



INVESTIGATING THE USE OF READING STRATEGIES FOR NON-NATIVE ESL LEARNERS

Samina Sarwat¹, Saima Irshad², Hafiza Saba³, Salwa Tariq⁴, Syed Khuram Shahzad*

Assistant Professor¹, Institute of Humanities and Social Sciences (KFUEIT, RYK)
E mail: samina.sarwat@kfueit.edu.pk

M Phil Scholar in English Linguistics², NCBA&E, Lahore, E mail: justfound20@gmail.com

M Phil Scholar in English Linguistics³, Khawaja Fareed University of Engineering & Information Technology, RYK, E mail: hafiza.sabasaeeedi@gmail.com

M Phil Scholar in English Linguistics⁴, Khawaja Fareed University of Engineering & Information Technology, RYK E mail: salwatariq736@gmail.com

PhD Scholar in English Linguistic*, Institute of English Language and Literature, UoS, Jamshoro
E mail: khuramshahzad83@gmail.com

Abstract

This study aims to investigate the use of reading strategies for ESL learners at Intermediate level. Reading is the basic and the most important skill for learning a language. Good reading can help to improve a language for a learner. In this study 7 strategies proposed by the McEvan. For conducting this study a questionnaire was developed that contains the strategies. The questionnaire consists of 35 contents. Its reliability was collected by using SPSS version 23. Coronbach Alpha was calculated as 0.75 that is acceptable. Questionnaire was distributed by conducting a survey among 320 ESL students studying in different public and private colleges of Sadiqabad, District Rahim Yar Khan. Students were allowed to give their opinion freely. After this data was collected and analyzed and means were calculated. Based upon means strategies were ranked as 1 to 7 levels. It was concluded that mostly used strategy was inferring ranked at no.1 with mean 3.91, Activating at no.2 with mean 3.86, Clarifying-Monitoring at no.3 with mean 3.78, Searching-Selecting at no.4 with mean 3.77, Questioning at no.5 with mean 3.68, Visualizing at no. 6 with mean 3.65 and, Summarizing at no 7 with mean 3.58.

Keywords: ESL learners, Intermediate level, Reading strategies, Reading Comprehension, Sadiqabad

Introduction

According to the (Ahmad & Hussain, 2014), English will be introduced as a compulsory subject and means of instruction (Mol) in public schools and universities in Pakistan. The aim of teaching English, especially in public universities in Punjab, is to provide learners with language skills so that they can receive an intermediate level education in English. Strong reading skills are also necessary for academic and professional success (Grabe & Kaplan, 2014). Although English is taught as a compulsory subject, concerns have been raised about the poor language proficiency of learners at universities in Pakistan's Punjab government (Vaughn et al., 2011). Current teaching practices, prescribed textbooks, and large classrooms may contribute to poor reading skills among middle school students.

Because of globalization, the primary focus of reading competency is shifting away from understanding words or texts and more toward meaning negotiation achieved via higher cognitive synthesis. A reader's



capacity to understand and critically evaluate the information presented in a text is now the most important factor in successful comprehension and appropriate interpretation of information (Herman & Wardrip, 2012). Readers do this by integrating the evidence that is presented with their own prior knowledge, perceptions, attitudes, and language society. The failure to develop reading skills in academic settings, which serves as an instructional instrument for the acquisition of information, will have a detrimental influence on many elements of the lives of the learners, as the absence of comprehension skill impedes learning progress. Nevertheless, despite the heightened concern on the significance of reading skills, the poor reading performance of Pakistani learners has been depicted through the results of reading in the Program for International Students Assessment. These results are a testament to the learners' current deplorable conditions. According to the findings, Malaysian students are able to make inferences based on the content of a text; nevertheless, a rise in the complexity of the texts impairs the students' capacity to navigate their way through the material.

An English teacher's language proficiency, pedagogical knowledge, and ability to teach a given textbook can also affect student performance in the classroom. Therefore, this research study explores the problems of reading comprehension and discourse comprehension faced by intermediate-level learners.

Rationale for the Study

In order to teach reading comprehension, it is essential to build a conceptual knowledge of the text. To help pupils in Pakistan to improve their comprehension of reading and speaking, research is required. This research was conducted for this purpose. According to (Herman & Wardrip, 2012), reading is defined as the cognitive process of acquiring a language via the study of written materials that are intended for scholastic purposes. When trying to analyse information in order to rebuild the meaning that was encoded in the text, we do more than simply make educated guesses about words and structures. This new movement has caused a study of ancient reading practices and texts that are taught to middle school students at colleges and universities. Reading is seen as a discursive activity that focuses on the capacity to recognize, analyze, and evaluate texts provided for academic objectives. The research that was conducted by (Grabe, 2004) sheds light on the significance and influence of discourse structure, which is critical to the process of constructing a conceptual understanding of the texts that are used to teach reading comprehension.

According to the findings of (Hsieh, Hemmeter, McCollum, & Ostrosky, 2009) research on the connections between reading strategies and learning styles, the learning styles of the students may cause them to process information in a different way as it moves from their sensory memories to their short-term memories and then to their long-term memories. The research was conducted to investigate the connections between reading strategies and learning styles. Because reading is a reflex and the thought process that occurs while one reads a sentence is complex and multifaceted in nature, the decision of reading strategy to use, whether implicit or explicit, can mean the difference between recognizing a sentence and missing the point entirely. Since reading is a reflex and the thought process that occurs while one reads a sentence is multifaceted and complex in nature, the choice of reading strategy to use can mean the difference between understanding. This means that while a learning style is more of a preference, the choice of reading strategy, whether implicit or explicit, is something that must be considered because reading is a reflex and the thought process that occurs while one is reading a sentence is multifaceted and multifaceted in nature.

