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Effectiveness of Single Strategy Technique in Teaching Reading Skill

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Abstract

The present study is about the effectiveness of the Single Strategy Technique in reading skills among Pakistani EFL learners at BS-Level. Single Strategy Instruction refers to teach learners each strategy i.e. Predicting, Questioning, Visualizing, Monitoring, Inferences, and Summarizing one by one to enable them how to do reading comprehension. The objective of the research is to investigate the efficacy of the Single strategy technique. The research analyses the effect of a Single Strategy on learners' reading comprehension. The research will enable the learners to improve their reading with understanding while using Single Strategy Instruction. The research design is experimental. The sample of the study includes Sixty (60) students, distributed into two groups; Control Group (30) and Experimental Group (30) randomly. Pre-Test and Post-Test are administered to determine the effect of Single Strategy on reading skills to both groups. Both groups participated in a Pre-Test. The experimental group utilizes Single Strategy Instruction individually for twelve (12) weeks. After 12 weeks, Post-Test is organized for both groups. The analysis of data is quantitative. The results of Pre-Test and Post-Test are tabulated and analyzed under Independent Sample T-Test. The findings of the study reveal that Single Strategy Instruction has a significant effect to improve the learners' reading comprehension. The study suggests that the teachers should practice the Single Strategy Technique to improve reading comprehension in classrooms and enable learners to be proficient in reading comprehension.

Keywords: Effect, Reading Skill, Reading Comprehension; Strategies; Single Strategy Instruction

Introduction

Teaching reading skill plays a vital role among English as a foreign language learners (EFL) in the curriculum of Pakistan. But the students/learners face difficulties in reading comprehension. In Pakistan, the learners read the English Language just for Academic Purposes. The English language did not motivate them to read ant text because of these problems;

- They face problems in finding the main ideas of the passages.
- They are unaware to scan the paragraph/s.
- They do not activate their prior knowledge while reading a paragraph.
- Difficult words stop them from reading and they move on without finding the meanings of those words. (Tajamal 2019, pp. 221-222)

According to Tajamal (2019), the teachers are not using different strategies to teach reading skills and their sub-skills. That's why this study is based on eradicating the complications in comprehending the text. There are a lot of reading comprehension strategies that help the learners to overcome such difficulties/problems. The researcher's primary focus is not only to introduce those reading comprehension strategies to the English Language Teachers but also to find out the effect of those strategies among EFL learners in Pakistan. For this purpose, the researcher has done empirical research in the context of Pakistan.

Reading is one of the dynamic and significant skills among other English language skills. To learn the Reading skill and its sub-skills is very essential i.e. to learn how to grasp a reading text, how to apprehend the gist of the text, how to locate specific information, how to do intensive reading, how to guess the meanings from unfamiliar text and other sub-skills. Learning Reading Skills is very

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crucial for students at any level. The students should be taught reading skills when they become aware of reading comprehension at any grade/level on priority because not only to learn the reading skill but its sub-skills are very important at all levels/grades (Soemantri 2011, p.74).

Reading comprehension is the procedure to produce/extract and develop the meanings through reading passages simultaneously. To extract meanings from the passage means to comprehend what an author has described in the reading extract clearly or indirectly/obliquely. When an author states in a passage by bringing one's knowledge, abilities, capacities, and experiences are known as constructing the meanings through passage (Callison et al. 2010, p.5).

Reading comprehension is a technique to find out the senses from the text and incorporate those meanings with the reader's cognition. Incorporating meanings take its central part to apprehend the text. It is investigated that during the process of reading, the students of the English language face some issues/problems Albdour (2015). The students encounter the following various problems for example; difficulties to learn the gist of the text, locating specific information, understanding the meanings of unfamiliar words, and complicated/intricate sentence structure. Reading comprehension is a multifaceted and challenging method. Therefore, the researcher's main focus in this study is to overcome those problems by using reading comprehension strategies. Different researchers have suggested different reading comprehension strategies which a teacher should use in his teaching as; pre-reading strategy, while-reading strategy, after-reading strategy, activating background knowledge, questioning, and summarizing, and so on.

Albdour (2015, p.63) explains that teaching and learning reading skill is interrelated to each other. It is worth noting to teach a reading skill by using diverse strategies which will enable learners to learn it appropriately. There should be the inclusion of such teaching strategies in the curriculum for reading skills which the teachers can adopt in their classroom. The present study is about the effectiveness of the Single Strategy technique in comprehending the reading text among EFL learners. The students are Pakistani learners at BS-Level Teachers should teach reading comprehension strategies to improve students' comprehension.

