PROMOTING READING SKILLS THROUGH TEACHER MODELLING IN AN EFL CLASSROOM

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Abstract
Reading is an essential skill for academics. Through reading, learners can enhance other language skills as well. In Pakistan, English is taught as a second language other than the native language: Urdu. English also holds the status of official language in Pakistan. Despite the fact, people are not fluent in English language. One reason for producing less-proficient language learners could be the teaching methods used in the context. Therefore, the present study used teacher modelling as a tool for promoting reading skills in an undergraduate EFL classroom. Using one intervention cycle, action research was employed within a qualitative research paradigm. Six undergraduate students, who were studying English as a compulsory subject, were selected using purposive sampling. The participants achieved lower grades in pre-reading tests which helped identify the low proficient readers. The final performances were compared after the implementation of the intervention cycle. Three data collection instruments were used: researcher's diary, students' feedback and pre and post-test results. The study's findings revealed that teacher modelling promotes reading skills in learners.

Keywords: reading skills, teacher modelling, EFL

1.0 Introduction
English is taught from pre-primary to undergraduate level as a compulsory subject in Pakistan. After colonialism, the English language has been an integral part of the country. Even though Pakistan has rich linguistic diversity, English is still being used as a medium of instruction (Rahman, 2006). People who are proficient in the language are considered higher in status, therefore, it reinforces the use of the English language in almost every discipline. Besides this, the English language is also used in academics. Thus, academics and professionals need to be proficient enough in using the English language to achieve success in their fields. More precisely, the academics will need to have a good command of reading and writing skills. In that case, writing is a productive skill but reading is a receptive skill. It is understood from the literature that receptive skills have a positive impact on productive skills. Nonetheless, having a command on reading skills may result in overall proficiency in language. It can help enhance proficiency in listening, speaking, writing and grammar altogether.

In academic and professional career, reading plays a significant role. It directly points out to the importance of teaching reading. Although the subject has been studied widely in Pakistan, still the average of efficient readers is lower. Research provides evidence that only those learners are observed as good readers who already have reading environment at their homes (Khurram, 2018). In another case, Naz et al. (2024) pointed out that students' awareness and ability to utilize the

relevant reading strategies is highly dependent on the teacher instructions as well. It shows that teaching of reading particularly is not as impactful in Pakistan as it should be. With this regard, a critical view has been given in the literature and it is found out that reading has been explored in different directions but the basic concept of teacher scaffolding or teacher modelling is not implemented properly yet. Thus, the present study fills the gap by exploring the impact of teacher modeling on reading skills on EFL undergraduate students in Pakistan.

The term 'teacher modeling' is used in a sense that when a teacher explains any concept to the learners, they engage in its enactment and the learners supposedly imitate them. Stickler and Sykes (2016) commented that though modeling is a physical activity but teachers are able to involve learners in the cognitive process as well. It is true that the learners see their teachers as role models and they likely imitate them in every way. A teacher can promote moral values and social behaviors through their characters by modeling in a classroom. However, the teacher has to be mindful while teacher modeling because if the teacher would make any mistake that would also be transmitted to the learners. In the same way, reading is not as simple as it sounds. Learners need to engage in the cognitive process in order to comprehend the reading text with conscious efforts. In teacher modeling, think-aloud is a common practice in which the teacher speaks whatever she thinks or plans to do in order to comprehend the text. In Pakistan, various reading strategies have been employed and its impacts have been observed at different levels of education but if teacher modeling is missing then it can hinder the learning process very badly. It is very dangerous to expect that whatever has been taught verbally, the students will have comprehended it well. Consequently, it results in low proficient learners.

The imitation theory given by Ferster and Skinner (1957) further reinforces the concept by stating that 'children imitate elders in their early years'. It points to another idea which says that teacher modeling must be employed in the early years of teaching reading when the students learn literal level of reading. So that, when students reach at undergraduate level, they would have already achieved a good competence over critical reading. However, in Pakistan, the private institutions have worked very well with teaching methods so far, but the public institutions are still found struggling with the new methods of teaching. One reason could be the diverse groups of students enrolled in public institutions. For instance, the participants of my study belonged to public institute. There were few students who were studying English for the first time in their lives. So, the concept of teacher modeling can be implemented with beginner learners. Moreover, if the teacher suspects that students are completely unaware of reading strategies then again in that situation, the teacher modeling could be effective. Therefore, the present study aimed to find answers to the following research questions:

1)   What is the impact of teacher modeling at undergraduate level in an EFL class?