It is vital to do research in Pakistan in order to aid pupils in enhancing their capacity to grasp what they read and what they hear. The results of a study that was conducted by (Tali & Dar, 2014) indicate that educational institutions in Punjab that are operated by the government suffer from a lack of



authentic materials, efficiency, and techniques. In light of this, the goal of this research project is to evaluate the challenges that students at Rahim Ya Khan Public University face while trying to comprehend what they read or hear.

Purpose of the Research

The current research study aims to examine the problems of learners' reading text comprehension and discourse comprehension in the academic context of Punjab government secondary schools in Pakistan. The Intermediate English Textbook-I is part of a required course taught to help students master the four language skills. This research study aims to focus on the assessment of selected texts, skills and activities designed in textbooks. This study aims to clarify pedagogical issues in teaching textbooks to improve reading comprehension in understanding discourse. Therefore, this study will also reveal the causes of reading deficits and discourse comprehension problems in middle school students.

Research Questions

The purpose of this study was to (a) identify the common reading problems that negatively influence reading comprehension of intermediate classes.

1. To investigate the effective reading strategies that experienced education teachers have Utilized to improve reading comprehension levels of these students in resource room settings.
2. What are the common reading problems that prevent students with learning comprehending what they are reading?

Objectives of the Research

The specific objectives of the research study are:

1. To describe the types of reading strategies frequently used by ESL students in reading activities.
2. To investigate the common reading problems that prevent students with learning comprehending what they are reading?

Theoretical Framework

The Rosenblatt transaction theory lens is cited in this study as the basis for the theoretical framework that underpins this work (1978). The area of reading comprehension has been significantly impacted as a direct result of Rosenblatt's work. Her transaction theory presents a challenge to the notion that one can only find objective meaning in the written material itself (Wulandari, 2019). The central tenet of (Gambrell & Jawitz, 1993) theory is that meaning can never be generated independently of the reader. Reading is a transaction, a two-way activity that involves the reader and the text at a specific moment under certain conditions, as stated by (Courtland et al., 1998).

Literature Review

The act of looking at written symbols and letters and figuring out what those symbols and letters represent is the process of reading. Along with listening, speaking, and writing, it is considered to be one of the most important language abilities. After hearing and speaking, reading is often the third



linguistic ability that a person acquires in their native tongue. Reading comes after speaking and listening (Carney & Indrisano, 2013).

Reading is a fundamental component of the English language and is thus an important ability for pupils to acquire. Reading abilities are essential for pupils to possess in order to learn new material and expand their existing knowledge base. Brown claims that the ability to read is the most important talent in the educational environment since it can be used to measure pupils' overall language skills. The student is expected to achieve a certain level of fluency in all aspects of language skills, including reading comprehension. Students need to demonstrate a high level of comprehension in order to correctly analyze and assimilate the information found in reading material. Reading comprehension is a prerequisite for all of the classes since the act of reading is fundamental to the acquisition of knowledge in all of the disciplines. As a result, it is necessary for pupils to have strong capacities of comprehension. A reader includes the following areas: Emotional, Cognitive and Perceptual. In the sphere of aesthetics, our ideas, feelings, and emotions are all included. For instance, if we read anything while harboring bad thoughts regarding a given topic, those negative feelings would undoubtedly color our interpretation of what we read. What we read might also be influenced by our feelings. The capacity to make sense of one's experiences or to arrange one's impressions in relation to a certain domain is called perception. Your prior experiences and the sensory receptors in your body have a significant impact on how you arrange the information that you receive. The ability to see well is the single most crucial need for successful reading. The way in which the reader moves their eyes has an effect on the way in which they perceive the text. The cognitive domain encompasses abilities such as thinking and understanding.

Reading Comprehension Skills and Models

Reading is an indispensable skill that students need to acquire in the early grades because it will be the foundation of learning in all academic subjects throughout the entirety of their education. Reading is a skill that students need to acquire in the early grades because it will be the foundation of learning in all academic subjects. Reading is a skill that children need to master as early on as possible since it will serve as the basis for learning in all of the academic areas that they will study. Reading is a fundamental ability that kids need to develop in the early grades since it will serve as the basis for their education in all of the academic disciplines. Before entering the third grade, it is essential for children to have a firm grasp of reading skills that they can use independently. Children start reading for information and to learn from the academic content that they are reading after they reach the third grade. This is when reading becomes an important skill for students. Children who have not mastered reading skills by the end of the third grade are at an increased risk of having poor academic progress, behavioral concerns, and a lack of excitement for learning (Albia & Sonsona, 2021). Additionally, there is a possibility that an increasing number of these pupils may not complete their high school education (Greene, Costa, & Dellinger, 2011). On the other side, students who are able to exhibit reading competency by the end of the third or fourth grade have a greater chance of achieving academically. This is especially true for students who are able to do so earlier in their education (Moats & Foorman, 2003). In order for students to get the most out of the reading activities that they take part in, it is essential that they have the ability to understand what it is that they are reading. The significance of this cannot be overstated.

The ability to comprehend what one reads is one of the most fundamental reading abilities one must cultivate if they want to become an accomplished reader. It presents pupils with the task of going beyond decoding individual words and phrases and instead developing an in-depth grasp of the whole text. This requires pupils to go beyond just deciphering the vocabulary and statements being presented to them.



Decoding

These abilities include the capacity to decode words rapidly, comprehend the grammar of the language, form inferences, make use of existing knowledge, and manage working memory effectively (Rohmah & Khotimah, 2020). Much while reading a relatively little amount of content, the reader has to have strategic command over when and how to employ each of these skills. This is required even more so when reading longer works.

Decoding requires a number of different skills, one of which is the ability for youngsters to correctly sound out words that they have heard before but have not seen written down. This stage of the reading process is very important since it creates the framework for the development of other reading skills. As a result, it is of the highest significance.

The development of an early linguistic ability known as phonemic awareness is essential to the decoding process. The capacity to hear and work with individual sounds in order to form words is referred to as phonemic awareness. When children first begin to study syllables, words, and sounds, they begin to acquire this awareness (phonemes).