According to McEwan (2004), reading comprehension strategies focus on the readers' conscious use to observe and understand a text, elucidate the misperceptions, and get the progression in text. These techniques are related to the reader's comprehension of the context and intentions in the reading extract. This research is about the effectiveness of single strategy instruction on reading comprehension. Single Strategy Instruction is to teach learners each strategy i.e. Predicting, Questioning, Visualizing, Monitoring, Inferences, and Summarizing one by one to enable learners/readers how to do reading comprehension. The activities of single strategy instruction are also used in the bottom-up process and bottom down process. The purpose is of the single strategy technique is only to enable learners to comprehend the text by using any one strategy completely. They should not be confused in comprehension of text. Previous researches are about how to improve reading comprehension by using one or two strategies only but this research is giving a model of the "Single Strategy Instruction" which is focusing on using six (06) strategies to improve reading comprehension in one semester. This is the research gap which this research is going to fill.

The research will enable the learners to improve their reading with understanding while using Single Strategy Instruction. It will enable them to become aware of how to use reading comprehension strategies to enhance their reading comprehension and to extract and construct the meanings through text. Moreover, the study will be remarkable for the teachers. It will give awareness to teachers that they should use reading comprehension strategies as single strategy instruction to enhance students' reading and comprehension skills.

Research Objectives

The purpose of the research is:

i.   To find out the use of Single Strategy Technique in reading skill among EFL learners at BS-Level.

ii.   To determine the effectiveness of Single Strategy Technique in reading skills among EFL learners at BS-Level.

Research Hypothesis:

i. H_1: The use of the Single Strategy Technique has a positive effect on improving the students' reading skills.

ii.   H$_0$: The use of the Single Strategy Technique does not affect improving the students' reading skill.

Delimitations of the Study

Keeping in view the time and resources the researcher has restricted this study to the 5 Universities.

Literature Review

Reading Comprehension

Hans (2015, p.63) stated that reading comprehension is a "creative and multifaceted process. It is a cognitive process in which a reader involves his mind consciously to comprehend the meanings from the text. The process of reading comprehension involves two components: knowledge of vocabulary and comprehension of text. For understanding a manuscript/paragraph, a learner should be capable to understand the lexis used in any text. Comprehension of text demands that a student should be proficient to comprehend each word in a text as well as developing an overall concept of what a writer wants to convey through his text. Reading comprehension is difficult and complex. Readers use different reading comprehension strategies to comprehend the text.

Reading Comprehension Strategies

Roit (2005) described that reading comprehension strategies are the techniques that readers use consciously and to make intentional plans to achieve a purpose or objective. Reading comprehension strategies are used to create a sense of any text intentionally. The main focus of using these strategies is to make sense of any text consciously, find out critical ideas used in the text and incorporate new ideas into a current schematic or previous knowledge. These strategies help learners to improve their reading comprehension as they have to face problems in comprehending any reading extract. For improving reading comprehension, they should be able to learn how to use reading comprehension techniques individually, to diagnose and resolve problems, to activate prior knowledge, to make connections and inferences (Afflerbach et al 2008).

According to Callison et al. (2010), "it is the intentional application of cognitive routine by a reader before, during or after reading a text" (pp. 10-11). It is a deliberate effort to have better comprehension or remember what is being read. When a reader reads a text, he uses different techniques to think and analyze a text, at that time he is considered a good reader. That's why it is important to teach different strategies to construct meanings from the text. These strategies enable readers to understand scarce or inadequate knowledge about the text. These techniques can be imparted one after the other or combined. Both methodologies develop the students' skill of reading comprehension. To teach reading comprehension strategies, teachers should choose one approach which they feel is appropriate for their students. Teachers are responsible to teach learners the use of comprehension techniques independently. They should enable students to use these strategies by themselves gradually and deliberately.

