

The Issue of Proper Use of Language Learning Strategies for Reading

Faisal. M .R. khellab, Arbia Saleh Salem Elghoul

fkallab@yahoo.co.uk, Elghoularbia@yahoo.com
Faculty of Engineering Technology- Janzour

Abstract:

This study reviews the literature on the role of learning strategies in the EFL context. First, the main objective of the researcher is to understand factors that contribute to the selection of proper reading strategies and the effect of reading strategies employed by university students on reading comprehension. The focus will be on general reading strategies. The goal is to assess the role of cognitive and meta-cognitive student awareness in achieving confident utilization of general reading strategies. Secondly, it will also explore ways of preparing for conducting L2 strategy instruction and review studies of the effects on strategy instruction. Finally, it is assumed that there will be challenges in teaching strategies, but most importantly, expect to embark on a multi style approach to teaching language that caters to learners preferences and reduces the gap between teachers and learners. The pedagogical implication is that learning becomes a worthwhile and enjoyable process. Think-aloud protocol is emphasized in that it can be valuable for identifying the sequence of strategies followed by learners.

Keywords: reading comprehension, reading strategies, think aloud protocols, EFL context.

مسألة الاستخدام السليم لاستراتيجيات تعلم اللغة من أجل القراءة

فيصل مفتاح رجب الخلاب، عربية صالح الغول
fkallab@yahoo.co.uk, Elghoularbia@yahoo.com
كلية التقنية الهندسية / جنزور

الملخص:

تستعرض هذه الدراسة الأدبيات المتعلقة بدور استراتيجيات التعلم في سياق اللغة الإنجليزية كلغة أجنبية أولاً، الهدف الرئيسي للبحث هو فهم العوامل التي تساهم في اختيار استراتيجيات القراءة المناسبة وتأثير استراتيجيات القراءة التي يستخدمها طلاب الجامعة على الاستيعاب القرائي، سيكون التركيز على استراتيجيات القراءة العامة. الهدف هو تقييم دور الوعي المعرفي وما وراء المعرفي لدى الطلاب في تحقيق الاستخدام الوائق لاستراتيجيات القراءة العامة ثانياً، سوف يستكشف أيضاً طرق التحضير لإجراء تعليم إستراتيجية اللغة الثانية ومراجعة الدراسات حول التأثيرات على تعليم الإستراتيجية أخيراً، من المفترض أنه ستكون هناك تحديات في استراتيجيات التدريس، ولكن الأهم من ذلك، توقع الشروع في نهج متعدد الأساليب لتدريس اللغة يلبي تفضيلات المتعلمين ويقلل الفجوة بين المعلمين والمتعلمين. والمعنى التربوي هو أن التعلم يصبح عملية جديرة بالاهتمام وممتعة، ويتم التأكيد على بروتوكول التفكير بصوت عالٍ لأنه يمكن أن يكون ذا قيمة لتحديد تسلسل الاستراتيجيات التي يتبعها المتعلمون.

الكلمات المفتاحية: الفهم القرائي، استراتيجيات القراءة، بروتوكولات التفكير بصوت عالٍ، سياق اللغة الإنجليزية كلغة أجنبية.

1. Introduction:

Do all readers employ reading strategies? And why are some readers more successful than others? To answer these questions, researchers began to uncover what makes reading a successful activity. By taking into consideration the different reading strategies that can be used to comprehend a text, And which are the most commonly used by different readers for tackling different tasks? Naiman, Frohlich, Stern, & Todesco; Rubin; Stern (in Tabataba'ian & Zabihi 2011). For these reasons, many researchers are seeking to find out about these

strategies that will better help readers accomplish the task. For example (Tarone, 1983; Cohen, 1998; O'Malley & Chamot, 1990; Oxford, 1990), knowing that the most commonly used way of finding out about the strategies used and favored by readers is through administering questionnaires, it is criticized by the limitation of readers not remembering strategies used. (Chamot, 2004). Do readers use appropriate strategies for each reading task? And if they fail to comprehend reading tasks, can they change strategies accordingly? What about poor readers? Can they interact with the text and identify the right reading strategies? If learners verbalize what strategies to use during the reading process, then this is the most reliable and the only straight-forward way to identify the reading strategies they use. This can be accomplished through learners' verbal reports. (Grenfell & Harris, 1999).