Phonics

Learning to detect the relationship between the sounds that letters produce and the sounds those letters make is the goal of phonics. Reading is a skill that requires the reader to be able to map the sounds in words to the written words. This mapping process is highly crucial. Children first learn to write and spell by decoding the words into their component sounds, then encoding those sounds into words.

Vocabulary

It is very necessary for one's academic performance to focus on expanding their vocabulary in order to achieve academic achievement. Reading fluency is necessary to grasp the meaning of words, as well as the contexts in which they are employed. This includes not just the words themselves but also their meanings.

The greater a child's vocabulary, the better they will be able to read and understand the text that they are exposed to via reading.

Fluency

When we speak about fluency, we are referring to the ability to read aloud with understanding, accuracy, and speed. Without having this skill, it is difficult to have reading comprehension. Children who read well are able to do so with ease, at the proper pace, with the appropriate tone, and even without making nearly as many errors as other children do.

Reading Comprehension

It doesn't matter whether you're reading a book of stories or a book of nonfiction; what matters is that you understand what the author is trying to say. Children utilize their imaginations to construct the characters in fiction books, and along with those characters, they embark on an experience that is both emotional and exhilarating. When children read non-fiction novels, they get new knowledge, which improves their understanding of new topics and concepts. This is because non-fiction novels supply children with new information. Reading comprehension is a challenging skill that, in order to reach its full potential, requires a significant investment of both time and effort.



Research Methodology

English is not only a topic that has to be learned as a required subject as mandated in the curriculum, but it also acted as a bridge for students to pass their Entry exam in order to acquire admission in a variety of educational institutions for further studies. A command of the English language is essential in today's world, particularly for students at the college level. It is the language that may be useful for them to pass through their job interviews and earn excellent employment in the future. Because of the many different factors at play, it is essential for the pupils to have a strong command of the language. For this reason, it is essential that the reading process be carried out in an effective and unobstructed manner in primary schools that are operated by the public sector. The issue was described as "Reading Difficulties Faced by College Students in the Subject of English in District Rahim Yar Khan," and it was located in Rahim Yar Khan. The nature of this research was quantitative, and a survey was carried out in preparation for the planned study.

The following topics are covered in this chapter: population, sampling, research instruments, pilot study, data collection, data analysis, study delimitation, study variables, and ethical consideration.

Population of the Study

Population of the proposed study was consisted on:

- Colleges in premises of district Rahim Yar Khan.
- English students of intermediate classes in district Rahim Yar Khan.

Sampling, Sample and Sample size

The method of selecting at random was chosen to carry out the planned research project. The District of Rahim Yar Khan was the location of this study effort. In the course of this research, information was gathered from both of its Tehsils (Rahim Yar Khan and Sadiqabad.). Eight institutions in all were selected, with four public colleges and four private colleges making up the total. For the purpose of carrying out this research, four colleges, two public and two private, were chosen from the city of Rahim Yar Khan, and for the city of Sadiqabad, four institutions, two public and two private, were chosen. The following is the size of the sample:

- From each college i.e. Public and private; 40 ESL students were selected to carry out this study.
- Total three hundred and twenty (320) students were selected.

Tool Development

A paper questionnaire or a computer-assisted interviewing system is example of research tools that fall under the category of data collection or research tools. These are the equipment or instruments that are used to gather data. They are put to use either to measure a particular variable or to gather the data necessary to provide an answer to a research topic.

The study was based on quantitative as research methods. For quantitative portion questionnaires was distributed among the ESL college students. The desired information was collected through research tools as follows:

Questionnaire

A questionnaire was adapted based on the strategies developed by McEwan, E. K. (2004).

Content of the Questionnaire

Followings are the contents of the strategies developed by McEwan.



1. Activating, 2. Inferring, 3. Monitoring-Clarifying, 4. Questioning, 5. Searching-Selecting, 6. Summarizing, 7. Visualizing-Organizing

The arrangement of the questionnaire was made by the researcher in the following way.

- i. Activating: It consists of 4 items (items 1, 2, 3, 4)
- ii. Inferring: It consists of 5 items (items 5,6,7,8,9)
- iii. Monitoring-Clarifying: It consists of 8 items (items 10,11,12,13,14,15,16,17)
- iv. Questioning: It consists of 4 items (items 18,19,20,21)
- v. Searching-Selecting: It consists of 5 items (items 22, 23, 24, 25, 26)
- vi. Summarizing: It consists of 4 items (items 27, 28, 29, 30)
- vii. Visualizing-organizing: It consists of 5 items (items 31, 32, 33, 34, 35)

Reliability of the Questionnaire

It is possible to determine an instrument's reliability by determining the degree to which it would provide the same results if the measurement were to be repeated under the same circumstances. The reliability of the questionnaire was assessed by using SPSS v 23. It was calculated as Cronbach's Alpha 0.75 that is considered acceptable

Pilot Study

The preliminary stage of an exhaustive research technique is referred to as a pilot study. In many cases, a secondary investigation with a narrower focus is what adds to the overall design and execution of the primary investigation. To be more specific, when conducting large-scale clinical research, it is standard practice to conduct a pilot or smaller-scale study prior to the main trial in order to evaluate the validity of the results. This is done for the purpose of determining whether or not the results obtained are reliable. The study instruments underwent preliminary testing in order to validate and verify their accuracy. The research instruments were improved and altered in response to the input received from the respondents. These study instruments were refined and perfected after undergoing any required alterations, and then they were used out in the field.

Data Collection

Chapter 4 of this study consists of data analysis and data interpretation. In this study strategies used by ESL learners have been identified. As this study was quantitative in nature, therefore mean values were found from collected data, by using SPSS v 23. Interpretation of the data has also been presented in this chapter. Tables were made for clear understanding of responses.

