View metadata, citation and similar papers at core.ac.uk
brought to you by CORE
provided by Repository@USM

THE DEVELOPMENT OF READING MODULES AND USAGE OF READING STRATEGIES IN ESL CLASSROOM

MUHAMMAD JAVED

UNIVERSITI SAINS MALAYSIA
2016

THE DEVELOPMENT OF READING MODULES AND USAGE OF READING STRATEGIES IN ESL CLASSROOM

by

MUHAMMAD JAVED

Thesis submitted in fulfilment of the requirements
for the Degree of
Doctor of Philosophy

July 2016

ACKNOWLEDGEMENT

First and foremost, I wish to express my deepest gratitude to Allah (SWT), the Lord of Universes, for giving me the strength, both mentally and physically to complete this thesis.

With a deep sense of gratitude, I wish to express my sincere thanks to the following caring individuals for their enormous support and help in completing this thesis.

It has been a real privilege to work under the supervision of Dr. Lin Siew Eng School of Educational Studies, Universiti Sains Malaysia. I really got from her experience a model of how I may one day learn to supervise. From the outset she encouraged me and offered appropriate suggestions, advice and encouragement. Dr. Lin Siew Eng has been a wise facilitator of my learning and development during the PhD process. Thanks to her warm and strict personality, thanks for her unfailing guidance, for setting me on the path to being an effective researcher even when she was extremely busy and tired. As a matter of fact, if it had not been for her help and understanding, this thesis would not have been possible. I am forever in her debt.

I would also like to express my sincere thanks to my co-supervisor, Professor Dato' Dr. Abdul Rashid Mohamed, School of Educational Studies, Universiti Sains Malaysia. I must be very grateful for his valuable suggestions, advice and productive ideas. My debt to his leadership, guidance and support can never be adequately expressed with words.

A special word of appreciation goes to Universiti Sains Malaysia for allowing me to pursue my PhD there and for the facilities offered by the School of Educational Studies and the administrative and library staff.

I would also like to acknowledge with gratitude the cooperation extended to me by the principals, ESL teachers and students of the secondary schools who contributed to this study.

Many thanks are also extended from the bottom of my heart to my dear father and mother whose priceless love, invaluable care, best wishes, abundant prayers and encouragement provided me spiritual guidance and inspiration during the period of this work. I only wish they could have been here to see this finished work, but I know that this is what they would have wanted.

I extend my thanks to my spouse Saima Nazli and children; Javeria Sadaf, Sufyan Javed and Maria Sadaf for their emotional and unwavering moral support which gave me strength and determination to continue my graduate studies for the PhD in Malaysia. Their love, support and understanding have enabled me to persevere in this long journey.

Last, but definitely not least, my special word of appreciation goes to the role of Higher Education Commission Pakistan and my parent university; The Islamia University of Bahawalpur, Pakistan for granting me financial support to pursue my PhD in Malaysia.