2)   What strategies can be promoted through teacher modeling while teaching reading skills?

2.0 Literature Review

Reading is one of the essential skills for academics and professionals other than writing skills. However, teaching of reading skills is a complex process because it requires students to understand what they are reading, and make them able to apply their knowledge in the context. Reading comprehension takes place using cognitive and metacognitive reading skills as it enables learners to think while reading. When one knows how to use these strategies to comprehend a text, they likely get successful in visualizing and enhancing their knowledge. Whereas, teachers will have to overcome the challenge by motivating children to read. Today's teacher will have to understand

the needs of students and how to fulfil it. In addition to that, teachers also have the responsibility of following the curriculum. As Afflerbach et al., (1993) pointed out that the primary goal of the teacher is to motivate learners and attract them towards reading culture. Gambrell (1996) also recognized teachers as essential facilitators for producing a desirable behavior in a classroom. It depicts how the teachers are valued in a class domain. During class, students can be highly active or passive. However, it is the teachers' job to adapt, adopt and teach according to the students' needs (Eccles et al., 2000; Pakarinen et al., 2010). By implying the techniques of teacher modeling, scaffolding, and guided practice, teachers can motivate students to become efficient and autonomous learners (Block & Lacina, 2009).

These emerging methods of teaching have multiple advantages to use in the classroom. Every student grows with different learning style so with these methods, none of their capabilities would be ignored. As teacher-centered classes have been criticized in the literature, it can sometimes be beneficial as well because teacher modeling is one of the examples of teacher-centered classes. Whenever a teacher takes the stage and exhibits a concept for a student that practice is known as teacher modeling. People learn naturally by imitating the models. However, the teacher must be considerate about when to fade away their support. In the beginning, teacher modeling takes up to whole-class activities and gradually progress to use the modeled language and strategies in small groups, and then eventually makes them independent. For instance, In Pakistani EFL classrooms, Yasmin et al. (2019) investigated the pros and cons of using self-directed learning (SDL) against teacher-directed learning (TDL). The implementation of the TDL or SDL approach to teaching English in Pakistan was examined from the perspective of the teachers in this study. A contrastive thematic strategy was used to analyze the data in a qualitative paradigm. Data was gathered from sixteen English language instructors at four public colleges. Semi-structural interviews were conducted with the subjects. According to the findings, teachers believe that self-directed learning (SDL) has the capacity to help students become independent and self-sufficient, but the Pakistani educational system prevents this from occurring in practical settings. Based on the findings, it was proposed that these barriers may be overcome by raising awareness among educators and students, strengthening curriculum flexibility, and above all training indigenous educators could be effective ways to overcome these barriers. Thus, collaborative teaching should be promoted in EFL classes. Teachers should not see themselves as powerful in the classrooms but both of their roles should be harmonized. However, teachers may have a complete freedom to plan the classes and guide the students accordingly. The diverse positions and responsibilities that educators hold, such as lead teacher, curriculum coordinator, academic coordinator, peer coach, mentor, professional development teacher, trainer, or educator, demonstrates the development of their identity as leaders (Reeves, 2008).

Teacher modeling is also effective for teaching metacognitive reading strategies. With this technique, the students would learn characteristics of metacognitive reading strategies. In addition, they will also learn how to apply them in a reading text. Instead of verbally explaining the strategies to students, the teachers' demonstration can help them to process the strategies more efficiently. Okkinga et al. (2018) found that teenagers with poor achievement levels improved their reading comprehension with the help of reciprocal instruction. It also discovered how the teachers' behavior affects the development. Ten experimental instructors received a year's worth of training in the reciprocal teaching concepts, while the other ten controlled teachers continued to teach according to their usual curriculum. The teachers' actions focused mainly on teaching reading