Table: 4.1 **Strategy:** Activating

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I think about what I know to help me understand what I read.	F	45	35	9	144	87	320	3.95
	%	14.06	11	2.8	45	27	100	

In response to this statement, out of 320 ESL respondents, 45 respondents were strongly disagree (SD), 35 students were disagree (D), 9 respondents were neutral (N), 144 respondents were agree (A) and 79 ESL respondents were strongly agree (SA). There percentages were 14.06%, 11%, 2.8%, 45%, and 27% respectively. Mean value is 2.95.



Table: 4.2 Strategy: Activating

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I take an overall view of the text to see what it is about before reading it.	F	45	43	7	134	91	320	3.87
	%	14	13.4	2.1	41.87	28	100	

In response to this statement, out of 320 ESL respondents, 45 respondents were strongly disagree (SD), 43 students were disagree (D), 7 respondents were neutral (N), 134 respondents were agree (A) and 91 ESL respondents were strongly agree (SA). There percentages were 14%, 13.4%, 2.1%, 41.87%, and 28% respectively. Mean value is 3.87.

Table: 4.3 Strategy: Activating

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I think about whether the content of the text fits my reading purpose.	F	44	45	11	123	97	320	3.48
	%	13.7	14	3.4	38.4	30	100	

In response to this statement, out of 320 ESL respondents, 44 respondents were strongly disagree (SD), 45 students were disagree (D), 11 respondents were neutral (N), 123 respondents were agree (A) and 97 ESL respondents were strongly agree (SA). There percentages were 13.7%, 12.5%, 14%, 3.4%, and 38.4% respectively. Mean value is 3.48.

Table: 4.4 Strategy: Activating

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I read slowly and carefully to make sure I understand what I am reading.	F	38	34	15	132	101	320	3.79
	%	11.87	10.62	4.6	41.2	31	100	

In response to this statement, out of 320 ESL respondents, 38 respondents were strongly disagree (SD), 34 students were disagree (D), 14 respondents were neutral (N), 132 respondents were agree (A) and 101 ESL respondents were strongly agree (SA). There percentages were 11.87%, 10.62%, 4.6%, 41.2%, and 31% respectively. Mean value is 3.79.

Table: 4.5 Strategy: Inferring

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I review the text first by noting its characteristics like length and organization.	F	52	50	6	129	83	320	3.80
	%	16.25	15.62	1.8	40.31	26	100	



In response to this statement, out of 320 ESL respondents, 52 respondents were strongly disagree (SD), 50 students were disagree (D), 6 respondents were neutral (N), 129 respondents were agree (A) and 83 ESL respondents were strongly agree (SA). There percentages were 16.25%, 15.62%, 1.8%, 40.31%, and 26% respectively. Mean value is 3.80.

Table: 4.6 Strategy: Inferring

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I underline or circle information in the text to help me remember it.	F	51	52	7	121	89	320	4.05
	%	16	16.25	2.18	37.81	28	100	

In response to this statement, out of 320 ESL respondents, 51 respondents were strongly disagree (SD), 52 students were disagree (D), 7 respondents were neutral (N), 121 respondents were agree (A) and 89 ESL respondents were strongly agree (SA). There percentages were 16%, 16.25%, 2.18%, 37.81%, and 28% respectively. Mean value is 4.05.

Table: 4.7 Strategy: Inferring

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I adjust my reading speed according to what I am reading.	F	11	18	12	176	103	320	3.79
	%	3.4	5.6	3.75	0.55	32	100	

In response to this statement, out of 320 ESL respondents, 11 respondents were strongly disagree (SD), 18 students were disagree (D), 12 respondents were neutral (N), 176 respondents were agree (A) and 103 ESL respondents were strongly agree (SA). There percentages were 3.4%, 5.6%, 3.75%, 0.55%, and 32% respectively. Mean value is 3.79.

Table: 4.8 Strategy: Inferring

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
When text becomes difficult, I read aloud to help me understand what I read.	F	11	9	21	172	107	320	3.86
	%	3.4	2.8	6.6	53.7	0.3	100	

In response to this statement, out of 320 ESL respondents, 11 respondents were strongly disagree (SD), 9 students were disagree (D), 21 respondents were neutral (N), 172 respondents were agree (A) and 107 ESL respondents were strongly agree (SA). There percentages were 3.4%, 2.8%, 6.6%, 53.7%, and 0.3% respectively. Mean value is 3.86.

Table: 4.9 Strategy: Inferring

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I take notes while		30	28	13	147	102		



reading to help me understand what I read.	F						320	4.06
	%	9.3	8.75	4	45.9	32	100	

In response to this statement, out of 320 ESL respondents, 30 respondents were strongly disagree (SD), 28 students were disagree (D), 13 respondents were neutral (N), 147 respondents were agree (A) and 102 ESL respondents were strongly agree (SA). There percentages were 9.3%, 8.75%, 4%, 45.9%, and 32% respectively. Mean value is 4.06.

Table: 4.10 Strategy: Clarifying-Monitoring

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
When text becomes difficult, I reread to increase my understanding.	F	36	33	19	121	111	320	3.52
	%	11.25	10.3	5.9	37.8	35	100	

In response to this statement, out of 320 ESL respondents, 36 respondents were strongly disagree (SD), 33 students were disagree (D), 19 respondents were neutral (N), 121 respondents were agree (A) and 111 ESL respondents were strongly agree (SA). There percentages were 11.25%, 10.3%, 5.9%, 37.8%, and 35% respectively. Mean value is 3.52.

Table: 4.11 Strategy: Clarifying-Monitoring

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
. I underline or circle information in the text to help me remember it.	F	66	54	11	110	79	320	3.20
	%	20.6	16.8	3.4	34.37	25	100	

In response to this statement, out of 320 ESL respondents, 66 respondents were strongly disagree (SD), 54 students were disagree (D), 11 respondents were neutral (N), 110 respondents were agree (A) and 79 ESL respondents were strongly agree (SA). There percentages were 20.6%, 16.8%, 3.4%, 34.37%, and 25% respectively. Mean value is 3.20.

