

## HABIBIA ISLAMICUS

(The International Journal of Arabic & Islamic Research) (Quarterly) Trilingual (Arabic, English, Urdu) ISSN:2664-4916 (P) 2664-4924 (E) Home Page: <http://habibiaislamicus.com>

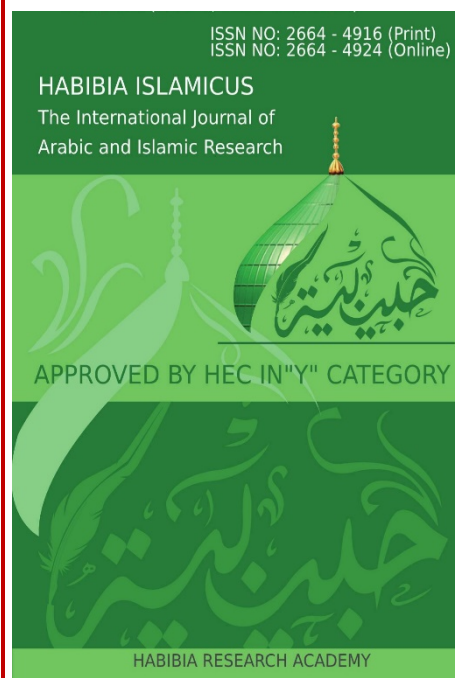
Approved by HEC in Y Category

Indexed with: IRI (AIOU), Australian Islamic Library, ARI, ISI, SIS, Euro pub.

PUBLISHER HABIBIA RESEARCH ACADEMY  
Project of JAMIA HABIBIA INTERNATIONAL,  
Reg. No: KAR No. 2287 Societies Registration  
Act XXI of 1860 Govt. of Sindh, Pakistan.

Website: [www.habibia.edu.pk](http://www.habibia.edu.pk),

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



### TOPIC:

**ENGLISH READING STRATEGIES AND THEIR EFFECTS ON STUDENTS  
LEARNING PERFORMANCE IN READING COMPREHENSION AT SSC  
LEVEL IN PUBLIC SCHOOLS IN KARACHI PAKISTAN**

### AUTHORS:

- 1- Hira Hidayat, Student, Bahria University, Karachi Campus, Email ID: [horahora952@gmail.com](mailto:horahora952@gmail.com) Orcid ID: <https://orcid.org/0000-0003-0604-2829>
- 2- Shagufta Yasmeen, Senior Lecturer, Bahria University, Karachi Campus, Email ID: [shagufta.bukc@bahria.edu.pk](mailto:shagufta.bukc@bahria.edu.pk) Orcid ID: <https://orcid.org/0000-0002-5905-2732>
- 3- Hina Manzoor, Assistant Professor in English, NED University of Engineering and Technology. Email ID: [hinam@neduet.edu.pk](mailto:hinam@neduet.edu.pk), Orcid ID: <https://orcid.org/0000-0002-5675-5707>

**How to Cite:** Hidayat, Hira, Shagufta Yasmeen, and Hina Manzoor. 2022. "ENGLISH READING STRATEGIES AND THEIR EFFECTS ON STUDENTS LEARNING PERFORMANCE IN READING COMPREHENSION AT SSC LEVEL IN PUBLIC SCHOOLS IN KARACHI PAKISTAN". *Habibia Islamicus (The International Journal of Arabic and Islamic Research)* 6 (1):35-52. <https://doi.org/10.47720/hi.2022.0601e03>.

URL: <https://habibiaislamicus.com/index.php/hirj/article/view/248>

Vol. 6, No.1 || January –March 2022 || P. 35-52

Published online: 2022-03-30

QR. Code



## ENGLISH READING STRATEGIES AND THEIR EFFECTS ON STUDENTS LEARNING PERFORMANCE IN READING COMPREHENSION AT SSC LEVEL IN PUBLIC SCHOOLS IN KARACHI PAKISTAN

Hira Hidayat,

Shagufta Yasmeen,

Hina Manzoor,

**ABSTRACT:**

*This research discusses English reading strategies and their effects on students learning performance in reading comprehension at SSC level in public schools in Karachi Pakistan. This study has found out the top three strategies such as: reading one by one loudly, correcting the pronunciation, and finding the meanings of difficult words from vocabulary that is used to teach reading comprehension in SSC classes. The researcher has analyzed the effects of teaching strategies on learning performance in reading comprehension at SSC level in public schools. This is a qualitative research where convenience sampling is used to carry out the study with the sample size containing four teachers and fifty students. The findings of this study revealed that majority of the students have very little command over English as they lack proficiency in reading. This research has also explored the differences and similarities that teachers had in their practices and the problems which they face in reading comprehension classroom teaching. Implementing reading strategies based on effective reading method should be considered cautiously as the teaching procedure may have some effects on both students and instructors. The current study was specifically limited to investigate the English reading strategies.*

**KEYWORDS:** Brainstorming, Learning strategies, SSC level, Area differences, Comprehension, Reading skills

**INTRODUCTION:**

English as a global language is playing a vital role in getting people in close communication internationally and it has anticipated its strategic role in socially, economically in the scientific development of the world. Students in Pakistan are incompetent to practice their intellectual and analytical competencies to prepare the required information from given context due to the reason of poor training. This ultimately results in poor performance of reading in English at secondary school level (Rezaei 2015)

In most of the schools Grammar Translation Method (GTM) method is adopted for English language teaching as it is considered the old grammar translational approach (Warsi 2004) as language learning strategies are hardly pulled in examination. Including these difficulties, there are many other complexities faced by the students of Pakistan in which the most outlined one is the GTM (Grammar Translation Method) (Kazi, Iqbal, and Education 2011).