methods, serving as role models, and encouraging group projects. In all, 369 students took part in the research. The findings demonstrated that only when experimental teachers offered excellent training, only then did the reciprocal teaching improve the reading comprehension of teenage low achievers. Surprisingly, the application of metacognitive reading strategies in reading could be seen, replicated, and studied by students. It is an approach that aids students in understanding how to deal with problems that come up when they read. A cognitive apprenticeship model with a progressive release of responsibility was described by Duke and Pearson (2002). With the use of guided practice and demonstration, teachers in this model make their use of reading comprehension strategies visible and public, enabling students to utilize them on their own. By using a modelling technique, Thongwichit and Buripakdi (2021) also examined the effects of teaching metacognitive reading strategies on students' reading comprehension in an ESP environment. The participants were divided into two groups: one group included students who were selected on the basis of their pre and post results, while the other group carried students who registered themselves in the English for Tourism Course as an experimental group. Based on the treatment, the students' post-test results showed a substantial increase ($p<0.05$) over their pre-test results. The results validated the application of the teacher modelling approach in the instruction of metacognitive reading methods in an ESP class. Munsakorn (2012) also highlighted that students become more proficient in using reading strategies through teacher modeling. Moreover, Habibian (2015) has also confirmed that explicit teaching of metacognitive reading strategies in EFL classes has shown the positive impact on students' reading comprehension.

Different studies have demonstrated that explicit instruction can be used to develop comprehension strategies (Duffy, 2002; Akkakoson & Setobol, 2009). For instance, Aghaie and Zhang (2012) investigated how EFL students' reading proficiency in Iran was affected by the explicit instruction of reading techniques. On reading performance and strategy transfer, they investigated the impact of explicitly teaching cognitive and metacognitive reading techniques. Using a treatment group and a contrast group, the study used a quasi-experimental approach. A program for intervention was also implemented. After receiving treatment for four months, the desired outcome was attained. Results were significantly better for the treatment group compared to the contrast group. The results confirmed that teaching strategies had an impact on the development of autonomous reading behaviors. Through teacher modelling, classroom teachers gave explicit teaching on particular abilities and tactics. The teacher-student relationship is really important when it comes to explicit instruction. For instance, Rupley et al. (2009) also explained explicit teaching on reading skills. The researchers claimed that when learners are given clear instructions, reading skills are transferred to them fast and readily. This method makes it obvious that the teacher is in charge of the teaching-learning process, including explicit explanations, modelling or demonstrating, and guided practice that are some of the direct instruction techniques. Thus, EFL reading classrooms should use precise directions for improvement. Duffy (1993), on the other hand, provided an explanation of how educators become specialists in reading techniques. A reading comprehension curriculum that focused on teaching reading techniques was implemented with teachers under observation. The teachers participated in multiple interviews during the investigation. It was concluded that explicit teaching is not only useful in modeling the strategies of reading but it is useful for integrating process and content as well. The teacher only models the way reading is processed; however, students walk along with that too far by integrating it as a skill. Many teachers may find it difficult to engage in the mental modelling that is necessary for comprehension

instruction to be effective. As Trabasso and Bouchard (2002) also stated, "Most readers who are not explicitly taught cognitive procedures are unlikely to learn, develop, or use them spontaneously" (p. 177). Thus, reading strategy-based instruction has been shown to be more effective in building English reading competency, and teachers are advised to teach reading techniques through direct explanation and modelling.

Furthermore, modeling is used in numerous educational settings as a useful tool but when it is used inappropriately, it can be a disaster. There are various interpretations of what teacher modeling actually involves. For example, autonomy-supportive teachers may also support students' initiative on tasks. If the interactions among student-teacher work well then teachers can help the learners both as a guide to structure students' learning opportunities as well as a support system to students. Despite the fact that teachers know the importance of teacher modeling, they only talk about it but never implement in their classes. The reason is that in order to implement such methods, the teachers have to give an equal control to the students as well. However, they should accept different behaviors of students. Sometimes, the differences lie in what the students want to do and what the teachers ask them to do. For instance, there could be a conflict on the choice of text among them and the like. While facing such a conflict, students often express some resistance and negative affectivity (Reeve, 2006). Thus, the teacher should be responsible for creating a plausible classroom environment.

While reviewing the literature, it has been understood that teacher modeling or explicit teaching is essential for teaching reading skills, more specifically, in the early years of language learning. Thus, the present study highlights the significance of implementing teacher modeling before expecting that the students already know the basics of language skills.

3.0 Methodology

The current study adhered to the paradigm of qualitative research, where information is gathered and examined in a non-numerical manner to gain understanding that advances contextual awareness. As noted by Burns (2009), action research gives instructors the chance to carry out study in their own setting. Recognizing the problem with students' reading comprehension, the researchers decided to design and implement action research during the reading lessons to improve students' performance.