TABLE OF CONTENTS

ACKNOWLEDGEMENT...……ii

TABLE OF CONTENTS…….....iv

LIST OF TABLES…….....x

LIST OF FIGURES……...xiii

LIST OF APPENDICES……xiv

LIST OF ABBREVIATIONS…….....xvi

ABSTRAK…….....xvii

ABSTRACT…….....xix

CHAPTER ONE- INTRODUCTION…….....1

1.0 Introduction…….....1

1.1 Background of the Study…….3

1.2 Statement of the Problem……6

1.3 Purpose of the Study……12

1.4 Research Objectives…….....13

1.5 Research Questions…….....14

1.6 Rationale of Conducting the Study……...15

1.7 Significance of the Study……..16

1.8 Limitations of the Study……18

1.9 Definitions of Terms……19

1.9.1 Descriptors of Reading Ability……19

1.9.2 Reading Ability……19

1.9.3 Reading Comprehension…….....20

1.9.4 Reading Module…….....20

1.9.5 Reading Strategies……21

1.9.6 Pedagogy……...21

1.10 Conclusion……22

CHAPTER TWO- REVIEW OF LITERATURE……...23

2.0 Introduction……...23

2.1 Reading…….....23

2.2 Reading Comprehension……..……25

2.3 Reading Comprehension Modules……..……..29

2.3.1 Modules- The University of Texas at El Paso……..31
(UTEP)

2.3.2 Middle School Reading Modules-Virginia Department of……..….36
Education

2.3.3 Modules- Ministry of Education, Te Kete Ipurangi Wellington, ...36

New Zealand

2.3.4 Modules-Oxford University Press……....38

2.3.5 Open Resources for English Language Teaching Modules……....…….38
developed by Commonwealth of Learning

2.4 Developing Reading Comprehension Modules...…….43

2.4.1 Malaysian English Language Syllabus…….43

2.4.2 Barrett's Taxonomy of Reading Comprehension…….47

a) Literal Comprehension……..49

b) Reorganisation Comprehension……50

c) Inferential comprehension…….50

d) Evaluation…….51

e) Appreciation…….....51

2.4.3 Day and Park's Taxonomy of Reading Comprehension……...52

2.4.4 Revised Bloom's Taxonomy of Educational Objectives……..56

2.4.5 Descriptors of Reading Ability…….57

2.5 Reading Comprehension Strategies…..……61

2.5.1 Signpost Questions……65

2.5.2 Skimming and Scanning……...67

2.5.3 Bottom-Up and Top-Down Processing in Reading……..68

2.5.4 SQ3R (Survey, Question, Read, Recite, Review) Reading Strategy……71

2.5.5 SQ4R (Survey, Question, Read, Recite, Review, Reflect) strategy.....72

2.5.6. PQ4R (Preview, Question, Read, Reflect, Recite, Review) Strategy…...73

2.5.7 Interactive Strategy Trainer for Active Reading and Thinking……....74 (iSTART)

2.6 Review of Previous Studies……..75

2.7 Pedagogical Issues in Reading Comprehension……..……78

2.8 Reading Comprehension Models…….....80

2.8.1 Psycholinguistic Guessing Game (PGG)……..80

2.8.2 Construction-Integration Model……81

2.8.3 Interactive Compensatory Model……..81

2.8.4 Carrel's Version of Schema Theory……..82

2.8.5 Widdowson's Model of Comprehension……..83

2.9 Instructional Designs……84

2.10 Conceptual Framework……88

2.11 Conclusion……....91

CHAPTER THREE- METHODOLOGY……93

3.0 Introduction……..…93

3.1 Research Design……....93

3.2 Instructional Design: Pebble in the Pond Model……...97

3.2.1 Problem……99

3.2.2 Progression……..…...100

3.2.3 Analysis……..…101

3.2.4 Strategy……..…101

3.2.5 Design……102

3.2.6 Production……..……102

3.3 Validity of the Reading Comprehension Modules……..103

3.3.1 Types of Texts……105

3.3.2 Types of Reading Comprehension Questions…….....106

3.4 Reliability of the Reading Comprehension Modules……..108

3.5 Identifying Reading Comprehension Strategies……...……...122

3.6 Sample Size and Sampling Procedure……...……..123

3.7 Qualitative Research……..….126

3.8 Data Collection……...….128

3.8.1 Observation……...……..129

a) Constructing the Observation Protocol……..……133

b) Validity of the Observation Protocol……..……135

c) Reliability of the Observation Protocol……..……136

3.8.2 Permissions to Implement the Research…….140

3.9 Analysing Qualitative Data……..…...141

3.10 Research Matrix……..143

3.11 Conclusion……..…146

CHAPTER FOUR- DATA ANALYSIS……..……147

4.0 Introduction……..…...147

4.1 Developing Reading Comprehension Modules……..147

4.1.1 Descriptors of Reading Ability……...150

4.1.2 Malaysian English Language Syllabus……...151

4.1.3 Barrett's Taxonomy of Reading Comprehension……..…….154

4.1.4 Day and Park's Taxonomy of Reading Comprehension…….155

4.1.5 Revised Bloom's Taxonomy of Educational Objectives……....156

4.2 Types of Texts Selected for the Reading Comprehension Modules……...159

4.3 Types of Reading Comprehension Questions…….....169

4.4 Reading Comprehension Strategies Used by the ESL Teachers Based on…….172 Observation

4.5 The Procedure of Data Analysis…….....183

4.5.1 Reading Strategies Used by the ESL Teachers to Teach Literal……....184 Comprehension Questions

a) Reading the Text and Questions and Underlining the Keywords…...185 and Main Ideas

b) Skimming and scanning……..188

c) Reading the signpost questions……...190

d) Asking comprehension questions……..….190

e) Reading Strategies not Used by the ESL Teachers for Teaching…..199
Literal Comprehension Questions

4.5.2 Reading Strategies Used by the ESL Teachers to Teach……....203
Reorganisation Comprehension Questions

a) Skimming and Scanning…….....206

b) Synthesising, Consolidating and Integrating Information…….....208

c) Explaining the Meanings of Difficult Words…….....213

d) Reading the Questions/Signpost Questions……....215

e) Reading Strategies not Used by the ESL Teachers for Teacher…….222
Teaching Reorganisation Comprehension Questions

4.5.3 Reading Strategies Used by the ESL Teachers to Teach the ……228
Inferential Comprehension Questions

a) Reading the texts and locating clue words from the text……....229

b) Reading/Asking Comprehension Questions……...231

c) Providing Justification for Selecting Correct Answers……...232

d) Recollecting the Information from Memory……...236

e) Making Predictions and Assumptions Based of the Previous…….237
Knowledge and Personal Experience

f) Reading Strategies not Used by the ESL Teacher for Teaching…….246
Inferential Comprehension Questions

4.6 Conclusion……..260

CHAPTER FIVE- DISCUSSION, CONCLUSION AND RECOMMENDATIONS……..262

5.0 Introduction…….....262

5.1 Developing the Reading Comprehension Modules…….262

5.1.1 Selection of Texts for Developing the Reading Comprehension……....267
Modules

5.1.2 Construction of Reading Comprehension Questions……..268

5.2 Identifying Reading Strategies for Teaching Comprehension Questions……...270

5.2.1 Reading Strategies Used by ESL Teachers to Teach Literal……..……270
Comprehension Questions

5.2.2 Reading Strategies Used by ESL Teachers to Teach Reorganisation….274

Comprehension Questions

5.2.3 Reading Strategies Used by ESL Teachers to Teach Inferential……276
Comprehension Questions

5.3 Research Contributions……...280

5.4 Pedagogical Implications of the Findings……...282

5.5 Recommendations for Stakeholders……283

5.6 Recommendations for Future Research……..……285

5.7 Conclusion……..286

REFERENCES……..…288

APPENDICES……...314

LIST OF PUBLICATIONS…….....374

LIST OF TABLES

		Page
Table 2.1	Modules developed by others	41
Table 2.2	Grid for developing and evaluating reading comprehension questions	53
Table 2.3	Revised Bloom's taxonomy of reading comprehension taxonomy	56
Table 2.4	Previous studies and their findings	77
Table 2.5	Reading comprehension models	83
Table 3.1	Results of the pilot study	110
Table 3.2	Stage-wise activities for pilot study	112
Table 3.3	Mean scores and reliability values in literal, reorganisation and inferential comprehension of the reading comprehension modules	114
Table 3.4	Demographic characteristics of the sample of the study for observation	126
Table 3.5	Interpretation of Cohen's Kappa values for inter-rater reliability	137
Table 3.6	Raters' responses to the items on the observation protocol	137
Table 3.7	Excerpt of qualitative thematic coding analysis	142
Table 3.8	Research matrix	144
Table 4.1	Details of the reading comprehension test	149
Table 4.2	Reading skills adopted from the Descriptors of Reading Abilities	151
Table 4.3	Skill specifications taken from the Malaysian English language syllabus	153
Table 4.4	Reading skills taken from Barrett's taxonomy of reading comprehension	154
Table 4.5	Skill specifications and form of reading comprehension questions adopted from Day and Park's taxonomy of reading comprehension	156
Table 4.6	Reading skills taken from revised Bloom's taxonomy of educational objectives	157