In the field of second language learning, there are different approaches employed by learners and teachers towards performing the tasks of learning and teaching. The dynamics of the interaction between them are based on the degree of awareness each has with regard to the appropriate tools that contribute to overcoming any obstacles in the way of success.

Each side of the equation is equipped with strategies as tools to carry out the process of teaching and learning. So, good language learners can be defined as strategic learners. Rubin, Stern, Rubin, and Thompson (in Zare, 2012) classified "good" language learners in accordance with their personal traits and strategies. They see good language learners as being responsible, organized, creative, using memory strategies to transfer knowledge from L1, and being able to make guesses. But Cohen, as cited in Abhakorn (2003), argues that individual differences among learners should also be taken into account when describing what makes a good language learner. Because learners differ in their selection of appropriate strategies according to situational needs, According to Zare (2012), the basis for classifying learners is still not a straight-forward process. Learners in general are equipped with individual study methods and strategies to dynamically interact with others in the learning process. "However, being aware of the characteristics, techniques, and

strategies of a good language learner facilitates students' learning and helps them enhance learning efficiency." (Zara, 2012:163). So it is important for learners and teachers to be aware of the tools learners bring to the learning process as they can be understood and used efficiently.

2. Background:

2.1. The process of reading in a foreign language:

Reading is a tremendously difficult and tedious process for poor readers, as it demands the active participation of the reader with the text at hand and the development of a channel of interaction through which the reader selects appropriate strategies to grasp the meaning and functions in order to fully comprehend the task. Teaching reading comprehension strategies to English foreign language (EFL) learners is necessary as it equips them with the proper gear to tackle the task.

The process of reading in a foreign language is explained by Grabe (in Cardona & Maya 2011)), who states that readers transfer the skill of comprehending reading texts in their first language to the second language, such as the EFL context, based on their previous instructions received, and that they are in a position to apply such skill when confronted with texts in the second language. Comprehension is not just a matter of understanding the written text; it involves a series of steps or processes that the reader must follow to be able to fully grasp the meaning. Gillam, Fargo, and Robertson (2009) cite many researchers to claim that "comprehension is a complex set of processes that involves the encoding of facts, the activation of knowledge, and the generation of inferences to connect information in ways that make it understandable and memorable" (p. 1). Hence, reading comprehension is a process that takes into consideration the meaning and prior knowledge of the reader.

This process of reading a text and comprehending what the writer is presenting requires that the learner employ certain techniques or strategies so that the reading process is established by the reader and, hence, interacting with the text at hand. Bachman (in Ghafournia & Afghari, 2013:21) illustrated that "strategic competence" is

mandatory as it involves the ability to judge, organize, and apply strategies to process the text at hand. Cognitive awareness of the learner would also require that the reader recall the "background knowledge" in order to be able to break the text and understand the writer's intentions (Curses & Adijuzel, 2013:55). Many scholars have emphasized the role of reading ability as "critical" for learners' pursuit of comprehending texts and progressing academically.

EFL university students are struggling with academic reading tasks. Reading comprehension is believed to be related to the learner's skill to acquire the knowledge the writer is presenting in the text. Mason (in Fahim, 2012:140). One can easily see the learner's struggle to comprehend the reading text at hand as a traveler with no map, trying to conquer unknown land. This is very similar when focusing on EFL readers without a compass or a map to guide them through the reading text. So it is vital that EFL learners' learn to be aware and encouraged to use strategies to tackle reading texts. According to Rice (in Naidu, Briewin, & Embi, 2013:60), "To interact with the reading material, it is essential for learners to have strategies that assist them in grasping a text's meaning."

