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A Theoretical Study of Strategies for Improving Reading Comprehension skills among EFL Learners

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Abstract

Reading comprehension is an essential element of second language acquisition, especially for learners who are studying English as a foriegn Language (EFL). In spite of its importance, a lot of EFL learners face some challenges such as limited vocabulary, lack of background knowledge, and difficulty in understanding complex structures of texts.

This research is a theoretically-based study which amis to examine effective strategies for improving reading comprehension skills among EFL learners, through a systematic review of exsisting leterature. This research focuses on cognitive, metacognitive, and instructional approaches including explicite strategy instructions, development of vocabulary, extensive reading, and the use of technology.

The findings suggest that the application of different strategies cosiderably improve learners comprehention abilities and inhance self-reliant reading. The research concludes with pedagogical recommindations for EFL teachers.

Keywords :Strategies...improving.. skills...comprehension

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المستخلص:

تعتبر قراءة وفهم النصوص عنصرا اساسيا في عملية اكتساب اللغة الأجنبية, خاصه متعلمي اللغة الإنجليزية كلغة اجنبيه. وبالرغم من هذه الأهمية, يواجه كثيرا من المتعلمين تحديات مستمرة كقلة المفردات وعدم كفاية الخلفية المعرفية الأساسية والصعوبة في تفسير النصوص المعقدة .

يهدف هذ البحث الى الفحص النضري للاستراتيجيات الفعالة لتطوير وتحسين مهارات قراءة وفهم النصوص لدى متعلمي اللغة الإنجليزية كلغة اجنبيه من خلال المراجعة المنهجية للأدبيات الموجودة حيت يركز هذا البحث على النهج المعرفي والنهج التحليلي والنهج التعلمي بما في ذلك التدريس الصريح للاستراتيجيات وتنمية المفردات والقراء المكثفة ودمج التكنولوجيا في العملية التعليمية . تحدد هذه الدراسة أنماط رئيسيه في الأبحاث المختارة.

تشير النتائج إلى أن الجمع بين هذه الاستراتيجيات يحسن بشكل ملحوظ قدرات المتعلمين على الفهم والاستيعاب ويعزز القراءة المستقلة. وتختتم هذه الدراسة بتوصيات علميه والاثار التربوية من اجل البحوث المستقبلية.

الكلمات المفتاحية: استراتيجيات. تطوير، مهارات، استيعاب.

1. Introduction

Reading comprehension plays a fundemental role in the process of language teaching and language proficiency. Teaching reading comprehension helps leaners to understand, interpret and engage with written texts. Comprehesion means more than decoding words; it involves constructing meanings through the interaction between the reader's background knowledge, vocabulary, language skills and the text itself. According to (Snow2002,p.11), reading comprehension is "the process of simultaneously extractimg and constructing meaning through interaction and involvement with written language....It is a complex interaction between the reader, the text and the activity".This definition highlights the importance of comprehension for both linguistic ability and cognitive participation.

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For EFL learners, understanding written texts in English is often demanding due to linguistic and cognitive hindrance. These challenges include insufficient vocabulary, unfamiliar grammar structures, and lack of cultural or contextual knowledge. For ages, researchers have emphasized the importance of teaching reading strategies in order to assist learners become more proficient readers.

Strategic reading enables learners to actively interact with texts, monitor their understanding, and apply suitable techniques to overcome comprehension difficulties (Anderson,2002). Teaching reading coprehension is essential to acadamic success and lifelong learning. It involves well-organized instructions, systematic support and meaningfull exercises. If educators adopt effective teaching methodology , learners become better readers.

This paper explores approaches that can improve reading comprehension among EFL learners and discusses their pedagogical implications.

1.1 Research Problem.

In spite of the fact that various instructional strategies are available, many EFL learners continue to experience difficulties in reading comprehension owing to limited training and ineffective teaching approaches.

1.2 Research Objectives.

This study aims to:

1. Identify effective strategies for improving reading comprehension in EFL learners
2. Discuss the role of cognitive and metacognitive strategies.
3. Include practical recommendations for improving reading comprehension in EFL contexts.

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1.3 Research Questions

1. What strategies are most effective in improving reading comprehension among EFL learners?
2. How do cognitive and metacognitive strategies influence comprehension?
3. What instructional practices support reading development?