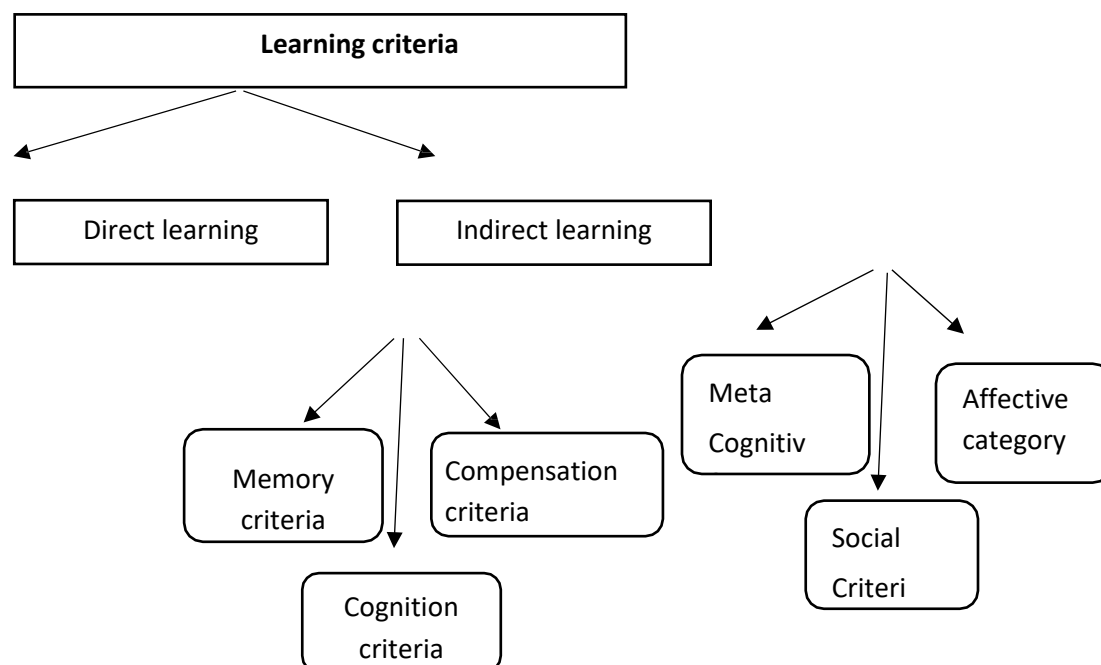
**1.1 Background to the study:** The study evaluates the obstacles faced by students in reading which will enlighten the ideas that will help the teachers to implement new strategies to enhance the learning skills among students. It stimulates strategy/learning tasks where teachers give constructive feedback and encourage students in individual activities. English is learned as a second language in Pakistan's private and public sectors of education. "It gives social prestige to one who can speak in this

role, it empowers the elite and keeps the power within it" (Rahman 2004).

**1.2 Prevailing strategies for teaching reading comprehension:** Learning is essential in any academic area because learning strategies have a huge variety of processes involved such as language learning which adds ways of learning a second language as it is adopted world-wide and strategies to overcome comprehensive hindrances (Schmidt and Kaufman 2005). Learning is made easier, faster, effective, entertaining, autonomous, and assignable by the use of strategies given that they are waged in consonance with the learning strategies and methods of learners Kazi and

Iqbal (2011). The usage of these plan of actions give the subconscious, non-cognitive, public, functional processes but they can instruct to guide them in language learning (Mezhoud).

In recent years issues of language reading strategies has received an immense amount of recognition. It is obvious that when a person is born they start to develop cognitive abilities but they cannot understand everything when they are born. For instance; English cannot be understood by everyone easily without the native speakers of the language. This is the reason why other researches try to find how students engage in learning and what makes them successful and what is the reason others are not effective in learning.



**Figure 1.1 Classification of learning criteria:** (Lee 2010) conducted a research to examine the criteria and the strategies used by successful and unsuccessful learners. The calculation and outcomes of their examination reveal that unsuccessful learners use strategies which are applicable and useful. There is only one contrasting difference between the two and that is; the successful learners use strategies very accurately and in a very large range in different circumstances than successful learners. Students often use dictionaries for finding meaning during reading whenever they find difficulty in vocabulary.

Students always find the word with difficult meanings from the content as they are unable to predict and estimate the meanings of the words by themselves. Correspondingly (THOMAS 2016) dispose that the ordinary comprehension reading problems adds; incapacity to grab meaning from the text, quick and loud reading due to the inability of rich vocabulary, and outlining the text. More over students lack capacity to read fluently and thus lack proper reading strategies. Al (Zare and Othman 2013) has found that some dissimilarity do exist subsist between proficient and less skilled readers in terms of their authentic and reported reading procedures, their use of comprehensive reading strategies (such as underlining, guessing, reading twice and etc.), their metacognitive apprehension), their notion of a good reader, and their self- reliance as readers.

Language reading strategies are observed by (El-Koumy 2003) examined “specific techniques such as setting out conversation companion or giving oneself motivation to winch a difficult language task used by students to build up their own learning”. The authors studied the learners’ way of reading strategies as strategically systematic approach to learning. Different approaches of language strategies are used which needs to be incorporated in the regular classroom activities with the effective method of teaching (Oxford, 1989). Oxford (1993) gave some of the instructions that the teacher must know students’ needs, and beliefs, so that instruction can be suited to their requirement. Cook, Reid, and Forrestal (1989) presented five stages of collaborative learning.

