



ISSN: 2249- 1465

Available online at <http://www.bretj.com>

INTERNATIONAL JOURNAL OF CURRENT LIFE SCIENCES

RESEARCH ARTICLE

International Journal of Current Life Sciences - Vol.4, Issue, 11, pp. 10922-10928, November, 2014

THE ROLE OF TEACHING READING STRATEGIES IN ENHANCING READING COMPREHENSION

Susan Sattar* and Hadi Salehi

English Department, Najafabad Branch, Islamic Azad University, Najafabad, Isfahan, Iran

ARTICLE INFO

Article History

Received 7th, October, 2014

Received in revised form 17th, October, 2014

Accepted 12th, November, 2014

Published online 28th, November, 2014

Key words:

Reading Strategies, Natural Discourse, Schematic Background, Reading Comprehension

ABSTRACT

For a long time, different language teaching related issues including vocabulary, syntax, pronunciation and intonation, punctuation, paraphrasing and the other related aspects have been dealt with in contexts not longer than a sentence. Although it will be an impossible job to produce an error free, good and natural text without the knowledge of how to form words or how to put the words to form clauses, it seems that teachers need to bring every single activity in their language classes within the discourse domain. It is important to note that non native teachers use overtly simple language in their classes so that the language that is used within the class is considerably different from the one used outside the class situation. Consequently, the students who are being exposed to this simple form of language in their classes get confused and sometimes frustrated when they face the complex natural discourse in the real life settings. This study aims at investigating whether or not explicit instruction in the use of reading strategies including activating their schematic background (top-down processing) has any effect on the first year EFL college student's speed and ability to read and interpret texts. The findings of the study indicate that those students who received such instruction along with being taught the reading texts proved to be more proficient readers than those who did not. Having knowledge of language at sentence level is not sufficient though necessary. What the learners need is having enough control over different lengths of texts and ability to deal with them applying appropriate strategies to those texts.

© Copy Right, IJCLS, 2014, Academic Journals. All rights reserved.

INTRODUCTION

Reading is one of the basic skills in language learning and teaching. Chastain (1988) stated that second and foreign language students need to read large quantities of authentic materials in order to be able to read for communication. Reading is a crucially important language skill. Its importance is much more felt in today's life than in any time in human history. Thanks to the great improvements in technology, we are being exposed to a vast body of knowledge via internet and in order to understand this knowledge and get advantage of that students need to be proficient readers (Browning, 2003). One of the demanding areas of research in TEFL is on the mismatch that sometimes exists between classroom contexts and the authentic ones related to the natural situations outside the language classroom (Brown, 2000). Clearly, instruction plays an important role in the learner's success; however, the classroom content needs to be the representation of the real content out of the class to which the students will frequently be exposed to in their real life encounters. Reading comprehension is a complicated process of comprehending a piece of text and then constructing its meaning. To read fluently and with comprehension, students must successfully combine a number of reading sub-skills, pre-requisites for successful

reading. In addition to the concept of print, alphabetic awareness, phonological awareness, phonemic awareness, syntactic awareness and semantic knowledge they need to understand how texts in English are organized according to their purpose, that is, discourse awareness. Decoding English does not automatically bring comprehension, and the point of reading is to understand what is read. For such a purpose, students need good general language comprehension, with adequate semantic, syntactic and discourse knowledge to draw upon to enable reading with meaning. When discussing "the text" and the semiotic dimensions of the text-work, there seem to be some salient factors which affect reading broadly, such as: real teaching context, the readers' schemata or background knowledge, their level of language proficiency and also the students' cultural beliefs about reading.

The two terms top-down and bottom-up processes are frequently used when one talks about second language reading processes. In this relation, the word top refers to the higher order mental ideas and concepts like the reader's expectations and knowledge. The word bottom, on the other hand, refers to the printed words on the page. Connecting the ideas on the page or the text the learners are exposed to, to what they already know is one of the main objectives in reading. When one knows nothing

*Corresponding author: Susan Sattar

English Department, Najafabad Branch, Islamic Azad University, Najafabad, Isfahan, Iran

about a certain subject, he will not be able to easily get and comprehend the words of text to which he is being exposed. It is like pouring water in hand. Relating the prior knowledge to the new information and the application of that knowledge into the learning situation is an important learning goal. The extent to which such a transfer occurs determines the degree of success (McKeough, 1995; McDonough, 1995). Our background knowledge helps knowing and learning the new words and concepts. Effective teaching can lead to the enrichment of the existing knowledge, deepens it and makes it more comprehensible via connecting the lesser-known and better-known, the old and the new information, and elaborating on the new concepts and the key words. Such a teaching forms a network of ideas so that all the key words and concepts are logically related to each other and to the other existing ideas in the same text.