1.4 Methodology

This study adopts a theoretical research approach which is based on a comprehensive review of existing literature on teaching reading comprehension skills to EFL learners. Academic journals, books, and research articles published in the field of applied linguistics and language education were analysed to highlight effective approaches of teaching the required reading skills to learners of English.

2. Literature Review

2.1. Concept of Reading Comprehension.

Reading comprehension is an interactive process involving the reader, the text, and the context. It requires the integratiion of linguistic vocabulary knowledge, grammatical understanding, and background experience. Almutawa and Kailani (1988,p.113) identify reading comprehension as " the cognitive process of deriving a meaning from a written or printed text . It is a means of language acquisition, communication and sharing information and idea". Reading includes clear assumptions made by the writer to identify the text to the reader and by the reader to get a clear interprtation of what the writer means. Nuttall (1982,p.10) stresses that "reading is not just active process but an interactive one".

Reading comprehesion is not decoding but a meaning- making process requiring active thinking . The reader makes sense of the text and uses his sense and experience to help him predict what the writer intends to say next. It is a psycho-liguistic process by which the reader

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reconstructs a message what has been incuded by the writer as a graphic display. According to Hill (1985,p.12) " reading comprehension is the process of deriving meaning from connected text. It involves knowledge of words as well as thinking and reasoning". Understanding occurs when learners integrate new information with available knowledge structures. Accordingly, learners with limited background knowledge often face comprehension challenges.

2.2. The purpose of teaching reading.

The aim of teaching reading comprehension is to train students the skills of thinking actively before, during , and after reading to improve their understanding.They include setting a purpose, activating back-ground knowledge, anticipating, visualizing, quistioning, acquiring key words and summarising.

Researchers support that a well-balanced approach to teaching reading comprehesion is more than teaching specfic reading strategies Duck and Pearson (2002). Teachers should also begin with direct explanation and instruction of how to use the strategy so that after a series of steps , learners will be able to use the strategy independently. Teaching reading comprehension supports vocabulary growth and language development. In EFL contexts, it helps students improve grammar awareness expand vocabulry and obtain access to knowledge in other subjects.Grabe and Stoller (2011) argue that reading is one of the most important skills for second lnaguage learners as it contributes directly to language acquisition.In conclusion, the aim of teaching reading coprehension is to develope and improve studentes' abilities to grasp the meaning of reading texts, think critically, become independent readers, have good knowledge with sentence strucure, understand grammar and use their reading experience as a tool for academic learning.

2.3.Types of reading strategies.

Reading strategies are commonly categorised into three types:

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cognitive strategies, metacognitive strategies and instrucral strategies.

2.3.1. Cognitive Strategies.

These strategies help learners to acquire textual information. They enable learners to interact directly with the text and extract meaning successfully. They encourage active engagement and improve comprehension efficiency (Pressly, 2006). These cognitive strategies include:

2.3.1.a. Skimming and scanning.

Skimming and scanning are two important reading techniques which help learners identify information quickly. These two strategies are widely used in teaching reading comprehension because they improve speed, focus and understanding when dealing with different types of contexts.

Skimming is usually used in examining the reading text thoroughly. A learner can skim a newspaper or maghazine by just passing his eyes over the headline, a title, topic sentences and summaries. The aim is to look for the main idea of the passage. This skill is effective in improving the learner's ability at getting information in specific time. Skimming helps to know what the text about at its most basic level.

Scanning on the other hand, is a variation of skimming. It involves a quick overview of a text in order to get specific information such as dates, names, numbers or specific facts . This kind of reading also occurs when using televison programms, catalogues, guidebooks. Scanning involves passing the eye quickly across a sentence and is used to get just a simple piece of information. Nuttall(1996) explained that scanning allows readers to locate required informatiom efficiently without reading the whole text. Both skimming and scanning are critical classroom techniques as they encourage purposful reading and save time. Teachers can train students to use these strategies due to their reading targets in order to improve their reading confidence.

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2.3.1.b. Intensive and extensive reading.

Reading falls under two categories: intensive and extensive. The intensive reading is viewed as classroom activity which is held under the supervision of the teacher. It is mainly concerned with texts and involves focusing on new vocabulary, strucures, expressions, functions, punctuations and cultural insights. In other words, the learners' attention and imphasis are mainly focused through instruction of linguistic features which help the learner decode the message. The intensive reading is carefully guided to achieve high rate of understanding of the text.