### 1.3 Stages of Collaborative Learning

1. Stage of engagement
2. Stage of exploration
3. Stage of transformation
4. Stage of presentation
5. Stage of reflection

There were some reading strategies that were selected from Anderson’s (1999) reading strategy and the work of (Phakiti 2006). In the first stage, groups are formed by the students to select the member of their own choice and work in a collaborative environment with the help of the instructor. The second stage examines the group work of students and the instructor as a facilitator. In the phase of **exploration**, students have a chance to work in groups. The instructor only serves as a facilitator. Third stage, which is **transformation** examines the exchange of information which was found during task. Now in the phase of **presentation** results which were found are presented to the class with a proper feedback and findings must be accurate. The last stage inspect student’s reflection on growth, development and process in reading comprehension. **(TACO) Tag Collaborative reading learning** was developed by (Chen, Chen, and Sun 2010) with the purpose to provide a cooperative atmosphere for reading and learning English.

(Reid and Strnadova 2008) presents a comprehensive and thorough framework of learning styles and they are categorized into three major forms.

### Categories of learning process in reading

Impulsive and reflective  
Global and analytical  
Field-dependent  
Field-independent

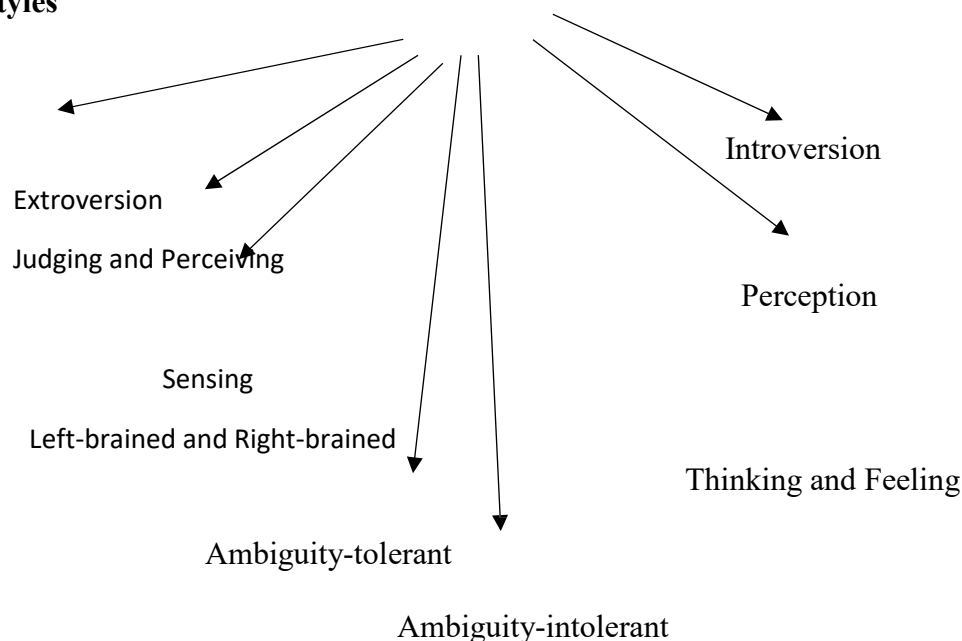
---

#### Environmental learning

---

Auditory  
Visual  
Tactile  
Kinesthetic  
Haptic

---

*Figure 1.2 Classification of learning process in reading***Personality styles***Figure 1.3 Personality styles:* Framework of teaching methodology is considered helpful in describing six phenomenon (Bell 2003).**1.4 Framework of teaching methodology**

- Objectives
- Syllabus model
- Classroom model
- Teacher's role
- Student's role
- Learning methodologies

**1.5 Reading skills and their effects on students learning performance of reading comprehension:** In Pakistan problems in reading arise due to multilingualism by the students of secondary level. Research studies reveal that the learning of language depends upon attitude and interest of the student. (Teevno and Raisani 2017) propose that "Learners should adopt various learning methods, procedures and modes to make their English learning more constructive". A study was conducted by (Suharni 2017) regulating the effect of meta-cognitive strategy of English learning as a foreign Language where test was conducted on two groups who received instruction (planning and self-monitoring) strategies. Students who complete difficult tests and are able to overcome their problems are energetic and effective readers. (Chaury 2015) in a meta-analysis strategy study the effect of variables in reading English as a language. This examination revealed that (EFL) students who received instruction formed better corresponding than those who were unable to get comprehensive instruction.

Oxford (2003) states that learning styles are extensive approaches for instance, global or analytic, auditory or visual which are adopted by students in gaining an insight to a new language or a subject. (Kafipour, Yazdi, and Shokrpour 2011) explain these as “the overall patterns that give general direction to learning behavior”. Thus, learning strategies are the processes that student use productively at the time of learning. To handle linguistic challenge or, language learning performance, each individual employs a set of learning technique that are fixed in their personality. However, adapting English reading education for foreign language learners is a difficult (Pan and Wu 2013). Therefore, collaborative learning is a promising substitute to traditional reading, communication and promoting students' social language skills.

Studies demonstrate that English learning creates opportunities for students to increase peer communication which encourages reading, understanding and less anxiety (Gillies and Boyle 2005). Reading skills improve in an educational environment where students interact and use language to construct meaning socially (Mustapha, Zoghi, Massum, 2010). Perry and Fosnot (2005) demonstrated that English reading materials may be comprehend through interacting socially, or by experiencing and reanalyzing of the given resources to be adopted.

**LITERATURE REVIEW:** Researchers (Kern 2006) worldwide have looked at a variety of issues and practices from different angles in the classrooms. The research findings suggest ways to improve the understanding of teaching reading at the secondary level. Research studies in secondary school classrooms, both in Pakistani and international contexts, focused mainly on identifying the misconceptions of students in a wide variety of readings (Ali 2012).

