RESEARCH ARTICLE

THE EFFECT OF EXPLICIT INSTRUCTION OF CONTEXTUAL INFERENCE STRATEGIES ON HIGH SCHOOL STUDENTS' READING COMPREHENSION AND THEIR ATTITUDE TOWARD READING

LEILA VAHDANI[1], AMIR REZA NEMAT TABRIZI (Ph.D)[2]

[1]MA Student of English Language Teaching, Payame Noor University, Iran
[2]Assistant Professor, Department of English Language, Payame Noor University, Iran

ABSTRACT

This experimental study was an attempt to investigate the effect of explicit instruction of contextual inference strategies on students' reading comprehension and also their attitude toward reading. The accessible participants were 60 senior high school students, in grade four at Hzrate Masoumeh high school, Shiraz, Iran. The participants included females and the average age of them was 17.The research instruments included attitude questionnaire in order to explore students' reading beliefs, habits and also their attitude toward reading comprehension before and after reading strategy instructions, reading comprehension pre-test and post test. The researchers conducted this study of a regular 90-minutes class periods on a weekly basis for one semester. The findings of the study showed that after the training, students' comprehension improved and their attitudes towards reading became more positive. This study may provide instructors with effective ways that demonstrate how explicit reading instruction could be implemented in teaching English reading in high school class room.

Key words: Contextual Inference Strategies, Reading comprehension, EFL learner, Attitude toward reading.

INTRODUCTION

One of the most important concerns of researchers of second language acquisition in recent years has been reading in a foreign language .According to Zhou (2008) - many language learners around the world want to learn reading skills in foreign language and this is the most important priority for them. In order to promote reading skill, it is fundamental to consider the close relationship between reading and vocabulary knowledge, which is the most important factor with regard to the comprehension of a text (Baldo, 2010; Nagy, 1988; Nassaji, 2006; Schmitt, 2004). However having enough vocabulary knowledge on its own cannot explain reading comprehension (Baldo, 2010), Anderson and Freebody (as cited in Nagy, 1988) expressed that, it is learners' vocabulary knowledge profile which indicates learners' level of ability to understand the text. In a similar study, Schmitt (2004) also explain that one of the most important elements which show the difficulty of a text for a learner is the amount of known vocabulary. Training students to use contextual clues in order to infer the meaning of unknown words can be the best way to help students to overcome the vocabulary problem in reading. Many studies have been conducted to investigate different aspects of vocabulary learning

and reading, and a number of studies have addressed the strategy of contextual inference.

Like many EFL learners in Iran, the students at Hazrate Masoumeh high school had the same problem in reading comprehension. As students progressed during the academic year, they had been expected to read more arduous texts. It was observed that when they encountered unknown words in those texts, they did not know how to deal with them, and might give up reading the rest of the texts. Furthermore, they might feel failure in text comprehension in such a situation and their motivation might be diminished; as a result, they might have negative attitudes towards reading, which can abandon their improvement, success in reading and also their fervency to read.

Statement of the Problem

Recently the number of colleges has increased up to 2390 in Iran. The college entrance rate is higher than before especially in master and PhD level. It becomes more evident while most of the college teachers think that high schools do not prepare students well for college learning, especially in English courses. University professors believe that students' technical English proficiency is low. It is believed that students should have acquired English proficiency when they are in high school, otherwise it will influence their English learning in technical colleges.

Furthermore many EFL students occasionally encounter a situation where they have to speak English, but they might need to read different passages frequently in order to gain information, most of which are written in English (Eskey, 1996). Therefore, reading skills must be ameliorated so that students will be able to deal with texts and tasks in an operative way.

The key tool to acquire knowledge from a subject is reading. Reading skill is important since probably all of our knowledge resources, especially in the academic context are in the written form. It is principal to become acquainted with effective reading for long-term learning goals and it is especially fundamental for students who wants to be successful in their academic career. (Carrell, 2003) So it is important to equip students with reading strategies.

Becoming a professional reader is not easy and most students do not know how to read effectively and efficiently. As Gunning (1998) said there are six factors which cause poor reading, including "(a) lack of basic decoding skills or fluency, (b) lack of academic vocabulary, (c) limited vocabulary, (d) overuse of background knowledge, (e) failure to read for meaning, and (f) lack of strategies.