The extensive reading, on the other hand, is usually done at home for pleasure or to read for general information. It helps the learners broaden their overall-knowledge and reinforce priviously learned items. The material of extensive reading takes form of short stories, novel, plays, poems, magazines and journals.

2.3.1.c. Summarising

Summarising is the process of summarizing a text's main points, ideas, arguments or key details into a much shorter version using your own words. It requires identifying fundimental information accurately while ignoring irrelevent ones , reflecting the original auther's intent without adding personal opinions. It is a highly effective cognitive strategy for improving reading comprehension because it requires readers to participate in an active process rather than passive information intake

(Mokeddem& Houcine, 2016). When readers summarize a text, they need to distinguish significant information and essential details focusing on deeper engagement with the material.

2.3.1.d. Guessing meaning from context

Involves using surrounding text-clues like synonyms, antonyms, definitions to infer the meaning of unknown words without the use of a dictionay. Key techniques include identifying the word's part of speech

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(noun, verb, adjective). looking for signal words (or, but ,yet), analizing the immediate sentence and reviewing other sentences for topic clues. Celce- Murcia (2001) says that this is a key vocabulary learning skill, especially when reading authentic texts. Nevertheless, success depends on wether the context is rich enough to provide adequate cluse.

How does this strategy work?

Most educational frameworks for teaching the above mentioned strategy suggest a multi-step process for EFL learners:

- Analyse the words: observe the word's form and grammatical role (noun, verb,etc.)
- Examine the immediate context : look at the surrounding words (that is, for example, becouse).
- Look at the broader context: analyse how the sentence relates to the idias in the surrounding sentences or paragraphe.
- Test the hypothesis: substitute the gussed meaning back into the sentence to see if it makes sense .

2.3.1.e. Silent and loud reading.

This type of reading is for understanding or for comprehension. It is cosidered as an essential skill which necesstates the teacher to guide and assist the learners' reading at early stages in learning the foriegn language.

The teacher helps the learners to develop their speed in silent reading. This can be realised by developing good habits such as the right sitting position, the proper distance between the eyes and the page. An important factor in doing the silent reading is "timing". It increases the eye span to creat extent and makes the learners force themselves to read faster. This kind of reading requires the teacher to check his students understanding by asking them comprehension quistions during

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the reading activity. These questions are to follow silent reading immediately with logical sequences.

The loud reading, on the other hand, is supported by audio-lingual method which concentrats on the teaching of pronunciation and speaking Richards&Rodgers (2014). It can be discribed as an exposure of printed words to the students in order to master the phonological system of the target language. Reading aloud tasks can be modified for certain purposes such as pronunciation, word stress, pauses and intonation. The content and language of the text should be familiar and clear enough to be understood by learners. Comparing silent reading with reading aloud, Rivers (1981: p.274) suggests that " if students are encouraged to compete in groups in acting out conversation and dramatizing reading pessages, they will happily read and reread the same material for their classmates, without experiencing any boredom or annoyance".

2.3.1.f. Speed reading:

Speed reading is a set of techniques and strategies that can help learners read faster while still maintaining comprhension of the material. These techniques can be particularly use

full for learners as they can help save time and increase productivity. According to Buzan (2006), several techniques can help improving reading speed while maintaining comprehension. These techniques are as follows:

- This invloves quickly reviewing the material before reading it in full , including looking at headings, sub headings and any visual aids such as charts or graphs. This can help the reader get a sense of the overall strucure and content of material.
- Chunking: this is a technique that involves breaking the text into smaller, more managebale sections and focusing on one section at a time. This can help learners process the information more efficiently and improve comprehension.

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- Pacing: it involves setting a specific reading speed and maintaining that speed through the material. This can be achieved through the use of space count, which requires counting the number of words read.
- Eliminating: eliminating is a technique that involves activily ignoring or skipping over certain parts of the text, such as unnecessary details or redundant information. This can help learners to focus on the most important items and reduce the time spent in reading.

2.4. Metacognitive Strategies:

Metacognitive strategies involve thinking about one's own thinking process. These are techniques that help learners become aware of their own thinking and learning process. These include:

2.4.a. Planning before reading:

Before starting, learners specify goals, select strategies and identify potential challenges. Techniques include creating checklists and activating prior knowlege.

2.4.b. Monitoring comprehension.

During the task, learners check their performance and copmprhension. Techniques include self questioning, checking for errors and summarising progress.