Table 4.7	Summary of the selected reading skills	158
Table 4.8	Details about types of texts selected for each reading comprehension module	163
Table 4.9	Length of the texts and themes for each module/band	166
Table 4.10	Details of reading comprehension questions	170
Table 4.11	Details about the texts used by the ESL teachers	173
Table 4.12	Participants' description, codes and reading comprehension modules	177
Table 4.13	Schedule of observation at school A	179
Table 4.14	Schedule of observation at school B	180
Table 4.15	Reading strategies used by the ESL teachers to teach the literal comprehension questions	185
Table 4.16	Reading strategies used by the ESL teachers to answer the literal comprehension questions	197
Table 4.17	Scores of the ESL students of school A in the literal comprehension questions	200
Table 4.18	Scores of the ESL students of school B in the literal comprehension questions	201
Table 4.19	Reading strategies used to teach reorganisation comprehension questions	205
Table 4.20	Explanation of difficult words made by the ESL teachers	214
Table 4.21	Reading strategies used by the ESL teachers to answer the reorganisation comprehension questions	221
Table 4.22	Scores of the ESL students of school A in the reorganisation comprehension questions	224
Table 4.23	Scores of the ESL students of school B in the reorganisation comprehension questions	225
Table 4.24	Reading strategies used by the ESL teachers to teach the inferential comprehension questions	229
Table 4.25	Meanings of difficult words explained by the ESL teacher	240
Table 4.26	Reading strategies used by the ESL teachers to answer inferential comprehension questions	245

Table 4.27	Scores of the ESL students of school A in the inferential comprehension questions	248
Table 4.28	Scores of the ESL students of school B in the inferential comprehension questions	249
Table 4.29	Reading strategies used by the ESL teachers for teaching the literal reorganisation and inferential comprehension questions	252

LIST OF FIGURES

		Page
Figure 2.1	Concept mapping to find out main idea	33
Figure 2.2	Classification of reading comprehension abilities	48
Figure 2.3	A passage demonstrating signpost words	66
Figure 2.4	Bottom-up approach to reading	70
Figure 2.5	Top-down approach to reading	70
Figure 2.6	Interactive models	71
Figure 2.7	PQ4R Strategy	73
Figure.2.8	Visual presentation of conceptual framework	89
Figure 3.1	Research Design	95
Figure 3.2	Pebble in the Pond Model/Design	99
Figure 3.3	Comparison of the mean scores of the students in literal, reorganisation and inferential comprehension in the reading comprehension module 2	115
Figure 3.4	Comparison of the mean scores of the students in literal, reorganisation and inferential comprehension in the reading comprehension module 3	117
Figure 3.5	Comparison of the mean scores of the students in literal, reorganisation and inferential comprehension in the reading comprehension module 4	118
Figure 3.6	Comparison of the mean scores of the students in literal, reorganisation and inferential comprehension in the reading comprehension module 5	119
Figure 3.7	Comparisons of the scores in the reading comprehension module 2 to reading comprehension module 5	120
Figure 3.8	Identifying the reading strategies by using observation	122
Figure 3.9	Sampling for the study	125
Figure 3.10	Sources and procedure of the data collection	129
Figure 3.11	Steps in analysing qualitative data gathered through observation	143
Figure 4.1	Process of identifying main idea from the text	187

LIST OF APPENDICES

		Page
Appendix A:	Descriptors of Reading Abilities (Adopted from Abdul Rashid et al., 2010)	314
Appendix B:	A Set of 6 Reading Comprehension Modules	318
Appendix C:	Types of Text (1) An Invention	321
Appendix D:	Types of Text (2) Motorcycle	322
Appendix E:	Types of Text (3) The Earth	324
Appendix F:	Types of text (4) Banana Fritters	325
Appendix G:	Types of Text (5) Pie Graph	327
Appendix H:	Types of Text (6) Tour Packages	328
Appendix I:	Types of Text (7) A Courageous Blind Woman	329
Appendix J:	Types of Text (8) Ice Sculpturing	330
Appendix K:	Types of Questions (1) A Professional Hunter of Wild Animals	331
Appendix L:	Types of Questions (2) A Professional Hunter of Wild Animals	332
Appendix M:	Length of Distractors (1) Reading Comprehension Module 6: Part A: Literal Comprehension	333
Appendix N:	Length of Distractors (2) Reading Comprehension Module 6: Part A: Literal Comprehension	334
Appendix O:	Permission Letter from School of Educational Studies, USM	335
Appendix P:	Observation Protocol	336
Appendix Q:	Request to Validate the Observation Protocol	341
Appendix R:	Permission Letter from Ministry of Education, Malaysia	342
Appendix S:	Permission Letter from State Education Department Pinang Malaysia	343
Appendix T:	Reading Comprehension Module 1 Part A: Literal Reading Comprehension	344
Appendix U:	Text 1: Is Air Travel as Safe as it Should Be?	351
Appendix V:	Text 1: Industrial Waste Pollution	352

Appendix W:	Text 1: Giant Panda and Red Panda	354
Appendix X:	Text 1: A Newspaper Report	355
Appendix Y:	Text 1: Pure Friendship	356
Appendix Z:	Test 1: Camping in the Forest	358
Appendix AA:	Text 1: An Email	359
Appendix AB:	Text 1: An Email	361
Appendix AC:	Text 1: A Great Help	363
Appendix AD:	Text 1: Headmaster's Speech	365
Appendix AE:	Structure of the Reading Comprehension Lesson Plans	366
Appendix AF:	Lesson Plan 1: Literal Comprehension Questions	367

LIST OF ABBREVIATIONS

1.	ADDIE	Analysis, Design, Development, Implementation and Evaluation
2.	ASSURE	**A**nalyze, **S**tate Objectives, **S**elect methods, media and materials, **U**tilize materials, **R**equire learner participation, **E**valuate and Revise.
3.	CALP	Cognitive Academic Language Proficiency
4.	ELLP	English Language Learning Progressions
5.	ESL	English as a Second Language
6.	ISD	Instructional System Design
7.	KBSM	Kurikulum Bersepadu Sekolah Menengah (Integrated Secondary School Curriculum)
8.	OMR	Optical Mark Recognition
9.	QAR	Question-Answer Relationships Strategy
10.	READS	Reading Evaluation and Decoding System
11.	SAT	System Approach to Training
12.	TESOL	Teaching English to the Speakers of Other Languages
13.	UTEP	University of Texas at El Paso