The initial sample for this study consisted of eight students (04 female and 04 male students), enrolled in the first year of an undergraduate program at a public university in Karachi. However, one of the male students tested positive for the Covid-19 virus, so he could not join the reading sessions. Moreover, the other one was irregular, so his contribution remained limited. Consequently, the two students were excluded from the final group of participants. So, the final group consisted of six students (04 females and 02 males). The students were purposefully selected based on their low performance in the pre-test of reading skills. Additionally, these students had a diverse educational background. While some had been studying English as a Foreign Language(EFL) for twelve years, some were studying it for the first time. Few came from the interior, where there is a culture of ghost schooling. Whereas, other students came from madrassa where English is not being taught at all. Hence, those participants could be considered as fresh learners of English. The first author also participated as the teacher, who modelled the cognitive and metacognitive reading skills during the course of the study.

Ethical considerations were taken into account. Before the study was conducted, the students signed informed consent forms. The students' voluntary participation was encouraged and their identities were kept confidential by employing pseudonyms.

The pre-test and post-test were conducted to measure the reading skills of EFL learners before and after intervention. First, the pre-test was administered to assess the baseline reading skills of the students and also to select the low-achievers as participants of the study. Then, to enhance the reading skills of the selected participants, teacher modelling was utilized for three weeks. As an intervention, the researcher demonstrated the cognitive and metacognitive reading skills, which were practiced by the participating students. Moreover, data was also gathered during the intervention period of three weeks, in six sessions lasting 45 minutes each. For this, two primary data collection tools were used: the researcher's diary, and the students' feedback. The researcher's dairy was used to record reflections after each session and the students' feedback gathered students' reflections on the tasks completed in the classroom. Improvements in the instructional procedures were made during the practice as and when gaps were identified. Additionally, lesson plans were also refined, informed by the students' feedback. Finally, a post-test was administered to evaluate the effectiveness of teacher modelling in enhancing the reading proficiency of the participants.

Furthermore, to ensure validity and reliability, the study was piloted with another group of students beforehand. The results of the study were also shared with the students—who reviewed and agreed upon the analysis, too. To ensure, relevance and credibility, lessons were planned meticulously, drawing on scholarly research on teaching reading skills. Moreover, only authentic reading materials from platforms like IELTS by the British Council were used.

Mills (2011) points out that 'action researchers don't need to worry about the generalizability of findings because they are not seeking to define the ultimate truths' (p. 118). Hence, the consistent monitoring of the students' reading activities in the classroom and through home tasks, and the students' reflection, allowed the researchers in monitoring the performance and refining instructional practices, respectively. Moreover, the results of the pre-test and post-test served as the indicators of reading proficiency development of the participating students before and after the intervention. Thus, it helped provide the valuable insights into the effectiveness of teacher modelling as a pedagogical approach to develop reading proficiency in EFL learners.

4.0 Data Analysis

To explore the answers to the research questions, this action research analyzed the data collected using three instruments: the researcher's diary, students' feedback and pre-test and post-test results. The six sessions lasting 45-minute each were treated as 6 phases for data collection during the intervention cycle of 3 weeks. The researcher's diary helped understand the ease and challenges faced during the intervention, i.e., using teacher modelling to enhance the reading skills of EFL learners. Students' feedback helped gain insight into the students' perspective about teacher modelling as a technique used to improve reading skills. In the end, the results of the pre-test and post-test were compared to observe the differences in learners' performance before and after the intervention cycle was over. Thus, interpretation was used to critically understand students' comments and the researcher's reflections on the classes, keeping in view the effectiveness of teacher modelling.

In the first phase, reading as a language and life skill was introduced using the discussion method, where the students shared their reading habits, too. During the discussion, the low-achievers displayed demotivation towards reading as they could not comprehend the texts efficiently. After

the discussion on reading as a life skill, students felt motivated towards reading as evident in their positive comments. For instance, one of the students writes: *'After today's lecture I thought that reading is very interesting n important aspect for not only students but for all' (MH).* Another student wrote: *'Today's class was very interesting and made me eager to learn more' (SFK).* The first session being introductory, oriented the students with reading as a life skill and motivated them to acquire the skill. Thus, reading skills weren't practiced. However, the students were assigned a home task to practice reading skills.