2.4.c. Evaluating understanding.

A fter an activity , learners reflect on their results identifying what was effective and what could be improved. Studies indicate that metagocnitive awareness is strongly linked to improved reading comprehension (Anderson, 2002; Zhang, 2010).

2.5. Instructional Approaches:

Instrucional approaches play a vital role in shaping and improving the effectiveness of teaching and learning processes. They refer to the

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strategies , methods and techniques that teachers can use to facilitate students learning. Over the years, educational theories have developed from the traditional teacher-centered mathode to more learener-centered approaches that involves learner critical thinking and collaboration. These approaches improve students engagement and motivation, address different learning styles , improve language proficiency and communication. Understanding these approaches is essential for educators aiming to enhance student engagment and achievement. Instrucinal approaches are different methods and strategies which teachers use to assist learners comprehnsion, apply and retain knowledge. They vary according to learning goals, subject matter and student needs. These teaching methods include:

2.5.a. Teacher- centered approaches.

These approaches depend on the teacher as the primary source of knowledge. The teacher delivers the information directly to the learners. This is efficient for covering large amounts of content. However, it usually reduces students interaction and engagement (Richrds & Rodgers, 2014).The direct instruction is a commonly used teacher-centred approach. It provides clear explanations, modeling, guided practice and feedback. Modern researches has shown that the direct instruction is particularly effective in teaching foundational skills and ensuring clarity in learning objectives (Archer&Hughes, 2011).

While teacher-centred approaches provide structure and control, critics argue that they may not adequately address individual learning differences or mantain higher thinking skills.

Advanatages

- Clear instruction; the teacher can explain difficult vocabulary , grammar amd reading strategies directly.
- Teachers can demonstarte how to identify the main idea, make inferences, summarize and use context clues.

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- Immediate correction; misunderstandings can be identified and corrected quickly.
- Efficient use of time.

Limitations

- Passive learning. Depends on teacher's explanation.
- Reduce student independence. Students rely on teachers explanation.
- Limited interaction: reduces discussion and collaboration.
- Limits learners' critical thinking.
- Demotivating. May make lessons boring.
- Less apportunities for learners to participate in class discussion.

2.5.b. Learner-centered approaches.

These approaches shift the focus from the teacher to the student., focusing on active participation and knowledge. These approaches are strongly influenced by the theories of Jean Piaget (1972) who agued that learners construct knowldge through environmental interaction. Inquiry-based learning is a key learner-centred approach that encourages students to ask questions, investigate problems and develope solutions. Bruner, (1961,24) argues that this approach provides critical thinking and independent learning. It is most effective when learners actively discover concepts and principles rather than simply receiving informarion from teachers. He defines discovery as the process of re-arranging or transforming evidence to gain new insights. According to Bruner discovery learning includes:

- Developes problem solving skills
- Improves retention and knowledge transfer.
- Increase motivation.
- Incourages learners to becom more self independent thinkers.

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The other learner-centred one is the problem-based learning(PBL) which engage learners in dealing with and solving real-world problems (Hmelo-Silver,2004) These methods enhance and improve student motivation although they require more time and careful planning from teachers.

2.5.c. Interactive approaches.

Interactive instructional approaches emphasise cummunication and collaboration among students. Cooperative learning, for example, involves students working in a small groups to achieve shared learning objectives. Recent studies have shown that cooperative learning improves academic achievement and social skills (Johnson&Johnson,2009).

Advantages:

- Active participation.
- Improve learners' independence.
- Encourages critical thinking.
- Increase motivation.
- Ecourage commuication.

Limitations;

- Time consuming.
- Difficult classroom management.
- Demonding for teachers. Needs careful planning and monitoring.
- Diffcult to measure individual comprehension.

2.5. d. Technology-Based Approach.

With the development of digital technologies, new instruction approaches have emerged.This includes face- to- face instrucions with

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on line learning environments, providnig flexibility and individual learing opportunities(Graham, 2006) .

Technology-Based Approach (TBA) in teaching English as foriegn refers to the use of digital tools, software and online resources to support language learning process. It integrates technology into instruction to improve learners' skills in reading, writing, speaking and listening. One important feature of the technology based approach is the interactive learining, where students practice in activities such as quizzes, games, videos and online exercises that increase motivation and engagement (Hubbard, 2009). In her book, Computer Applications in Second language Acquistions (2001), Chappelle stresses that technology is valuable in language teaching when it creats conditions that support second language acquisition. Her ideas are summarised in the following key features:

- Interactive learning:

  Technology allows students to participate in activities through videos, games, and quizzes.