Reading strategies can be categorized into trio: pre-reading strategies, while-reading strategies, and post-reading strategies. The second part , while reading strategies, are the concern of this study which encompass skills such as skimming, scanning, identifying sentence structure, inferring unknown vocabulary, making inferences, understanding the main idea, identifying genres, and using discourse markers to see relationship.

Research Questions

Two research questions were addressed as follows:

1. Does explicit instruction of Contextual Inference Strategies have any effect on enhancing high school students' reading comprehension?

2. Does explicit instruction of Contextual Inference Strategies have any effect on changing high school students' attitude toward reading comprehension?

Research Hypotheses

H01. Explicit instruction of contextual inference strategies does not have any significant effect on enhancing high school students' reading comprehension.

H02. Explicit instruction of contextual inference strategies does not have any significant effect on improving high school students' attitude toward reading comprehension.

Review of the Related Literature

As Garner (1987), said: strategies are "generally deliberate, activities undertaken by active learners, many times to remedy perceived cognitive failure and to achieve desired goals or objectives. Readers take an active role in strategic reading and are able to match appropriate strategies to the reading situation (Paris, Wasik, & Turner, 1991). According to Baker and Brown (1991), It is students'

meta cognition ability that enable them to monitor their reading and it also plays a curtail role in skilled reading. Blachowicz and Ogle (2001) said that reading comprehension will be appear when the readers find out the appropriate skills and strategies for the different types of texts, and know how and when use those strategies to approach the reading purposes. Griffith and Ruan (2005) posited that the self-monitoring process consists of "goal setting", "self questioning", "using mental imagery", and "deploying fix-up strategies".

Furthermore, it has been shown that the differences between a successful and unsuccessful reader is the ability to effectively apply these strategies to a difficult text. A number of studies pointed out that successful learner are capable to use a variety of meta cognitive skills in the process of reading comprehension (Riazi & Rahimi, 2005; Schreiber, 2005). Some reading researchers (Duke & Pearson, 2002; Hosenfeld, 1984; Pressley, 2002) proposed their own versions of the characteristic of proficient readers. From their taxonomies, it is possible to know what good readers do and think while reading. Furthermore, it has been shown that reading comprehension can be improved by teaching students to employ the reading strategies used by good readers when they encounter barriers in reading comprehension (Williams, 2002). Thus simple reading strategies lesson can provide a struggling reader with the scaffolding necessary to meet success. In 2011 Yousefvand observe significant differences between utilizing and non utilizing strategies.

Explicit Direct Instruction EDI is a teaching method that can be used to teach any topic, not just reading comprehension. It is research based and has positive findings. Hollingsworth and Ybarra (2009, p. 12) define EDI as—a strategic collection of instructional practices combined together to design and deliver well-crafted lessons that explicitly teach content, especially grade-level content, to all students. While implementing EDI in a classroom, there is a specific format for checking the understanding, setting objectives, activating prior knowledge, developing student skills through explaining, modeling, and demonstrating, presenting content, and using guided practice. Hollingsworth

and Ybarra (2009) note that the repetition and student engagement used in EDI increase student achievement. Additionally, Dataworks (2011) suggests the backbone of effective instruction is continuous checking for understanding.

Checking for understanding (CFU) is an important aspect of explicit direct instruction. Dataworks (2011) suggests that teachers ask questions to monitor student understanding every two minutes. These questions as well as answers are important in determining the next steps for instruction. Rosenshine and Stevens (1986) outlined inappropriate teaching practices for CFU. Teachers sometimes may ask too few questions or only call on volunteers that usually have the correct answer. Teachers then assume because one student answered the questions correctly, the others know the answer as well whether beforehand or from learning form the volunteers answer.

Methodology
Participants

The accessible participants in this study were 60 high school students at the last grade in a high School in Shiraz. The participants were included females and the average age of them was 17.They were studying in natural science and mathematics course and had studied English for six years at school. They were chosen from 90 students who were chosen nonrandom convenience from a population of about 350 students according to their performance on reading comprehension pretest. Sixty students whose scores were between the range of one standard deviation above and below the sample mean were selected as the participants to take part in the experimental study. These students were divided into two groups: 30 students as the experimental group and 30 students as the control group.