Teaching reading comprehension strategies have a positive effect on improving apprehension of the text. Teachers must clarify to students that the use of various comprehension techniques is important to improve the understating of any reading passage because these approaches and techniques develop diverse intellectual patterns contextually. To improve reading comprehension teachers can teach single strategy instruction or multiple strategy instruction (Callison et al. 2010, pp.10-13). The purpose of single strategy instruction is to teach every one strategy or technique one by one. It needs practice for some time. The required period can be a few weeks to teach the next strategy. As time passes, a student becomes a master to use the collection of strategies. Single strategy instruction is good because it gives a platform for instructors and pupils to pay attention to one technique at one time. Single strategy Instructions includes six strategies which are described as follows:

 i.   Predicting
ii.   Questioning
iii.   Visualizing
iv.   Clarifying/Monitoring or Fix-Up
 v.   Drawing inferences
vi.   Summarizing/Retelling   Source: (Callison et al. 2005:12-13)
 i.   Predicting

Callison et al. (2005) stated that predicting is to activate the background knowledge of students. It is the pre-reading activity. In this technique, teachers give platform to students to think

about the topic that they already know. Teachers activate their prior knowledge when they started to teach any new topic. Students make assumptions about the given topic what they know. After making hypotheses and assumptions, they will read the text and see if their predictions are correct or not.

According to Foster et al. (2014), the strategy of predicting is "to preview the text to anticipate what may happen next." While using this technique, students activate their prior knowledge, relate that knowledge with the information of a text, and then make logical connections between prior knowledge and the text before reading and during reading. This is a very purposeful activity for improving reading comprehension. It enables the students to identify the objective of the text which they read and supply logic to show how they know this purpose. Different activities can be done with the learners for activating their prior knowledge. For example, the teacher can give them the title of the story, drama, novel, prose, or any reading text to make a hypothesis related to them. He can give them illustrations and ask them to predict similar examples from their previous experience.

ii.   Questioning

Questioning is another technique used to enhance students' reading comprehension in single strategy instruction. Callison et al. (2005) explained that in this strategy teachers ask questions from students to develop their understanding and ideas. The questions are asked about the central idea of the text. This strategy may be used during reading and after reading the text. Instructors can formulate questions by putting such words as to where, why, what, and how, etc. Foster et al (2014, p.8) also described that students themselves should formulate questions while reading and after reading the text. When they will be asked to read the text and think questions about it, they will read it with more awareness and purpose. To frame/formulate questions is a very challenging and multifaceted task for students because they have to generate questions that should be answered in the text. They should think questions by focusing on the words; who, what, when, where, why, and how queries.

iii.   Visualizing

Visualizing is a strategy used in single strategy instruction for improving reading comprehension. Callison et al. (2005) described that in visualization students develop a(n) imagination and perception about the things discussed in the text. An instructor teaches the student visualization of a text. The teacher will read the text for students, make an image in their mind related to the text that is discussed in the book/paragraph. It will assist the learners to recall what they understood. After such teaching, whenever the reader/student will read the text, he will make a mental image while reading the text. This mental image will create a scene in his mind and it will help him to comprehend the text easily. In this strategy, the teacher can read a sentence and enquire students to imagine and deliberate what they saw. He can choose such sections from the text which can make students able to visualize and discuss visualization.

Visualization is used to construct mental images and it is an effective strategy to understand the complex information in the text for learners/readers. The learners can start visualization with pictures of the characters, setting, or situation given in the text. But they should also construct mental images with senses like smell, hear or touch. They should be taught to visualize the characters, settings, or events not only with the pictures but also with the information provided in the text by the reader. They should read that information and make an image (Trabasso and Bouchard 2002).

iv.   Monitoring, Clarifying, and Fix-Up

According to Foster et al (2014, p.10), clarifying helps learners/readers to observe their comprehensive knowledge about the paragraph they are reading. It encourages them to observe what difficulties they are encountering while reading comprehension i.e. identification of sentence structure, grammar, understanding of vocabulary, and comprehending the context within the text. Teachers can use this strategy to improve such barriers. They should teach students how to find out difficult vocabulary, sentence structure, and grammar. The students can figure out these problems by re-reading the text, read the text and look for context clues, read the complete sentence, etc. Callison et al (2005) share different activities for monitoring and clarifying the text, for example, the students can relate this strategy to a traffic sign. If they do not understand the text like the stop sign, they should stop reading, then they should try to repeat the text in their own words what they have read, take a U-turn; reared the text which they are not comprehending.

v.   Drawing Inference

The inference is also a very meaningful strategy to enhance students' reading comprehension in single strategy instruction. It helps learners to infer meanings from the text. It is a complex activity

for students because they became unable to infer meanings from the text. Callison et al. (2005) described that in this strategy students generate important information to construct meanings from the text but that information is missed in the text. Roit (2005) said that sometimes writers do not provide complete and obvious explanations and material/finding of the subject/issue, character, item/entity, or an event/occasion but they provide pieces of evidence and recommendations that help the readers to infer meanings while reading between the lines about a topic, character, thing or event. Thus, it encourages the readers to draw inferences by activating their prior knowledge and from the information given in the text.

