

A Quantitative Research for Improving Reading Comprehension of First Year Engineering Students of QUEST, Pakistan Through Metacognitive Strategies

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Abstract

This quantitative research investigates first year engineering students' reading comprehension using the different metacognitive strategies and scaffolding strategies. The research was undertaken at QUEST, Nawabshah, Pakistan. The respondents of this research were taken from four engineering departments including Mechanical Engineering, Energy and Environmental Engineering, Electrical Engineering, and Computer System Engineering. A set of questionnaire was used among 311 respondents. The data was analyzed using descriptive statistics to analyze research variables through SPSS 17 for producing the Percentages, Mean and Standard Deviation of the data. The results acquired from data suggested that the engineering respondents used their metacognitive strategies in order to make their comprehension easy to apprehend the meaning of reading passages. This research also revealed the average uses of twenty important categories on metacognitive strategies as reported by engineering respondents. The mean score for 'I often find that I have been reading for class but don't know what it is all about' category ($M = 2.65$) was rated by the respondents of this research as the highest; while the mean score for 'reading instructions carefully before beginning a task' ($M = 1.54$) was rated as the lowest. The results also showed that the respondents of this study revealed the average uses of the twelve important categories of scaffolding. However, the mean score for 'When studying this course I often set aside time to discuss the course material with a group of students from the class' category ($M = 2.29$) was the highest for all respondents; whereas, the mean score for 'I ask teachers/students for help when they do not understand' ($M = 1.37$) was the lowermost. However, no category of metacognitive strategies and scaffolding fell into low level of usage. To sum up, results are presented for developing effective reading strategies for engineering students to improve their reading proficiency.

Keywords: metacognitive strategies, reading comprehension, scaffolding, reading strategies

1. Introduction

Reading comprehension is very important skill for engineering students to ensure success in their personal and professional life. Reading is considered as an active process involving readers to perceive correct meaning of the reading materials. A number of researchers have asserted the importance of English in engineering education (Pritchard & Nasr, 2004; Venkatraman & Premak, 2007). English is considered as the most important international language for science students possibly to gain professional knowledge in the course of reading texts in English (Pritchard & Nasr, 2004). Joesba & Ardeo (2005) stressed that engineering students should be equipped with specific English skills, which will become valuable resources in their career; therefore, English reading comprehension ability is crucial in academic settings and their future career for engineering students. According to Mudray (2006), it is essential for engineering students to read in English fluently to absorb fundamental knowledge from textbooks and deepen professional knowledge at their workplace. However, there are still a considerable number of engineering students struggling with reading in English (Ward, 2009). Some researchers have attributed engineering students' reading difficulty to vocabulary knowledge and proposed lexical instruction (Mudray, 2006; Ward, 2009). Further, Alderson (2000) informed that the knowledge of

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Reading for Understanding Catherine Snow, 2002-04-18 In fall 1999 the Department of Education's Office of Educational Research and Improvement OERI asked RAND to examine how OERI might improve the quality and relevance of the education research it funds The RAND Reading Study Group RRSg was charged with developing a research framework to address the most pressing issues in literacy RRSg focused on reading comprehension wherein the highest priorities for research are 1 Instruction

Handbook of Research on Reading Comprehension Susan E. Israel, Gerald G. Duffy, 2014-06-03 The Handbook of Research on Reading Comprehension assembles researchers of reading comprehension literacy educational psychology psychology and neuroscience to document the most recent research on the topic It summarizes the current body of research on theory methods instruction and assessment including coverage of landmark studies Designed to deepen understanding of how past research can be applied and has influenced the present and to stimulate new thinking about reading comprehension the volume is organized around seven themes historical perspectives on reading comprehension theoretical perspectives changing views of text elements of reading comprehension assessing and teaching reading comprehension cultural impact on reading comprehension where to from here This is an essential reference volume for the international community of reading researchers reading psychologists graduate students and professionals working in the area of reading and literacy