Table: 4.12 Strategy: Clarifying-Monitoring

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I ask myself questions I like to have answered in the text.	F	53	47	7	129	84	320	3.55
	%	16.5	14.68	2.18	40.31	26	100	

In response to this statement, out of 320 ESL respondents, 53 respondents were strongly disagree (SD), 47 students were disagree (D), 7 respondents were neutral (N), 129 respondents were agree (A) and 84 ESL respondents were strongly agree (SA). There percentages were 16.5%, 14.68%, 2.18%, 40.31%, and 26% respectively. Mean value is 3.55.



Table: 4.13 Strategy: Clarifying-Monitoring

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I try to get back on track when I lose concentration.	F	45	57	9	113	87	320	3.73
	%	17	17.8	2.8	35.3	27	100	

In response to this statement, out of 320 ESL respondents, 45 respondents were strongly disagree (SD), 57 students were disagree (D), 9 respondents were neutral (N), 113 respondents were agree (A) and 87 ESL respondents were strongly agree (SA). There percentages were 17%, 17.8%, 2.8%, 35.3%, and 27% respectively. Mean value is 3.73.

Table: 4.14 Strategy: Clarifying-Monitoring

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I skim the text first by noting characteristics like length and organization.	F	22	26	12	171	89	320	3.83
	%	6.8	8.12	3.75	53.43	28	100	

In response to this statement, out of 320 ESL respondents, 22 respondents were strongly disagree (SD), 26 students were disagree (D), 12 respondents were neutral (N), 171 respondents were agree (A) and 89 ESL respondents were strongly agree (SA). There percentages were 6.8%, 8.12%, 4.4%, 3.75%, and 53.43% respectively. Mean value is 3.83.

Table: 4.15 Strategy: Clarifying-Monitoring

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I adjust my reading speed according to what I am reading.	F	16	13	17	183	91	320	3.98
	%	5	4	5.3	57.1	28	100	

In response to this statement, out of 320 ESL respondents, 16 respondents were strongly disagree (SD), 13 students were disagree (D), 17 respondents were neutral (N), 183 respondents were agree (A) and 91 ESL respondents were strongly agree (SA). There percentages were 5%, 4%, 5.3%, 57.1%, and 28% respectively. Mean value is 3.98.

Table: 4.16 Strategy: Clarifying-Monitoring

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I discuss what I read with others to check my understanding.	F	26	50	23	127	94	320	2.95
	%	8.1	15.8	7.18	39.7	29	100	

In response to this statement, out of 320 ESL respondents, 26 respondents were strongly disagree (SD), 50 students were disagree (D), 23 respondents were neutral (N), 127 respondents were agree (A) and 94



ESL respondents were strongly agree (SA). There percentages were 8.1%, 15.8%, 7.18%, 39.07%, and 29% respectively. Mean value is 2.95.

Table: 4.17 **Strategy:** Clarifying-Monitoring

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I use context clues to help me better understand what I am reading.	F	30	34	27	132	97	320	3.87
	%	0.09	10.6	8.4	41.2	30	100	

In response to this statement, out of 320 ESL respondents, 30 respondents were strongly disagree (SD), 34 students were disagree (D), 27 respondents were neutral (N), 132 respondents were agree (A) and 97 ESL respondents were strongly agree (SA). There percentages were 0.09%, 10.6%, 8.4%, 41.2%, and 30% respectively. Mean value is 3.87.

Table: 4.18 **Strategy:** Questioning

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I preview the text to see what it is about before reading it.	F	20	22	19	134	125	320	3.48
	%	6.25	6.8	6	41.8	39	100	

In response to this statement, out of 320 ESL respondents, 20 respondents were strongly disagree (SD), 22 students were disagree (D), 19 respondents were neutral (N), 134 respondents were agree (A) and 125 ESL respondents were strongly agree (SA). There percentages were 6.25%, 6.8%, 6%, 41.8%, and 39% respectively. Mean value is 3.48.

Table: 4.19 **Strategy:** Questioning

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I check my understanding when I come across conflicting information.	F	18	20	17	143	122	320	3.79
	%	5.6	6.2	5.3	45	38.1	100	

In response to this statement, out of 320 ESL respondents, 18 respondents were strongly disagree (SD), 20 students were disagree (D), 17 respondents were neutral (N), 143 respondents were agree (A) and 122 ESL respondents were strongly agree (SA). There percentages were 5.6%, 6.2%, 5.3%, 45%, and 38.1% respectively. Mean value is 3.79.

Table: 4.20 **Strategy:** Questioning

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I think about what I know to help me understand	F	15	21	13	181	90	320	



what I read.	%	4.6	6.5	4	56.5	28	100	3.80
--------------	---	-----	-----	---	------	----	-----	------

In response to this statement, out of 320 ESL respondents, 15 respondents were strongly disagree (SD), 21 students were disagree (D), 13 respondents were neutral (N), 181 respondents were agree (A) and 90 ESL respondents were strongly agree (SA). There percentages were 4.6%, 6.5%, 4%, 56.5%, and 28% respectively. Mean value is 3.80

Table: 4.21 Strategy: Questioning

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I summarize what I read to reflect on important information in the text.	F	20	21	17	179	83	320	4.05
	%	6.2	6.5	5.3	56	26	100	

In response to this statement, out of 320 ESL respondents, 20 respondents were strongly disagree (SD), 21 students were disagree (D), 17 respondents were neutral (N), 179 respondents were agree (A) and 83 ESL respondents were strongly agree (SA). There percentages were 6.2%, 6.5%, 5.3%, 56%, and 26% respectively. Mean value is 4.05.