Drawing inferences is an important strategy to improve reading comprehension. Students improve their ability to draw meanings while reading the text. In this technique, the pupils are imparted/educated on how to extrapolate or deduce the meanings, making inferences, and interpreting the text when complete information is not provided in the text (Afflerbach et al, 2008).

vi.   Summarizing

The National Reading Panel (2000) suggested that summarizing is also a technique that improves reading comprehension. The purpose of this strategy is to focus on finding the main ideas from the text, not the details. The learners/readers are taught to read the text for constructing main ideas, key points, and ideas by omitting the irrelevant information for summarizing. Summarizing can be used while-reading and post-reading activities. Students summarize the text by retelling the story what they read. They retell the main ideas and key points of the text which they read. Gear (2006) stated that students can summarize the text in this sequence; they can retell the points which they remember, retell the story in their own words, retell the events and ideas in sequence, sum up the main points at the end of a paragraph, chapter and complete story and use inferences to summarize.

Research Methods

The study is experimental. The True Experimental research design is used in this study. According to Creswell (2003), when the participants of the study are randomly assigned into groups; the procedure is called true experimental procedure. Two groups are designed in this procedure named as Experimental group (Group-A) and Control group (Group-B). If the participants are assigned randomly to the treatment groups, individual 1 goes to Group-A, individual 2 goes to Group-B, and so on. The process of a random selection of participants reduces the biases and differences in the experimental treatment of the study.

Pre-Test-Post-Test Control-Group Design model referred to by Creswell (2003, p.161) is used to show the effect of single strategy instruction on reading comprehension. For this model 'Two' groups are formulated, experimental group and control group. In this model three tests are administered for both groups named; pre-test, post-test-1, and post-test-2, but the treatment is provided only to experimental Group A. Sixty (60) students are involved in the sample of the study. These are both male and female students. They are selected from five (05) different universities. The simple random sampling technique is used while selecting the participants. 30 students are divided randomly into each group.

A Control group is defined as the group in an experiment or research that does not receive treatment from the researcher whereas an experimental group is a group that receives treatment from the researcher. In this study, the control group was taught reading comprehension with the traditional teaching while the experimental group was taught by using the single strategy technique of reading comprehension. According to the model, Pre-Test and Post-Tests were administered to evaluate the effect of Single Strategy on reading skills in both groups. Both groups participated in a Pre-Test. The experimental group utilized Single Strategy Instruction individually for twelve (12) weeks. After 12 weeks, a Post-Test was conducted for both groups.

Analysis of Test

The data was collected by designing an 'Achievement Test: Reading Skill' as 'Pre-Test, Post-Test-1, and Post-Test-2'. The test is a reliable and valid tool to measure the students' comprehension of any reading extract. Through questionnaires and interviews, learners' reading skills cannot be measured. So, the test is an effective tool. Hughes (1989, p.10) stated that an achievement test measures how the students achieved objectives of a lesson, course, or curriculum successfully. The course and syllabus are taught by the teachers to students. The researchers themselves designed the tests by focusing on the syllabus of the Intermediate; Prose Section. The pre-Test was administered on 7 items based on traditional reading comprehension. The post-Test was administered of 30 items including questioning,

inferring, and visualization strategy. The researcher marked the tests to analyze the scores. Hughes (2003) stated that to check the students' reading ability, assess only the reading ability. While analyzing the reading ability of students, the scores will not be deducted for the mistakes of grammar, spelling, and sentence structure. The results of both tests were tabulated, then analyzed under Independent Sample T-Test.

Marking Scheme for Analysis of Tests

The researchers have defined marking criteria to analyze the scores of the conducted tests; Pre-Test, Post-Test-1, and Post-Test-2 at the intermediate level. Each strategic instruction was divided into the following marks for both tests.