According to Gurses and Adiguzel (2013), knowing what constitutes an "effective reading process" is very fundamental in trying to understand "the nature of learning." Together with the attitudes the reader has during reading. Anderson (in Gurses & Adijnzel 2013: vol. 2, no. 2) explains that the reading process is an interactive process, where the reading and the text are considered in interaction during reading. Reading is always considered to be the most important skill in learning a language. A lot of research in the area of reading strategies and reading comprehension was carried out by many researchers, who pointed out the importance of critical thinking in general during the reading process. Sheorey and Mokhtari (in Mistar, Zuhiri, Yanti, 2016, vol. 9, no. 2) classified strategies for the reading process into three categories: "cognitive, met cognitive, and support strategies." But the question is whether there is a relationship between reading and strategic proficiency competence. In the findings of Ghafounia and Afghari (2013), "close interaction between linguistic and strategic competences" was empirically

found. Proficient readers employ strategies according to the purpose of the text they are reading. According to Cohen. et al. (in Ghafouinia&Afghari, 2013), effective readers select particular strategies relevant to reading purpose, task demands, and preferred cognitive styles. So how do readers interact with the text in hand? If they read the text without any strategic tools at hand,. According to Naidu, Brewin, and Embi (2013), "readers always attempt to understand all the information in a text, they tend to become confused."

As mentioned earlier, reading is an interactive process, and effective readers are normally aware of the undergoing process during reading. The purpose and kind of task determine what tool or strategy to employ as an agent to aid comprehension of the text in hand. According to Brown (in Naidu, Briewin, &Embi, 2013), skimming reading material helps learners to ascertain the author's meaning and locate the main idea." It is obvious that if the reader can find a way to deduce the meaning of the text through identification of the main ideas, this would enable better comprehension and save time by using the skimming technique. It is believed that the topic and the main idea are very important for engaging the reader and the text for better comprehension. According to Naidu, Briewin, and Gmbi (2013), in their study, they stated that the study "involved pre- and post-reading assessments to verify the effectiveness of the strategy."

2.2. Factors Affecting Selection of strategies:

Are there any relationships between strategy use and other variables, such as gender or proficiency level? Some studies showed that females use of strategies exceeds that of males. But according to Wharton (in Chamot, 2004), one study showed the opposite. "From a structural perspective, then, we do not know with certainty whether female or male students are most in need of language learning strategies." (Chamot,2004:18) With regard to strategy use and proficiency level, it is clear that the relationship is directly proportional. Khaldieh (in Chamot, 2004) indicated that learners with higher levels of proficiency have used more strategies. According to Ehrman and Oxford (2003:9),When left to their

devices and if not encouraged by the teacher or forced by the lesson to use a certain set of strategies, students typically use learning strategies that reflect their basic learning g styles. "But teachers should help students get familiar with a wider range of strategies through strategy instruction (Oxford, 2003). Learners control learning. According to Pressley and McCormick (in Oxford, 2003:9), learning strategies are intentionally used and consciously controlled by the learner. Thus, knowing that strategy use is related to proficiency level and that automatic processing of strategies and techniques is controlled by the learner , what is the expected outcome of strategy use?

Positive outcomes are expected from strategy use and have to be invested in by teachers. Do learners employ strategies in a planned manner? Studies of strategies by "good language learners" found that as the proficiency level of the learner increased , more planned use of strategies was employed by such learners. Oxford(2003). What factors influence learners' decisions about learning strategies?

According to Zare (2012),.Many factors are related to the selection of a learning strategy. "Those factors might include degree of awareness, age, sex, nationality learning style, personality traits, motivation, learning context, and language proficiency (Zare&Nooreem, 2011; Khamkhien, 2010; Rahimi et al., ,Griffiths,2003;Hong- Nam and Leavell, 2007; Green & Oxford, 1995; Ehrman& Oxford, 1989)in (Zare, 2012:167). Learning style can be the second factor after proficiency level in the process of selecting strategies by learners. As cited by Oxford (in Zare, 2012), learning style and learning strategies can be combined in a given setting. "If a harmony exists between these factors, the learner will perform well, feel confident, and experience low anxiety" (Oxford, 2003) in Zare(2012:167).

As mentioned previously, there is a relationship between wide appropriate selection and the use of learning strategies by more proficient learners. Green and Oxford (in Zare, 2012) discovered that more proficient learners use a broader range of learning strategies. Again, teachers ought to invest in encouraging strategy use in

classrooms by all learners, regardless of their proficiency level, to enhance the learning process.

