

# The Effectiveness of Reading Strategies on Reading Comprehension

Choosri Banditvilai

**Abstract**—This research aimed to investigate the effectiveness of reading strategies on reading comprehension of the second year English major students who enrolled to study English Reading at the faculty of Liberal Arts and Science, Kasetsart University, to find out whether, after being trained in reading strategies, they were able to apply any of these strategies to their reading processes. The data were collected from a questionnaire and reading tasks and semi-structured interviews. The statistical techniques used were the mean value and standard deviation. The analysis of qualitative data and summary of key points were made from the interview. The findings were that reading strategies had a positive effect on the students' reading comprehension. The students had favourable attitudes towards skimming, scanning, making predictions and questioning and they could apply these strategies to their reading processes and they helped them to comprehend the text better.

**Index Terms**—Reading strategies, reading comprehension, English reading, reading processes.

## I. INTRODUCTION

Reading is a lifelong skill for academic learning and success in school. According to Anderson [1], reading is a basic life skill. Thai university students have to spend a great time on reading materials. However, the students face the problem of not understanding the passages of what they had read. This is reflected in their poor reading scores. In reading, students need to use various strategies to help them in the acquisition, storage, and retrieval of information [2]. Therefore, reading strategies are assumed to be important for students reading comprehension and the reading strategies equip the students with the skills of how to handle their reading effectively. Research reveals that good readers are actively involved with the text and they are aware of processes they use to understand while they read. Teachers can help students improve their reading comprehension through reading strategies. Reading strategies are purposeful means of comprehending the author's message [3]. They are believed to influence readers in adjusting their reading behaviours to work on text difficulty, task demands and other contextual variables. Adams [4] identified the types of reading strategies as follows:

### A. Skimming

Skimming is a reading technique for speed reading. The purpose of skimming is to get an overview of the organization of the text and its main idea from a passage in a book. To skim a passage, the readers read through the passage

quickly and skips the details. They read the first sentence of each paragraph. Each paragraph usually contains a topic sentence which states the main idea. McWhorter [5] suggests a topic sentence can appear differently within a paragraph. The most common location of a topic sentence appears in the first sentence of the first paragraph. The second most likely place for a topic sentence is the first sentence of the last paragraph.

### B. Scanning

Scanning is a reading skill that allows the reader to locate specific information quickly. With scanning you already know before you begin what sort of information you are searching for. The purpose of scanning is to get specific information. Scanning is especially important for improving your reading. Many students try to read every word when they read, so they read very slowly. Scanning can help the students learn to read and understand faster.

### C. Making Predictions

Hutchinson [6] defines prediction as "A matter of using an existing knowledge of a pattern or system in order to anticipate what is likely in a novel situation". Many researches have shown that good readers use their experiences and background knowledge to make predictions and formulate ideas as they read [7]. This strategy also allows students interaction, which increases students' interests and improves their understanding of the text [8]. Making predictions is a strategy in which readers use information from picture, title, to make predictions about the story. The title of a text can operate memories of texts, permitting them to guess the content of a new text. During reading, successful readers can make predictions about what will occur next, or what opinions the writer will offer to support a discussion. Readers try to assess these predictions ceaselessly and change any prediction that is not approved by the reading [9].

### D. Questioning

Questioning helps students monitor their comprehension and stay engaged and interested in their reading. Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information [10]. In this strategy, the students return to the text throughout the reading process to find the answers to the questions. Questioning helps students to clarify and comprehend what they are reading. In this strategy, asking appropriate questions permits successful readers to concentrate on the most important information of a text [11]. Asking questions while involving in the reading process provides students with an opportunity to think about what are they reading, be active and independent readers, and be able

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# Journal Articles On Reading Comprehension Strategies