Table 1:

Tests	Questions	Inference	Visualization
Pre-Test	20	10	-
Post-Test-1	20	10	-
Post-Test-2	-	10	10

Data Analysis/Results

As the data was assembled through tests, that was inspected by the researcher herself and recorded for examination/investigation. The data of the test was scored numerically in quantitative form. After checking the tests, the scores of the tests were evaluated following SPSS system version 17. Independent sample T-Test was used to evaluate the marks of tests. This T-Test is used to determine the significant difference between the means of the two groups. The significant difference helps to investigate the variances. The following is the analysis; pre-test and post-tests. The pre-test is conducted on both controlled and experimental groups including questioning and Inferring strategy. Post-tests were conducted on both groups including questioning, inferring, and visualizing strategy after teaching 12 weeks. The analysis is shown in tables by applying the Independent Sample T-Test on each strategy individually.

Table 2:

Pre-Test: Questions

Sr. No.	Group	N	Mean	Std. Deviation	Std. Error Mean	t	Sig.
A	Experimental	30	4.30	1.622	.296	-.453	.499
B	Controlled	30	4.50	1.796	.328	-.453	

Significant at $p < 0.05$

Null Hypothesis: No significant difference is found in the marks of learners in 'Pre-Test: Questions' between experimental and controlled groups at BS-Level.

Table 2 depicts the scores of Pre-Test. It shows the result of the questioning strategy. It reveals that the calculated p-value is 0.499. It is higher than the significant value. Thus, the null hypothesis is accepted. The analysis shows that the students were capable to attempt Pre-Test: Questions which was based on traditional reading comprehension. The consequences of both groups demonstrate that learners achieved good marks in the questioning strategy.

Table 3:

Pre-Test: Inference

Sr. No.	Group	N	Mean	Std. Deviation	Std. Error Mean	t	Sig.
A	Experimental	30	.50	.682	.125	.795	.291
B	Controlled	30	.37	.615	.112	.795	

Significant at $p < 0.05$

Null Hypothesis: No significant difference is determined in the learners' scores in 'Pre-Test: Inference' between experimental and controlled groups at the BS level.

Table 3 depicts the scores of the Pre-Test-Inference strategy. It demonstrates that the calculated p-value is 0.291. It is exceeding from the significant value. Therefore, the null hypothesis is accepted. The purpose of inferring strategy is to detect that either the learners are skilled/proficient to infer the meanings from the reading paragraph or not. In this context, the result reveals that the students of both groups; experimental and controlled remained unable to score which is shown from the Mean value.

Table 4:

Post-Test-1: Questions

Sr. No.	Group	N	Mean	Std. Deviation	Std. Mean	Error	t	Sig.
A	Experimental	30	18.90	.960	.175		25.174	.005
B	Controlled	30	9.47	1.814	.331		25.174	

Significant at p < 0.05

Null Hypothesis: No significant difference is in the marks, 'Post-Test-1: Questions' between experimental and controlled groups at BS- level.

Table 4 represents the scores of the Post-Test-1 questioning strategy. It indicated that the calculated p-value is 0.005. It is lesser than the significant value. Thus, the null hypothesis is overruled. Post-Test-1 including questioning strategy was not completely based on the traditional or easy reading comprehension. The students of experimental groups were trained how to answer the questions while doing reading. The result of the table has shown the difference from the mean value as well that the students of group A are good than group B in giving answers to the questions. It portrays the significant difference in students' marks in Post-Test-1 which was based on questioning strategy between both groups; A and B.

Table 5:

Post-Test-1: Inference

Sr. No.	Group	N	Mean	Std. Deviation	Std. Mean	Error	t	Sig.
A	Experimental	30	9.73	.521	.095		42.041	.001
B	Controlled	30	.70	1.055	.193		42.041	

Significant at p < 0.05

Null Hypothesis: No significant difference is in the marks in 'Post-Test-1: Inference' between experimental and controlled groups at BS- level.

Table 5 describes the scores of the Post-Test-1 inference strategy. It shows that the calculated p-value is 0.001. It is lower than the significant value. Consequently, the null hypothesis is overruled. Post-Test-1 includes Inferring strategy also. The students of the experimental group were taught how to infer meanings while reading and after reading a text. The Mean value and significant value is showing the difference between the scores of both groups; A and B. the students of group A answered the questions of the Inference technique whereas the students of group B remained unable to infer the meanings from the text.

Table 6:

Post-Test-2: Visualization

Sr. No.	Group	N	Mean	Std. Deviation	Std. Mean	Error	t	Sig.
A	Experimental	30	4.67	.479	.088		18.743	.001
B	Controlled	30	.70	1.055	.193		18.743	

Significant at p < 0.05

Null Hypothesis: No significant difference is in the learners' marks in 'Post-Test-2: Visualization' between experimental and controlled groups at BS-level.