Instruments
Reading Comprehension Pretest and Posttest

The purpose of the pretest was to test students' reading comprehension level before the reading strategy instruction. The pretest was made up of 20 multiple choice items included three passages which contained from 100 to 135 words in length. The KR-21 reliability indices for the pretest of

LEILA VAHDANI & AMIR REZA NEMAT TABRIZI

reading comprehension was .61 respectively which shows high consistency of the test (Table7). The topics of the passages were in the field of students' interests such as jobs and internet social networks. In order to measure the validity of the pre-test a reading comprehension section of the TOEFL was given to the participants. Students' scores of this test and the pre-test were correlated and the validity index was 0.70. It was understood that the pre-test also was in an acceptable level of concurrent validity.

The aim of the reading comprehension posttest was to analyze if the students had any progress after the reading strategy instruction. It was designed the same as pretest comprehension test. Only the multiple-choice questions were selected as test questions so that the results of the pretest and posttest would be more objective. All the texts had the same difficulty level and also similar subjects the same as pre-test.The KR-21 reliability indices for the posttest of reading comprehension was . 68 respectively which shows high consistency of the test (Table7).

To uncover any problem in the above two tests a pilot study was accomplished to 30 students. No problem was recorded . The results were approximately the same as the main study.

Attitude Questionnaire

The attitude questionnaire was revised according to: Anderson;(1999); Grabe & Stoller; (2002); Nunan,(1999). It's reliability and validity were checked. To check reliability, Cronbach`s alpha coefficients were computed.(α = 0.73). This result shows consistency of the questionnaire. To ensure the validity of the questionnaire, it was designed according to Anderson (1999), Grabe & Stoller (2002), and Nunan (1999). The questionnaire had been examined by a professor of EFL and a psychologist, to check if the content validity was suitable or not. To ensure that the questionnaire was comprehensible for the students it was distributed in Persian so it was also revised by a translator. Their comment of the different items was compatible with the aim of the questionnaire.

The object of the attitude questionnaire was to find out: students' habits, beliefs and preferred reading strategies toward reading before

and after the reading strategy instruction .Moreover, changes in students' attitudes toward reading after the instruction program. It was made of 2 parts. The first part consisted of 14 items with a 5-point Likert scale ranging from "strongly disagree" (1 point) to "strongly agree" (5 points) and the second part consist of 8 items with a 5-point Likert scale ranging from "never use" (1 point) to "always use" (5 points). Furthermore, in order to collect valid data, the students were told that the collected data would be kept confidentially by the researcher and that they could feel free to answer the questionnaire. The questionnaire was administered in Persian so that the students could understand each question better and answer accurately. To catch this goal, the questionnaire, which was originally prepared in English, was translated into Persian by an expert translator.

To uncover any problem in attitude questionnaire, like pre and post test, a pilot study was accomplished to 30 students. No problem was recorded. The results were approximately the same as the main study.

Materials

During this experiment, reading comprehension instructions were thought by applying the passages of English book, grade four, high school in Iran. Each text contained about 650 words, as the passages were long , each passage was covered in two sessions. Exercise, Presentation, Global warming and Child Labor were the subjects of the passages.

Procedure

Before starting this study the pre-test sheets and attitude questionnaires were distributed among 90 students to show that they are homogeneous in reading comprehension and also their attitudes toward reading are approximately the same. These students were chosen nonrandom convenience from a population of about 350. Then according to their performance in reading comprehension pretest, 60 students whose scores were between the range of one standard deviation above and below the sample mean in reading comprehension pretest were selected as the participants to take part in the experimental study. According to attitude test they almost had the same

LEILA VAHDANI & AMIR REZA NEMAT TABRIZI

attitude toward reading. These students were divided into two groups. 30 students as experimental group and 30 students as control group . The objectives of the course (in experimental group) were to teach the students reading strategies to be able to read different texts in English in the university and also the entrance exam for university. Teaching materials were reading comprehension texts of the English book(grade four , high school) in Iran .At the same time in control group the reading comprehension were thought with no strategy training.

Explicit Instruction ofContextual Inference Strategieshelps students to have more active roles in the classroom. During the course the researchers adapted the characteristics of the course, Transactional Strategy Instruction, which was proposed by Pressley (2002). They explained the reading strategies explicitly, modeled them to the students, and asked them to practice those reading strategies by their own. The students were also encouraged to discuss them in the class.