**Donald J. Leu, Charles K.  
Kinzer, Kathleen A. Hinchman**



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Teaching Reading Comprehension to Students with Learning Difficulties, 2/E Janette K. Klingner, Sharon Vaughn, Alison Boardman, 2015-01-19 This practitioner resource and course text has given thousands of K 12 teachers evidence based tools for helping students particularly those at risk for reading difficulties understand and acquire new knowledge from text The authors present a range of scientifically validated instructional techniques and activities complete with helpful classroom examples and sample lessons The book describes ways to assess comprehension build the skills that good readers rely on and teach students to use multiple comprehension strategies flexibly and effectively Each chapter features thought provoking discussion questions Reproducible lesson plans and graphic organizers can be downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition Chapters on content area literacy English language learners and intensive interventions Incorporates current research on each component of reading comprehension Discusses ways to align instruction with the Common Core State Standards Additional instructional activities throughout      **Developing Reading Comprehension** Katherine A. Dougherty Stahl, Georgia Earnest Garcia, 2015-02-18 Early literacy instruction typically emphasizes foundational skills often at the expense of engaging young children in reading and supporting their comprehension of different types of texts This book explains the essential elements of comprehension and shares a wealth of classroom tested instructional practices It presents developmentally informed strategies for scaffolding comprehension skills using content to promote engagement and implementing high level discussions and writing tasks Ways to teach and assess English learners and other diverse students are highlighted throughout The book features explicit links to the Common Core State Standards CCSS as well as helpful reproducible forms Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size      *Comprehension [Grades K-12]* Douglas Fisher, Nancy Frey, Nicole Law, 2020-08-20 Radically change the way students learn from texts extending beyond comprehension to critical reasoning and problem solving Is your reading comprehension instruction just a pile of strategies There is no evidence that teaching one strategy at a time especially with pieces of text that require that readers use a variety of strategies to successfully negotiate meaning is effective And how can we extend comprehension beyond simple meaning Bestselling authors Douglas Fisher Nancy Frey and Nicole Law propose a new comprehensive model of reading instruction that goes beyond teaching skills to fostering engagement and motivation Using a structured three pronged approach skill will and thrill students learn to experience reading as a purposeful act and embrace struggle as a natural part of the reading process Instruction occurs in three phases Skill Holistically developing skills and strategies necessary for students to comprehend text such as monitoring predicting summarizing questioning and inferring Will Creating the mindsets motivations and habits including goal setting and choice necessary for students to engage fully with texts Thrill Fostering the thrill of comprehension so that students share their thinking with others or use their knowledge for something else Comprehension is the structured framework you

need to empower students to comprehend text and take action in the world

**Interventions for Reading Problems, Second Edition** Edward J. Daly, Sabina Neugebauer, Sandra M. Chafouleas, 2015-01-20 This user friendly guide has been thoroughly revised to reflect significant changes in the way schools deliver reading instruction and intervention especially for students at risk for reading failure Step by step strategies target key areas of literacy development phonological awareness fluency and comprehension Particular emphasis is placed on scientifically based practices that do not require major curricular change and can be applied with students of varying ages and ability levels In a large size format with lay flat binding for ease of photocopying the book includes 17 reproducible assessment and instructional tools Purchasers also get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by T Chris Riley Tillman New to This Edition Chapter on multi tiered intervention delivery plus additional discussion in other relevant chapters Chapter on interventions for English learners ELs Chapter on vocabulary instruction intervention and assessment Additional graphing and data analysis tools Coverage of new resources available through federal supports

**Comprehension Instruction** Sheri R. Parris, Kathy Headley, 2015-06-18 All key issues of research and practice in comprehension instruction are addressed in this highly regarded professional resource and course text Leading scholars examine the processes that enable students to make meaning from what they read and how this knowledge can be applied to improve teaching at all grade levels Best practices for meeting the needs of diverse elementary and secondary students are identified Essential topics include strategies for comprehending different types of texts the impact of the Common Core State Standards CCSS cutting edge assessment approaches and the growing importance of digital genres and multimodal literacies User friendly features include end of chapter discussion questions New to This Edition Incorporates the latest research and instructional practices Chapters on the CCSS critical theory culturally responsive instruction and response to intervention Chapters on teaching fiction and informational texts in the secondary grades Expanded coverage of multimodal literacy learning Timely topics such as text complexity close reading digital literacies and neuroscience are discussed in multiple chapters

**Handbook of Reading Research** Michael L. Kamil, P. David Pearson, Elizabeth Birr Moje, Peter Afflerbach, 2011-03-17 The Handbook of Reading Research is the research handbook for the field Each volume has come to define the field for the period of time it covers Volume IV brings the field authoritatively and comprehensively up to date