Rethinking Reading Comprehension Anne P. Sweet, Catherine E. Snow, 2003-04-30 This practical book grows out of a recent report written by the RAND Reading Study Group RRSg which proposed a national research agenda in the area of reading comprehension Here RRSg members have expanded on their findings and translated them into clear recommendations to inform practice Teachers gain the latest knowledge about how students learn to comprehend texts and what can be done to improve the quality of instruction in this essential domain From leading literacy scholars the book explains research based ways to Plan effective instruction for students at all grade levels Meet the comprehension needs of English language learners Promote adolescents comprehension of subject area texts Understand the complexities of comprehension assessment Get optimal benefits from instructional technologies And much more

Handbook of Research on Reading Comprehension, Second Edition Susan E. Israel, 2017-01-02 This edition provides a transformative snapshot of reading comprehension as a field of study at a seminal moment It maintains the same high level of standards with respect to 1 historical perspectives useful for laying the foundation of study on reading comprehension 2 theoretical perspectives that allow the reader to consider different views on how specific areas have evolved since the first edition 3 excellent chapters on various elements of reading comprehension including major research studies in assessment cultural impacts of reading comprehension issues affecting English language learners and consideration of international populations and 4 identification of future research needs to help raise important questions and stimulate possible hypotheses for future research

Reading Comprehension Judith Orasanu, 1986 This volume summarizes a decade of research highlighting major

advances in knowledge concerning the nature of comprehension It suggests instructional implications of these advances and identifies issues remaining to be addressed Case studies are provided describing how several school districts have used this research to develop new approaches to teaching comprehension Teaching Reading Comprehension to Students with Learning Difficulties, 2/E Janette K. Klingner, Sharon Vaughn, Alison Boardman, 2015-01-20 This practitioner resource and course text has given thousands of K 12 teachers evidence based tools for helping students particularly those at risk for reading difficulties understand and acquire new knowledge from text The authors present a range of scientifically validated instructional techniques and activities complete with helpful classroom examples and sample lessons The book describes ways to assess comprehension build the skills that good readers rely on and teach students to use multiple comprehension strategies flexibly and effectively Each chapter features thought provoking discussion questions Reproducible lesson plans and graphic organizers can be downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition Chapters on content area literacy English language learners and intensive interventions Incorporates current research on each component of reading comprehension Discusses ways to align instruction with the Common Core State Standards Additional instructional activities throughout **Expanding Reading Comprehension in Grades 3-6** Katherine A. Dougherty Stahl, Georgia Earnest García, 2022-03-25 Students in grades 3 6 need to use increasingly sophisticated comprehension skills and strategies as they read and build knowledge across disciplinary content areas Grounded in research this book presents effective practices for integrating literacy instruction with literature science and social studies Chapters address text selection vocabulary development strategy instruction discussion formats writing to express and expand comprehension assessment and more Ways to meet the needs of emergent bilingual and culturally diverse students are highlighted throughout Ideal for preservice and inservice teachers and professional staff development the book includes classroom vignettes text boxes with easy to read instructional procedures and curriculum resources Helpful reproducible forms can be downloaded and printed in a convenient 8 1 2 x 11 size See also the authors related book on the primary grades Developing Reading Comprehension Effective Instruction for All Students in PreK 2 **Developing Reading Comprehension** Katherine A. Dougherty Stahl, Georgia Earnest Garcia, 2015-02-18 Early literacy instruction typically emphasizes foundational skills often at the expense of engaging young children in reading and supporting their comprehension of different types of texts This book explains the essential elements of comprehension and shares a wealth of classroom tested instructional practices It presents developmentally informed strategies for scaffolding comprehension skills using content to promote engagement and implementing high level discussions and writing tasks Ways to teach and assess English learners and other diverse students are highlighted throughout The book features explicit links to the Common Core State Standards CCSS as well as helpful reproducible forms Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size *The Effect of Listening Skills on Reading Comprehension* Marjorie Lorane