The reading strategies which were taught to the experimental group during this study were : finding the main ideas, , finding topic, supporting and concluding sentences, understanding syntax, looking for key words, looking for transitions, analyzing vocabulary, identifying the writing pattern, skimming and scanning.

During the whole semester, the researchers attended fifteen sections. At the end of the semester, the attitude questionnaires and reading comprehension posttest sheets were distributed among the students in both experimental and control group.

Results and Data Analysis

This study aims at investigating the effect of Contextual Inference Strategies on the improvement of high school students' reading comprehension ability and their attitude towards reading comprehension. To achieve these goals, the following research questions were posed;

1. Does explicit instruction of Contextual Inference Strategies have any effect on enhancing high school students' reading comprehension?

2. Does explicit instruction of Contextual Inference Strategies have any effect on changing high school students' attitude toward reading comprehension?

The first research question was analyzed using independent t-test which assumed normality ofthe data and homogeneity of variances of the groups. As displayed in Table 4.1 the ratios of skewness and kurtosis over their standard errors were lower than +/- 1.96, hence normality of the present data.

Table 1: Testing Normality

Asymp. Sig. (2-tailed)	Kolmogorov-Smirnov Z	N	Tstatistics Variables
0.165	0.104	90	Pre- Test Scores
0.171	0.108	60	Post-test Scores

The assumption of homogeneity of variances will be discussed when reporting the results of the independent t-test.

Pretest of Reading Comprehension

The pretest of reading comprehension was administered to 90 subjects. Based on the mean of 14.28 plus and minus one standard deviation (SD = 2.44), 60 students were selected to participate in the main study (Table 2).

Table 2: Descriptive Statistics; Piloting Pretest of Reading Comprehension

	N	Mean	Std. Deviation	Variance
Pretest	90	14.28	2.444	5.953

An independent t-test was run to compare the two groups' means on the pretest of reading comprehension in order to prove that they enjoyed the same level of reading comprehension ability prior to the main study. Based on the results displayed in Table 3 it can be claimed that the experimental (M = 14.17, SD = 3.61) and control (M = 13.87, SD = 3.34) groups had close means on the pretest of reading comprehension.

Table 3: Descriptive Statistics; Pretest of Reading Comprehension by Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest of Reading comprehension	Experimental	30	14.17	3.611	0.842
	Control	30	13.32	3.343	0.793

The results of the independent t-test (t (58) = .317, p = .752, r = .042 representing a weak effect size) (Table 4) indicated that there was not any significant difference between the two groups' mean scores on the pretest of reading comprehension. Thus it can be claimed that they enjoyed the same level of reading comprehension ability prior to the main study.

Table 4: Independent Samples Test, Pretest of Reading Comprehension by Groups

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	0.083	0.775	0.317	58	0.752	0.367	1.157	-1.948	2.682
Equal variances not assumed			0.317	57.793	0.752	0.367	1.157	-1.949	2.682

Note. The negative 95 % lower bound confidence interval of -1.94 indicated that the difference between the two groups' means on the pretest of reading comprehension could have been zero. Thus the above mentioned conclusion as no significant difference between the two groups' means was correctly made.

It should be noted that the assumption of homogeneity of variances was met (Levene's F = .083, p = .775). That is why the first row of Table 4, i.e. "Equal variances assumed" was reported.
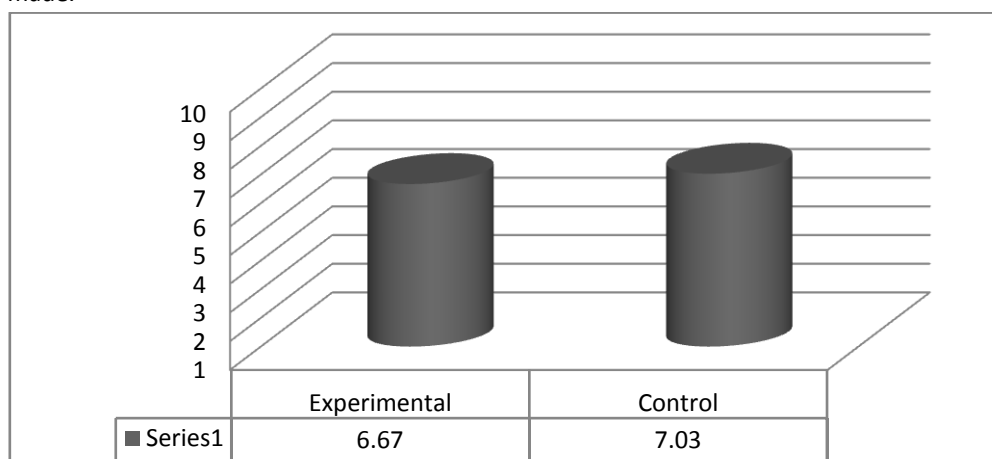