English has become a universal language. It is the UN's global Court' language, above all. "Language competence is the overall potential of one person to speak and a test of knowledge is essentially organized to listen, read, write and speaking skills," as viewed by (Rachmawati and Maulani 2015). English is paramount for all SSC and high-school students since English language ensures that you enter the university and organizational work (Nazarinasab, Nemati, and Mortahan 2014). Teachers at the intermediate level are subject specialists in the National Education Policy (1998-2010). Professors and lecturers in this category should have worked on the subject they teach. The same does not necessarily apply to teachers in classes IX and X which means that teachers who do not have special training in these subjects often teach students in English (Rahman 2004). The dream of the use of present day techniques in coaching of English has now no longer come proper in Pakistan due to the fact the academics coaching English don't have any knowledge of present day techniques (Warsi, 2004). Teaching of English as a language with inside the United States of America is a long way from being pleasant and isn't always conducive to studying (Warsi, 2004). Teaching and studying of English in Pakistan is primarily based totally at the device of grammatical styles and there's a fashion of formal and bookish language (Assia and Amina 2020). The three basic principles according to French (2000) are **word order, word structure, inflection morphology**. This means that you can imitate, practice, memorize, hear, interpret, read, write and speak, etc. He also points to the fact that phrase- and sentence patterns are important and therefore new language learning and teaching should be based on language groups.

According to (Dechant 2013) the definitions of reading process can be categorized as:

- a. “Those that equate reading with interpretation of experience generally.”
- b. “Those that restrict the definition to the interpretation of graphic symbols.”



Reading is a complex activity involving thinking and perception. It consists of two processes, i.e. recognition and understanding of words. Word recognition refers to how the written symbols match the spoken language. Understanding is the way words, phrases and related text are understood. Readers typically use background, vocabulary, grammar, text experience and other strategies to help them understand the written text (Khan and Khan 2020). (O'malley et al. 1990) pronounce learning as "a strategy that individuals use to understand, learn, and conserve new information" (p.1). While "reading strategies are special forms of information processing to enhance understanding, learning or information retention" (O' Malley & Chamot 1990). Scarcella & Oxford (1992, 2003), views reading tactics as 'specific actions, or procedures, such as looking for dialogues or encouraging students to take up a linguistic task, used by students to improve their learning.' According to (Oxford 2003) neither strategy is good nor bad, but it is effective if it complies with its task. Strategies may be useful as a single technique and may not conflict with the individual's learning style when used in a combination. High-school education is of utmost importance in Ghani, Alam and Sadiq (2012), it does not only opens doors to economic and educational opportunities in the world, but it helps students by choosing their own careers. As science and technology progresses it has thus become a necessary or indispensable precondition for higher secondary learning students to gain these skills. Ghani and Shoukat (2015) also argue that high schools extend the horizons of intelligence to students and enable them to live better quality. Higher education students can solve their issues in a better way which leads them to a healthier and more socialized life. A great deal of attention is needed in order for students to have a full command of English language learning efficiently.

Likewise, the weakness in English learning skills, Theresa and Irvine (2015), were responsible for their high drop-down, poor lifestyle and weak employment opportunities among English- language teachers. Rao (2016) argues that the main reason of failure for engineering and other graduates is low English language proficiency. (Akbari 2016) has researched the MA Students' perceptions of their problems, needs regarding English at Isfahan University of Medical Science.

In addition, current academic course in English was not consistent to students' needs and interests. Hukamdad, Shahzad, Ali, Qadeer and Habibullah (2011), carried out research to determine the reasons behind students' lower English and found that overflowing teachings were accountable for students' poor English reading performance; they also lack a supportive classroom learning environment; and incompetent and untrained teachers. Research study on six Saudi EFL learners was carried out by (Hamouda 2021).

**RESEARCH METHODOLOGY:** This study was conducted by cross sectional survey design. As per the research design data were collected from the two public schools of Karachi at secondary level. This research benefits in developing understanding of the specific points in time as well as it does not require a lot of time. Subsequently, researcher would get an in depth knowledge of the context and research participants' role in it (Creswell, 2007).

In qualitative inquiry, the intent is not to generalize to a population. Thus, to best understand this phenomenon, the qualitative researcher purposefully or intentionally selects individuals and sites" (Creswell and Clark 2004).

The rationale of using the qualitative method was to get hand information from the EL teachers and to validate it from the perspective of students. Qualitative implies direct concern with experience. It is 'lived' or 'felt' or 'undergone'. Qualitative research has an intention of

understanding experience as closely as possible as its participants sense it (Sherman and Webb 1988).

### 3.1 Population:

- The SSC students of Karachi Pakistan were the population of this study. It was challenging for the researcher to get the students in school due to COVID. Public school students were not attending the classes as there were no online teaching at school.
- Another challenge was to approach to the teachers as they were reluctant to participate in the research.

A group of individuals which have peculiar attributes in common and which classify them from other groups is called population.

**3.2 Target population:** The authentic list of sampling entity from where the sample is carefully chosen is called Sampling Frame or Target Population (Creswell, 2002). The target population for the current research was the students of SSC public schools of Karachi Pakistan.

**3.3 Sample:** A group of the participants of research which is selected from the Target Population is known as Sample (Creswell, 2002). Sample from the current research was taken from the students of SSC schools Karachi. Sample size was containing fifty (50) students and four (4) teachers who were teaching English reading comprehension at school while the data was collected students and the teachers were also observed.

**3.4 Sample and sampling technique:** Convenience sampling technique was used to carry out the current research on reading comprehension. Two of the teachers were given an interview form in one public school and the other two teachers were given the forms in other public school. Moreover twenty (20) students from SSC level students were observed and given a questionnaire in one public school and the remaining thirty (30) were given the questionnaire in another public school in Karachi.

**3.5 Convenience sampling:** Convenience sampling is selecting participants because they are often readily and easily. Typically, convenience sampling tends to be a favored sampling technique among students as it is inexpensive and an easy option compared to other sampling techniques (Ackoff, 1953). Convenience sampling often helps to overcome many of the limitations associated with research. For example, using friends or family as part of sample is easier than targeting unknown individuals.