**Strategies That Work** Stephanie Harvey, Anne Goudvis, 2017 In this new edition of their groundbreaking book *Strategies That Work* Stephanie Harvey and Anne Goudvis share the work and thinking they've done since the second edition came out a decade ago and offer new perspectives on how to explicitly teach thinking strategies so that students become engaged thoughtful independent readers Thirty new lessons and new and revised chapters shine a light on children's thinking curiosity and questions Steph and Anne tackle close reading close listening text complexity and critical thinking in a new chapter on building knowledge through thinking intensive reading and learning

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Larkin, 2009-01-12 Packed with research-based strategies for use with RTI, this resource covers brain-compatible reading instruction for students with learning disabilities or reading difficulties. **What Research Has to Say about Reading Instruction** S. Jay Samuels, Alan E. Farstrup, 1992 Maintaining the balance between theory and application of the 1978 edition, this book's second edition keeps up with changes in the reading curriculum by adding chapters on text structure, metacognition, and home background not found in the first edition. Chapter titles are: 1 The Role of Research in Reading Instruction Wayne Otto 2 Home and School Together Helping Beginning Readers Succeed Lloyd O. Ollila and Margie I. Mayfield 3 Whole Language Research Foundations and Development Kenneth S. Goodman 4 Assessing Literacy From Standardized Tests to Portfolios and Performances Elfrieda H. Hiebert and Robert C. Calfee 5 The Role of Decoding in Learning to Read Isabel L. Beck and Connie Juel 6 Reading Fluency Techniques for Making Decoding Automatic S. Jay Samuels, Nancy Schermer, and David Reinking 7 Developing Expertise in Reading Comprehension P. David Pearson, Laura R. Roehler, Janice A. Dole, and Gerard G. Duffy 8 Improving Reading Instruction in the Content Areas Stephen Simonsen and Harry Singer 9 Text Structure Comprehension and Recall Barbara M. Taylor 10 Metacognition and Self-Monitoring Strategies Ruth Garner 11 Teaching the Disabled or Below-Average Reader Jeanne S. Chall and Mary E. Curtis 12 Reading and the ESL Student Joanne R. Nurss and Ruth A. Hough and 13 Teaching Adults to Read Thomas G. Sticht and Barbara A. McDonald RS

Expanding Reading Comprehension in Grades 3-6 Katherine A. Dougherty Stahl, Georgia Earnest García, 2022-03-29 Students in grades 3-6 need to use increasingly sophisticated comprehension skills and strategies as they read and build knowledge across disciplinary content areas. Grounded in research, this book presents effective practices for integrating literacy instruction with literature, science, and social studies. Chapters address text selection, vocabulary development, strategy instruction, discussion formats, writing to express and expand comprehension, assessment, and more. Ways to meet the needs of emergent bilingual and culturally diverse students are highlighted throughout. Ideal for preservice and inservice teachers and professional staff development, the book includes classroom vignettes, text boxes with easy-to-read instructional procedures, and curriculum resources. Helpful reproducible forms can be downloaded and printed in a convenient 8 1/2 x 11 size. See also the authors' related book on the primary grades, Developing Reading Comprehension: Effective Instruction for All Students in PreK-2.

Reading Strategies for Elementary Students With Learning Difficulties William N. Bender, Martha J. Larkin, 2003-05-20 This book is written with the purpose of providing primary and middle school teachers a practical set of research-based instructional strategies primarily for students with learning disabilities and other learning difficulties. This book includes strategies and instructional examples to be practiced in inclusive classrooms as well as in one-to-one teaching situations. This book offers a practical, ready reference for teachers' increasingly important role in reading instruction for students with learning disabilities.

Literacies for the 21st Century Donald J. Leu, Charles K. Kinzer, Kathleen A. Hinchman, 1996

Reading Comprehension Camille L. Z. Blachowicz, Donna Ogle, 2008-05-05 This practical resource and widely used text presents a wealth of research-based approaches to comprehension instruction. The authors offer specific classroom practices that help K-9 students compare and evaluate print and online sources, develop vocabulary, build study and test-taking skills, and become motivated readers.

**The CATESOL Journal**, 2006

**Teaching Reading to Every Child** Diane Lapp, James Flood, 1992 Introduces pre-service and in-service teachers to the most current theories and methods for teaching literacy to children in elementary schools. The methods presented are based on scientific findings that have been tested in many classrooms. A wealth of examples, hands-on activities, and classroom vignettes, including lesson plans, assessments, lists of children's literature books, to fiction and nonfiction texts, and more, illustrate the methods and bring them to life. The text highlights the importance of teaching every child to become competent in

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