Table 6 illustrates the scores of the Post-Test-2 visualization strategy. It shows that the calculated p-value is 0.001. It is lower than the significant value. Therefore, the null hypothesis is rejected. The result describes the significant difference in the learners' scores; group A and B in post-test-2 which was designed with visualization strategy. The students of group A were taught how to answer the questions for visualizing technique while reading a text whereas the students of group B are unable to do visualization.

Table 7:

Post-Test-2: Inference

Sr. No.	Group	N	Mean	Std. Deviation	Std. Mean	Error	t	Sig.
A	Experimental	30	4.63	.490	.089		17.958	.001
B	Controlled	30	.77	1.073	.196		17.958	

Significant at p < 0.05

Null Hypothesis: No significant difference is in the learners' marks in 'Post-Test-2: Visualization' between experimental and controlled groups at BS-level.

Table 7 explains the scores of the Post-Test-2 Inference strategy. It clarifies that the calculated p-value is 0.001. It is lesser than the significant value. Thus, the null hypothesis is overruled. The result of this inference strategy illuminates the significant difference in the students' scores of group A and group B. The difference is also shown from the Mean value. The students of group A get good scores as compared to group B because they were trained for inferring techniques.

Results and Discussion

  i.   It was found from the analysis of 'Pre-Test: Questions' that students of group A got 86% marks in questioning strategy and the students of group B got 90% marks. So, it is evaluated that there is no greater difference in attempting questioning strategy. The students of both groups attempted the question-answer technique properly because it is assumed that the EFL learners at the Intermediate level are taught reading comprehension with the question-answer technique. Pre-Test verifies that both hypotheses are not focused on by teachers while teaching reading comprehension.

  ii.   It was evaluated from the analysis of 'Pre-Test: Inference' that students of group A got 10% marks in inference strategy and the students of group B got 7% marks. The analysis shows that the learners of both groups do not know about inference. It shows that they were not able to infer the meanings from the text.

  iii. It was investigated from the analysis of 'Post-Test-1: Inference' that group A got 94% marks in the questions of inference strategy whereas group B got 14% marks. It was also found from the analysis of 'Post-Test-2: Visualization' that group A got 93% marks in visualization whereas group B got 14% marks. This shows the variance between the experimental and controlled groups. As the main objective of the Post-Test was to check the effect of single strategy instruction in comprehending the text among EFL learners at BS level which was obtained after training and teaching students of group A for 12 weeks. It also fulfilled the purpose of the alternative hypothesis that single strategy instructions have positive effects to enhance the students' reading comprehension.

  iv.   The previous researches as (Callison et al. 2005; Foster et al. 2014; Afflerbach et al. 2008) also supported the results of this study. The crux of their results is also in favor that the use of reading comprehension strategies enhances the students' learning of reading skills.

Conclusion

It is concluded from the research that the use of single strategy instruction is effective to teach reading comprehension among EFL learners. From the analysis of results and discussions, the researcher concludes that the aim of the research is accomplished which was to examine/investigate the effectiveness of single strategy instruction in reading comprehension among EFL learners. The results of pre-test and post-test show the significant differences among learners' learning reading comprehension by using single strategy instruction.

The use of single strategy instruction in reading comprehension means teaching reading comprehension by using different techniques individually. These techniques are; activating background knowledge, inferring, visualization, monitoring, questioning, and summarizing. It is inferred from the research that after teaching these strategies one-by-one, the students become able to do reading comprehension before-reading, while-reading, and after-reading. The use of such strategies enhances students' reading comprehension.

Pre-test and Post-test on both groups; experimental and controlled have their purpose which is achieved after the analysis. The researcher concludes that the tests show the difference in both groups; the students of group A who were taught with strategies whereas the students of group B who were not taught with strategies. Therefore, the research proves that the use of single strategy instruction increase students' comprehension of reading any text.

Recommendations

The recommendations of the study are as follows:

  i.   The instructors may teach reading comprehension to EFL learners by using single strategy instruction.

ii.   The teachers need to teach one strategy at one time and enable students to comprehend each strategy effectively. Consequently, they will be able to practice multiple strategies.

iii.   The students may involve themselves in the reading comprehension process and use reading comprehension techniques to enhance their reading skills.

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