Anderson,1971 **Comprehension Instruction** Sheri R. Parris,Kathy Headley,2015-06-18 All key issues of research and practice in comprehension instruction are addressed in this highly regarded professional resource and course text Leading scholars examine the processes that enable students to make meaning from what they read and how this knowledge can be applied to improve teaching at all grade levels Best practices for meeting the needs of diverse elementary and secondary students are identified Essential topics include strategies for comprehending different types of texts the impact of the Common Core State Standards CCSS cutting edge assessment approaches and the growing importance of digital genres and multimodal literacies User friendly features include end of chapter discussion questions New to This Edition Incorporates the latest research and instructional practices Chapters on the CCSS critical theory culturally responsive instruction and response to intervention Chapters on teaching fiction and informational texts in the secondary grades Expanded coverage of multimodal literacy learning Timely topics such as text complexity close reading digital literacies and neuroscience are discussed in multiple chapters *Reading Research at Work* Katherine A. Dougherty Stahl,Michael C. McKenna,2006-04-20 This book presents state of the science research on the components of successful literacy learning and how to target them in contemporary classrooms The volume builds on and extends the work of Steven Stahl whose pioneering contributions encompassed the key areas of phonemic awareness phonics vocabulary fluency comprehension and assessment Ten classic papers by Stahl are accompanied by 16 new chapters by other leading experts who highlight Stahl s theoretical methodological and instructional innovations describe how knowledge about each domain continues to evolve and discuss implications for helping all children become better readers *Executive Skills and Reading Comprehension* Kelly B. Cartwright,2023-02-02 How do K 12 students become self regulated learners who actively deploy comprehension strategies to make meaning from texts This cutting edge guide is the first book to highlight the importance of executive skills for improving reading comprehension Chapters review the research base for particular executive functions m such as planning organization cognitive flexibility and impulse control m and present practical skills building strategies for the classroom Detailed examples show what each skill looks like in real readers and sidebars draw explicit connections to the Common Core State Standards CCSS **Reading Comprehension Research and Testing in the U.S.** Arlette Ingram Willis,2008 First Published in 2008 Routledge is an imprint of Taylor Francis an informa company *Developing Reading Comprehension* Paula J. Clarke,Emma Truelove,Charles Hulme,Margaret J. Snowling,2013-12-04 Developing Reading Comprehension In recent years the debate about teaching young children to read has tended to focus upon equipping them with the crucially important knowledge and skills they need to read words accurately in and out of context that is to say teaching them how the alphabet works for reading and spelling While such knowledge and skills are essential more is required for children to become literate fluent readers who understand what they read In short the goal of reading is comprehension This book scrupulously examines the obstacles to reading comprehension and exemplifies what can be done to help children overcome

them It is an important and timely contribution to securing high quality teaching of the range of attributes children need to become fully fledged readers Sir Jim Rose CBE The studies by Professors Charles Hulme and Maggie Snowling and their team over two decades based around the Reading Intervention Programme are the most sustained comprehensive and rigorous research series on reading yet conducted in the UK Their increasing focus on children who experience the most difficulty in reading is exactly where attention should be directed This volume summarises the team s achievements to date and is most eagerly awaited Greg Brooks Emeritus Professor of Education University of Sheffield Member of European High Level Group of Experts on Literacy Developing Reading Comprehension presents a landmark study from the top research team in the UK on how to improve reading comprehension It s an exemplary masters level textbook written with undergraduate level lucidity and approachability Colin Harrison Emeritus Professor of Literacy Studies in Education University of Nottingham A significant minority of children aged 7 11 despite being able to read fluently and accurately have difficulty extracting meaning from text This detailed guide offers three evidence based intervention programmes drawn from the cutting edge of educational psychology for improving the reading skills of children in this group It includes a definitive introduction to the characteristics of the poor comprehender profile and explains how to monitor and assess students experiences and learning outcomes With invaluable strategies for teachers psychologists and special educational needs coordinators the book will help professionals to support learners in their efforts to explore the full richness of language and to read with real understanding

Handbook of Reading Disability Research Anne McGill-Franzen,Richard Allington,2010-09-17 Bringing together a wide range of research on reading disabilities this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective Emphasizing that learning to read proficiently is a long term developmental process involving many interventions of various kinds all keyed to individual developmental needs it addresses traditional questions What is the nature or causes of reading disabilities How are reading disabilities assessed How should reading disabilities be remediated To what extent is remediation possible but from multiple or alternative perspectives Taking incursions into the broader research literature represented by linguistic and anthropological paradigms as well as psychological and educational research the volume is on the front line in exploring the relation of reading disability to learning and language to poverty and prejudice and to instruction and schooling The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honors and awards from professional organizations representing the range of disciplines in the field of reading disabilities Throughout their contributions are contextualized within the framework of educators struggling to develop concrete instructional practices that meet the learning needs of the lowest achieving readers