- Access to authentic materials:

  learners have the apporunity to use real-world English resources such as news websites, broadcasts and videos.

- Personalized learning:

  Many applications adapt lessons according to students'level and learning pace.

- Immediate feedback:

  Helping learners identify and correct errors quickly.

- Cummunication opportunities:

  Students can practice English through video calls, discussion and language exchange platforms.

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2.5.d.1. Advantages of technology approaches:

Technology based approaches provide many advantages in the teaching process. One important advantage is to increase learner engagement and participation. Digital tools such as vedio and educational games make learning more enjoyable , interesting and motivating for students. Another advantage is the access to a wide range of learning resources. This includes online dictionaries, articles, and multimedia materials anywhere and any time, which supports independent learning (Chapelle, 2004).

Furthermore, thruogh technology personalised learning, many educational websites supply tasks suitable to learners'levels, pace and needs helping them to progress more effectivily with emmediate feedback. Finally, technology helps students to learn how to search for information and help them to interact easily and instantly in distance learing contexts. Therefore technology can make learing more flexible and learner centered.

2.5.e. Challenges:

The technolgy-based approach presents several challenges. One major challenge is the lack of access to devises and reliable internet connection espesially in developing countries as well as software errors which may interrupt lessons and reduce learning time. Another challenge is limited teacher training. Many teachers may not have sufficient skills or confidence to intergrate technology effectively into their lessons. Finally, overdependence on technology may reduce face to face interaction. Therefore, technology should be used as a supportive tool rather than a complete replacement for traditional teaching methods.

3.Use of authentic materials.

Using authentic materials in teaching reading comprehension had become widely supporting approach in language teachinology espicially in foriegn language acquisition. These matrials expose

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learners to real-world language use, making reading more meaningful and effective (Nunan 1989).

3.1.What are authentic materials?

Authentic material are texts created for real-life purposes rather than for instructional use examples include:

- Newspaper articles
- Magazine features.
- Advertisments.
- Websites
- Menus, brochures and emails.

Unlike simplfied text passages, these material reflect natural language including idioms, varied sentence structures and cultural refernces. This kind of material play essential role in developing reading comprehension skills because they:

- Enhance real world relevance. Learners engage with texts they are likely to encounter outside the classroom ,which improves their ability to fuction in real life situations.
- Improve the reading strategies such as skimming, scanning and inferring meaning from context.
- Increase motivation since real-life content tends to be more interesting and engaging than artificial texts.
- Develop cultural awareness as they reflect the cultural context of the target language, helping learners understand social norms and values (widdowson, 1978).

The use of natural language make learners encounter vocabulary and structures as they are actually used, including informal expressions and discourse markers. They also provide access to multiple genres such as narratives, reports and

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instrucions. In conclusion, authentic materials are valuable resources in teaching reading copmprehension. They provode learners with exposure to real language , improve reading strategies and increase motivation, despite the challenges they may represnt. With appropriate selction and effective teaching strategies, authentic materials can greatly contribute to the development of learners' reading proficiency and overall communication competence.The effectiveness of the above mentioned approaches depends on several important factors, not just the methode itself. A teaching strategy that works well in one class may not work effectively in another (Richards& Rodgers,2014). These key factors include the following:

- **Teacher experience**

  The teacher's knowlrdge, experience and skills strongly influence how successful a chosen teaching approach will be. Exprienced teachers know how to perform concepts clearly, manage the class, motivate students, and adjust when students struggle.

- **Learner level:**

  Students differ on age, background knowledge, learning style and abilities. Young learners may need more visual aids while advanced learners benefit from independent research or probelm solving tasks.

- **Classroom environment:**

  A positive and organised classroom environment helps in the process of learning. Factors such as class size and good relationship with the learners affect how well teaching approach works.

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- **Integration of technology:**

  Technology can improve teaching when used properly. Materials such as smart boards, vedios, online resources can make lesson more enjoyable and interesting.

