

## ENGLISH AS SECOND LANGUAGE: STUDENTS' AWARENESS OF LEARNING STRATEGIES USED IN READING COMPREHENSION

By

IRSHAD HUSAIN \*

MUHAMMAD JAVED \*\*

PARVEEN MUNSHI \*\*\*

\* Associate Professor and Chairman, Department of Educational Training, The Islamia University of Bahawalpur, Pakistan.

\*\* Lecturer, Department of Educational Training, The Islamia University of Bahawalpur, Pakistan.

\*\*\* Dean, Faculty of Education, University of Sindh, Hyderabad, Pakistan.

### ABSTRACT

*This study investigated the reading strategies used by adult learners' to read materials in English language for their studies. The population of the study consisted of students of Universiti Sains Malaysia. A sample of 80 (40 Postgraduates and 40 Undergraduates) TESOL students enrolled in the University were selected randomly. The data were collected by administering a piloted questionnaire and analyzed through SPSS. The results of the study revealed that TESOL students used different strategies in reading textual materials. The main reading strategies appeared to be adjusting reading speed; focusing on typographical features; summarizing; re-reading the text; taking notes; reviewing the text; underlining or circling important information; using tables, figures, pictures and contextual clues, and guessing the meaning of unknown words and/ or phrases. The study further demonstrated that, in spite of using the mentioned reading strategies; the learners need to know how to use dictionaries, pauses, visualization and critical evaluation of the text. Based on the findings of the study, preparation of proper guidelines and their effective use by TESOL students, teachers and researchers to enhance reading comprehension were recommended.*

*Keywords: Reading Comprehension, TESOL(Teaching English as a Second Language) Students, Reading Strategies, Critical Evaluation, Reading Speed.*

### INTRODUCTION

Learning is a continuous social process (Hussain, 1999) and knowing 'how to read' is one of the fundamental Scholarships for students at school (Mastropieri& Scruggs, 1997). Hussain and Munshi (2011) viewed reading as a dynamic process, which engages readers actively for raising their vocabulary and level of information. It is the communication process taking place between writer and reader irrespective of time and place. In schools and other institutions of higher education, majority of the students appear to be facing problems in reading the textual material in line with the predefined goals of reading comprehension. Apparently, they may be using different techniques and strategies, but many of them may need scaffolding and assistance. Here strategies are referred to as mental faculties and behavioral activities of learners used to enhance their comprehension in reading the text; while reading the text, prior knowledge helps to adjust and coordinate between reading speed and comprehension level (Van Den Broek& Kremer, 2000; Vellutino, 2003) of

learners. As University students are adults and adults are self-regulated and self-motivated (Hussain, 2013, 2007a, 2007b), they use such activities which enhance their comprehension in reading the texts.

Different researchers and educationists including Dole (2000); Ehrlich, Kurtzcostes, &Loridant (1993); and Pressley & Harris (2006) affirmed that, awareness of learners about the textual materials, their level of comprehension, capability of perceiving the message from the text, and prior learned knowledge helped them in comprehending the text maximally.

Reading strategies are used by ESL students as learning tools for enhancing the level of their comprehension. As individual differences are commonly found among students (Hussain, 2013), the assertion of Aarnoutse & Schellings (2003); Hartman (2001); and Pressley & Allington (1999)that all ESL students (both undergraduates and postgraduate) use strategies in reading the challenging texts according to their respective contexts and understanding seems to be in accordance with it.

However, on the other hand, a number of studies including Alvermann, Fitzgerald & Simpson (2006); Mason (2004); Mastropieri, Scruggs, & Graetz (2003); Pressley (2000); Van Keer (2004); and Van Keer & Verhaeghe (2005) affirmed that, in the absence of effective comprehension strategies, understanding of the textual material becomes difficult to understand.

Students need guidance at all levels of study and ESL is not an exception. Therefore, ESL students may seek help of their teachers in selecting appropriate reading strategies according to their potential and nature of the textual materials. Hence, the instruction in selecting reading strategies becomes pivotal to enhance the level of comprehension amongst ESL students (Aarnoutse & Schellings, 2003; Dole, 2000; Pressley, Wharton-McDonald, Hampston, & Echevarria, 1998; Almasi, 1996; Alvermann, 2006; Duke & Pearson, 2002; Fuchs & Fuchs, 2000).