2.3. Think-aloud:

To understand how useful it is to use the think-aloud protocol when investigating readers cognitive skills when trying to comprehend reading tasks, Oster (in Cardona & Maya 2011) claims that it is a reading technique where readers can verbalize their thoughts while reading and therefore inform us about the strategies they use to comprehend the text. When using this method, we can come across some reading comprehension strategies, such as predicting and visualizing. To get a clearer picture of what goes on in the minds of both skilled and weak readers, this method is ideal for such a purpose. Oster (in Cardona & Maya 2011) recalls Wade (in Cardona & Maya 2011) to illustrate how good readers accomplish the reading task interactively, employing and adapting different strategies for different tasks accordingly.

Think-aloud is a method that can be used by researchers to study individuals' invisible cognitive processes. E.g., Ericsson & Simon; Olson, Duffy, & Mack; Sainsbury; Stevenson, Schoonen, & Gloppe (in Tabataba'ian, 2011). Some researchers stressed the benefit of using think-aloud methods for gathering data about individuals' strategy use. E.g., Garner, Henk, Pressley, & Afflerbach (in Tabataba'ian, 2011). It has been stated that successful readers are able to employ different reading strategies for the tasks at hand. (Bruen; Green & Oxford; O'Malley & Chamot; Wharton) (in Chamot 2004) As Alderson and Urquhart (1984) mentioned, if reading strategies are determined, we may be able to integrate common items in different texts to help readers improve using strategies while reading.

This meta-cognitive awareness (having the ability to be aware of your own thinking) is a vital ingredient of learning because it helps readers maneuver across the reading text and search for appropriate strategies to accomplish the reading task according to the level of difficulty and prior knowledge. Raising students awareness of strategy use through the think-aloud protocol will help them understand what is involved in the process of reading

comprehension. And therefore expand their knowledge of employing appropriate strategies for certain reading tasks.

2.4. Prior knowledge :

Readers integrate their previous knowledge, attitudes, and experiences towards reading with the strategies at hand as a model when asked to use the think-aloud method. Therefore, readers knowledge accumulates as the accumulation of new knowledge combines with previous knowledge. Hence, readers will be able to utilize ways of interoperating and grasping the text. Furthermore, Harvey and Goudvis (in Cardona & Maya 2011) state that if children know how to make connections between the text they are reading and the real world surrounding them, this would help them better understand the text. It is important for the learners to start to relate past experiences to reading tasks in order to derive meaning and context. And hence improve their reading comprehension.

2.5. Predicting:

Readers employ the prediction technique by trying to guess while they are reading. Rog (2001) claims that predicting is the skill of being able to guess about the rest of the text while reading. It is a way of inferring as readers integrate what is read with the rest of the guessed text to produce predictions. The readers continuously establish connections with the text through predictions and prior knowledge. This is a necessary skill for readers to have because they need to be able to connect prior knowledge to what comes next in the text.

To be able to predict the reader, focus on the title and key words to derive inferences relating to the content or topic of the text (Dutta, 1994). After that, the title will capture the attention of the reader and produce predictions regarding the content of the text. Readers can employ prediction to help them establish an idea about the meaning and content of the text as they read. Predicting (Block, Rodgers, & Johnson, cited by Zygouris-Coe & Glass, 2004). Therefore, this skill is very important for reading comprehension tasks.

2.6. Visualizing:

This strategy can enable readers to have pictures in their minds while reading. This, in turn, would help them easily understand the

meaning of the text. Rog (2001) claims that when readers employ this strategy, they are combining words in the text with previous knowledge to create images, which will help them construct the meaning of the text. Visualizing is a way of making inferences with mental images rather than words. When readers use the visualization technique, the reading process becomes easier as they are thinking based on inferences made while reading. (Carrasquillo, Kucer, & Abrams, 2004). Once the text is simplified, this will keep the reader on track to comprehend the text. Visualization helps keep the reader motivated and continue engaging with the text.

3. Self-regulated learning:

The dynamics of aggressive interaction within the individual mental domain are based on cognitive strategies, which are made up of the desire to succeed and also on the learner's self-beliefs and determination to translate these into a learning tool or skill. This is self-regulated learning. According to Soureshjani (in Nejabati, 2015:1344), self-regulated learning (SRL) refers to the self-directive processes and self-beliefs that enable learners to transform their mental abilities, such as verbal aptitude, into an academic performance skill". Self-regulated learning is a very important concept related to skilled learners who are aware and in control of their learning. It is obvious that teachers play an important role in the learning process. Peacock, as cited in Kara (2009:80), defines teaching styles as "natural, habitual, and preferred ways of teaching new information and skills in the classroom." Often, there is a mismatch between learning and teaching styles. According to Willing (in Kara, 2009:80), matching learning and teaching styles improved learning attitudes and motivation.