CLASS	PUBLIC SCHOOL 1	TOTAL
IX	20 STUDENTS	
CLASS	PUBLIC SCHOOL 2	
X	30 STUDENTS	
		50 STUDENTS

*Table: 3.1 Data collection plan*

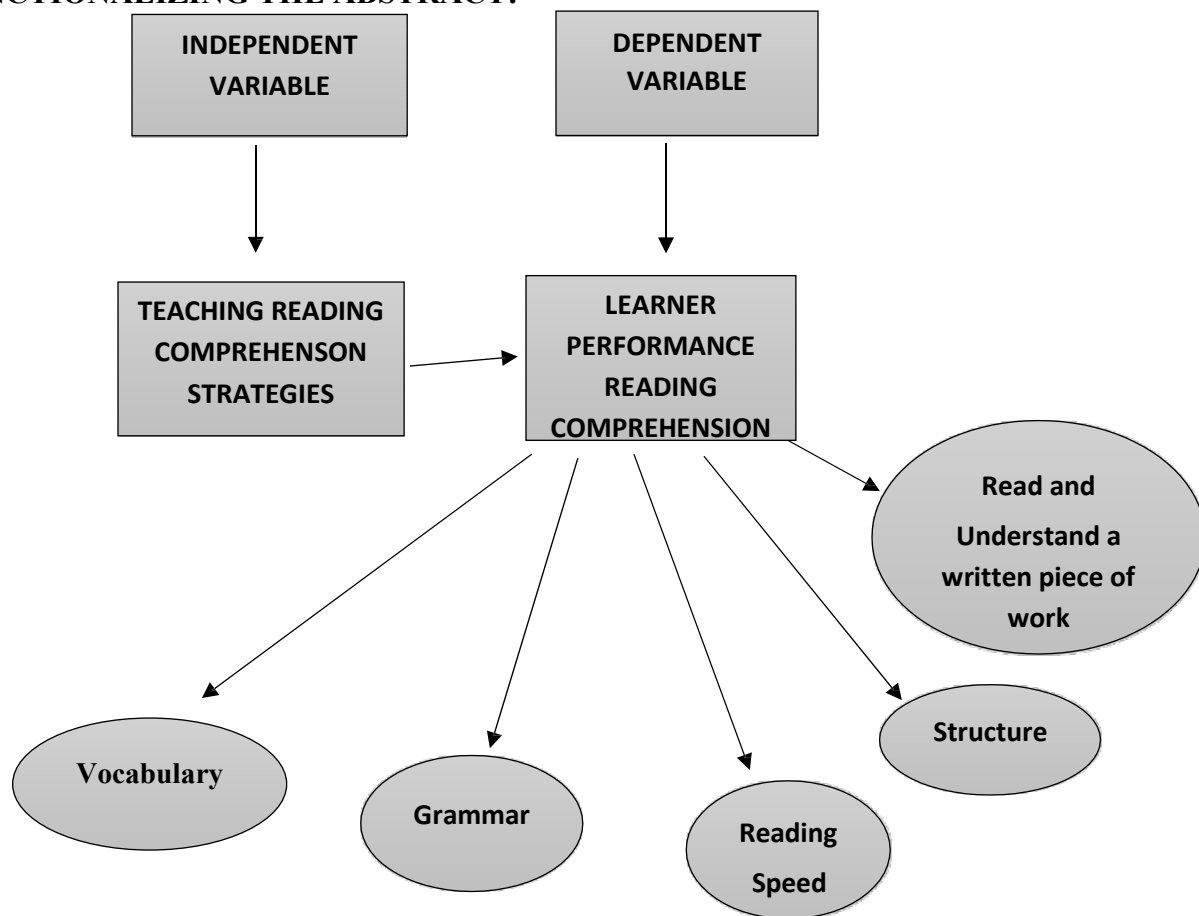
**3.11 Ethical consideration:** Researchers need to protect research participants and develop trust to promote the integrity of research; to guard against misconduct and to cope with the new problems that emerge is under consideration of ethics. Respect participants and sites and not to put



participants at risk is the main concern. The researcher has obtained informed consent from participants and addressed the issues of confidentiality (Creswell, 2002). The respondent's right to confidentiality was respected and all legal requirements on data protection were observed.

**3.1 Conceptual framework:** (Conceptual/theoretical framework indicating the Independent Variables and Dependent Variable)

**FUNCTIONALIZING THE ABSTRACT:**



**Figure 3.1 functionalizing the abstract**

**4.1 Data analysis:** The researcher visited the public schools in person and administered the questionnaires to the respective respondents. When the requisite responses were received from the respondents, the collected data was tabulated, analyzed and interpreted in the light of objectives of the study and the research questions, by employing the statistical techniques. The questionnaire was analyzed at two points including the rating scale with given choices like agree and disagree. Students of SSC level were given a consent form at hand and the objective was made clear as it is given/ in the format below. Students were asked to agree or disagree on the likings, dedication towards reading, their intrinsic or extrinsic abilities and moreover their efficacy in the area of reading comprehension.