Table: 4.22 Strategy: Searching-Selecting

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I discuss what I read with others to check my understanding.	F	58	49	19	105	89	320	3.79
	%	18.12	15.3	5.9	0.32	2.7	100	

In response to this statement, out of 320 ESL respondents, 58 respondents were strongly disagree (SD), 49 students were disagree (D), 19 respondents were neutral (N), 105 respondents were agree (A) and 89 ESL respondents were strongly agree (SA). There percentages were 18.12%, 15.3%, 5.9%, 0.32%, and 2.7% respectively. Mean value is 3.79.

Table: 4.23 Strategy: Searching-Selecting

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I underline or circle information in the text to help me remember it.	F	37	21	14	175	73	320	3.86
	%	11.5	6.5	4.3	0.54	23	100	

In response to this statement, out of 320 ESL respondents, 37 respondents were strongly disagree (SD), 21 students were disagree (D), 14 respondents were neutral (N), 175 respondents were agree (A) and 73 ESL respondents were strongly agree (SA). There percentages were 11.5%, 6.5%, 4.3%, 0.54%, and 23% respectively. Mean value is 3.86.



Table: 4.24 **Strategy:** Searching-Selecting

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I paraphrase (put ideas into my own words) to better understand what I read.	F	21	18	17	169	95	320	4.06
	%	6.5	5.6	5.3	0.5	30	100	

In response to this statement, out of 320 ESL respondents, 21 respondents were strongly disagree (SD), 18 students were disagree (D), 17 respondents were neutral (N), 169 respondents were agree (A) and 95 ESL respondents were strongly agree (SA). There percentages were 6.5%, 5.6%, 5.3%, 0.5%, and 30% respectively. Mean value is 4.06.

Table: 4.25 **Strategy:** Searching-Selecting

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I go back and forth in the text to find connecting ideas in it.	F	42	52	19	108	99	320	3.52
	%	13.1	16.25	5.9	33.7	31	100	

In response to this statement, out of 320 ESL respondents, 42 respondents were strongly disagree (SD), 52 students were disagree (D), 19 respondents were neutral (N), 108 respondents were agree (A) and 99 ESL respondents were strongly agree (SA). There percentages were 13.1%, 16.25%, 5.9%, 33.7%, and 31% respectively. Mean value is 3.52.

Table: 4.26 **Strategy:** Searching-Selecting

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I ask myself questions as I read and I like to find the answer in the text.	F	35	30	31	136	88	320	3.20
	%	11	9.3	9.6	42.5	27	100	

In response to this statement, out of 320 ESL respondents, 35 respondents were strongly disagree (SD), 30 students were disagree (D), 31 respondents were neutral (N), 136 respondents were agree (A) and 88 ESL respondents were strongly agree (SA). There percentages were 11%, 9.3%, 9.6%, 42.5%, and 27% respectively. Mean value is 3.20.

Table: 4.27 **Strategy:** Summarizing

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I convert text in my own words while reading.	F	8	11	29	174	98	320	3.55
	%	2.5	3.4	9	54	30	100	



In response to this statement, out of 320 ESL respondents, 8 respondents were strongly disagree (SD), 11 students were disagree (D), 29 respondents were neutral (N), 174 respondents were agree (A) and 98 ESL respondents were strongly agree (SA). There percentages were 2.5%, 3.4%, 9%, 54%, and 30% respectively. Mean value is 3.55.

Table: 4.28 Strategy: Summarizing

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I think about what I know to help me understand what I read.	F	42	32	17	125	102	320	3.73
	%	13	10	5.3	39	31.8	100	

In response to this statement, out of 320 ESL respondents, 42 respondents were strongly disagree (SD), 32 students were disagree (D), 17 respondents were neutral (N), 125 respondents were agree (A) and 102 ESL respondents were strongly agree (SA). There percentages were 13%, 10%, 5.3%, 39%, and 31.8% respectively. Mean value is 3.73.

Table: 4.29 Strategy: Summarizing

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I preview the text to see what it's about before reading it.	F	33	31	12	135	109	320	3.83
	%	11	9.6	3.7	42	34	100	

In response to this statement, out of 320 ESL respondents, 33 respondents were strongly disagree (SD), 31 students were disagree (D), 12 respondents were neutral (N), 135 respondents were agree (A) and 109 ESL respondents were strongly agree (SA). There percentages were 11%, 9.6%, 3.7%, 42%, and 34% respectively. Mean value is 3.83.

Table: 4.30 Strategy: Summarizing

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I think about whether the content of the text fits my reading purpose.	F	20	22	21	169	88	320	3.98
	%	6.25	6.8	6.5	52.8	28	100	

In response to this statement, out of 320 ESL respondents, 20 respondents were strongly disagree (SD), 22 students were disagree (D), 21 respondents were neutral (N), 169 respondents were agree (A) and 88 ESL respondents were strongly agree (SA). There percentages were 6.25%, 6.8%, 4.4%, 6.5%, and 52.8% respectively. Mean value is 3.98.



Table: 4.31 Strategy: Visualizing

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I skim the text first by noting characteristics like length and organization.	F	25	21	19	160	95	320	3.20
	%	7.8	6.5	5.9	50	30	100	

In res

ponse to this statement, out of 320 ESL respondents, 25 respondents were strongly disagree (SD), 21 students were disagree (D), 19 respondents were neutral (N), 160 respondents were agree (A) and 95 ESL respondents were strongly agree (SA). There percentages were 7.8%, 6.5%, 5.9%, 50%, and 30% respectively. Mean value is 3.20.

Table: 4.32 Strategy: Visualizing

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I use clues in the text to help me better understand what I am reading.	F	27	19	17	159	98	320	3.55
	%	8.4	5.9	5.3	0.49	31	100	

In response to this statement, out of 320 ESL respondents, 27 respondents were strongly disagree (SD), 19 students were disagree (D), 17 respondents were neutral (N), 159 respondents were agree (A) and 98 ESL respondents were strongly agree (SA). There percentages were 8.4%, 5.9%, 5.3%, 0.49%, and 31% respectively. Mean value is 3.55.