In her study, Moats (2000) is mainly interested in studying the role of knowledge of reading strategies and their implementation in reading classes by the learners in helping the EFL learners read and comprehend a reading text more rapidly and successfully. To mention the eight research-based strategies we may refer to: Making Connections, Questioning, Inferring, Visualizing, Summarizing, Using Prior Knowledge, Evaluating and Synthesizing, some of which have been taught and practiced in a real class in the present study. In this study both theoretical and pedagogical considerations have been taken into account. Theoretically, we may want to know if the knowledge of the reading strategies can provide opportunities for in-depth comprehension of a text that is important and facilitates learning in the second language reading classroom. Pedagogically, research findings might provide us with some tentative empirical-based evidence on the effective role of knowledge of reading strategies in more in-depth and quicker processing of a reading comprehension text in our reading classes. The two main questions addressed in the present study are the following:

- 1-Does the knowledge of the reading strategies help the students to process the text more rapidly?
- 2-Does the knowledge of the reading strategies have any effect on the students' better comprehension of the text?

Review of Related Literature

In the last decade, a vast body of research has been focused on the importance of knowing and applying reading strategies by the second language learners. They have been of interest for their importance in reading classes where the language learners tend to manage their interaction with the written text and try to comprehend that written discourse as much as possible.

In order to have accuracy and fluency, second language learners need to work at perfecting both their bottom-up and top-down skills that are strategies to help readers not only recognize but also interpret the written text. To read efficiently, there should be constant interaction between the top-down and bottom-up processes. Such a reading is accurate and fluent

reading. Fluent reading involves first decoding the information and then relating it to the prior knowledge for better comprehension. Grabe(1988) believes that in interactive models of reading all the four skills at all levels are at work. They interact and are available to the reader in the process of reading and comprehending the text. In such a model, a good reader is the one who is able both to decode and interpret the text. As the reader develops his reading skill, the decoding skills become more automatic but they are still important in the interpretation of the text (Eskey, 1988). According to Rumelhart(1977) and Stanovich(1980), not only what is on the written text is important but also what the reader adds to the text by using the top-down and bottom-up processes to manage reading the text. Carrell(1988) states that emphasizing either of the two processes at the cost of ignoring the other one will lead the second language learners to reading difficulties.

Many pedagogy experts accept and popularize the important role of the background knowledge and pre-reading activities to activate it, (Aebersold& Field, 1997). However, some researchers have a different point of view. Many research studies have been done on the important role of vocabulary knowledge and reading strategies in reading to define these strategies (Urquhart & Weir, 1998). It is necessary to mention that there has been lack of agreement among methodologists over a clear classification of reading strategies. Also important to mention that the findings of many experimental research studies show a positive relationship between reading comprehension and the application of reading strategies in reading classes. In this relation we need to highlight the research on the utilization of reading strategies in reading classes that proved to have significant positive impact on the students' reading comprehension (Grover, Kullberg & Strawser, 1999). Considering the vast body of research in second language reading, we can realize the significance of the reading skills in academic reading contexts (Grabe, 1991). Also, it has always been stressed in many research studies that the ability to read and interpret reading texts is a major academic skill that ESL/EFL university students need to acquire (Levine, Ferenz&Reves, 2000).

As mentioned before, recognizing the written words in a text as an efficient, quick, and automatic lower-level reading process is a basic requirement for successful reading comprehension although it does not seem to be the only foundation of such a reading. Some researchers claim that a number of higher-order comprehension skills like inference-making, predicting and monitoring the ongoing reading comprehension activity, along with the reader's background knowledge greatly influence the whole process of reading comprehension performance (Carrell&Eisterhold, 1988; Anderson & Pearson, 1984). Willingham (2006)states that when reader connects the new information with what he already knows, the learning occurs. Developing reading comprehension skills, that is, ability to understand the written text takes time and requires patience and practice as stated in Reading Rockets (2009).