**4.2 Questionnaire:** The questionnaire was developed simultaneously with observation sheets to triangulate the data gathered from interviews. The main purpose of developing questionnaire

was to know students English reading strategies and their effect on students learning performance in reading comprehension at SSC level in public schools in Karachi Pakistan. The tool of questionnaire is widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being completely straightforward to analyses” (Cohen 2013)

<b>LIKING</b>	<b>Agree</b>	<b>Disagree</b>
1. English is the subject that I am interested in most.	86%	14%
2. I am pleased to take English classes.	78%	22%
3. I like to read English books.	84%	16%
4. I often feel that time passes quickly whenever I read.	72%	28%

**Table 4.1 Liking**

<b>Dedication</b>	<b>Agree</b>	<b>Disagree</b>
5. I often participate in English reading classes.	66%	34%
6. I grab every chance to participate in reading comprehension class.	62%	38%
7. I always study English hard, no matter good or bad grades I get.	68%	32%

**Table 4.2 Dedication**

<b>SELF – EFFICACY</b>	<b>Agree</b>	<b>Disagree</b>
8. I understand the content that my teachers teaches in reading comprehension.	88%	12%

9. I help other students in reading comprehension class.	78%	22%
10. I can offer useful options when we study English in the class.	68%	32%
11. I am satisfied with my performance in reading comprehension class.	68%	32%
12. I learn a lot in reading comprehension class.	74%	26%
13. I feel a great sense of accomplishment when I finish my English reading comprehension task.	74%	26%
14. I am able to understand the reading comprehension task which is assigned.	72%	28%

*Table 4.3 Self-Efficacy*

EXTRINSIC MOTIVATION	Agree	Disagree
15. I like reading comprehension because it helps me schooling better marks.	84%	16%
16. I like reading comprehension as it helps me get admissions in good college.	64%	36%
17. I like reading comprehension because it can prove my ability to my parents.	76%	24%
18. I get respect from my class mates due to my good reading abilities.	82%	18%
19. I believe my reading ability can promote my social status.	80%	20%

20. I feel reading comprehension can help me use the computer and network. 80% 20%

21. I believe better reading comprehension skills can improve my chances of

professional success.

22. I fully understand the importance of good reading comprehension skills. 84% 16%

**Table 4.4 Extrinsic motivation**

INTRINSIC MOTIVATION	Agree	Disagree
23. I like to improve my reading ability.	88%	12%
24. I improve my reading on daily basis because it is my hobby.	86%	14%
25. I like to improve my reading comprehension because it is a challenge that I love to receive.	86%	14%
26. I have a lot of fun in learning reading comprehension.	86%	16%

**Table 4.5 Intrinsic motivation**

COOPERATIVE LEARNING	Agree	Disagree
27. I prefer cooperative learning.	84%	26%
28. I believe, cooperative learning increases my classroom participation.	74%	26%

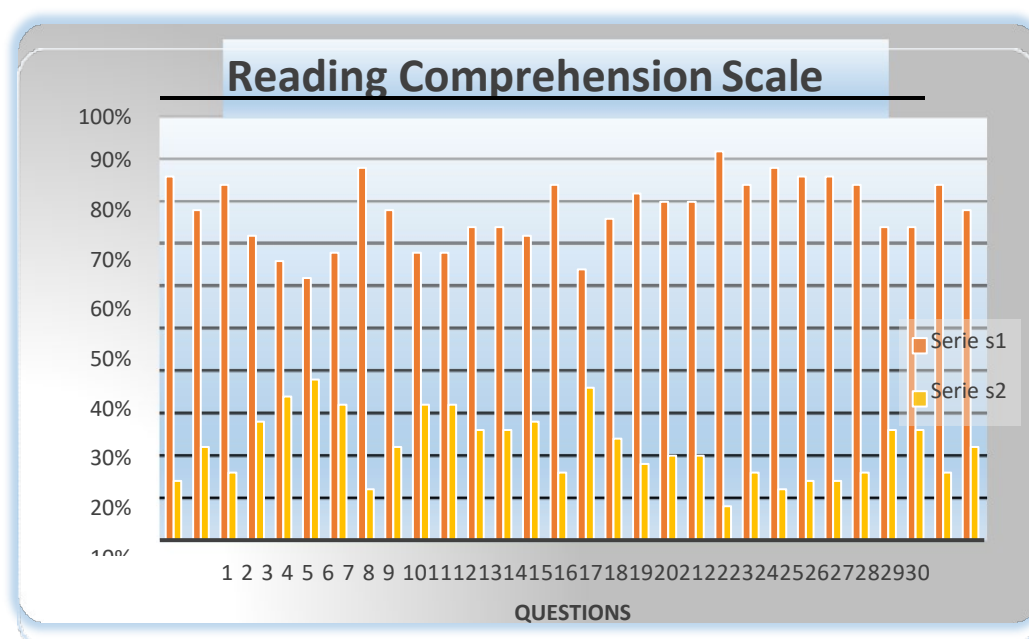
29. In my opinion cooperative learning helps me84% 16%  
share and help others which

confirms my capabilities.

30. I think cooperative learning helps me realize78% 22%  
other study methods that

benefits me.

**Table 4.6 Cooperative learning**



### **Scale 4.2 Reading Comprehension**

#### **4.3 Data collected from teachers**

##### **1) Do you teach reading comprehension to your SSC students?**

T1: Yes I teach reading comprehension to my SSC students

T2: Yes, Reading comprehension is very necessary for S.S.C students in this way they are able to understand the lesson.

T3: Yes, I teach reading comprehension T4: Yes, I teach them.

##### **2) Which strategies you use in your classes to teach reading comprehension?**

T1: In my class students read one by one. There is no such method which I use. Only correcting their reading mistakes.

T2: I use simple method of reading comprehension they read one by one in this way every student learns more and more

T3: First I read myself

Second I read lesson from students to make them attentive.

Third I explain the text in my own words to clear the idea in minds of students.

T4: First reading with meanings, explanation myself 1<sup>st</sup> paragraph.

**3) Do your students follow easily those strategies?**

T1: Yes, sometimes but I don't use such techniques.

T2: Yes, almost my students follow these strategies and I get healthy response from the students.

T3: yes, they follow them. T4: Yes, they follow them.

**4) What type of responses do you get from students in reading comprehension class?**

T1: They are active whenever a question is asked related to the text.

T2: I get good responses from the students in reading comprehension.