Table: 4.33 Strategy: Visualizing

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I critically analyze and evaluate the information provided in the text.	F	57	52	13	122	76	320	3.73
	%	17.8	16.2	4.06	38.2	23.7	100	

In response to this statement, out of 320 ESL respondents, 57 respondents were strongly disagree (SD), 52 students were disagree (D), 13 respondents were neutral (N), 122 respondents were agree (A) and 76 ESL respondents were strongly agree (SA). There percentages were 17.8%, 16.2%, 4.06%, 38.2%, and 23.7% respectively. Mean value is 3.73.

Table: 4.34 Strategy: Visualizing

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I try to guess what the material is about when I read.	F	47	46	17	131	79	320	3.83
	%	14.68	14.37	5.31	40.93	2.5	100	

In response to this statement, out of 320 ESL respondents, 47 respondents were strongly disagree (SD), 46 students were disagree (D), 17 respondents were neutral (N), 131 respondents were agree (A) and 79 ESL respondents were strongly agree (SA). There percentages were 14.68%, 14.37%, 5.31%, 40.93%, and 2.5% respectively. Mean value is 3.83.



Table: 4.35 Strategy: Visualizing

Statement	Catg.	SD	DA	N	A	SA	Total	Mean
I check to see if my guesses about the text are right or wrong.	F	45	40	14	125	96	320	3.98
	%	14.06	12.5	4.4	39.06	30	100	

In response to this statement, out of 320 ESL respondents, 45 respondents were strongly disagree (SD), 40 students were disagree (D), 14 respondents were neutral (N), 125 respondents were agree (A) and 96 ESL respondents were strongly agree (SA). There percentages were 14.06%, 12.5%, 4.4%, 39.06%, and 30% respectively. Mean value is 3.98.

Discussion

This section explains the degree of usage of strategies by reference of their means that was collected through the questionnaire among ESL learners. Its representation is as follows.

Table: 4.36 ranking of the strategies based on their usage according to the mean score

Sr. No.	Use of Strategy	Means	Ranking
1	Inferring	3.91	1
2	Activating	3.86	2
3	Clarifying-Monitoring	3.78	3
4	Searching-Selecting	3.77	4
5	Questioning	3.68	5
6	Visualizing	3.65	6
7	Summarizing	3.58	7

This above mentioned data describes the use of strategies with ranking. Strategies are categorized 1-7 with respect to their usage, collected through questionnaire and by collecting their means that is calculated by using SPSS version 23. According to this table strategy Inferring is ranked 1st with the mean score of 3.91, Activating is ranked to 2nd with mean score of 3.86, Clarifying-Monitoring is ranked to 3rd with the mean score of 3.78, Searching-Selecting is ranked to 4th with means score of 3.77, Questioning is ranked to 5th with mean score of 3.68, Visualizing is ranked to 6th with the mean score of 3.65 and Summarizing is ranked to 7th with mean score of 3.58 respectively.

Interpretation of the Research Questions

The research design signifies and validates the paramount importance of Reading strategies in erasing and improving problems related to English reading comprehension proficiency and skills at intermediate level. The research proves that reading strategies help in following the text or the story closely. The readers take interest in reading texts with zeal and zest. They become good at identifying the most important concepts and happenings in the texts. Reading strategies assist the learners to master new trends and concepts in an accurate manner. Undoubtedly, it is true that the teachers in Pakistan at intermediate level confront problems and difficulties in improving the reading comprehension skills of the learners. For that reason, it is imperative for them to acquire knowledge to equip themselves with such teaching strategies which can bring novelty in their teaching styles, so that they can attract the attention of the readers towards teaching and learning process. Present research frame identifies the grey area where the learners face problems and difficulties when the read the texts. The inclusion of new reading comprehension strategies for improving reading comprehension skills of the learners play



significant role in engaging and grasping the attention of the readers. The teachers at intermediate level hardly apply new strategies to grasp the attention of the learners. Owing to that reason, the learners were least interested in enhancing their reading skills at intermediate level. Rather the learners were scared of reading English text books. Therefore the researcher introduced and applied new reading strategies at intermediate level to create the interest of the learners and outcomes were amazing. The application classroom-based reading assessment tools proved to be a blessing in disguise not only for the teachers but also for the learners at intermediate level. The inclusion of new tools and strategies assisted the teachers to enhance reading comprehension skills of the learners at intermediate level. Active reading comprehension strategies provided assistance to the readers to ameliorate their skills to comprehend the texts. These strategies proffer guidance and assistance to comprehend and connect the ideas and identify the most important happenings of the text. It is crucial for the teachers at intermediate level to introduce and apply cognitive tools and strategies like activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing to enhance and improve the interest of the learners to read literary texts confidently and closely.

Objectives

The researcher tried to identify and explore the issues of the learner's at intermediate level pertaining to reading comprehension English Book-1. Fundamental objective of the research frame was to pinpoint the problems of the learners related to reading comprehension skills. The researcher had the motive to assist the teachers and students at the same time. When the teachers have cognizance about new trend and changes in the teaching and learning process then can transfer those skills to the students. The research had observational outlook to investigate and introduce new strategies for reading comprehension skills of the students at intermediate level. Rudimentary motive of the research was to recognize the grave and serious problems of the students in comprehending the texts and provide them the opportunities to enjoy literary texts with understanding. When readers become able to consider the texts by finding even minute details of the text then they can enjoy it as a food for the thoughts. To infer the text from different angles motivate the learners to read the text closely and accurately in terms of understanding and comprehending the texts. Inferring helps learners decide when and how to make choices about proceeding, when to get assistance from the context, and when to use vocabulary knowledge. Present research designed evinced that the objectives were in accordance with the requirement of the subject. Comprehension English Book-1 at intermediate level had grave issues. Not only was the researcher able to achieve his objective to manifest the prevailing problems of reading comprehension strategies but also introduced new strategies which could reveal the significance of application of those strategies at intermediate level. The objectives of the research highlighted the presence of true feeling of applying new trends and strategies to grasp the attention of the students in terms of applying and acquiring reading comprehension skills at college level. Present research frame enabled the researcher to achieve his objectives to identify and solve the problems of ESL learners at intermediate level in Punjab. Observational ways proved to be beneficial in attaining the fundamental objectives of the research.