Cazden (1986) viewed the traditional way of instruction in an ESL classroom to be insufficient to develop better understanding of the text. Nonetheless, the self-regulated students play an active role in recognizing and overcoming the complications of understanding the meanings of the texts (Almasi, 1996; Gourgey, 2001). Owing to this, the studies conducted by Klingner & Vaughn (1996); Mastropieri, Scruggs, & Graetz (2003); and Palincsar & Brown (1984) related such active behavior of students with opportunities of and participation in group discussion on and/ or about textual materials. According to Palincsar, David, Winn, & Stevens (1991), the considerate discussions lead students towards constructive activities to become capable of refining reading strategies. The student-centered discussion in the classroom helps them to enhance their ability of understanding the text (Alvermann, 2000) maximally.

It is evident from the above discussion that, a lot of studies have been conducted on ESL, but which of the strategies are useful for students, when they read the text on their own and how they select these need to be explored. Also one may raise the question as which of the reading strategies students use for preparing and getting through the examination. Therefore, the present study investigated into the traditional way of using explicit reading strategies by the

Undergraduate and Postgraduate students, during reading books and supporting materials for examination and general purposes. This endeavor is an effort of exploring the strategies and techniques used by the ESL undergraduate and postgraduate students of Universiti Sains Malaysia.

## 1. Conceptual Framework

The conceptual framework of this study was based on the concept that the students have too much awareness to use the reading strategies. Most of the students read the text simply without applying any type of the useful strategy. Consequently, they scarcely comprehend the text in its broader context. If they use different types of reading strategies for different types of reading materials such as textbooks, magazines and newspapers, they can comprehend the text in a better way. Figure 1 shows the conceptual frame of this study in detail.

## 2. Objectives of the Study

The major objective of the present study was to identify the strategies used by the University level students in academic English reading comprehension, when they read books

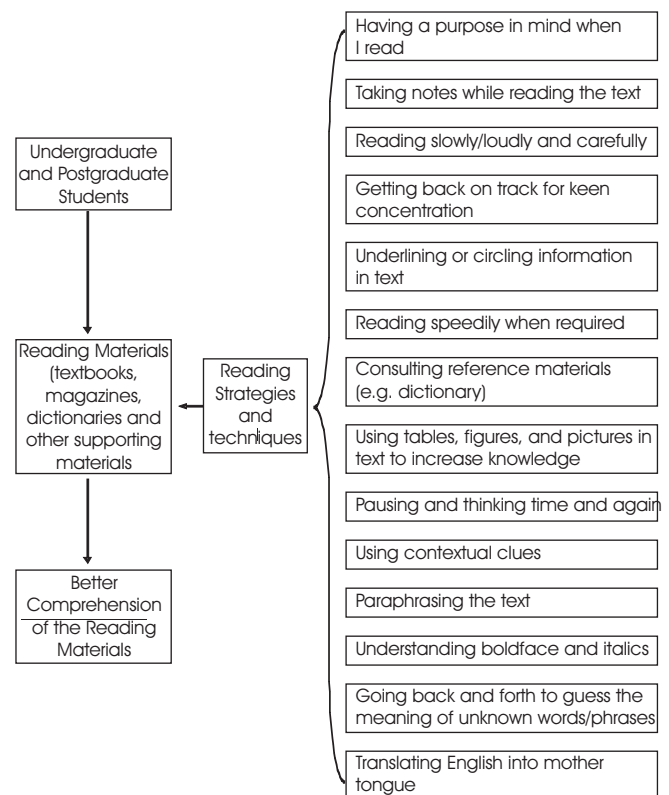


Figure 1. Conceptual Framework of the Study

and supporting materials for examination and general purposes.

### 3. Research Methodology

#### 3.1 Research Question

The study focused on the main question, "What types of strategies are used by the TESOL Undergraduate and Postgraduate students in academic reading comprehension?"

#### 3.2 Population and Sampling

The participants for this study were taken from Universiti Sains Malaysia. Both the Undergraduate and Postgraduate students of TESOL (Teaching English to Speakers of other Languages) from different races such as Malays, Chinese, and Indian were included in the sampling. 40 Undergraduate students (20 male and 20 female) and 40 Postgraduate students (20 male and 20 female) were

selected randomly.