PEMBANGUNAN MODUL BACAAN DAN PENGGUNAAN STRATEGI BACAAN DALAM BILIK DARJAH ESL

ABSTRAK

Kajian ini memberi tumpuan kepada pembangunan modul pemahaman bacaan untuk guru Bahasa Inggeris sekolah menengah bagi membantu pemahaman bacaan di kalangan murid sekolah menengah dalam Malaysia. Strategi kefahaman bacaan yang digunakan oleh guru Bahasa Inggeris untuk mengajar *literal*, pengolahan semula dan soalan kefahaman inferensi dengan menggunakan modul bacaan yang dibangunkan oleh penyelidik juga telah dikenalpasti. Satu set modul pemahaman bacaan telah dibangunkan dan setiap modul dibahagikan kepada tiga bahagian seperti Bahagian A (pemahaman '*literal'*), Bahagian B (pemahaman 'pengolahan semula') dan Bahagian C (pemahaman 'inferensi'). Setiap bahagian modul mengandungi 5 teks pelbagai *genre* dan tema yang telah dipilih dan diadaptasi daripada pelbagai sumber sahih. Tahap kesukaran dan panjang teks meningkat secara beransur-ansur daripada modul 1 ke modul 6 sejajar dengan keupayaan membaca murid (aras 1 hingga aras 6). Di samping itu, lima soalan pemahaman telah dibina bagi setiap teks dalam setiap modul bacaan. Data kualitatif dikumpulkan menggunakan pemerhatian yang melibatkan 12 guru Bahasa Inggeris sekolah menengah dan 240 murid Tingkatan Empat yang telah dipilih melalui persampelan *purposive* daripada dua sekolah menengah di Pulau Pinang, Malaysia. Dapatan kajian mendedahkan bahawa guru Bahasa Inggeris menggunakan beberapa strategi membaca yang berbeza untuk mengajar '*literal'*, 'pengolahan semula' dan soalan pemahaman 'inferensi'. Bagaimanapun, mereka masih memerlukan pelbagai strategi membaca untuk mengajar soalan bacaan pemahaman secara berkesan. Oleh itu, penyelidik telah membina rancangan pengajaran sebagai garis panduan untuk guru

Bahasa Inggeris mengajar pemahaman bacaan secara berkesan. Berkenaan dengan implikasi pedagogi ke atas modul pemahaman bacaan dan rancangan pengajaran, kedua-duanya adalah penting dalam menghasilkan satu paradigma baru kepada guru Bahasa Inggeris untuk mengajar pemahaman bacaan secara berkesan dan berjaya di peringkat sekolah menengah di Malaysia.

THE DEVELOPMENT OF READING MODULES AND USAGE OF READING STRATEGIES IN ESL CLASSROOM

ABSTRACT

The current study focused on the development of reading comprehension modules for secondary school ESL teachers to facilitate reading comprehension abilities among secondary school ESL students in Malaysia. Besides, the reading comprehension strategies used by ESL teachers to teach literal, reorganisation and inferential comprehension questions using the reading modules developed by the researcher were also identified. A set of six reading comprehension modules was developed and each module was divided into three parts namely; Part A (literal comprehension), Part B (reorganisation comprehension) and Part C (inferential comprehension). Each part of the modules consists of 5 texts with diverse genres and themes that were selected and adapted from various authentic sources. The difficulty level and length of the texts increased gradually from module 1 to module 6 in line with students' reading abilities (band 1 to band 6). In addition, five comprehension questions were also constructed under each text in each reading module. The qualitative data were collected through observation that involved 12 secondary school ESL teachers and 240 Form Four students that were selected through purposive sampling from two secondary schools from Penang, Malaysia. The findings of the study reveal that the ESL teachers employed some reading strategies for teaching literal, reorganisation and inferential comprehension questions. However, they still need an array of reading strategies to teach reading comprehension questions effectively. The researcher has designed lesson plans for ESL teachers to serve as guidelines to teach reading comprehension efficiently. As regards the pedagogical implications of the reading comprehension modules and

lesson plans, they are significantly important to provide a new paradigm to ESL teachers to teach reading comprehension efficaciously and successfully at secondary school level in Malaysia.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Reading is one of the basic skills in teaching of the English language. It provides foundations to all other language skills such as listening, speaking and writing. Reading is emphasised in English instruction at school level. The reading section in the textbooks is usually in the form of a text followed by some questions as a common technique to improve students' reading comprehension. Reading comprehension is an interactive process in which the reader constructs meanings based on prior knowledge, characteristics of the text and the reader's use of comprehension strategies (Orasanu & Penney, 1986; Rumelhart, 1978). Readers who fail to employ appropriate comprehension fostering strategies may suffer comprehension loss (Baker & Brown, 1984; Brown & Abeywickrama, 2004). Poor readers' comprehension can be improved by specific indicators designed to increase the use of comprehension strategies and guidelines (Brown, Armbruster, & Baker, 1986).

In the Malaysian context, it is vital to understand that success in mastering the English language has its roots in the English Language classroom, as this is the second language or the compulsory subject of instruction in all national and national type schools after the Malay language, as set down in the Malaysian Education Act, 1966. Therefore, in Malaysia, English is a second language in terms of its importance in the education system and international relations (Ahmad, 1998; Segawa, 2007). Moreover, reading comprehension is the most important part in the English langu``age syllabus taught at all secondary school levels in Malaysia.

The Ministry of Education Malaysia offers its full support to encourage and nurture reading habits amongst students at school level. The Malaysian Minister of Education stressed the importance of acquiring reading skills to give children a head start on others as he believed that in today's world, survival is pressed if reading skills are not well-developed (Musa, 2003). Furthermore, the Malaysian Minister of Education strongly believes that cultivating a reading culture begins in schools.

The task of increasing the English Language proficiency skills among pupils in Malaysia today is imperative, especially among the upper secondary pupils as these young people are continuously streaming into the labour market. English speakers have an edge over the others as much of the important information is first released in English. Consequently, the Malaysian workforce has to be trained to read and understand the productivity-enhancing programmes that first come out in English. Teaching reading skills to pupils is therefore becoming increasingly vital today.

Well-organized indicators can play their vital roles in facilitating the English as Secondary Language (ESL) teacher to teach students according to their abilities. It is also observed that the teachers do not follow any specific modules or strategies while teaching their students. Teaching without any proper guidelines produces unproductive outputs (O'Reilly, Sinclair, & McNamara, 2004). Therefore, it is challenging to improve ESL students' reading comprehension skills to make them successful readers.

1.1 Background of the Study

In line with the nation's aspiration and special status according to English as a compulsory subject in all primary and secondary school curricula, the English language syllabus 2000 was introduced in all Malaysian secondary schools. The aims and objectives of the curriculum focus on the learners who should be ultimately able to use English to acquire knowledge and to interact with people (Ministry of Education Malaysia, 2012). The National Philosophy of Education and the Education Act of 1966 seek to optimise the intellectual, emotional, spiritual and physical potential of learners by the English language syllabus (Nunan, 2003). The syllabus contains a major portion of reading comprehension to enable learners to identify supporting details in the text and to locate main ideas from the text. Moreover, the curriculum also aims to enable the students to identify simple cause and effect, extract supporting details, acquire the meanings of words by using contextual clues, draw conclusions, predict outcomes and make inferences from the text.