Findings

The use of techniques with ranking is described in the data that was just provided. The responses to the questionnaire and the means of the obtained data were entered into SPSS version 23, which was then used to classify the strategies from one to seven based on how often they were used. According to this table, the strategy of inferring comes in first with a mean score of 3.91, while the strategy of



activating comes in second with a mean score of 3.86, the strategy of clarifying-monitoring comes in third with a mean score of 3.78, the strategy of searching-selecting comes in fourth with a mean score of 3.77, the strategy of questioning comes in fifth with a mean score of 3.68, the strategy of visualizing comes in sixth with a mean score

The results indicated that the researcher investigated that use of strategies can bring significant betterment in doing comprehension of the text at intermediate level. Teaching reading by using strategies would be effective. The findings proved that Linguistic Schema, formal schema, the responses are categorized under rhetorical knowledge, structural knowledge, and formal construction, Cultural Schema, and Content Schema were the major components mainly which the students utilized in indicating their competence. Three types of content schema are prior knowledge, conceptual knowledge, and situational knowledge which the students at intermediate level manifested as the researcher observed while performing the duty of an observer in ESL classroom. Cultural schema plays vital role in developing reading comprehension skills in students. Cultural schema with its three types: Cultural content, textual knowledge and psychological knowledge helped the teachers to apply new strategies for developing reading comprehension of the college students in Punjab at intermediate level.

Recommendations

On the basis of the present research frame and the findings of the study, accurate reading comprehension strategies can prove to be useful in enhancing reading comprehension skills of the students. The use of continuum of reading related strategies is an effective way to grasp the attention of the students and motivate them to comprehend literary texts with interest and enthusiasm. These strategies can provide assistance in the process of teaching and learning to resolve reading comprehension problems of teachers and students at the same time at intermediate level. All strategies can be effective in specific way to solve problems related to reading comprehension at college level in Punjab, Pakistan. Moreover, the teachers with understanding of utilizing these reading strategies in specific mode or requirement can take more advantages in terms of helping the students to move for achieving better reading comprehension sense and language proficiency. Future research might explore whether there is a connection between strategies used by readers of different proficiency levels and the extent to which they comprehend an L2 text.

Conclusion

The findings of the present research frame evinced that the teachers at intermediate level confront problems in dealing with reading comprehension strategies. It disclosed that teachers lacked knowledge in incorporating reading strategies in relation to English reading comprehension skills. It indicated that the teachers had inability to manifest reading strategies in a true sense in the classroom. The application of Traditional ways of reading comprehension created monotony. For that reason, the inclusion of new strategies by the researcher provided ample of help to the teachers to bring improvement in students in relation to comprehending the texts with ease and interest. Earlier it seemed that the teachers could hardly scaffold or support the students to become enable to comprehend the texts. With the passage of time as the researcher introduced and applied new reading comprehension strategies to the ESL learners; they just like their teachers became motivated to acquire it wholeheartedly. The observational technique of the researcher helped to go through application procedure practically at intermediate level.



References

- [1] Ahmad, I., & Hussain, M. A. (2014). National education policy (NEP 2009-2015) in Pakistan: Critical analysis and a way forward. *Journal of Social Sciences and Humanities*, 53(2), 53-60.
- [2] Albia, F. O., & Sonsona, R. P. J. V. (2021). Utilizing Reading Strategies: Its Implications for the Effective Teaching of Reading. *International Journal of Arts Humanities and Social Sciences Studies*, 6(4).
- [3] Carney, M., & Indrisano, R. (2013). Disciplinary literacy and pedagogical content knowledge. *Journal of Education*, 193(3), 39-49.
- [4] Gambrell, L. B., & Jawitz, P. B. (1993). Mental imagery, text illustrations, and children's story comprehension and recall. *Reading Research Quarterly*, 265-276.
- [5] Grabe, W. (2004). 3. Research on teaching reading. *Annual Review of Applied Linguistics*, 24, 44-69.
- [6] Grabe, W., & Kaplan, R. B. (2014). *Theory and practice of writing: An applied linguistic perspective*: Routledge.
- [7] Greene, J. A., Costa, L.-J., & Dellinger, K. (2011). Analysis of self-regulated learning processing using statistical models for count data. *Metacognition and Learning*, 6, 275-301.
- [8] Herman, P., & Wardrip, P. (2012). Reading to learn. *The Science Teacher*, 79(1), 48.
- [9] Hsieh, W.-Y., Hemmeter, M. L., McCollum, J. A., & Ostrosky, M. M. (2009). Using coaching to increase preschool teachers' use of emergent literacy teaching strategies. *Early Childhood Research Quarterly*, 24(3), 229-247.
- [10] Moats, L. C., & Foorman, B. R. (2003). Measuring teachers' content knowledge of language and reading. *Annals of Dyslexia*, 53, 23-45.
- [11] Rohmah, H., & Khotimah, K. (2020). Ability Of Reading Comprehension Using Cooperative Script For Non-English Department. *ELT Worldwide*, 7(2), 203-209.
- [12] Tali, L. A., & Dar, I. A. (2014). Metacognitive strategy usage of primary school teacher trainees in relation to their gender. *International Journal of English Language, Literature, and Humanities*, 1, 157-165.
- [13] Vaughn, S., Klingner, J. K., Swanson, E. A., Boardman, A. G., Roberts, G., Mohammed, S. S., & Stillman-Spisak, S. J. (2011). Efficacy of collaborative strategic reading with middle school students. *American educational research journal*, 48(4), 938-964.