Thus, teachers should modify their teaching approaches and activities and smooth the way for more dynamic interaction among the learners. According to Kara (2009:80), "Peacock (2001) investigated EFL teachers' teaching styles and EFL learners' learning styles at a Hong Kong university ".and suggested that EFL teachers should teach in a balanced style in order to accommodate different learning styles."

4. Accommodating diverse learning style preferences in tertiary classroom:

The duty of teachers is to help learners identify their preferred methods of learning and guide them to use strategies appropriate to their individual learning preferences and task at hand. In other words help create diverse collection of learning strategies in classroom setting that incorporate flexible process of learning."Lectures who are unaware of learning /teaching style dynamics may unconsciously watch for thinking patterns similar to their own, and penalize students whose processes that are dissimilar" Claxton&Ralson(in Dreyer &Van der Walt,1996:479).

5. The frame work of strategies training:

According to Cohen(in Abhakorn,2004:199),All types of strategies training involve an expansion of learners' repertoire of learning strategies". In my opinion strategy training will increase the dynamics of interaction of learners towards being responsible, aware, and autonomous in their approach to learning. Furthermore be it whether explicit or implicit integration of language and strategies learning framework , the most important that learners and teachers positively influence the learning process.

"Language teachers could adapt and apply these strategy training frameworks to suit students at different ages and different levels of language proficiency" (Abhakorn, 2004: 201). Cook (in Abhakorn, 2004:197)" The teaching and learning goals of learner training in language teaching are both external and internal goals". This is what learners are assumed to accomplish at the end of the day. That is to be autonomous learners and learn how to learn to go alongside with the concept of lifelong learning. The Transfer of strategies to new tasks involves relying again on the individual proficiency level as the high achievers are more able to use meta cognitive strategies. (Chamot, 2004).The advantage of strategy instruction is that teachers can help learners become more aware about their own learning and becoming more self-regulated. This calls for new roles of language teachers and learners.

Based on the dynamics of interaction between the ingredients of learning recipe, namely language teachers, learners and tasks under deployment of appropriate strategies, the roles are changing. A shift away from the traditional roles of teachers dictating rules for accomplishing tasks to a more flexible shift in responsible self-regulated learning facilitated by teachers. Williams and Burden (in Abhakorn, 2004:198),"also noted a reorientation of teachers roles". They facilitate the use of appropriate strategies that is suited to their learner's preferences. This would encourage learners to question, reflect, and achieve tasks. As cited (in Abhakorn,2004:199),"They also suggested that teachers should start with the simple tasks, moving towards more complex tasks which require learners to select their own strategies and evaluate their own level of success".

6. Pedagogical implications:

According to (Oxford, 2003:15),"L2 teachers could benefit by assessing the learning styles and the strategy use of their students, because such assessment leads to greater understanding of styles and strategies". Further more teachers should adjust and modify their approach to teaching to cater for students learning style preferences according to their needs. And this can be attained by knowing that "No single L2 In structural Methodology Fits All Students" (Oxford, 2003:16). Teachers are required to employ a broad range of strategies to account for the diversified nature of classroom learners. Thus, creating a dynamic interactive instruction and multi approach to accomplish learning tasks.

7. Conclusions:

It can be concluded that a multi approach for language teaching is desirable taking into consideration different learner styles and that teachers methods and approaches for accomplishing tasks can mismatch. And by facilitating learning strategy training, we can assist learners achieve their proficiency goals. Lecturer who creates a truly "learner- centered" classroom understands and respects the diversity of learning strengths within any group, and offers choices in how information and skills will be acquired".(Vander

Walt,1996:418).Finally, teachers should provide wide range of classroom activities to encourage interaction among students and widen the spectrum of strategies that can be employed. Think aloud protocol can be practiced so that students self awareness is raised.