Reading Assessment and Instruction for All Learners Jeanne Shay Schumm,2006-05-04 Weaving together the latest knowledge and best practices for teaching children to read this indispensable text and professional resource provides a complete guide to differentiated instruction for diverse

learners Uniquely integrative the book places the needs of English language learners and students with disabilities front and center instead of treating them as special topics Accessible chapters on each of the core components of literacy clearly demonstrate how to link formal and informal assessment to evidence based instruction Special features include Research Briefs Tech Tips Internet Resources Reflection and Action Questions and dozens of reproducible student activities and assessment tools

Resources in Education ,1998 Multiple Perspectives on Difficulties in Learning Literacy and Numeracy Claire Wyatt-Smith,John Elkins,Stephanie Gunn,2010-10-28 There are many approaches to researching the difficulties in learning that students experience in the key areas of literacy and numeracy This book seeks to advance understanding of these difficulties and the interventions that have been used to improve outcomes The book addresses the sometimes complementary and sometimes contradictory results and generates new approaches to understanding and serving students with difficulties in literacy and numeracy The book represents a departure from conventional wisdom as most scholars and graduate students draw upon ideas from only one of the three domains focal in the book and usually from one single or dominant theoretical frame Typically readers will affiliate with reading education mathematics education or learning disabilities and belong to one of the corresponding professional associations such as IRA NCTM or CLD This book s scope will open a scholarly forum for engaging readers with a familiarity with one of these domains while providing insight into the others on offer in the book

An Action Research Study of Reading Comprehension ,1999 Theoretical Issues in Reading Comprehension Rand J. Spiro,Bertram C. Bruce,William F. Brewer,2017-11-03 Research in cognitive psychology linguistics and artificial intelligence the three disciplines that have the most direct application to an understanding of the mental processes in reading is presented in this multilevel work originally published in 1980 that attempts to provide a systematic and scientific basis for understanding and building a comprehensive theory of reading comprehension The major focus is on understanding the processes involved in the comprehension of written text Underlying most of the contributions is the assumption that skilled reading comprehension requires a coordination of text with context in a way that goes far beyond simply chaining together the meanings of a string of decoded words The topics discussed are divided into five general areas Global Issues Text Structure Language Knowledge of the World and Inference Effects of Prior Language Experience and Comprehension Strategies and Facilitators and represent a broad base of methodology and data that should be of interest not only to those concerned with the reading process but also to basic science researchers in psychology linguistics artificial intelligence and related disciplines

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Table of Contents Research Paper On Reading Comprehension

1. Understanding the eBook Research Paper On Reading Comprehension
 - The Rise of Digital Reading Research Paper On Reading Comprehension
 - Advantages of eBooks Over Traditional Books
2. Identifying Research Paper On Reading Comprehension
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Research Paper On Reading Comprehension
 - User-Friendly Interface
4. Exploring eBook Recommendations from Research Paper On Reading Comprehension
 - Personalized Recommendations
 - Research Paper On Reading Comprehension User Reviews and Ratings
 - Research Paper On Reading Comprehension and Bestseller Lists

5. Accessing Research Paper On Reading Comprehension Free and Paid eBooks
 - Research Paper On Reading Comprehension Public Domain eBooks
 - Research Paper On Reading Comprehension eBook Subscription Services
 - Research Paper On Reading Comprehension Budget-Friendly Options
6. Navigating Research Paper On Reading Comprehension eBook Formats
 - ePub, PDF, MOBI, and More
 - Research Paper On Reading Comprehension Compatibility with Devices
 - Research Paper On Reading Comprehension Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Research Paper On Reading Comprehension
 - Highlighting and Note-Taking Research Paper On Reading Comprehension
 - Interactive Elements Research Paper On Reading Comprehension
8. Staying Engaged with Research Paper On Reading Comprehension
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Research Paper On Reading Comprehension
9. Balancing eBooks and Physical Books Research Paper On Reading Comprehension
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Research Paper On Reading Comprehension
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Research Paper On Reading Comprehension
 - Setting Reading Goals Research Paper On Reading Comprehension
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Research Paper On Reading Comprehension
 - Fact-Checking eBook Content of Research Paper On Reading Comprehension
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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