#### 3.3 Instruments of the Study

A questionnaire designed by Mokhtari and Reichard (2002) was partially adapted to collect the data. The questionnaire has twenty-three items on a five-point Likert scale, ranging from 1 (strongly agree) to 5 (strongly disagree) to identify different strategies used by the Undergraduate and Postgraduate students in academic English reading comprehension.

#### 3.4 Data Collection

The questionnaire was administered personally to the students of Universiti Sains Malaysia. The return rate was 100 per cent.

#### 3.5 Data Analysis

Statistical Package for Social Sciences (SPSS) 20.0 was used to analyze the data. Descriptive analysis was performed to

Q#	Statement	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)	Average Response
1	I have a purpose in mind when I read.	52(65%)	17(21.25%)	5(6.25%)	3(3.75%)	3(3.75%)	1.60
2	I take notes while reading to help me understand what I read.	47(58.75%)	22(27.50%)	4(5%)	4(5%)	3(3.75%)	1.67
3	I take an overall view of the text to see what it is about before reading it.	37(46.25%)	21(26.25%)	14(17.50%)	4(5%)	4(5%)	1.96
4	When text becomes difficult, I read aloud to understand what I read.	25(31.25%)	22(27.50%)	11(13.75%)	13(16.25%)	9(11.25%)	2.49
5	I read slowly and carefully to make sure I understand what I am reading.	27(33.75%)	25(31.25%)	13(16.25%)	11(13.75%)	4(5%)	2.25
6	I review the text first by noting its characteristics like length and organization.	27(33.75%)	31(38.75%)	8(10%)	6(7.50%)	8(10%)	2.21
7	I try to get back on track when I lose concentration.	29(36.25%)	37(46.25%)	4(5%)	3(3.75%)	7(8.75%)	2.02
8	I underline or circle information in the text to help me remember it.	38(47.50%)	17(21.25%)	9(11.25%)	3(3.75%)	13(16.25%)	2.20
9	I adjust my reading speed according to what I am reading.	38(47.50%)	17(21.25%)	9(11.25%)	3(3.75%)	13(16.25%)	2.20
10	I use reference materials (e.g. dictionary) to understand what I read.	14(17.50%)	4(5%)	8(10%)	17(21.25%)	37(46.25%)	3.73
11	When text becomes difficult, I pay closer attention to what I am reading.	12(15%)	6(7.5%)	17(21.25%)	15(18.75%)	30(37.50%)	3.56
12	I use tables, figures, and pictures in text to increase my understanding.	30(37.5%)	15(18.75%)	11(13.75%)	10(12.50%)	18(22.50%)	2.86
13	I pause from time to time and think about what I am reading.	11(13.75%)	7(8.75%)	16(20%)	18(22.50%)	28(35%)	3.56
14	I use context clues to help me better understand what I am reading.	28(35%)	18(22.50%)	19(23.75%)	9(11.25%)	6(7.5%)	2.34
15	I paraphrase the text to better understand what I read.	38(47.50%)	20(25%)	4(5%)	13(16.25%)	5(6.25%)	2.08
16	I visualize information to help remember what I read.	11(13.75%)	8(10%)	16(20%)	16(20%)	29(36.25%)	3.55
17	I use typographical features like boldface and italics to identify key information.	26(32.50%)	21(26.25%)	18(22.50%)	5(6.25%)	10(12.50%)	2.40
18	I critically analyze and evaluate the information presented in the text.	13(16.25%)	5(6.25%)	18(22.50%)	15(18.75%)	29(36.25%)	3.52
19	I go back and forth in the text to find relationships among ideas in it.	53(66.25%)	19(23.75%)	4(5%)	2(2.50%)	2(2.50%)	1.51
20	When text becomes difficult, I re read it to increase my understanding.	54(67.50%)	18(22.50%)	2(2.50%)	3(3.75%)	3(3.75%)	1.54
21	I ask myself questions I like to have answered in the text.	48(60%)	21(26.25%)	1(1.25%)	5(6.25%)	5(6.25%)	1.72
22	When I read, I guess the meaning of unknown words or phrases.	43(53.75%)	24(30%)	2(2.50%)	7(8.75%)	4(5%)	1.81
23	When reading, I translate from English into my native language.	23(28.75%)	23(28.75%)	9(11.25%)	12(15%)	13(16.25%)	2.61

Table 1. Students' use of strategies in academic English reading comprehension (n=80)

compute the percentage and the average response for each variable to identify the strategies used by the Undergraduate and Postgraduate students in academic English reading comprehension.