References:

- Abhakorn, J. (2008). The implications of learner strategies for second or foreign language teaching. *ARECLS*, 5, 186-204.
- Afghari, A., Ghafournia ,N(2013).Relationship between reading proficiency ,strategic competence ,and reading comprehension test performance: A study of Iranian EFL Learners. *International Education Studies*;vol.6,No.8
- Alderson J. (1984). Reading in a foreign language: A reading problem or a language problem? In Alderson J., Urquhart A. (Eds.), *Reading in a foreign language* (pp. 1–27). London: Longman.
- Alemi, M., Daftarifard, P., &Tobolcea, I. (2011). Mismatches between Learner“ s Style and Teacher“ s Style in L2: A Concern for Communication, a Case of Iranian Adult. *Journal of Language Teaching and Research*, 2(2), 323-331.
- Al-Qahtani,A(2015).The effect of explicit instruction of textual discourse markers on Saudi EFL learners' reading comprehension. *English language teaching*;vol.8,No.4
- Alshumaimeri ,Y(2011) the effects of reading method on the comprehension performance of Saudi EFL students .*International Electronic Journal of Elementary Education*,4(1),185-195
- Baghaei ,P .,Ravand, H(2016),Modeling local Item dependence in cloze and reading comprehension test Items using test let response theory
- Bakhshalinezhad&Nikou (2015)Using the Think-Aloud Technique for Determining Different Reading Strategies used by Iranian EFL Learners,v.6n.3p.15

- Banu, İ. N. A. N. (2013). The relationship between self-regulated learning strategies and academic achievement in a Turkish EFL setting. *Educational Research and Reviews*, 8(17), 1544.
- Block, Rodgers, & Johnson, (2004). [Prediction Wheel 1 ... predicting assist students in making meaning (Block, Rodgers, & Johnson, 2004). Breen (Ed.), Learner contributions to language learning: New directions in research (pp. 25- 43). Harlow, England: Longman.*
- Cardona & Maya(2011) *READING IS THINKING: Improving Reading Comprehension Using the think-aloud Method*
- Chamot, A. U. (2004). Issues in language learning strategy research and teaching. *Electronic journal of foreign language teaching*, 1(1), 14-26.
- Chamot, A.U. (2001). The role of learning strategies in second language acquisition. In M.P.
- Breen (Ed.), *Learner contributions to language learning: New directions in research (pp. 25- 43). Harlow, England: Longman.*
- Cohen, A. D. (1998). *Strategies in learning and using a second language.* London: Longman
- Dreyer, C., & van der Walt, J. L. (1996). Learning and teaching styles: Empowering diverse learners in tertiary classrooms. *Koers-Bulletin for Christian Scholarship*, 61(4), 469-482.
- Embi, M. ,Bharathi ,N .,Briewin , M(2013) *Reading strategy: Tackling reading through topic and main ideas. English language teaching;vol.6,No.11*
- Fahim,M.,Barjesteh,H.,Vaseghi,R(2012) *Effects of critical thinking training on male /female EFL Learner's reading comprehension. English language teaching,vol.5,No.1*
- Farvardin ,M. ,Biria ,R.(2012).*The impact of Gloss Types on Iranian EFL students reading comprehension and lexical retention ,International Journal of Instruction.Vol.5,No.1*
- Fazeli, S. H. (2011). The Exploring Nature of Language Learning Strategies (LLSs) and Their Relationship with Various Variables with Focus on Personality Traits in the Current Studies of Second/Foreign Language Learning. *Online Submission*, 1(10), 1311-1320.