Then, in the second phase, the method of think-aloud protocol i.e. a process of verbalizing one's thoughts, was used. The students were asked to use think-aloud in all the reading sessions so that their problems could be identified and facilitation could be provided. The students nodded in affirmation but they could not perform it while reading. This point in the researcher's reflections on the reading classroom gave rise to the research questions for this study. The think-aloud method was then modelled in front of students and they were asked to follow the same. Initially, the students found it very difficult but with consistent practice, they not only mastered the strategy but also learnt how their mind works during reading. *'For sure think-aloud is gonna help me to improve my ready skills' (AS)* commented one student. Another student added:

> *'I found the class really helpful, mainly because of the seamless two-way communication between the students and the teacher. Also, miss cleared the topic on think-aloud by doing it. I now know how to think about reading performance' (TS)*

Additionally, the students also learnt to pre-read the text— predicting the content by looking at the title and generating the questions by understanding the purpose of reading that particular text. The students found it very helpful as they could comprehend the text very easily. Think-aloud was used with consistency during the reading, too. This way, they could see the problems they faced while reading the text. Teacher modelling was also used to teach them to understand the meaning of unfamiliar words with the help of the context. In addition, they were taught to activate the background knowledge of the topic and connect it to the context. By now, the students were happy and motivated, as they had already started enjoying the reading activity.

In the third phase, the same reading passage, which was assigned as the home task in the first session was used to practice skimming and scanning. Through modelling, the students learnt to skim and scan the text efficiently and effectively. *'Lecture was very well-explained with details which cleared my concept about skimming and scanning. Besides, activities made it more interesting'* (SJ) said one of the students. Surprisingly, a student commented: *'Today's lecture was intriguing, the reading skills you told us about were shocking to hear because I didn't realize that the things I do in daily practice were part of reading skills' (SFK).* She had used the word 'shock' as she had never experienced reading this way before. The findings were triggering, as how diverse a group of students can be; where one student has a good exposure, while another finds reading techniques unique due to no exposure. In addition, few students still failed to cope up with the class and didn't display same progress. A student from interior commented: *'It was interesting and helpful session. it was so helpful for me to improve my reading skills. But the teacher moved very fast that I cant follow her' (TS).* This comment made it evident that the low-achievers were being ignored and the teacher needed to provide differentiated learning while maintain the harmony in the classroom.

In the fourth phase, the strategy was revised and the students were instructed to stop and re-read whenever they feel that they could not comprehend the text. As in the previous section, the students outperformed the think-aloud method while reading, they wrote very clearly that in order to maintain harmony with the class, they skipped a few things from the text. Thus, the teacher modelled how to slow down reading activity when having difficulty understanding the text. Furthermore, the ways to keep the purpose of reading in mind during the activity were also discussed and practised. The teacher modelled that as soon as one realizes that the purpose of reading is unfulfilled, they should either try to answer the questions or stop reading that text altogether. This helped the students learn how to work on the relevant texts and when to leave them.

In the fifth phase, the students learnt to find the key ideas in the text (annotation in particular). During the discussion, all the students agreed that they knew what annotation is but they always ended up marking the whole text. One student wrote: *'I study about different things like reading skills, summarizing skills and also how to underline the passage' (TS).* Finally, the students were able to annotate the texts properly; and it was only through modeling, that they were able to see the difference. Moreover, speed reading was also discussed and modeled. The students followed the teacher while reading the text and realized how unimportant content can be skipped while speed reading. Additionally, the process to identify the main idea in the text for writing a summary was also discussed. All the students shared positive feedback about summary writing as well.

In the last phase, post-reading strategies were taught through modelling. For instance, the teacher and students together answered all the comprehension questions that were developed while deciding the purpose of reading. The teacher modelled summary writing, too. Later, a home task was assigned to the students in which they summarized a different text on their own. They reported that after seeing the teacher summarizing, they improved their summarizing skills. In addition, they rechecked their vocabulary guesses and found most of them correct. While performing post-reading activities, the teacher pointed out different levels of reading to the students namely: literal level, inferential level and critical or evaluative level. When the students solved the comprehension question, they were able to identify which of those questions belonged to which level of reading. *'Today's class and the lecture that was explained was very clear and helpful. Manners of teaching was so wonderful and refreshing. The way of explaining and engaging students through tasks it was amazing' (SK).* Thus, the students were then prepared to read at different levels using a number of cognitive and metacognitive reading strategies.