In the teaching and learning processes, the Form Four and Form Five English Language Syllabus and Curriculum Specifications stress the principles of 'learner-centeredness' in all classroom activities (Thang & Kumarasamy, 2006). In addition to this, the Curriculum Specifications clearly state that in planning and organising a lesson, the teacher has to ensure that the learner is at the centre of the learning process. Therefore, teaching approaches, lessons and curricular materials for learning must be adjusted to suit the different needs and abilities of students.

In ESL situation, all the four language skills such as reading, speaking, listening and writing are needed to be emphasised. The reading skill, being the most dominant skill, needs more attention (Gu, 2003). Though much has been done to enhance students' reading comprehension as the most important skill, yet they are not still fully proficient in understanding the text comprehensibly (Pressley & Afflerbach, 1995a; 1995b).

The textbooks emphasise the teaching for the competence of reading comprehension. It is assumed that students having concentrated on learning reading competency at the primary and lower secondary levels will naturally be ready to develop their reading skills on reaching the upper secondary level. This distinct approach to ESL is not successful to a certain extent to achieve the desired objectives. However, the introduction of the New Primary School Curriculum and Integrated Secondary School Curriculum, 1980 resulted in changes to the ESL syllabi (Ministry of Education Malaysia, 2010; Pandian, 2002).

In connection with enhancing the students' reading competency, the ESL teachers need to understand the purposes, objectives, and strategies of reading comprehension and the effects that may have on their students. According to Barrett's (1968) taxonomy; literal, reorganisation and inferential reading comprehension skills are essential for students and teachers as well to understand the main targets of teaching reading skills. Explicit instructions on locating the supporting details, main ideas and cause and effect are the basic sub skills for students who do not have the appropriate competency in reading comprehension.

Teachers must be able to embed literacy activities such as strategies to inculcate the real spirit of teaching reading comprehension in contexts where the students do not have meaningful access to the vocabulary and understanding tactics (Koda, 2005). Such strategies may transfer reading skills to the students efficiently and successfully (Boulware-Gooden, Carreker, Thornhill, & Joshi, 2007). Teachers need an understanding of the ways in which reading in a second language draws upon a body of knowledge about how language and literacy interact. They must be aware of learners' needs based on their prior literacy experiences and they must be prepared to provide the skills and approaches to bridge the gaps (Lewis, Yang, Rose, & Li, 2004), otherwise, their reading comprehension may suffer (Duke & Pearson, 2008).

While teaching reading comprehension, a common strategy of good ESL teachers is asking students to retell or summarise a text and to locate the main idea of the text. Such productive tasks can estimate the comprehension level of the students who can typically understand more than they are able to produce in the second language (Carrell, Devine, & Eskey, 1988). Therefore, teaching students to become effective readers is an important goal of the compulsory years of schooling. It involves extending students' vocabulary and knowledge of the world, developing their knowledge of English grammar and their decoding skills, enhancing their reading skills and extending their ability to comprehend what they read and view from literal, reorganisation and the inferential reading comprehension skills.

As regards to developing the reading comprehension capability, the selected reading materials should be purposeful. Authentic material, in this respect, is a great source to motivate ESL students to promote their reading comprehension. The

authentic material chosen from specific contexts encourages and creates a sense of achievements amongst ESL students (Berardo, 2006). The ESL students will be able to understand the text entirely if the text is selected with local setting (Paulston & Bruder, 1976). With regard to the selection of reading material, Carrell and Eisterhold (1983) recommended that it should be taken from local sources such as booklets, books, magazines, newspapers, periodicals and brochures related to daily life routines so that ESL students can get a sense from the text easily. The authentic material taken from different educational and language learning websites is also useful for developing reading comprehension (Berardo, 2006). Nuttall (2005) suggested three major criteria such as suitability of contents, readability and exploitability for the selection of material choosing from different sources.

1.2 Statement of the Problem

The Malaysian government gave importance to the English language and made English a compulsory subject at all levels of education. However, despite the given concern to this issue, the ESL students face problems in reading comprehension, which need to be resolved. Therefore, two issues namely; developing reading modules to enhance ESL students' reading abilities and identifying reading strategies used by ESL teachers to teach reading comprehension questions are focused in this study.

Firstly, the English language teachers lack suitable reading materials for ESL students. Hassan and Selamat (2002) identified that, in Malaysia, the ESL teachers have to use material from other sources such as the internet, newspapers and

workbooks because the textbooks are either too difficult or too easy and do not match the abilities of different students.

Generally, the teachers face problems regarding the selection of reading material to develop students' reading ability. Therefore, an objective method should be adopted for the selection of supplementary reading material keeping in mind the suitability of the students' varying reading ability, vocabulary and sentence structure (Popescu, 2012). Most previous studies indicate that ESL teachers need to use a variety of reading modules while teaching reading academic texts at all levels, especially at school levels (Baker, 2002; Baker & Brown, 1984; Blachowicz, Blachowicz, & Ogle, 2008; Block & Israel, 2004; Mokhtari & Sheorey, 2002).

According to David and Govindasamy (2006), there is a dearth of reading material in Malaysia to cater for the different levels of students' reading ability. Most of the ESL teachers merely teach with the help of the textbooks provided by the Ministry of Education Malaysia and even from workbooks. Furthermore, they state that the reading texts are not tailored to meet the students' abilities and no specific modules are provided to the ESL teachers to teach reading skills. As regards English language testing in Malaysia, poor tests designed for the students led to a significant decline in the reading comprehension of the students (Davies, Hamp-Lyons, & Kemp, 2003) and the students are still unable to acquire proficiency in reading comprehension even after many years of learning the language at the primary and secondary levels (Jalaluddin, Norsimah, & Kesumawati, 2008).

In addition, the Malaysian public examinations such as Primary School Examination Test, Lower Secondary Assessment and Malaysian Certificate of Education conducted by the Malaysian Examinations Syndicate, are the only indicators of the students' overall performance. These results do not have any break up of marks in each segment of language skills and provide only an overall composite grade (e.g., A^+, A, A^-, B^+, B, C^+, C, D, E, or G) which does not inform much about the students' reading ability. These grades represent the students' overall performance at a particular level but unable to reveal the students' performance or scores in reading comprehension and specifically in sub-skills of reading comprehension such as literal, reorganisation or inferential comprehension (Nambiar, 2007).