METHODOLOGY

Participants

Thirty female first year EFL university students participated in this study. Their ages ranged from 18 to 21 years old. All of them shared the same mother tongue or L1 background, Persian. They had already taken the university entrance examination and had been admitted to the university based on the scores earned on the same examination. They had also taken the Common English Proficiency Assessment test and based on the scores they earned, they were considered to be low-intermediate students. The participants in this study had already studied English as a foreign language in their middle school and high school for 7 years. These students previous experiences in English were just limited to the mostly non-authentic reading texts in their textbooks at school, while English is the medium of instruction for the EFL learners and almost all of the texts they are exposed to at the university are in English, so it seems necessary to mention that reading skills for these freshman students were almost basic. So it is a necessity for the EFL students to sufficiently increase their reading proficiency so that they can get into their majors.

Design and Procedures

The present study is kind of experimental study. The students were randomly assigned to two groups. They were taught reading texts in two different ways. For one group teacher taught the texts in the traditional way of reading the texts, giving the synonyms of the unfamiliar words and trying to paraphrase the new expressions and when necessary, translating into the student's mother tongue. For the second group, teacher explicitly taught the strategies and explained to the students what strategies they should use, why and when they need to use those strategies and how to apply them in different situations. In explicit instruction teacher clearly explained the strategies to the students and then did an example in class as a model. Then the teacher gave the students some guided practice so that they can practice and learn how to apply the strategies themselves. The teacher also explicitly explained the use of cohesive devices (bottom-up processing) and how to activate the schematic background (top-down processing) and then practiced doing so in class before reading the texts. The teacher tried to teach different reading strategies in class in different succeeding sessions while trying to practice using the same strategies while reading and working on different pieces of reading texts in class together with the students. Both classes were taught by the same teacher, with the same syllabus, textbook, and materials. The activities designed for the study were completed in the class, as part of the regular coursework, during each week of a 12-week course. The purpose was to get the meaning of the texts while realizing the way ideas have been developed in the text. The activities were very challenging for the students as they got involved in some problem-solving opportunities to get the meaning out of the written text. Meanwhile by modeling the use of each strategy, the teacher introduced the reading strategies to the students, one at a time. After that, the teacher gave the students sufficient time to read the texts and practice the application of each strategy.

Hence, it is important to note that these strategies do not usually occur in isolation and in many texts we need to apply combination of these strategies. Strategic readers connected, inferred, questioned, visualized, and synthesized continuously as they read. For example the teacher introduced a text to the class and asked the students to read it. Then, the teacher gave the students some background information on that text and tried to activate and elicit the information they already had about the text, if any. Students began to read silently and after reading, the teacher discussed the text with them. At this point, students tried to relate what they already knew (their personal experiences) to what they read that is a kind of text-to-self relationship. Also they tried to relate the information in different parts of the text that is text-to-text relationship. Finally they related the information about the world to the text, text-to-world relationship. This way the students could enhance their understanding of the self, text and life.

One of the strategies that seems to be very effective in reading classes is the Question-Answer Relationship strategy (QAR). To answer the comprehension questions, students could either use the information that was directly stated in the text (textually explicit information) or the information that was not directly referred to in the text (textually implicit information). Moreover, sometimes to answer the questions, students could neither use the explicit nor the implicit information in the text but they had to rely on their own background knowledge. Over time, the students were asked to read more and more difficult texts so that they can improve their reading abilities.

Strategies provided students the chance to engage with the text, interact with different aspects of the text and participate at activities that are in a higher level. Applying the strategies also helped the students to process the text more rapidly. Some specific strategies that the researcher worked on in her class of 30 students along with the results obtained were as the following:

Data collection and data analysis

During the first week, before receiving any instruction, students in both classes were given a reading comprehension test appropriate for their level of proficiency. The students in both groups were given the same time limit to complete the job. The teacher collected the papers from both groups and then checked and evaluated the scores obtained from the participants (see Table 1 and Figure 1). No significant difference was observed with regard to the total scores obtained from the students in the two groups that was not surprising for the researcher

Table 1 Participants' scores on the pre-test

Groups	Mean	Standard Deviation
Control Group	15	1.98
Experimental Group	16	2.8

The maximum score is 20.