Figure 1. Means on pretest of reading comprehension by groups

First Research Question

Does explicit instruction of Contextual Inference Strategies have any effect on enhancing high school students' reading comprehension?

An independent t-test was run to compare the experimental and control groups' means on the posttest of reading comprehension in order to probe the first research question posed in this study. Based on the results displayed in Table 5 it can be claimed that the experimental group (M = 16.03, SD = 5.56) had a higher mean on the posttest of reading comprehension than the control group (M = 13.32, SD = 4.46).

Table 5: Descriptive Statistics; Posttest of Reading Comprehension by Groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest of	Experimental	30	16.03	5.561	1.015
Reading comprehension	Control	30	14.32	4.46	0.814

The results of the independent t-test (t (58) = 3.25, p = .002, r = .393 representing a moderate to large effect size) (Table 6) indicated that there was a significant difference between the two groups' mean scores on the posttest of reading comprehension. Thus the first null-hypothesis **was rejected**. The experimental group significantly outperformed the control group on the posttest of reading comprehension.

The results of the independent t-test (t (58) = 3.25, p = .002, r = .393 representing a moderate to large effect size) (Table 6) indicated that there was a significant difference between the two groups' mean scores on the posttest of reading comprehension. Thus the first null-hypothesis **was rejected**. The experimental group significantly outperformed the control group on the posttest of reading comprehension.

Table 6: Independent Samples Test, Posttest of Reading Comprehension by Groups								
	Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	1.738	.193	3.253	58	.002	4.233	1.302	1.628	6.839
Equal variances not assumed			3.253	55.386	.002	4.233	1.302	1.625	6.841

It should be noted that the assumption of homogeneity of variances was met (Levene's F = 1.73, p = .193). That is why the first row of Table 6, i.e. "Equal variances not assumed" was reported.

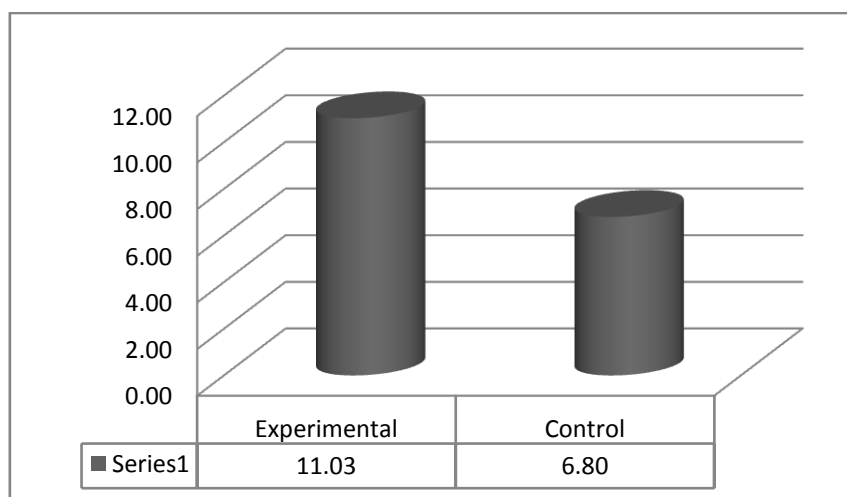Figure 2. Means on posttest of reading comprehension by groups

Second Research Question

Does explicit instruction of Contextual Inference Strategies have any effect on changing high school students' attitude toward reading comprehension?

A questionnaire which was made of 2 parts and containing 22 items was distributed among the students in order to probe their attitude towards using Contextual Inference Strategies.