T3: Some students have lack of reading comprehension capabilities. As they can read the text but don't understand its theme.

T4: They read well but don't response of words/ meanings and explanation about any topic.

**5) Do your students take interest in reading comprehension class?**

T1: Yes

T2: Yes, my students take interest in reading comprehension less.

T3: 90% of students take interest T4: Yes, they do.

**6) Do you offer any intrinsic or extrinsic motivational techniques in your reading comprehension class?**

T1: No

T2: Yes I offer intrinsic or extrinsic motivational techniques in my reading comprehension.

T3: Yes, I motivate them

T4: Yes, sometimes I offer some extrinsic or intrinsic motivational techniques.

**7) Which type of activities do you think can motivate students towards reading comprehension?**

T1: Novels, short stories, the context that is needed and met according to their interest in that field.

T2: Games activities by demo presentation are the tools to motivate the students

T3: if you put rewards in shape of good numbers in their mind, they try to do it

T4: I write some difficult words on board again and again reads those words which are difficult words.

**4.4 Findings**

**Do you teach reading comprehension to your SSC students?**

All of the teachers gave the same answer to this question.

**Theme:**

T1, T2, T3, T4 "....Yes"

**Which strategies you use in your classes to teach reading comprehension?**

There are two methods which are used by the teachers at SSC level in Karachi.

1) Students read aloud and teachers correct their pronunciation errors.

T1, "....In my class student's read one by one."

T2, "....They read one by one."

2) The second method which is used by the teachers is self- reading. They read by themselves and their purpose is to make the students understand the text.

**Theme 1:** T3 ".....I read lessons from students to make them attentive."

**Theme 2:** T3 ".....I explain the text in my own words to clear the idea in minds of students."

T4 "First explaining with meanings, explanation myself 1<sup>st</sup> paragraph."

**Do your students follow easily those strategies?**



Three of the teachers has the same answer to this question but one of the teacher does not use such techniques in her class.

T2,”....*my students follow these strategies and I get healthy responses from the students.*”

T3, T4, “.....*Yes, they follow them.*”

### **Which type of responses do you get from the students in reading comprehension class?**

In reading comprehension class teachers use a number of strategies such as

T1, “....*Novels, short stories, and the context of interest in that field*”.

T2, “....*Games, activities, presentations*”.

T3, “....*Rewards in shape of good numbers*”.

T4, “....*Writing difficult words on board again and again*”

## **5. DISCUSSION AND CONCLUSION**

**5.1 Introduction:** The purpose of the current chapter is to elaborate the description and analysis in to a further completely developed discussion of what findings informed the researcher with regard to the practices, problems and coping strategies in English reading comprehension of the students of SC level in public schools in Pakistan.

**5.2 Discussion of the findings:** In the end of the study the researcher has found out at three reading comprehension strategies *that is: reading one by one loudly, correcting the pronunciation, and finding the meanings of difficult words from vocabulary* used by the SSC teachers in public sector. The researcher was also able to identify the effects of teaching reading strategies on the learning performance of students in reading comprehension at SSC level in public schools. Following finding were drawn from the teachers in this artifact is the all the teachers use reading comprehension strategy and all of these teachers use different teaching strategies for RC. Furthermore, the finding concluded the Effects of English Reading Comprehension and Learning EFL has a string their Impact on Students’ Performance in Reading Comprehension.

The teachers should follow learner-centered and language-centered approach based on the needs and interests of the students.

### **5.3 Recommendations:**

In order to read and learn English and to understand the key effect of communication, students must be motivated towards learning English not in the classrooms, but their parents must help them to keep the balance of reading English at home correspondingly. These learners must be motivated to the extent so they can use to English as communication in the society and with their friends as well as majority of the society favours it very well.

Since environment is a crucial factor, students should be motivated, by both their teachers and parents, to read English Newspapers and other reading material with punctuality and regularity and should be trained in making proper use of the library. If technology is available then they should use technology by watching different series in English. It can be any program but the key factor is to learn and read English also there is the option of subtitles available which makes it easier to understand and read.

**5.4 Conclusion:** Keeping in view, observation and findings of this study revealed the statement that there are many students who face difficult in English reading comprehension. Majority of the Students have very little command over English as they lack proficiency in reading

comprehension. Bilal, Rehman, Rashid, Adnan and Abbas (2013) and Akbari (2015) stated that the students from SSC can't interconnect in English even after studying for 7 to 10 years. The main factor behind this deficiency is the lack of English reading habits and practice inside and outside of the classrooms as well as students lack of proficiency is the lack of interest and exposure to different activities in schools.

So, the data was collected through a questionnaire which was given to the students of SSC in two different public schools in Karachi at first hand. Subsequently interviews were taken from the teachers to seek validation for the varying responses of the questionnaire. In most of the private institution there was no effective strategy used by the teachers as their instructing style is not up to date and the focused reason behind this is the lack of teacher training programs. Pakistan is lagging behind other countries in the process of implementing effective English reading comprehension strategies in teaching methodology Shamim, F. (2008). Furthermore, the factors that affect the teaching styles and the relationship between learning strategies and their benefits for language comprehension, additional research is needed.