During the semester several quizzes were administered by the teacher, each focusing on testing the learners' abilities in putting each intended strategy into operation in order to answer the reading comprehension questions more rapidly and efficiently. The same tests were used for the control

Strategy	Evidence of effectiveness
Comprehension monitoring: students were taught to learn about when they do not comprehend, e.g., stating what exactly leads to difficulty.	Very effective
Strategies that motivate students to relate sentences to each other as:	
Graphic organizer: Students learnt how to represent the information of a text using the graphic organizers such as time-lines and story maps.	Effective
Question answering: the teacher asks some questions that focus on the information in the text which students were supposed to learn after reading the text.	Very effective
Question generation: Students were taught how to formulate their own questions, to be asked while reading that united larger units of meaning.	Effective
Summation: Students were taught some techniques of summarizing, e.g., omitting unnecessary, redundant information, locating the main idea, or choosing a topic sentence.	Effective
Cooperative learning: students work together in pairs or small groups to practice some comprehension strategies like prediction and summarization.	Effective
Multiple strategy instruction: different strategies were taught such as question generation, summarization, prediction, and illustration of difficult or confusing words and phrases.	Very effective
Strategies that encourage students to relate their background knowledge into sentences they read such as:	
Background knowledge: Students were encouraged to relate their life experiences to the present context and apply it to the text. They were also encouraged to read the text and think of a good topic for it.	Very effective
Vocabulary comprehension: Students were encouraged to use the textual clues along with their background knowledge to guess the meaning of the unfamiliar terms.	Effective
Psycholinguistic strategy: Students were taught dialogues, and language conventions that will facilitate their comprehension such as finding the reference of a pronoun or the order of a series of events.	Very effective

instruction of the strategies. The following tables and figures show the statistical results for the two groups:

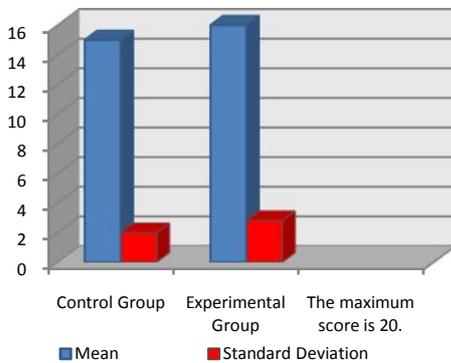


Figure 1 Participants' scores on the pre-test

Table 2 Participants' scores on quiz 1

Groups	Mean	Standard Deviation
Control Group	13.8	4.6
Experimental Group	16.4	4.48

The maximum score is 24.

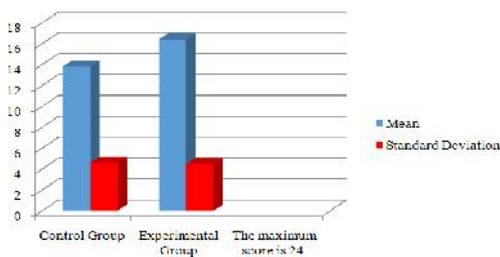


Figure 2. Participants' scores on quiz 1

Table 3 Participants' scores on quiz 2

Groups	Mean	Standard Deviation
Control Group	4.6	2.24
Experimental Group	5.4	1.46

The maximum score is 12.

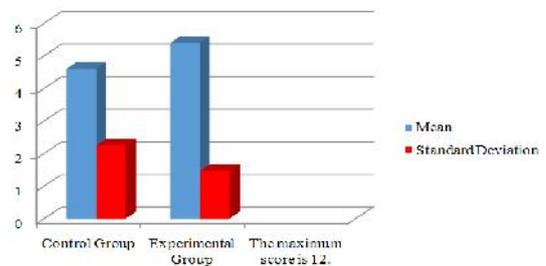


Figure 3 Participants' scores on quiz 2

Table 4 Participants' scores on quiz 3

Groups	Mean	Standard Deviation
Control Group	2.25	0.73
Experimental Group	2.53	0.6

The maximum score is 4.