The first part consisted of 14 items with a 5-point Likert scale ranging from "strongly disagree" (1 point) to "strongly agree" (5 points) and the second part including 8 items with a 5-point Likert scale ranging from "never use" (1 point) to "always use" (5 points).

Comparing the results in the second part of the questionnaire it was understood that the majority of the students didn't use strategies before training but at the end of the course the results in experimental group changed while in control group which reading comprehension was thought according to traditional method any change did not happen.

It can be understood that in experimental group the majority of students (33 % always use + 60 % most use) use strategies. About 1 percent of the respondents were undecided, and about 6 percents (5 % less use + 1 % never use) often did not use the Contextual Inference Strategies..Figure 3 shows this comparison.
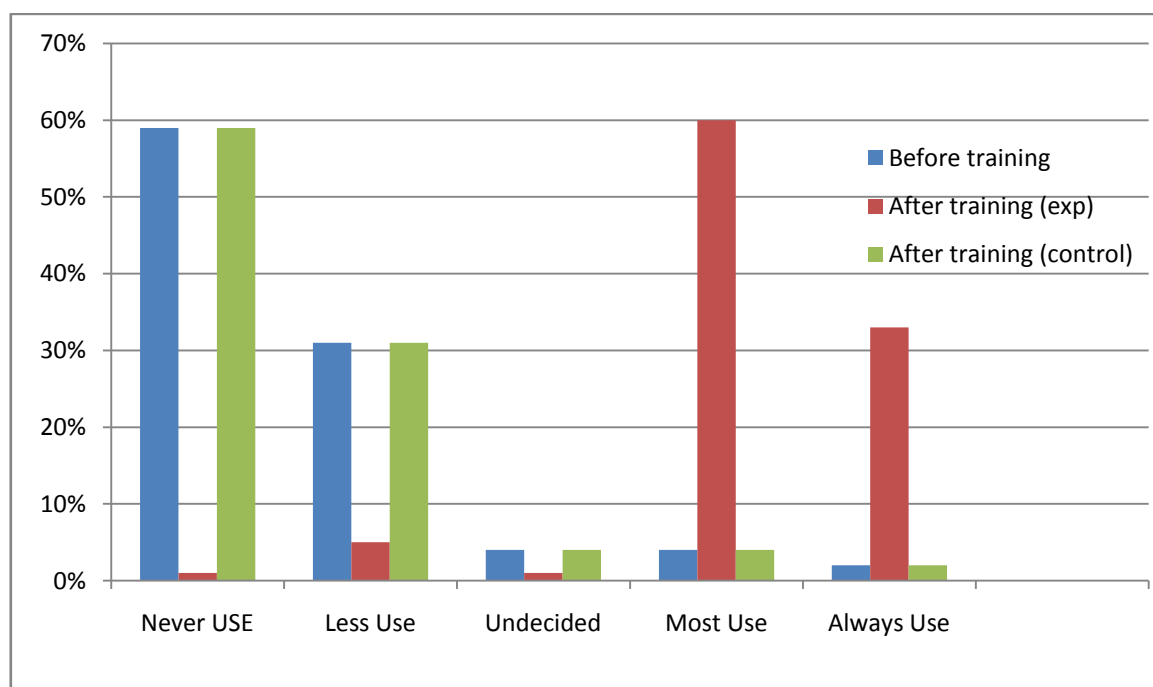

Figure3. Comparison of percentages of students who used strategies before and after training course.