The reviewed leterature demonstrats that no single strategy is suffient to improve reading comprehension. Instead, a combination of strategies is most effective. Explicit instructiond and guided practice are essential in helpng learners develop these strategies. Teachers play a critical role in modeling strategy use and providing scaffolding. As learners become more proficient, they gradually develop confidence and independence in their reading abilities (Grabe, 2009). Improving comprehension among EFL learners requires comprehensive approaches that combine vocbulary development, strategic reading instruction and meaningful practice. The use of cognitive and metacognitive strategies along with extensive reading significantly enhance learners'ability to obsurb texts. The goal is to develop independent readers who can effectively engage wlth a wide range of texts in English.

3.2. How to select texts for reading:

An appropriate text presented to learners for reading increases the amount of information required for them . Carefully chosen texts help students to fulfill their knowledge needs. Selecting a suitabe text involves balancing interest, purpose, and difficulty. Choose topics that suitable for cultural back ground, age, level, personal experience and passions. Evaluate vocabulary, sentence strucure, and content to ensure it is not too difficult but challenging. Ensure that reading is for pleauser, learning new information, or training specific language skills. A good text should contain rich ideas, depth and reflect or introduce new cultures. Motivation and interest should be included in these texts. Bright and Gregor (1981), suggest the following criteria that should be considered when selecting texts for language learning:

- **suitabilty of content-** the topic should be intersting, meaningful and relevant to learners' needs and background. The most

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important thing that the material prepared for students to read should be enjoyable. Of course, it is possible to develop the reading skill on boring texts, but interesting content makes the learners task more rewarding. Any text meets all other criteria but fails to satisfy this one might not be preferable.

- **Appropriate linguistic level**: the vocabulary and grammar should match learners proficiency level . the text should be challenging but not doo difficult.
- **Readablity:** the text should be clear, coherent and organised so learners can understand it without difficulty.
- **Authenticity:** whenever appropriate, texts should refelect natural language use real-life communication.
- **Cultural appropriateness:** the content should be culturally accceptable and help learners understand the target culture without causing confusion or offense. The selected texts must apply an adequate background to reduce possible difficulties. The background of the text must be within the students imaginative understanding. What can be selected for American students may not be suitable for other nationalities otherwise it would not be tactful to read them in certain communiteis. A text must be of some relevance to the learners' own situation, so that they are kept attracted to it. The age of the learners must not be neglected when choosing a text. What might be chosen for children is certainly different from those which are meant for adults.
- **Educational value:** the text should contribute to language development while also expanding learners' knowledge, critical thinking, or awarness of the world.
- **Length:** the text should be of an appropriate length for the learners'level and classroom time.
- **linguistics.**

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1. The selected material is one that should contain appropriate vocabulary level.
2. Grammatical strucures used in the text must not be very complex.
3. A good text should not be of a high density of idioms.

4. Discussion

The use of several effective teaching strategies improves the reading comprehension skills among EFL. Difficulties such as lack of background knowledge new grammatical structures, limited vocabulary are the most challenging factors which face EFL learners. Accordingly , teachers need to implement strategies that enable learners become engaged and self-reliant readers. Skimming and scanning, intensive extensive reading togather with summarizing and silent reading help learners understand new vocabulary and identify the main idea and detect spicific information successfylly.

Furthermore, employing authentic materials and technology-based tasks make reading more enjoyable, intersting and meaningful thus enahnces the teaching process. On the whole, There is no single strategy sufficient for EFL laerners. A combination of several startegies would be mor effective and beneficial. Teaching reading comprehension successfully also depeds on teacher's experiences, classroom conditions and learners' profficiency levels.

4.1.Conclusion

For all that has been said, one can say that in the sought of improving reading comprehension skills among EFL learners, teachers need to balance between the above mentioned strategies in order to achieve the goals of teaching reading. Teachers should establish favorable and stimulating learning classroom-sittings that help students become interested, motivated, active and independent learners.

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4.2.. Recommendations for teaching:

- Teachers should provide explicit instruction in reading strategies such as skimming, scanning, predicting, summarising and questioning to imrove to improve comrehension skills.
- Vocabulary development is also essencial, since limited word knowledge can hinder understanding of texts.
- Another implication is the use of varied and authentic reading materials that match learners' level and interest. Texts such newspapers, stories and oline articles can increase motivation and expose students to real language use (Nuttall, 1996).
- Teachers should also activate learners background knowledge before reading to let students connect new information to prior experience.
- In addition, interactive classroom practice such as group discussion and pair work can improve comprehesion .

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