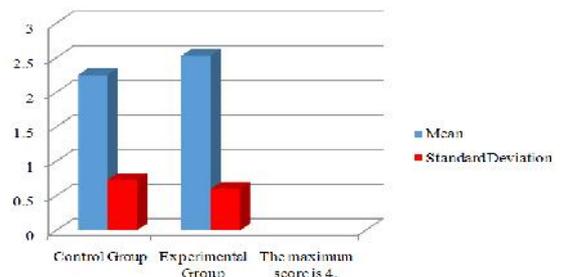


Figure 4 Participants' scores on quiz 3

Table 5 Participants' scores on final test

Groups	Mean	Standard Deviation
Control Group	13.5	2.62
Experimental Group	14	2.15

The maximum score is 20.

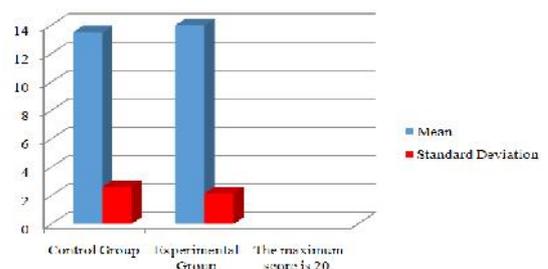


Figure 5 Participants' scores on final test

group. The difference was the absence of any direct instruction of the reading strategies before taking the tests for the latter group. The results indicated a significant difference in the performance of both groups. At the end of the semester a similar final test was administered to both groups and again the results showed an advantage in the performance of the learners who received direct

Findings

In the last 25 years, more than 500 research studies have focused on the effectiveness of teaching reading comprehension strategies. The findings of this study show that teaching reading strategies improves reading comprehension. Willingham (2006) argues that the successful implementation a reading strategy is a trick rather than a skill and the point is just to remember to apply it. Basically, the way learners apply these strategies, when and how. Reading strategies are good signals of how EFL learners solve problems encountered during the reading process or deal with the reading task in general. Reading strategies provide the learners good cues as how to plan their work, how to deal with the reading problems, choose appropriate skills and strategies, techniques, and behaviors to comprehend the text and learn it. Moreover, metacognition combines different reflective and thinking processes and is intimately related to the term of strategies. Good readers or the students who know how to monitor their comprehension, can recognize when they understand what they read and when they have problem in that. When problems arise in their understanding, these readers apply strategies to fix them. The results of the present study revealed that instruction can help students in any grade at monitoring their comprehension.

With respect to the first question the findings of the present study suggest that the application of the reading strategies by the learners while reading a text accelerates their job. That is, compared to the students in the control group, students in the experimental group managed to read the same text and answer the following comprehension questions more rapidly, in a shorter period of time. With respect to the second question the findings of the study reveal the positive role of getting familiar with and applying the reading strategies in promoting reading comprehension of the FL learners. In addition, explicit teaching and application of the reading strategies in reading comprehension classes can help teachers in accomplishing their job more successfully. According to Kruidenier (2002), explicit teaching techniques are especially effective for comprehension strategy instruction. Grabe (1988) claims that in order to be successful in L2 reading the reader needs to develop a large amount of knowledge including: background knowledge, linguistic knowledge (automatic processing of syntactic patterns and vocabulary) and schematic knowledge (relevant formal and content schemata). In addition, second language readers need to develop both top-down and bottom-up skills and strategies since both of these skills are directly related and contribute to the successful comprehension of text. The findings of the research studies suggest that learners involved both in secondary and university education use a variety of reading strategies for better comprehension, storing the information they get from the text and for becoming more efficient and effective readers. Strategies are kind of learning techniques, behavior or problem –solving tactics (Oxford, 1990). Although teaching reading strategies is believed to be a good idea, the superiority of one over the other has not been proven yet. Different readers use different strategies in different situations. They apply the strategies that are familiar to them and learn the new

unfamiliar ones quickly. So, continued instruction and practice does not seem to be essential. Teaching reading strategies explicitly may lead to the better comprehension and analysis of the text by the readers. In addition, they will be able to interpret the reading text more skillfully. In reading classes, reading strategies should be taught first by modeling the strategy, and then the students should be given the chance to practice the application of that strategy while the teacher is supervising and providing the necessary guidelines. Finally students should be asked to apply those strategies independently.