#### 4. Results of the Study

The consolidated results of the study with reference to Table 1 are presented in the following section

- Majority (65%) of the students strongly agreed, that they had a purpose in mind when they read English comprehension. The average response of the respondents 1.60 was closer to 'agree' (2<sup>nd</sup> option), which showed that students 'agreed' with this statement (Q-1).
- More than half (58.75%) of the students strongly agreed that they took notes, while reading English for better understanding. The average response of the respondents is 1.67 which was closer to 'agreed' (2<sup>nd</sup> option), and which denoted that the respondents 'agreed' upon taking notes while reading English (Q-2).
- About (46%) of the students strongly agreed, that they took an overall view of the text to see, what it was about before reading it with the statement. The average response (1.96) of the respondents showed, that the respondents collectively 'agreed' upon taking an overall view of the text before reading (Q-3).
- Less than one third (31.25%) of the students strongly agreed, that they read aloud the text for better understanding. The average response (2.49) indicated that the respondents 'agreed' with this statement (Q-4).
- Similarly, 33.75% of the students strongly agreed, that they read slowly and carefully for better understanding. The average response (2.25) indicated that the respondents 'agreed' with this statement (Q-5).
- Likewise, 38.75% of the students agreed that they reviewed the text. The average response (2.21) indicated that the respondents collectively 'agreed' with this statement (Q-6).
- Even so 46.25% of the students agreed that they re-read the text for better understanding. The average response (2.02) showed that the respondents 'agreed' with this statement (Q-7).
- Less than half (47.50%) of the respondents strongly agreed that they underline or circle information to increase their comprehension level (Q-8). Also, 47.50% strongly agreed that they adjusted their reading speed according to what they read. The average response (2.20) indicated, they adjusted their reading speed according to the nature of the text while reading English (Q-9).
- However, 46.25% of the students strongly disagreed that they consulted dictionaries for reference purpose. The average response (3.73) appeared between 3<sup>rd</sup> and 4<sup>th</sup> options, but closer to 'strongly disagree' (4<sup>th</sup> option), meaning that they 'strongly disagreed' with this statement (Q-10). Likewise, 37.50% of them strongly disagreed that they paid closer attention when text was difficult for their better understanding. The average response (3.56) indicated that the respondents 'strongly disagreed' (4<sup>th</sup> option), and it meant they collectively 'strongly disagreed' with this statement (Q-11).
- More than one-third (37.50%) of the students strongly agreed with the statement that they used tables, figures, and pictures in text to increase their understanding. The average response (2.86) indicated that the respondents 'undecided' (3<sup>rd</sup> option), meaning that the respondents were undecided about this statement (Q-12).
- Likewise, 35% of the respondents 'strongly disagreed' that they paused repeatedly and thought about what they read. The average response (3.56) indicates that the respondents 'strongly disagreed' (4<sup>th</sup> option), they collectively 'strongly disagreed' on using the strategy of pausing while reading the text (Q-13).
- However, 35% of the students strongly agreed that they used contextual clues to help them better understand what they read. The average response (2.34) showed that the respondents collectively 'agreed' on using contextual clues for better academic English reading comprehension (Q-14).
- Similarly, 47.50% of the students 'strongly agreed' that they paraphrased the text for better understanding of

what they read. The average response (2.08) indicated that the respondents collectively 'agreed' to paraphrase the text for better comprehension (Q-15).