Likewise, proper guidelines and training are considered essential components for ESL teachers to teach students according to their reading abilities (Anderson, 2004, 1972; Mokhtari & Reichard, 2004; Zhang, 2001). However, there is little work done regarding developing modules for ESL teachers to teach reading comprehension at school level. This is one of the challenging issues for ESL teachers that they are facing the lack of standardised modules and appropriate guidelines for teaching reading comprehension (Bullock, 2004; Ortega, 2009). As a result, to develop modules for ESL teachers for the teaching of reading comprehension is a pressing need in the present situations.

Murugesan (2003) concluded in his research that multiracial, multicultural and multilingual students exist in Malaysian heterogeneous society and consequently, mixed-ability students ranging from high proficient to complete beginner are found in the English language classrooms and these classes are not streamed according to different abilities. Therefore, the ESL teachers need to deal with such classes according

to their abilities. Ponniah (1993) and Nambiar (2007) stated that the teaching of reading in Malaysian schools does not often focus on all types of reading comprehension skills. According to Day and Bamford (2005), some teachers are not aware whether the comprehension questions they formulate can test students' ability to understand and recall ideas and information directly or indirectly stated in the text. They even do not have an accurate perception about the students' level of capabilities. They also do not learn the difference between explicit and implicit meanings in text. Therefore, they are unable to make inferences and draw conclusions implicitly stated in the text.

Ray and Belden (2010) also indicate that some students lack the skills to identify, organise and specify the supporting details clearly presented in a text. Thus, it is a frustrating situation for ESL teachers with limited experience and training in helping students to overcome these deficiencies. They need to get expertise in transferring the material to the students effectively for successful completion of the academic course.

Secondly, Murugesan (2003) and Gaudart (1987) reported that the ESL students' reading comprehension has declined in Malaysia. Murugesan (2003) justified that the decline in reading comprehension is due to the lack of pedagogical expertise among the English language teachers in the Malaysian schools, who enter into the teaching profession without completing the professional degree of B.Ed (Bachelor of Education).

Pillay and North (1997) identified that the ESL teachers are in a dilemma due to the lack of appropriate guidelines and pedagogical skills over what and how to teach for a particular skill. Furthermore, Boulware-Gooden et al. (2007), Hilden and Pressley (2007), Klingner et al. (2004) and Mason (2004) conclude that appropriate efforts are not being made to use reading strategies for teaching reading comprehension to ESL students. Therefore, the ESL teachers need suitable guidelines to use reading strategies for teaching reading comprehension.

A research carried out by Hassan and Selamat (2002) concluded that the ESL students achieved the least scores in reading comprehension as compared to other language skills such as listening, speaking and writing and it is less focused skill and the material in the textbooks is not identified for any certain skills. They further stated that the ESL teachers teach reading comprehension without proper guidelines, effective teaching methodology and pedagogical skills to specify the texts and contents for a particular sub-skill. In addition to this, Hilden and Pressley (2012) directed that certain instructions in teaching reading comprehension are required to be designed carefully for effective comprehension.

The previous studies (e.g., Connelly & Clandinin, 1999; Jackson, 1990; Johnson & Golombek, 2002; Nassaji, 2002, 2003) report that the Malaysian ESL teachers' pedagogical skills for teaching English as a second language is a complex task where the ESL teachers transfer knowledge based on their experiences instead of pedagogical skills. A study conducted by Asraf (1996) discovers that the majority (69.4%) of the respondents said that the Malaysian ESL teachers lack of pedagogical skills to improve students' reading comprehension skills. The findings of the studies

conducted by Amin (2001), Árva and Medgyes (2000), Norton and Tang (1997) and Wolcott (1994) reveal that better pedagogical skills, approaches and reading strategies enhance ESL students' reading comprehension.

In view of the above discussion, the present study aims to put emphasis on developing reading comprehension modules for the effective reading comprehension at school level. Keeping in mind the scenario stated above regarding the dearth of appropriate guidelines and reading strategies, standardised reading modules can play a vital role in teaching reading comprehension for ESL students in Malaysia. With the increasing demand for English language at all levels, there is a dire need to inculcate the reading material and information effectively so that the ESL teachers' efforts may be fruitful (Carrell, 1989). Thus, ESL teachers need to consider investigating reading strategies that would effectively fit these learners. Exploring reading strategies through standardised techniques among the learners will contribute to reading comprehension (Fitzgerald, 1995).

The focus on developing reading comprehension modules and identifying reading strategies in this study intends to help the ESL secondary school teachers to improve students' reading comprehension since it is rather complicated to perceive how, without standardised reading comprehension modules, students can accomplish their academic objectives (Bernhardt, 2005).

Therefore, this study is an attempt to develop standardised reading comprehension modules and identify reading strategies used by the ESL teachers to teach reading comprehension using these modules to facilitate ESL secondary school students according to their reading abilities.

1.3 Purpose of the Study

The purpose of this study is to develop a set of 6 instructional reading comprehension modules in line with Barrett's (1968) and Day and Park's (2005) taxonomies of reading comprehension and revised Bloom's taxonomy of educational objectives by Anderson et al. (2001) to provide ESL teachers with effective strategies to improve reading comprehension skills of secondary school students. The reading modules were designed for ESL teachers to use them specifically for teaching reading comprehension according to students' different reading abilities at secondary school level in Malaysia. Moreover, the reading strategies used by the ESL teachers to teach reading comprehension using the developed reading modules were identified.

The reading modules are developed to provide ESL teachers with appropriate reading comprehension texts and questions for different levels of students. The state, program level administrators, professional developers, teacher trainers and ESL teachers can use these modules as they seek to improve instruction with the goal of facilitating ESL learners' progress through a systematic, coherent and sustainable development regarding reading comprehension skills. After analysing the contents/texts and strategies of reading comprehension modules, subject to the accurate applicability, these modules were standardised to enhance the pedagogical skills of ESL teachers, which will in turn improve learners' academic achievement and progress. Consequently, the desired outcomes are expected to be achieved.

Hilden and Pressley (2007) indicated that effective reading comprehension instructions begin with explaining and demonstrating of strategies by a teacher

followed by student practice with the teacher providing support and re-instructions as needed. Instruction involves progressive disclosure of increasingly complex comprehension strategies and includes reminders to use the strategies and performance-related feedback.