#### REFERENCES:

- Akbari, Zahra. 2016. "The Study of EFL Students' Perceptions of their Problems, Needs and Concerns over Learning English: The Case of MA Paramedical Students." *Procedia-Social and Behavioral Sciences* no. 232:24-34.
- Ali, Takbir. 2012. "SAGE Open."
- Assia, Chikouche, and Dahmane Amina. 2020. *The Relationship Between EFL Students' Learning Style Preferences and their Language Written Achievements: The Case of Second Year EFL Learners at M'sila University*.
- Bell, David M. 2003. "Method and postmethod: Are they really so incompatible?" *TESOL quarterly* no. 37 (2):325-336.
- Chaury, Patrick. 2015. *The effects of strategy instruction on reading comprehension in English as a foreign language*. Concordia working papers in Applied Linguistics.
- Chen, Jun-Ming, Meng-Chang Chen, and Yeali S Sun. 2010. "A novel approach for enhancing student reading comprehension and assisting teacher assessment of literacy." *Computers & Education* no. 55 (3):1367-1382.
- Creswell, John W, and Vicki L Plano Clark. 2004. "Principles of qualitative research: Designing a qualitative study." Office of Qualitative & Mixed Methods Research, University of Nebraska, Lincoln.
- Dechant, Emerald. 2013. *Understanding and teaching reading: An interactive model*: Routledge.
- El-Koumy, Abdel Salam. 2003. "Differences in FL reading comprehension among high-, middle-, and low-ambiguity tolerance students." Education Resources Information Center (ERIC), USA.
- Gillies, Robyn M, and Michael Boyle. 2005. "Teachers' scaffolding behaviours during cooperative learning." *Asia-Pacific Journal of Teacher Education* no. 33 (3):243-259.
- Hamouda, Arafat. 2021. "The Effect of Lexical Inference Strategy Instruction on Saudi EFL Learners' Reading Comprehension." *Education Quarterly Reviews* no. 4 (1).

- Kafipour, Reza, Mehdi Yazdi, and Nasrin Shokrpour. 2011. "Learning styles and levels of vocabulary learning among Iranian EFL learners." *European Journal of Social Sciences* no. 25 (3):305-315.
- Kazi, Asma Shahid, Hafiz Muhammad %J International Journal of Social Sciences Iqbal, and Education. 2011. "Use of language learning strategies by students at higher secondary level in Pakistan." no. 1 (4):557-574.
- Kern, Richard. 2006. "Perspectives on technology in learning and teaching languages." *Tesol Quarterly* no. 40 (1):183-210.
- Khan, Kifayatullah, and Wasal Khan. 2020. "Perceptions of Students and Teachers about Students' Proficiency in English Language at Higher Secondary Level in Khyber Pakhtunkhwa, Pakistan." *International Journal of English Linguistics* no. 10 (1):15-25.
- Lee, Chen Kuo. 2010. "An overview of language learning strategies." *Annual Review of Education, Communication & Language Sciences* no. 7.
- Mezhoud, Soraya. "The effect of remedial instruction on reading strategies on the students' motivation to read in english."
- Nazarinasab, Farveh, Azadeh Nemati, and Mohammad Mehdi Mortahan. 2014. "The impact of foreign language reading anxiety and text feature awareness on university students' reading comprehension ESP texts." *International Journal of Language and Linguistics* no. 2 (6):1-7.
- O'malley, J Michael, Michael J O'Malley, Anna Uhl Chamot, and J Michael O'Malley. 1990. *Learning strategies in second language acquisition*: Cambridge university press.
- Oxford, Rebecca L. 2003. "Language learning styles and strategies: Concepts and relationships."
- Pan, Ching-Ying, and Hui-Yi Wu. 2013. "The Cooperative Learning Effects on English Reading Comprehension and Learning Motivation of EFL Freshmen." *English Language Teaching* no. 6 (5):13-27.
- Phakiti, Aek. 2006. "Theoretical and pedagogical issues in ESL/EFL teaching of strategic reading." *University of Sydney Papers in tesol* no. 1 (1):19-50.
- Rachmawati, Mia, and Lisda Maulani. 2015. STUDENTS' LOW MOTIVATION TO READ ENGLISH BOOKS AND ITS EFFECTS ON THEIR ENGLISH PROFICIENCY. Paper read at The Third Undergraduate Conference on ELT, Linguistics, and Literature 2015.
- Rahman, Tariq. 2004. Language policy and localization in Pakistan: proposal for a paradigmatic shift. Paper read at SCALLA Conference on computational linguistics.
- Reid, Gavin, and Iva Strnadova. 2008. "Dyslexia and learning styles: Overcoming the barriers to learning." *The SAGE Handbook of Dyslexia*. Los Angeles, London, New Delhi, Singapore, Washington: SAGE:369-381.
- Rezaei, Reyhaneh. 2015. "Examining and dealing with the issue of reading strategy use by Iranian EFL learners." *The Reading Matrix: An International Online Journal* no. 15 (2).
- Schmidt, Nancy, and Janet Kaufman. 2005. "Learning commons: Bridging the academic and student affairs divide to enhance learning across campus." *Research Strategies* no. 20 (4):242-256.
- Sherman, Robert R, and Rodman B Webb. 1988. "Qualitative research in education: A focus." *Qualitative research in education: Focus and methods*:1-22.

Suharni, Tika. 2017. "The use of metacognitive reading strategies by EFL learners in reading." Research in English and Education Journal no. 2 (1):9-18.

Teevno, Roshan Ali, and Rasul Bakhsh Raisani. 2017. "English reading strategies and their impact on students' performance in reading comprehension." Journal of Education & Social Sciences, 5 (2), 152 no. 166.

THOMAS, WANJALA T. 2016. AN ANALYSIS OF LEARNER-PROBLEMS IN THE DEVELOPMENT OF ENGLISH LANGUAGE READING COMPREHENSION AMONG SECONDARY SCHOOL STUDENTS IN VIHIGA DISTRICT KENYA, KENYATTA UNIVERSITY.

Warsi, Jilani. 2004. "Conditions under which English is taught in Pakistan: An applied linguistic perspective." Sarid Journal no. 1 (1):1-9.

Zare, Pezhman, and Moomala Othman. 2013. "The relationship between reading comprehension and reading strategy use among Malaysian ESL learners." International Journal of Humanities and Social Science no. 3 (13):187-193.



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).