- But, 36.25% of the students 'strongly disagreed' that they visualized information to help them remember what they read. The average response (3.55) was between 3<sup>rd</sup> and 4<sup>th</sup> options, but closer to 'strongly disagree' (4<sup>th</sup> option), it means they collectively 'strongly disagreed' on visualizing information to understand the text in a better way (Q-16).
- About one-third (32.50%) of the students strongly agreed that they used typographical features, such as boldface and italics to identify key information. The average response; 2.40, appeared between 2<sup>nd</sup> and 3<sup>rd</sup> options but closer to 'agree' (2<sup>nd</sup> option), meaning that they collectively 'agreed' that they used different features like boldface to extract the text in a better way (Q-17).
- More than half (36.25%) of the students 'strongly disagreed' with the statement that they critically analyzed and evaluated the information presented in the text. The average response (3.52) indicated that the respondents 'strongly disagreed' (4<sup>th</sup> option), it means they collectively 'strongly disagreed' with this statement (Q-18).
- About two third of the respondents(66.25%) strongly agreed that they went back and forth in the text to find relationships among ideas given in it. The average response (1.51) indicates that the respondents 'agreed' to locate relationships by using the strategy of going back and forth in the text (Q-19).
- The majority of the respondents 54 (67.50%) strongly agreed that they re-read the text when it became difficult to increase their understanding. The average response (1.54) appeared between 1<sup>st</sup> and 2<sup>nd</sup> options, but closer to 'agree' (2<sup>nd</sup> option), it means they collectively 'agreed' with the strategy of re-reading the text while feeling difficult (refer to Q-20).
- Majority (60%) of the respondents strongly agreed that they used the strategy of asking questions to themselves in the text (Q-21).

- With reference to Q 22, 43 (53.75%) respondents strongly agreed with this statement. They try to guess the meaning of unknown words or phrases while reading the text (Q-22).
- More than one-fourth (28.75%) of the respondents strongly agreed and the same number of respondents agreed that they translated from English into their native language while reading the text. The average response (2.61) was between 2<sup>nd</sup> and 3<sup>rd</sup> options, but closer to 'undecided' (3<sup>rd</sup> option), it means the respondents are undecided about this statement.

## Discussion and Conclusion

The study reveals that, majority of the respondents used different strategies for reading comprehension. Previous researches (Afflerbach, Pearson, & Paris, 2008; Mokhtari & Reichard, 2002; Taberski, 2000; Tierney & Readence, 2000) supported the findings of this study that students preferred reading strategies like having a purpose in mind and taking overall view and review of the text before starting reading; taking notes while reading; practising loud and/or slow reading; getting back and forth for more concentration; underlining or circling the important information; adjusting reading speed; using tables, figures, pictures and contextual clues in the text; and paraphrasing the text to help readers in comprehending the text properly. Similarly, this study also highlighted some useful reading strategies including re-reading the text to increase understanding; translating from English into the native language(s); guessing the meaning of unknown words or phrases; and asking questions answered in the text. Alike strategies were also recommended by Proctor, Carlo, August, and Snow, (2005), Sheorey, Amp, & Mokhtari (2001) by asserting that the text should be translated into the reader's mother tongue for its easy understanding. It is a better way to comprehend the text, when reader feels difficulty (Hyönä, Lorch Jr, & Kaakinen, 2002). In a nutshell, it is evident from the findings of the study and discussion that, Undergraduate and Postgraduate students have awareness about the reading strategies and they use them while reading the text.

## Recommendations

In the light of the findings, it is recommended that students

should use reference materials, such as dictionaries to extend their reading comprehension level. It is necessary for them to pay closer attention, when the text becomes difficult; use strategy of pause repeatedly, and understand what they are reading. They should visualize information to remember what they read. Furthermore, critical analysis and evaluation of the information presented in the text would improve their reading comprehension.