Therefore, the present study intends to develop effective reading comprehension modules for ESL secondary school teachers. It is anticipated that the findings of this study may provide classroom teachers at secondary schools with guidance for better classroom reading instructions for students. It is hoped that the application and utilisation of techniques and strategies in teaching reading comprehension will assist ESL teachers in improving their teaching approaches and pedagogical skills. This may enhance ESL students' reading comprehension as well as academic achievement.

1.4 Research Objectives

The main objective of this study is to develop a set of 6 reading comprehension modules for ESL teachers to facilitate reading comprehension abilities among Malaysian secondary school ESL students.

Specifically the objectives of this study are to:

1- develop a set of reading comprehension modules for secondary school ESL teachers.

   a) developing the prototype reading comprehension modules.

   b) piloting the prototype reading comprehension modules to check:

      - validity

- reliability

2- identify reading strategies used by the ESL teachers to teach reading comprehension using the reading comprehension modules.

1.5 Research Questions

In order to achieve the objectives of this research study, the research questions are as follows:

RQ 1. How would a set of reading comprehension modules be developed for secondary school teachers?

i) What type of reading comprehension texts should be selected for the different levels of reading ability (Band 1- Band 6)?

ii) What type of reading comprehension questions should be constructed to develop the different sub-skills of reading comprehension to answer the literal, reorganisation and inferential questions?

iii) What is the content validity of the prototype reading comprehension modules?

iv) What is the reliability of the prototype reading comprehension modules?

RQ 2. What are the reading strategies used by the ESL teachers to teach reading comprehension using the developed reading comprehension modules?

i) What are the reading strategies used by the ESL teachers to teach literal comprehension questions?

ii) What are the reading strategies used by the ESL teachers to teach reorganisation comprehension questions?

iii) What are the reading strategies used by the ESL teachers to teach inferential comprehension questions?

1.6 Rationale of Conducting the Study

The logic behind undertaking this study is based on a few motives. Firstly, there is a dire need to develop a set of standardised reading modules for ESL teachers to teach reading comprehension effectively at school level. The teachers should teach the students according to their capabilities but unfortunately there is not any specific modules, which can provide guidelines and strategies for ESL teachers for teaching reading comprehension. From the researcher's teaching experience, it was found that, mostly, ESL secondary school teachers lack of professional approach to transmit knowledge regarding reading comprehension to the students. ESL teachers are sticking to old methods for teaching reading comprehension and they follow only the textbooks that are not sufficient for better understanding of reading skills.

Secondly, the reading provides bases for all other language skills such as writing, speaking and listening. Every student has to read material for each subject. Hence, the ability of reading something does not affect only in the subject of English but also useful for other subjects. Therefore, the reading skill gradually promotes other relevant skills.

Furthermore, these modules will enable the teachers to know specifically what the students are able to do at various levels. Grellet (1981) states that teachers must know at any cost about the inborn capacity of the students to get and absorb any specific skill. Therefore, these modules will provide information to know about the students' innate potentials. The researcher felt that the development and application of

standardised modules for reading comprehension would cause a greater improvement in the teaching methodologies of ESL teachers. Consequently, the students will learn more through systematic guidelines and teaching strategies for reading comprehension.

Lastly, after developing the reading modules, the reading strategies used by the ESL teachers to teach reading comprehension using the reading comprehension modules were identified so that ESL students' different reading comprehension abilities may be facilitated accordingly.

1.7 Significance of the Study

Basically, this research aims to assist the ESL teachers in Malaysia to teach reading comprehension at secondary school level. This is significant because little research has been done before.

The current research is also significant since there is no systematic reading comprehension modules for ESL Malaysian secondary school teachers to teach students how to answer literal, reorganisation and inferential reading comprehension questions according to the students' capabilities. These modules will act as indicators for the ESL teachers to teach sub-skills of reading comprehension at all levels such as easy, intermediate and advanced in line with Barrett's (1968) and Day and Park's (2005) taxonomies and Bloom's taxonomy of educational objectives revised by Anderson et al. (2001). These modules will help ESL teachers to transfer their knowledge to the students effectively with better methodology. According to

Pawanchik (2006) and Jalleh (2012), two-third of the Malaysian teachers did not meet the proficiency level to teach the students effectively at school level. Just using the textbooks is insufficient for students to broaden their vision and open new horizon of understanding.

Consequently, these modules will help ESL teachers improve their exposure in teaching reading comprehension at school level in Malaysia. The ESL teachers will be able to teach according to the students' different reading abilities since the length of texts and relevant reading strategies are taken into consideration during developing the reading modules.

Finally, ESL teachers will get assistance from these modules to apply at secondary school level for teaching reading comprehension skills. Through this, ESL teachers will gain an explicit and declarative understanding of the strategies for improving students' reading comprehension since goal setting, questioning and monitoring of understanding play an integral part in inculcating the reading comprehension skills (Ruddell & Unrau, 2004).

As regards the implications of the reading standardised modules, they can be forwarded to the District Education Officer and handed over to the State Education Office. If all the ESL teachers follow these modules, the report can be sent to the Ministry of Education, Malaysia. The Malaysian ministry in turn could utilise these modules to add the relevant contents in the syllabi for the fulfilment of educational objectives. In a nutshell, this study will improve the ESL teachers' pedagogical skills and ESL students' reading comprehension abilities.

1.8 Limitations of the Study

One of the limitations of the current study is that the researcher selected three major reading skills such as literal, reorganisation and inferential comprehension from the Barrett's taxonomy of reading comprehension, Day and Park's taxonomy of reading comprehension, revised Bloom's taxonomy of educational objectives and Malaysian English language syllabus for developing the reading comprehension modules. The reason is that the selected reading skills are used for teaching reading comprehension focusing on descriptive, narrative, expository, linear and non-linear texts. However, the reading skills such as evaluation and appreciation stated in Barrett's taxonomy of reading comprehension, evaluation and personal response stated in Day and Park's taxonomy of reading comprehension as well as applying and evaluating mentioned in the revised Bloom's taxonomy of educational objectives are not considered for developing the reading comprehension modules. These skills are not considered in this study for developing reading modules as literary texts are not used in this study.

The other limitation of the study is that reading strategies identified for above-mentioned reading skills are only for teaching literal comprehension, reorganisation comprehension and inferential comprehension questions.

