Connect the main or central ideas
- Eliminate unnecessary information

- Remember what they read

Summarization is teaching students how to summarize what they have read to themselves. Teachers model this by reading a passage, stopping at certain points then explaining aloud what they have read. This is done again through modeling and much guided practice. Students can practice by reading a passage and then telling a partner or a teacher what they have just read (Prado & Plourde, 2005).

The process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own words (Adler, 2001). During the summarizing process, the students will be able to distinguish the main ideas from the supporting ideas. Summarizing is a strategy which helps the students to organize the ideas even in the long reading passages which are usually perceived as a great challenge for the students.

8.5. QUESTIONING

Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information (Harvey & Goudvis, 2000). In this strategy, the students return to the text throughout the reading process to find the answers to the questions asked by the teacher before, during and after the reading.

8.6. INFERRING

Inferring is one of the strategies that refers to reading between the lines. Authors do not always provide complete and explicit descriptions of or information about a topic, a character, a thing, or an event. They do, however, provide clues or suggestions that readers can use to “read between the lines,” thus allowing the reader to make inferences based on the information in the text and/or on the reader’s own background knowledge. The ability to make inferences from given information in a text and from background information has been described as the heart of the reading process (Anderson & Pearson, 1984). In fact,



it has been shown that students significantly improve their ability to get meaning from reading when they are taught directly how to draw conclusions and make inferences (Hansen & Pearson, 1983). Indeed, research strongly supports the value. Students need to use their own knowledge along with information from the text to draw their own conclusions (Serafini, 2004). Through inferring students will be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning (Harvey & Goudvis, 2000). Students can be given techniques to use illustrations, graphs, pictures, dates, related vocabulary and titles from the text to make inferences.

8.7. REREAD THE TEXT

Extensive reading will definitely improve the comprehension of the students. The more reading a student does, the more reading comprehension should improve. It is important during independent reading that teachers try to ensure that all students are reading as well as comprehending a text. Rereading of a text will remind the student their mistakes in reading. Consequently the entire class will be benefitted out of this reading correction process.

8.8 CONSISTENTLY MONITORING AND NOTING THE FLAWS IN READING A TEXT IN THE CLASSROOM

Some students monitor their own comprehension and know when they understand what they read and when they do not. They have definitely some strategies in their minds to "fix" problems in their understanding as the problems arise. Researches in the past have shown that instruction, even in the early grades, can help students become better at monitoring their comprehension.

8.9 Metacognitive Reading Strategies

The term metacognition was founded by (Flavell, 1979) and can be defined as a knowledge that is based on reasoning related to cognitive occurrences dealing with the certain material. Most studies unveil the differences between good and poor readers. Metacognition is an approach of awareness to readers using different strategies in order to

comprehend the material. Baker and Brown (1984) asserted that metacognitive knowledge is the knowledge related to the learners and their use of strategies and tasks in reading activities in class.

Metacognition within the perspective of reading comprehension can be defined as "thinking about thinking." It has been found practically in the classroom that good students use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read in a text.

"Creating and improvising opportunities to involve students in the learning process allows students to become aware of how they learn and why certain skills benefit them. As a result, students are more motivated and more likely to apply those skills when working independently. In short, an included student becomes an invested student who is eager to learn."

– Excerpted from Landmark's Six Teaching Principles™

8.10 GRAPHIC, PICTURES AND SEMANTIC ORGANIZERS

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

8.11 QUESTIONS AND ANSWERING RELATIONSHIP STRATEGY

This strategy in the class keeps the students busy in the text reading and comprehension. It give students a purpose for reading; focus students' attention on what they are supposed to learn; Assist the students to think actively as they read; Encourage students to monitor their comprehension; Help students to review content and relate what they have learned to what they already know. It compels the students to read and comprehend a text carefully so that they



could reply the asked questions in the class. Here, the teacher should make them serious and attentive in reading with some illustrations in the class.

8.12 CREATING HIGHER-ORDER QUESTIONS IN A READING TEXT

Higher Order questions are effective for the graduation level students to enhance the higher order skills. It often start with question stems such as Why, What caused, how it occurred, what if, how does it compare, or what is the evidence. When teachers ask higher-order questions and encourage explanations, they help their learners develop important critical thinking skills. By creating and effective questioning and encouraging the whole class to ask questions of themselves, teachers can help students learn independently and improve and boost their learning. Creating questions play an important role in reading comprehension. It forces indirectly the students to understand the questions properly and consequently find out the answer. Students learn to ask themselves questions that require them to combine information from different segments of text.

8.13 RECOGNIZING STORY STRUCTURE

Story plays a significant role in enhancing reading comprehension. The questions based story reading, teaching and learning will help the class to understand the complete story. In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution). The students' actual comprehension must be checked from different angles.