## References

- [1]. Aarnoutse, C. A. J., & Schellings, G. (2003). "Eenonderzoek naar destimulering van lees strategieën en lees motivatie in probleem gestuurde leeromgevingen [Studying the stimulation of reading strategies and reading motivation in problem-based learning environments]". *Pedagogische Studiën*, Vol. 80, pp.110-126.
- [2]. Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). "Clarifying differences between reading skills and reading strategies". *The Reading Teacher*, Vol.61(5), pp.364-373.
- [3]. Almasi, J. F. (1996). "The nature of fourth graders' socio-cognitive conflicts in peer-led and teacher-led discussion of literature". *Reading Research Quarterly*, Vol. 30, pp.314-351.
- [4]. Alvermann, D. E. (2000). "Classroom talk about texts: Is it dear, cheap or a bargain at any price? In B. M. Taylor, M. F. Graves, & P. Van Den Broek (Eds.)", *Reading for meaning: Fostering comprehension in the middle grades*, pp.170-192. New York, NY: Teachers College Press.
- [5]. Alvermann, D. E., Fitzgerald, J., & Simpson, M. (2006). "Teaching and learning in reading. In P. A. Alexander & P. H. Wine (Eds.)", *Handbook of Educational Psychology*, pp. 427-455. Mahwah, NJ: Erlbaum.
- [6]. Cazden, C. B. (1986). "Classroom discourse. In M. C. Wittrock (Ed.)", *Handbook of Research on Teaching*, pp. 432-463. New York, NY: Macmillan.
- [7]. Dole, J. A. (2000). "Explicit and implicit instruction in comprehension. In B. M. Taylor, M. F. Graves, & P. Van Den Broek (Eds.)", *Reading for Meaning, Fostering Comprehension in the Middle Grades*, pp. 52-69. New York, NY: Teachers College Press.
- [8]. Duke, N. K., & Pearson, P. D. (2002). "Effective practices for developing reading comprehension. In A. E. Farstrup, & S. J. Samuels (Eds.)", *What research has to say about reading instruction*, pp. 205-242. New York, NY: The Guilford Press.
- [9]. Ehrlich, M. F., Kurtzcostes, B., & Loidant, C. (1993). "Cognitive and motivational determinants of reading comprehension in good and poor readers". *Journal of Reading Behavior*, Vol. 25, pp. 365-381.
- [10]. Fuchs, L. S., & Fuchs, D. (2000). "Building student capacity to work productively during peer-assisted reading activities. In Hartman, H. J. (Ed.)", *Meta-cognition in Learning and Instruction*, pp. 33-68. Dordrecht, The Netherlands: Kluwer Academic.
- [11]. Gorgey, A. F. (2001). Meta-cognition in basic skills instruction. *Metacognition in Learning and Instruction* (pp. 17-32). Springer Netherlands.
- [12]. Hartman, H. J. (Ed.). (2001). "Developing students' metacognitive knowledge and skills". In *Meta-cognition in Learning and Instruction*, pp. 33-68. Dordrecht, The Netherlands: Kluwer Academic.
- [13]. Hussain, I. (2013). "A study of learners' reflection on andragogical skills of distance education tutors". *International Journal of Instruction*, Vol. 6(1), pp. 123-138.
- [14]. Hussain, I. and Munshi, P. (2011). "Identifying reading preferences of secondary school students". *Creative Education*, Vol.5(2), pp. 418-428.
- [15]. Hussain, I. (2007a). "A Study of Students' Attitude towards Virtual Education in Pakistan". *Turkish Online Journal of Distance Education-TOJDE*, Vol. 8(2), pp. 69-79.
- [16]. Hussain, I. (2007b). "Transnational Education: Concept and Methods". *Turkish Online Journal of Distance Education (TOJDE)*, Vol.8(1), pp. 163-173.
- [17]. Hussain, I. (1999). "A Study of problems faced by distance education tutors in Bahawalpur Region". An Unpublished M.Phil Thesis. Islamabad, Allama Iqbal Open University.
- [18]. Hyönä, J., Leach JR, R. F., & Kaakinen, J. K. (2002). "Individual differences in reading to summarize expository text: Evidence from eye fixation patterns". *Journal of Educational Psychology*, Vol. 94(1), pp. 44.
- [19]. Klingner, J. K., & Vaughn, S. (1996). "Reciprocal teaching of reading comprehension strategies for students

with learning disabilities who use English as a second language". *The Elementary School Journal*, Vol. 96, pp. 275-293.

[20]. Mason, L. (2004). "Explicit self-regulated strategy development versus reciprocal questioning: effects on expository reading comprehension among struggling readers". *Journal of Educational Psychology*, Vol. 96, pp. 283-296.

[21]. Mastropieri, M. A., & Scruggs, T. E. (1997). "Best practices in promoting reading comprehension in students with learning disabilities". *Remedial & Special Education*, Vol. 18, pp. 197-214.

[22]. Mastropieri, M. A., Scruggs, T. E., & Graetz, J. E. (2003). "Reading comprehension instruction for secondary students: challenges for struggling students and teachers". *Learning Disability Quarterly*, Vol. 26, pp. 103-116.

[23]. Mokhtari, K., & Reichard, C. A. (2002). "Assessing students' metacognitive awareness of reading strategies". *Journal of Educational Psychology*, Vol. 94 (2), pp. 249.

[24]. Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, Vol. 1, pp. 117-175.