DISCUSSION

A language teacher has many tasks, one very important one of those jobs is teaching reading comprehension. Reading is a very important skill and can be considered as the foundation for any kind of learning and a prerequisite for every subject taught in school. Reading a text and identifying the words that compose the different sentences in a paragraph is necessary but not sufficient. It is also important to get the exact meanings of every individual word in that text and see what the combination of those words mean to fully comprehend the text. Reading is a demanding class activity, both for the teachers and the students. When students read a text, they try to understand every single word; then, they get the meaning of every sentence based on the meanings of those words. However, they need to have enough practice in finding the relationship between the sentences to comprehend the whole text. Reading is not just recognizing the printed words and while reading our mind is involved in a much more complicated process. For a better and quicker comprehension, therefore, we need to practice the before and after reading strategies in addition to do some related activities. Asking students questions can help them predict what they will find when they read. Looking at contextual information to guess from the context is another helpful strategy. Skimming the text to get the basic idea and scanning to search for specific information are two other very useful speed strategies that can be used with the intermediate level and above. Good teachers are expected to teach and practice using different reading strategies to help the learners improve their analytical abilities as well as improving their vocabulary knowledge. Therefore, by this way, teachers can make reading an easier and a more challenging job. The teacher should also teach how and when to use each of these strategies. Each of these strategies should be taught separately. Teachers should give the students opportunity to use the strategies independently. Students should be taught how to use their knowledge of vocabulary, syntax, and their experiences in using reading strategies to get the most out of the text. Teachers should also teach and practice the use of graphic organizers to their students. They are also supposed to pose questions sometimes and to ask the students to summarize and paraphrase what they read. Students should be encouraged to skip unknown words and try to guess their meanings from the context. Teachers should recommend the students to do a pre-reading review. It makes the reading activity more efficient by creating a mental map and getting a general

impression. This way the learners' related background knowledge on a given topic will be activated so that they can read and comprehend more efficiently. Colstate (2008) also suggests that in order to introduce the topic and activate the learners' background knowledge, teachers should begin the lessons with a pre-reading activity. This can also help them make sure about their students' knowledge of vocabulary and grammar. These can significantly influence the learners reading and understanding of the authentic texts. However, when the students do not have related background knowledge about the topic, it is of no use to encourage them to relate their background knowledge to what they read. Prompting a discussion before students start to read a text as a warm up activity can provoke their critical thinking skills and make them more interested in the text.

Reading strategies alone cannot lead to the comprehension of a text. They just help the learners in the process of reading. For example when the students do not comprehend the text fully and cannot differentiate between the main idea and the supporting ideas in that text, they won't be able to paraphrase or summarize the text skillfully. Willingham (2006) stated that for "comprehension monitoring" to be useful, in addition to recognizing that one does not understand the text, he needs to understand the material while reading them again (p. 6).

It is also important to note that although the findings suggest that learning about and applying reading strategies plays significant role in reading comprehension of the EFL learners, each of these strategies is important and can help in a certain situation and for the fulfillment of certain objectives.

CONCLUSION AND IMPLICATIONS

Findings of this study suggest a number of theoretical and pedagogical implications. The study also has implications for further research. According to the recent theories and approaches in language learning and teaching, learning is enhanced more efficiently and rapidly if the students get familiar with the objectives of the course. The main theoretical contribution of this study is that when students know why they are reading the text or what they are supposed to know and be able to do with the information derived from the text, they will be more successful learners. Reading strategies can be considered as a means to achieve the intended objectives. In terms of pedagogical practice, the findings of the study provide further empirical evidence of the usefulness of explicit teaching of reading strategies. These strategies play the role of tools that contribute to the reading and comprehending texts with the intention of collecting particular types of information out from different types of reading texts. Interested researchers also can consider different strategies and different types of text along with different possible objectives in their studies to suggest the application of the right strategy in the right situation for the fulfillment of the intended objectives in reading different text types. Different readers can have drastically different objectives. By clarifying what you need to know, you will be able to distinguish the important from the irrelevant and focus

attention accordingly. For different students, different reading strategies seem to be useful. It is due to the fact that they do not have the same reading styles. One particular strategy may help a student in overcoming the reading difficulties while the same strategy might be of no use to another student. When the strategies are taught explicitly to the students, it gives them the chance to learn and know those strategies and to be able to reflect on their effectiveness.