8.14 SUMMARIZING

Summarizing is one of the important reading strategies that challenge the students to comprehend a text and describe and explain it briefly in their own words. It is quite challenging for the students and required good skill to explain something in brief. Researches have proved that Summarizing activity is good to improve students' reading comprehension. There is a significant difference of students' reading comprehension before and after being taught through summarizing activity. This strategy can be utilized by the language instructors to improve

students' reading comprehension especially in determining main idea of the story, lesson, text etc. So it is advisable that English language instructors should use this in teaching reading in order to increase students' reading comprehension. They should use summarizing activity especially to improve students' reading ability especially in finding main idea. Summarizing also implies identifying main ideas, deleting irrelevant information, and reconstructing ideas from original texts (Ozdemir, 2018).

Summarization enables students learn to determine essential ideas and consolidate important details that support them; assist the Target group to focus on key words and phrases of an assigned text that are worth noting and remembering. More importantly, it teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.

8.15 EXTENSIVE READING

Unquestionably, research has confirmed that Extensive Reading (ER) is beneficial to learners in terms of vocabulary acquisition (Krashen 1993; Horst 1998; Laufer 2003) which has long been considered greatly significant in attaining language competence by researchers of both first and second language acquisition.

Extensive Reading along with the vocabulary meaning of any kind of text will definitely assist the whole class in comprehending the text better. It applies particularly the graduate students. The children in the schools have their own reading limits. The strategy of extensive reading will familiarize the students with innumerable vocabulary and language structure. Many students read plethora of literature in their day today life for pleasure. In this process they learn the core structures of the language and more importantly they become aware of the contextual usage of the usage common words that are used in different social situations.

8.16 READING THE TEXT AT THE NORMAL SPEED

Reading the text at the normal speed must be followed by the teachers as well as the students. Reading a text fast will distract the comprehension of



the whole class. Reading the text at the normal speed will help in enhancing the better comprehension of the entire class.

The importance of reading speed to successful reading is neatly portrayed in the two contrasting circles of the weak reader and the good reader (Nuttall, 1996, p. 127). But the normal speed of reading is far better than the fast speed because it will go along with comprehension. Many times it has been noticed that the students read fast but their understanding is not up to mark. Reading with understanding is more important and effective.

8.16 CORRECTING THE STUDENT DURING READING

Correcting the student during reading is also very important on the part of the teacher. The correction of the teacher will not only help the students but also to the whole class. The teacher's correction in the class while the a students is reading will keep the whole class intact and will let them know the ways of reading and understanding the test text or lesson in a book.

8.17 MOTIVATING AND ENCOURAGING STUDENTS TO READ MORE AND MORE

The English language instructors must motivate and encourage the students to read not only the lesson in the class but also other the other literatures like English newspapers, magazines etc.

Reading more and more books and literature is very important because it develops our thoughts, gives us endless knowledge and lessons while keeping our minds active. Books can hold and keep all kinds of information, stories, thoughts and feelings unlike anything else in this world.

8.18 SUSTAINED SILENT READING (SSR)

SSR in the class by the students before teaching a lesson is prerequisite. The researcher has found it one of the very effective strategies for the enhancement of the reading comprehension skill. It helps the students to have some idea about a lesson before. Researches in the past have shown that silent reading played an important role in enhancing the comprehension of the students.

8.19 READ YOURSELF FIRST (INSTRUCTION TO THE WHOLE CLASS) ALONG WITH CONSISTENT MONITORING OF THE WHOLE CLASS

Before teaching a text, the teacher must instruct the class to read a text silently and try to understand. He should give few minutes to read a lesson carefully. It is one of the strategies on the part of the teacher to instruct the class to read a lesson or text silently. The teacher must monitor the activities and behavior of the class consistently in order to make his the reading comprehension class more effective and effective and meaningful. The first hand reading of the class will help the whole class to have at least an overall idea of the content.

8.20 MOTIVATING AND ENCOURAGING STUDENTS TO READ A LESSON/TEXT AGAIN AND AGAIN

The teacher must instruct the class to read a text again and again for better understanding of the text or story. Reading again and again a particular lesson will boost the reading comprehension of the students.

8.21 READING LOUDLY A LESSON

Reading aloud a lesson or text is sine qua non in the class because it will make the student's pronunciation and reading style clear to the teacher as well to the entire class and consequently the teacher can correct the mistakes made by the student while reading. Moreover, the other students in the class will also realize the mistakes and learn. The correction of mistakes of the students will help the entire class to know how to read a text.

8.22 MAXIMUM USE OF THE DOWNLOADED DICTIONARY (APPS) IN THE MOBILE

The students must be instructed by the teachers in the class to the any dictionary in their mobiles and use it maximum in and outside the class. The students can easily download the Merriam—Webster's Dictionary of Basic English in their mobiles. The students in general encounter difficulties when they are not familiar with the meanings of the words and their usage. The researcher has noticed in the light of his decades of teaching experiences and personal



observations that the download of dictionary apps helped them a lot. These digital dictionaries help to the students not only in knowing the meaning but also the correct pronunciation of the words and other language requirements.