The final limitation of the current study is that the study merely included 12 ESL teachers teaching Form Four students from Penang, Malaysia. Targeting more participants can precisely help identify more reading strategies for answering literal,

reorganisation and inferential comprehension questions. Besides, selecting participants from other states of Malaysia can help identify more reading strategies used by ESL teachers for teaching comprehension questions.

1.9 Definition of Terms

The following terms are used specifically in this study.

1.9.1 Descriptors of Reading Ability

The 'Descriptors of Reading Ability' in this study refer to the detailed descriptions of specific reading ability at each Band (Band 1 to Band 6) adopted from Abdul Rashid Mohamed, Lin, and Shaik Abdul Malik (2010). The overall descriptors differentiate the sub-skills such as literal, reorganisation and inferential of reading at each band. The Descriptors of Reading Ability describe the reading abilities of the students.

1.9.2 Reading Ability

According to Kirby, Ball, Geier, Parrila, and Wade-Woolley (2011), reading ability is composed of at least two elements e.g. speed and comprehension. It is a purposeful activity as reading is knowing what to do with a printed page. Thus, it is a combined mental and physical activity. Basically, reading ability refers to an aptitude; a component of a competency to comprehend a certain kind of text at a certain level. In this study, the reading ability of the students refers to the reading comprehension

sub-skills such as to identify supporting details and locate main ideas in literal comprehension, locate main idea, find out cause and effect and acquire the meanings of words with the contextual clues in reorganisation comprehension as well as make inferences and draw conclusions in inferential comprehension.

1.9.3 Reading Comprehension

According to Longman Dictionary of Language Teaching and Applied Linguistics, 'the processes by which the meanings of a written text is understood and the understanding that results is called reading comprehension. Reading employs many different cognitive skills including letter and word recognition, knowledge of syntax, recognition of text types and text structure' (Richards & Schmidt, 2010: 483). In this study, the reading comprehension refers to a complex intellectual process involving three major reading skills in the Barrett's (1968) taxonomy of reading comprehension e.g., literal, reorganisation and inferential to answer the comprehension questions.

1.9.4 Reading Module

According to Longman Dictionary of Language Teaching and Applied Linguistics, module is an instructional unit or a series of linked activities and material in a course that is planned as a self-contained and independent learning sequence with its own objectives (Richards & Schmidt, 2010). For example, a 120-hour language course might be divided into four modules of 30 hours each. Assessment is carried out at the end of each module. The use of modules is said to allow for flexible organisation of a course and can give learners a sense of achievement since objectives are

immediate and specific. In this study, module refers to a planned lesson consisting of suitable texts, guidelines and comprehensive reading strategies for a specific unit of teaching reading comprehension for ESL teachers to teach students at secondary school level.

1.9.5 Reading Strategies

According to Almasi (2003) and Israel (2007), reading strategies are those specific approaches and techniques used before, during and after reading process to activate learners' background knowledge and inculcate ideas to get prepared objectives. With reference to this study, the reading strategies are the specific instructions and guidelines consisting of pictures, illustrations, headings or subheadings added in the modules for the purpose of teaching reading comprehension. The strategies aim to improve teachers' teaching approaches and pedagogies.

1.9.6 Pedagogy

Pedagogy is a term widely used in the teaching profession. It refers to the art and skill of teaching (Murphy, 2008). With reference to the present study, the reading pedagogy is a way to treat and handle the reading texts and activities in the classroom to develop ESL students' reading comprehension.

1.10 Conclusion

This chapter presents an overview of the current research work. It describes the research background that helped the researcher to understand the scenario regarding developing modules and identifying reading strategies. The background of the study also reveals the significance of the research in terms of developing reading comprehension modules. In addition, this chapter also provides statement of the problem in depth that highlighted the issue and strong rationale for developing reading comprehension modules in order to provide comprehensive guidelines to the ESL secondary school teachers particularly in the area of reading comprehension.

It is also discussed in the chapter that studies on developing reading comprehension modules have not focused on how ESL teachers teach reading comprehension using reading modules and reading strategies. It led the researcher to fill the gap of developing reading comprehension modules for the ESL teachers and identifying reading strategies used by the teachers to teach reading comprehension. This is followed by the research objectives and research questions that the study set out to answer. Therefore, it is hoped that developing reading comprehension modules can help ESL teachers to teach reading comprehension to ESL students in a better way. Finally, the key terms used in the study are defined at the end of the chapter. The following chapter is devoted to review studies related to the current research.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

This chapter deals with the existing relevant literature on reading comprehension, reading comprehension modules developed by other researchers and other issues that are about the development of reading comprehension modules. It begins with a short but relevant discussion on reading, reading comprehension, reading comprehension modules developed by others and reading strategies used in teaching reading comprehension modules. The main concern of this study is to develop a set of reading comprehension modules for secondary school students. The emphasis is also given to identify reading strategies used by ESL teachers to teach reading comprehension to students by using reading modules developed by the researcher.

2.1 Reading

Reading is a complex cognitive process of decoding symbols in order to construct or derive meanings form texts. It is a means of language acquisition, communication and sharing information and ideas. In all languages, it is a complex interaction between the text and the reader that is shaped by the reader's prior knowledge, experiences, attitude and language community that is culturally and socially situated (Pikulski & Chard, 2005). Grabe and Stoller (2013) defined reading as the most important academic language skill that plays vital role in foreign language teaching and learning. Many foreign language students consider reading as one of their most important tasks in language learning. Therefore, they follow various pedagogical

reading strategies to achieve their targets. According to Acevedo (2009), reading means to perceive a written text in order to understand its contents.

A large number of foreign language reading experts view reading as an interactive process. It means that while the reader's mental processes occur at different levels, he engages himself in an interaction with the printed text to create meaning and sense. It is the interaction among the reader variables (an interest regarding the respective topic, a predefined goal for reading and a prior knowledge about the topic) and text variables (vocabulary and text structure) that determine the reader's understanding of the text (Carrell et al., 1988).

William (1984) simply defined reading as a process whereby one looks at and understands what has been written. Thus, merely sounding out the words, reading the script loudly or silently without knowing the meanings would not be counted as reading. Therefore, the keyword here is 'understanding'.

It can be concluded from the above definitions that there is no one definition that can encompass reading completely. Generally, they only resemble attempt to describe what reading is and what reading is not. Furthermore, it is not so easy to define the term 'reading' just in a single sentence even though there have been a number of definitions of 'reading'. However, Erten and Karakas (2007) comprehensively defined the term 'reading' as an ability to draw meanings from the printed page and interpret the information appropriately.