Figure 4 shows the comparison among students' attitude before and after training .It can be claimed that in experimental group majority of students (41 % strongly agree + 38 % agree) believed that method helped to improve their reading ability. About 13 percent of the respondents were undecided, and about 8 percents (6 % disagree + 2 % strongly disagree) disagreed with the idea that the Contextual Inference Strategies helped them improve their reading comprehension. Thus the second null-hypothesis **was rejected**. The experimental group significantly had more positive attitude towards Contextual Inference Strategies than control group.
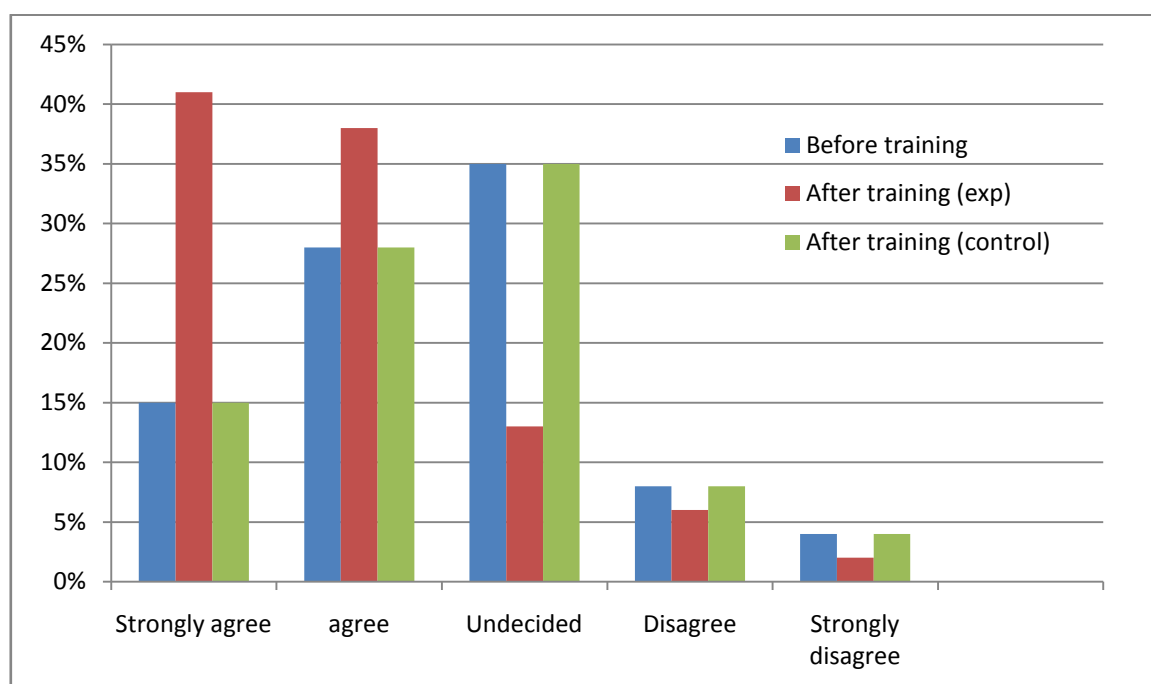
LEILA VAHDANI & AMIR REZA NEMAT TABRIZI

Figure4. Comparison of percentages of students' attitude towards contextual inference strategies in different groups before and after training

Reliability Indices

The KR-21 reliability indices for the pretest and posttest of reading comprehension were .61 and .68 respectively (Table 7).

Table 7: Descriptive Statistics; Homogeneity Test

	N	Mean	Std. Deviation	Variance	KR-21
Pretest	60	13.85	2.445	5.978	.61
Posttest	60	15.92	3.435	11.799	.68

Discussion

To sum up the major findings of this study in terms of research hypotheses set at the outset, the null-hypothesis 1 predicting no significant comprehension reading proficiency skill through using explicit instruction of contextual inference strategies for the experimental group than for the control group was rejected. This can be due to the different explicit reading instructions that were used during the treatment period. Therefore, the effects of using these strategies on reading proficiency skill were confirmed in this study. Additionally, the experimental group indicated more ability in reading. It was predicted that using reading comprehension strategies leads to more fluent and accurate reading ability. In fact, the results revealed that the systematic variation between groups'

performance on post-test was due to the manipulation of experimental treatment. Statistic results of the analysis shown in Table 4 and figure 2, proved that reading strategy instruction was successful in enhancing students' reading ability sufficiently.

The results of this study are the same as prior research which found that explicit instruction of reading strategies improved reading comprehension in students (Eliers & Pinkley, 2006; Pope; 2007; Casteel, Isom, &Jordan, 2000).

According to Kintsch & Kintsch (2005), reading comprehension is considered as decoding ability, vocabulary knowledge, prior knowledge of the topic considered, and relevant strategies to make sense of a text and understand it. Based on this view, reading strategy instruction could partially change the behavior of reading in the students. However, other factors such as vocabulary knowledge can affect students' success in reading .The relationship between reading comprehension performance and vocabulary knowledge is obvious. In fact, students' ability to comprehend reading texts depends on the amount of unknown vocabulary within the text.