8.23. READING A LESSON IN THE CLASS BY THE TEACHER

Before reading, the teacher must instruct the whole class that he is going to read a text/lesson and all the students should listen it carefully. The teacher in the class should read a lesson in an effective and energetic way to make the students to be more attentive and motivational. While reading he should monitor the students seriousness in listening. This will help the classroom to be familiar how to read a text and pronounce the words, phrases and sentences.

8.24. SPARING TIME FEW MINUTES FOR AN IMPARTED LESSON FOR DISCUSSION AMONG THE CLASS MATE

The language instructor should spare few minutes to the students for interaction among their class fellows. The students should share their own ideas about a particular lesson. It will definitely enhance their perfect understanding. The idea is that if a student explains the lessons incorrectly his class mate will correct or interfere. The job of the teacher is only to monitor his ongoing reading and discussion activities. The teacher should intermittently interfere if he feels necessary.

9. BARRIERS AFFECTING THE READING COMPREHENSION

In the light of the consistent observations it was noticed and noted that there are some social factors too that create barriers to the class in comprehension. These include:

motivation/purpose/goals/engagement; vocabulary/ word knowledge/ background knowledge automaticity of decoding; fluent reading; understanding and use of strategies employed by effective readers; the nature of the text itself (difficulty and interest); the type or genre of text (e.g., fiction, nonfiction, poetry); the amount of reading done.

It was found in the analysis and noted "poorest of the poor students improved their comprehension performance when they learn to apply strategies." It shows students' reading comprehension is not a matter of being innate or in built but, in part, a matter of applying appropriate strategies in accordance with the levels of the target group. The results of the reading awareness scale and my personal experience showed that there was a lack of knowledge in the area of reading strategies in my students at the beginning of the study. The class as a whole had a lack of knowledge and practice in reading strategies however after a comprehensive study, there was an improvement in their success.

The practical application of these reading strategies played a significant role in achieving the learning outcomes in the reading comprehension. We had to guide and monitor the whole class activities carefully in every step of the process especially for the questioning, inferring, and summarizing strategies. It was noticed a drastic improvements in the performance of the students.

10. CONCLUSION

The findings of this study showed that reading strategies have a great impact on the students' reading comprehension ability. Students are not just passive receivers of information but they are active makers of meaning. Successful readers try to apply numerous skills to grasp meaning from the texts. Readers should be involved in the reading process by using different strategies to monitor their meaning. This study emphasized the idea that comprehension processes are influenced by a lot of strategies. All of these strategies work together to construct the meaning process easily and effectively. Based on the findings of this study, it is concluded that reading materials and activities should be very attractive to students in order to understand a text easily and they should be related to the students' proficiency levels.

Teachers have a big responsibility to motivate their students in reading these materials, should be very sensitive to their learners' comprehension difficulties, and should help their learners to modify their views towards reading and have



positive attitudes towards their reading activities so that they can better understand the different texts.

As pointed out in the beginning that the outcome of this study is totally based on the researcher's own decades of observations as well as teaching experiences in the area of Linguistics and teaching English as a foreign language. These strategies were practically applied in the class and noted its effective impact on the learning performance of the students in the light of the learning goal and outcome. The researcher's personal interest in this area showed that reading comprehension strategies have a great impact on the students' reading comprehension ability. In a practical class room situation it was found and noted that the students are not just passive receivers of information but they are active makers of meaning. The competent students try to apply numerous skills to grasp meaning from a text. The learners of a target language should be involved in the reading process by using different strategies to monitor their meaning. It is now quite obvious that the comprehension processes are influenced by a lot of strategies. All of these strategies work together to construct the meaning process easily and effectively. The language instructors in general still think that students join the college with the prerequisites of good reading abilities to deal with highly structured texts, lessons and other literary materials. In fact, research has proved that students in most of times cannot read just at fundamental levels let alone advanced levels in which reading becomes more complex with content based materials.

The strategies discussed in this study were practically been applied in the class and it was found and noted more fruitful, effective and gave a result oriented output in reading and understanding a text. This review of research indicates that reading comprehension is a complex process that involves many different variables and factors. It is difficult to pinpoint a couple of key factors that affect readers and their ability to comprehend. Research has shown that students can be taught to comprehend the material better while they are reading. Successful instruction of this type has usually focused on the teaching of comprehension strategies—that is, intentional actions students can use during reading

to guide their thinking. Such strategies improve both understanding and memory.

Comprehension is one of crucial issues of reading a lesson/text. It can be achieved by applying some strategies in reading. Hence, the English teachers should explore a practical based approach in teaching reading comprehension and should facilitate the students with the most effective and feasible strategy of reading.

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