- Felder, R. M., &Henriques, E. R. (1995). Learning and teaching styles in foreign and second language education. *Foreign Language Annals*, 28(1), 21-31.
- Gabillon, Z. (2012). Discrepancies between L2 teacher and L2 learner beliefs. *English Language Teaching*, 5(12), 94.
- Ghafournia, Narjes; Afghari, Akbar(2013)Relationship between Reading Proficiency, Strategic Competence, and Reading Comprehension Test Performance: A Study of Iranian EFL Learners
- Gillam, Fargo & Robertson (2009), Comprehension of expository text: insights gained from think-aloud data.
- Grabe , W. &Stoller , F. L. (2002) Teaching and researching reading, London: Pearson Education
- Grenfell, M., & Harris, V. (1999). Modern languages and learning strategies: In theory and practice. London: Routledge.
- Griffiths, C. (2004). *Language-learning Strategies: Theory and Research*. AIS St Helens, Centre for Research in International Education.
- Gurses ,M.,Adijuzel,o.(2013)The effect of strategy instruction based on the cognitive academic language learning approach over reading comprehension and strategy use ,Journal of Education and Learning;Vol.2,No.2
- Hashemian,M., Dehghanpour,E(2015) Efficiency of using a web-based approach to teach reading strategies to Iranian EFL learners .English language teaching;vol.8,No.10
- HawkarAkramAwla. Learning Styles and Their Relation to Teaching Styles. International Journal of Language and Linguistics. Vol. 2, No. 3, 2014, pp. 241-245. doi: 10.11648 /j.ijll.2014 0203.23
- Intarapanich, C. (2013). Teaching methods, approaches and strategies found in EFL classrooms: A case study in Lao PDR. *Procedia-Social and Behavioral Sciences*, 88, 306-311.

- Jones ,Baumann,Kessell(2014)Effect Of Think-Aloud Instruction On Elementary Students' Comprehension Monitoring Abilities Chandler, Arizona International Journal of Language Learning and Applied Linguistics World (IJLLALW) Volume 5 (1), 381---393
- Kamran, S.,Maftoon,P(2012) An analysis of the associations between Ambiguity Tolerance and EFL reading strategy awareness, English Language Teaching.Vol.5,No.3
- Kara, S. (2009). Learning styles and teaching styles: A case study in foreign language classroom. *International Journal of Arts and Sciences, 1*(20), 77-82
- Khatami, Heydariyan, and Bagheri Investigating The Effect of Think Aloud Strategy On Reading Comprehension Ability Among EFL University Students
- Khonami and Kojidi(2011) Meta cognitive Awareness and Comprehension Monitoring In Reading Ability of Iranian EFL Learners,Vol.13,No.2,pp.99-111
- Madrid, D. (2000): "Learning Strategies", en Teaching English as a Foreign Language, Barcelona: The Australian Institute
- Maric, M., Penger, S., Todorovic, I., & Djurica, N. (2015). Differences in Learning Styles: A comparison of Slovenian Universities. *Procedia-Social and Behavioral Sciences, 197*, 175-183.
- McClintock B, Pesco D, Martin-Chang S. Int J Lang Commun Disord. (2014) Thinking aloud: effects on text comprehension by children with specific language impairment and their peers. 49(6):637-48.
- Nejabati, N. (2015). The Effects of Teaching Self-regulated Learning Strategies on EFL Students' Reading Comprehension. *Journal of Language Teaching and Research, 6*(6), 1343-1348.
- Oxford, R. L. (Ed.). (2003). *Language learning styles and strategies*. Mouton de Gruyter.

Oxford, R.L., & Leaver, B.L. (1996). A synthesis of strategy instruction for language learners. In R.L. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 227-246). Honolulu, HI: University of Hawaii Press.

Olga A. Obdalova (2014) Exploring the possibilities of the cognitive approach for non-linguistic EFL students teaching, The xxv Annual International Academic Conference, Language and Culture, 20-22 October 2014

Radislav ,M(2014)Teaching English to Engineers at a Tertiary level in Russia, The xxv Annual international academic Conference, Language And Culture, PP.199-203

Rog, L.J. (2001). *Early literacy instruction in kindergarten*. Newark, DE: International Reading Association. oote, Silvia Perpión, and Rakesh Bhatt, 199-209. Somerville, MA: Cascadilla Proceedings Project.

Rubin, J. (2013). Teaching Language-Learning Strategies. *The encyclopedia of applied linguistics*.

Seng(2007) The Effects Of Think-Aloud In A collaborative Environment To Improve Comprehension Of L2 Texts The Reading Matrix Vol. 7, No. 2

ShahrokhJahandar,MortezaKhodabandehlou, GoharSeyedi, Reza MousaviDolatAbadi(2012)The Think-aloud Method in EFL Reading Comprehension International Journal of Scientific & Engineering Research Volume 3, Issue 9,

Soleimani ,H., Nabizadeh, F.(2012),The effect of learner constructed, Fill in the concept map technique, and summarizing strategy on Iranian pre-university students ,Reading comprehension .English Language Teaching;Vol.5.No.9

Stephen B. Kucer - 2014 Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing .

Tabataba'ian&Zabihi (2011) Strategies Used by Four Iranian EFL learners in Reading ESP and GPE Texts: A Think-aloud Case Study,World Journal of English Language,vol.1,1,No.1

Tarone, E. (1983). Some thoughts on the notion of "communication strategy." In C. Faerch & G.

Tuan, L. T. (2011). Matching and Stretching Learners' Learning Styles. *Journal of Language Teaching and Research*, 2(2), 285-294.

Yoshida, Mami. 2008. Think-Aloud Protocols and Type of Reading Task: The Issue of Reactivity in L2 Reading Research. In Selected Proceedings of the 2007 Second Language Research Forum, ed. Melissa Bowles, Rebecca F

Yanti, N., Mistar, J., Zuhairi, A. (2016) Strategies training in the teaching of reading comprehension for EFL learners in Indonesia. *English language teaching*; vol.9, No.2

Zare, P. (2012). Language learning strategies among EFL/ESL learners: A review of literature. *International Journal of Humanities and Social Science*, 2(5), 162-169.

Extended Summary:

This study reviews the literature on the role of learning strategies in the ESL/EFL context. The focus will be on general reading strategies. The goal is to assess the role of cognitive & meta-cognitive student awareness towards achieving confident utilization of the general reading strategies. It will also explore ways of preparing for conducting L2 strategy instruction and review studies of the effects of strategies instruction. It is assumed that there will be challenges in teaching strategies, but most importantly expecting to embark on a multistyle approach of teaching language that cater for learners preferences and reduces the gap between teachers and learners. The pedagogical implication is that learning becomes worthwhile and enjoyable process. Think aloud protocol is emphasized because it seems to be very valuable method to unleash the verbal thoughts of the learners while attempting the reading text. Do all readers employ reading strategies? And why some readers are more successful than others? To answer these questions, researchers

began to unleash what makes reading a successful activity. By taking into consideration the different reading strategies that can be used to comprehend a text. And which are the most commonly used by different readers for tackling different tasks. In the field of second language learning, there are different approaches employed by learners and teachers towards performing the task of learning and teaching. The dynamics of the interaction between them is based on the degree of awareness each have with regard to the appropriate tools that contribute to overcoming any obstacles in the way of success. Each side of the equation is equipped with strategies as tools to carry out the operation of teaching and learning. So, good language learners can be defined as strategic learners. Reading is a tremendously difficult tedious process for poor readers as it demands the active participation of the reader with the text at hand and to develop a channel of interaction through which the reader selects appropriate strategies to grasp the meaning and functions in order to fully comprehend the task. Teaching reading comprehension strategies to English foreign language (EFL) learners is necessary as it equips them with proper gear to tackle the task. This process of reading a text and comprehending what the writer is presenting requires that the learner employs certain techniques or strategies, so that the reading process is established by the reader and hence interacting with the text at hand. One can easily see that the learner 's struggle to comprehend the reading text at hand as a traveller with no map, trying to conquer unknown land. This is very similar when focusing on EFL reader's without a compass or a map to guide them through the reading text. So it is vital that EFL learner's learn to be aware and encouraged to use strategies to tackle reading texts. This meta cognitive awareness (having the ability to be aware about your own thinking) is vital ingredient of learning, because it helps readers maneuver across the reading text and search for appropriate strategy to accomplish the reading task according to the level in terms of difficulty and prior knowledge .Raising students awareness of strategy use through think aloud protocol will help students understand what is involved in the process of reading comprehension .And therefore expand their knowledge of employing appropriate

strategies for certain reading tasks. Based on the dynamics of interaction between the ingredients of learning recipe, namely language teachers, learners and tasks under deployment of appropriate strategies, the roles are changing. A shift away from the traditional roles of teachers dictating rules for accomplishing tasks to a more flexible shift in responsible self-regulated learning facilitated by teachers. Teachers are required to employ a broad range of strategies to account for the diversified nature of classroom learners. Thus , creating a dynamic interactive instruction and multi approach to accomplish learning tasks. Teachers should provide wide range of classroom activities to encourage interaction among students and widen the spectrum of strategies that can be employed. Think aloud protocol can be practiced so that students self awareness is raised.