In addition, Cohen, Weaver, and Li (1998) advise teachers to systematically introduce and

LEILA VAHDANI & AMIR REZA NEMAT TABRIZI

reinforce learning strategies that help the students to use the target language more effectively and thus improve their performance and help them develop independent readers.

Furthermore the second null-hypothesis predicting no significant improvement on high school students' attitude toward reading comprehension for the experimental group than for the control group was rejected too. It is important to note that students' attitude toward reading improved. Statistic results of the analysis shown in figure 3 and 4, proved that reading strategy instruction was successful in enhancing students' reading ability sufficiently.

Conclusion

Therefore, explicit strategy instruction is worth implementing in classrooms, if not to support all learners, at least to support some. The results of this study are important for language teachers to enhance their students'ability by using different strategies during reading and teaching them how to use these strategies (Salataci &Akyel, 2002). In order to be effective, teachers should make reading strategies explicit to the students, moreover they should create opportunities for students to apply them in class" (Nunan, 1997, p. 72; Bang & Zhao, 2007).

The next conclusion drawn from this study was improvement in student attitude toward reading. Students' self-concept as a reader increased. (Gambrell, et. al., 1996). There exists a strong correlation between a student's motivation to read and reading achievement (Gambrell et al,1996; Guthrie, 2000; Allington, 2002). It would be understood from the study's results the use of explicit instruction reading strategies may be beneficial in increasing student motivation.

These findings have an important implication for instructional design, particularly because this research study targeted English language learners who have not mastered the English language fully, therefore, instructing them in the use of reading strategies is an effective practice. An important contribution from this research study is that English language learners can raise their awareness of reading strategies although they may

have already internalized using some reading strategies in their mind before.

References

Anderson, N. (1999). Exploring Second Language Reading. Boston: Heinle & Heinle.g

Baker, L., & Brown, A. L. (1991). Metacognitive skills and reading. In P. D. Pearson, R.Barr,: M. L. Kamil, & P. Mosenthal (Eds.), Handbook of reading research, (pp. 353394). NewYork Longman. Blachowicz, C., & Ogle, D. (2001). Reading Comprehension: Strategies for Independent learners. New York: The Guilford Press.

Broukal, M. (2002). Reading for the TOEFL Test. Lawrenceville, NJ: Peterson`s Guide.Brown,

R., Pressley, M., Van Meter, P., & Schuder, T. (2005). A quasi-experimental validation of transactional strategy instruction with low-achieving second-grade students. *Journal of Educational Psychology,* 88, 18-37.

Carrell, P. (2003). Content and formal schemata in ESL reading. TESOL Quarterly, 21, 461481.

Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension In A. E. Farstup, & S. J. Samuels (Eds.), What Research Has to Say about Reading Instruction (pp. 205-242). Newark, DE: International Reading Association.

Garner, R. (1987). Metacognition and Reading Comprehension. Norwood, NJ: Ablex.

Grabe, W., & Stoller, F. L. (2002). Teaching and Researching Reading. Harlow: Longman.

Griffith, P. L., & Ruan, J. (2005). What is metacognition and what should be its role in literacy instruction? In S. E. Israel, C. C. Block, K. L. Bauserman, & K. KinnucanWelsch (Eds.), Metacognition

Kulaç, Demet(2011) The effect of contextual inferencing strategies on towards reading Paris, S.

G., Wasik, B. A., & Turner, J. C. (1991). The development of strategic readers. In P. D. Pearson,

R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp. 609-640). New York: Longman.

Riazi, A., & Rahimi, M. (2005). Iranian EFL learner pattern of language learning strategy use. *The Journal of Asia TEFL,* 2, 103-129.

Williams, J. P. (2002). Reading comprehension strategies and teacher preparation. In A. E. 260).

Farstup & S. J. Samuels (Eds.), What Research Has to Say about Reading Instruction (pp.   243- Newark, DE: International Reading Association.

Yeh, I-C. (2006).The effects of reading strategies instruction on junior high-school studentsreading comprehension Taiwan. Unpublished master`s thesis, National Chengchi University,Taipei.

Yousefvand. (2011). The Effect of Strategy-Based Reading Instruction on Iranian EFL Graduate Students`Reading Comprehension and Their Attitudes toward Reading Strategies Instruction*, Journal of academic and applied studies.*