References

- Aebersold, J. A. &Field, M. L.(1997).*From Reading to Reading Teacher: Issues and Strategies for Second Language Classrooms*. Cambridge: Cambridge University Press.
- Anderson, R.C., & Pearson, P.D. (1984). A Schematheoretic View of Basic Processes in Reading. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of reading research*. White Plains, NY: Longman.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching, Fourth Edition*. Longman: San Fransisco.
- Browning, J. (2003). Why Teachers Should Use Timed Reading in ESL Classes?*The Internet TESL Journal*, 9 (6). Retrieved from <http://iteslj.org/Articles/Browning-TimedReading.html>
- Carrell, P. (1988). Some Causes of Text-boundedness and Schema Interference in ESL Reading. In P. Carrell, J. Devine and D. Eskey (eds.), *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press, 101-113.
- Carrell, P. and Eisterhold, J.(1988).Schema Theory and ESL Reading Pedagogy. In P. Carrell, J. Devine and D. Eskey (eds.), *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press, 73-92.
- Chastain, K.(1988). *Developing Second Language Skills, Theory and Practice*, 3rd ed. San Diego: Harcourt Brace Jovanovich.
- Eskey, D.E. (1988). Holding in the Bottom: An Interactive Approach to the Language Problems of Second Language Readers, in Carrell, P.L., Devine, J. and Eskey, D.E. (eds)(1988) *Interactive Approaches to Second Language Reading*. Cambridge: CUP.
- Grabe, W. (1988). Reassessing the Term Interactive, in Carrell, P.L., Devine, J. and Eskey, D.E. (eds) (1988) *Interactive Approaches to Second Language Reading*. Cambridge: CUP.
- Grabe, W. (1991).Current Developments in Second Language Reading Research. *TESOL Quarterly*, 25 (3), 375-406.
- Grover, S., Kullberg, K., &Strawser, C. (1999).Improving Student Achievement through Organization of Student Learning. *International Education Journal*, 5 (4).
- Kruidenier, J.R. (2002). *Research-based Principles for Adult Basic Education Reading Instruction*. Washington, DC: National Institute for Literacy, pp. 86-88.
- Levine, A., Ferenz, O. &Reves, T.(2000). EFL Academic Reading and Modern Technology: How Can We Turn Our Students into Independent Critical Readers?*The Electronic Journal for English as a Second Language*, 4

- (4). Retrieved from <http://www.tesl-ej.org/wordpress/issues/volume4/ej16/ej16a1/>
- McDonough, S. H. (1995). *Strategy and Skill in Learning a Foreign Language*. London: Edward Arnold.
- McKeough, A., Lupart, J., & Marini, A. (eds.) (1995). *Teaching for Transfer: Fostering Generalization in Learning*. Mahwah, NJ: Lawrence Erlbaum, 1995.
- Moats, L. C. (2000). *Critical Digest of Whole Language Lives On: The Illusion of "Balanced" Reading Instruction*. Washington, DC; Thomas B. Fordham Foundation
- Oxford, R. L. (1990). Language Learning Strategies and beyond: A Look at Strategies in the Context of Styles. In S. S. Magnan (Ed.), *Shifting the Instructional Focus to the Learner* (pp. 35-55). Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.
- Reading Rockets (2009). *Teaching Kids to Read and Helping Those Who Struggle*. Retrieved August 1, 2009, from <http://www.readingrockets.org/>
- Rumelhart, D. E. (1977). Toward an Interactive Model of Reading. In S. Dornic (ed.), *Attention and Performance IV*. New York, NY: Academic Press.
- Stanovich, K.E. (1980). Towards an Interactive-compensatory Model of Individual Differences in the Development of Reading Fluency. *Reading Research Quarterly*, 16 (1). (pp.32-71).
- Urquhart, S. & Weir, C. (1998). *Reading in a Second Language: Process, Product, and Practice*. New York: Longman.
- Willingham, D.T. (2006). How Knowledge Helps. *American Educator*, Spring, 30-37.