[25]. Palincsar, A. S., David, Y. M., Winn, J. A., & Stevens, D. D. (1991). "Examining the context of strategy instruction". *Remedial and Special Education*, Vol. 12, pp. 43-53.

[26]. Pressley, M. (2000). "Comprehension instruction in elementary school: A quarter-century of research progress". In Taylor, B. M., Graves, M. F., & Den Broek, P. V. (Eds.), *Reading for meaning. Fostering comprehension in the middle grades*, pp. 32-51. New York, NY: Teachers College Press.

[27]. Pressley, M., & Allington, R. (1999). "What should reading instructional research be the research of?" *Issues in Education*, Vol. 5, pp. 1-35.

[28]. Pressley, M., & Harris, K. R. (2006). "Cognitive strategies instruction: From basic research to classroom instruction. In Alexander, P. A. & Wine, P. H. (Eds.), *Handbook of*

*educational psychology*, pp. 265-286. Mahway, NJ: Erlbaum.

[29]. Pressley, M., Wharton-McDonald, R., Hampston, J. M., & Echevarria, M. (1998). "The nature of literacy instruction in ten grade-4/5 classrooms in upstate New York". *Scientific Studies of Reading*, Vol. 2, pp. 159-191.

[30]. Proctor, C. P., Carlo, M., August, D., & Snow, C. (2005). "Native Spanish-Speaking Children Reading in English: Toward a Model of Comprehension". *Journal of Educational Psychology*, Vol. 97 (2), pp. 246.

[31]. Sheorey, R., Amp, & Mokhtari, K. (2001). "Differences in the metacognitive awareness of reading strategies among native and non-native readers". *System*, Vol. 29 (4), pp. 431-449.

[32]. Taberski, S. (2000). "On Solid Ground: Strategies for Teaching Reading K-3:ERIC".

[33]. Tierney, R. J., & Readence, J. E. (2000). "Reading strategies and practices: A compendium: ERIC".

[34]. Van Den Broek, P., & Kremer, K. E. (2000). "The mind in action: What it means to comprehend during reading". In Taylor, B. M., Graves, M. F., & Van Den Broek, P. (Eds.), *Reading for meaning. Fostering comprehension in the middle grades*, pp. 1-31. New York, NY: Teachers College Press.

[35]. Van Keer, H. (2004). "Fostering reading comprehension in fifth grade by explicit instruction in reading strategies and peer tutoring". *British Journal of Educational Psychology*, Vol. 74, pp. 37-70.

[36]. Van Keer, H., & Verhaeghe, J. P. (2005). "Effects of explicit reading strategies instruction and peer tutoring in second and fifth graders' reading comprehension and self-efficacy perceptions". *The Journal of Experimental Education*, Vol. 73, pp. 291-329.

[37]. Vellutino, F. R. (2003). "Individual differences as sources of variability in reading comprehension in elementary school children". In Sweet, A. P. & Snow, C. E. (Eds.), *Rethinking read.*

## ABOUT THE AUTHORS

*Dr. Irshad Hussain is currently working as Associate Professor and Chairman of the Department of Educational Training at The Islamia University of Bahawalpur, Pakistan. He did M.Phil and PhD in Distance and Non-formal Education from Allama Iqbal Open University Islamabad, Pakistan. He conducted research at PhD level on impact of emerging technologies on teaching learning process in distance education. The main areas of his interest are Distance Education, Adult and Continuing Education, Emerging Technologies, Professional Development, Literacy and Teacher Training Programmes through Distance Education.*



*Muhammad Javed is serving as a Lecturer in Educational Training at The Islamia University of Bahawalpur, Pakistan, and currently doing PhD Education (TESOL) from School of Educational Studies, Universiti Sains Malaysia, Malaysia. His research interests include TESOL, English as second language, language acquisition and learning, grammar teaching, language assessment, English language teacher training, language curriculum development.*



*Dr. Parveen Munshi is Dean Faculty of Education, University of Sindh Hyderabad, Pakistan. She is one of the renowned educationists in Pakistan having innovative ideas, extensive research experience and publications of international repute. She has experience of collaboration and working with different national and international organizations including GTZ Germany, UNESCO Pakistan Office, Asian Development Bank (ADB) Islamabad, PIT Sindh and National Commission for Human Development Islamabad.*