Table. 1. Pre-test of Reading

Pre- Test (Reading)						
S.no	Names of Students	Section 1 (13)	Section 2 (14)	Section 3 (13)	Total (40)	Percentage (100%)	Grade
1.	Aamina Siddiqui	06	04	06	16	40%	F
2.	Memoon Hassan	05	07	06	18	45%	F

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3.	Sanober Javed	04	05	05	14	35%	F
4.	Sumaiya Khan	08	08	06	22	55%	D+
5.	Syeda Fatima Khalid	09	09	05	23	57.5%	C-
6.	Tariq Soomro	03	03	02	08	20%	F

Table. 2. Post-test of Reading

Post-Test (Reading)							
S.no	Names of Students	Section 1 (13)	Section 2 (13)	Section 3 (14)	Total (40)	Percentage (100%)	Grade
1.	Aamina Siddiqui	10	09	11	30	75%	B+
2.	Memoon Hassan	11	09	10	30	75%	B+
3.	Sanober Javed	10	10	12	32	80%	A-
4.	Sumaiya Khan	09	09	10	28	73%	B
5.	Syeda Fatima Khalid	11	11	13	35	87.5%	A
6.	Tariq Soomro	11s	11	10	32	80%	A-

To analyse the results of the pre-test and post-test, pseudonyms were used to label students. Moreover, the Pakistani grading system was used to grade the tests. As evident in Table 1., the pre-test helped identify the low-achievers- the focus of the study. Table 2 evaluated the effectiveness of teacher modelling in enhancing the reading skills of EFL learners, particularly low-achievers. The final evaluation of students' progress revealed surprising improvement. A student, Tariq Soomro with a baseline score of 20% in the pre-test displayed drastic improvement with a final score of 80% in the post-test. Moreover, all six students have shown evident improvement in their reading test scores. Consequently, it emphasizes the effectiveness of teacher modelling for improving reading skills. Students' feedback also displayed that they were happy to receive the support and confidently performed the reading strategies on the given texts that the teacher modelled. As a result, they finally were able to perform all the cognitive and metacognitive reading strategies on their own which enhanced their overall skills as competent readers as noted by the researchers. Thus, all the phases of teacher intervention through modelling positively impacted the performance of students, as evident in the researcher's reflection, students' feedback and the pre-test and post-test results.

5.0 Findings and Conclusion

In a nutshell, it can be said that teacher modelling plays a vital role in teaching reading skills in an EFL context. The teachers will have to take the responsibility to integrate new methods into pedagogical practices. However, complete control should not be given to students but the teacher should play as the role model and plan the class activities. Through analysis of students' feedback, it is visible that the teachers should not assume that the readers have already acquired basic reading skills but they should always start with the beginning and then gradually move on according to the progress of students. The teaching of reading skills is not as easy as it is considered in the Pakistani context. Students come from different backgrounds with different levels of competence. Thus, a teacher should model everything that they teach in an EFL context.

To sum up, a few suggestions could be given to future researchers. First, teacher modelling could be explored with each skill of reading as well. There are very limited studies on teacher modelling in an EFL context. So, the idea must be implemented in other language skills with different levels of students. Moreover, the teacher should provide at least a one-day workshop on writing feedback when it is considered a data instrument because the students are not trained in writing feedback. In conclusion, it can be reinforced that teacher modelling is an essential step in promoting reading skills in an EFL context. It must be implemented in language teaching.

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APPENDIX A

The reading tests for pre-test and post-test were adopted from the IELTS reading practice test by British Council. Section 1, 2 & 3 of IELTS Academic Reading practice test 1 were used for pre-test and Section 1, 2 & 3 of IELTS Academic Reading practice test 2 were used for post-test. Click on the given link to read the texts.

https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-english-practice-tests/reading-academic/section-1

APPENDIX B

Feedback on Classes

Session 1

S#	Name of Students	Feedback Comments
1.	Aamina Siddique	Assalam O alaikum ma'am Today's class was very helpful and I found out it very interesting, had learnt a lot and everything was clear and there

		are no queries anymore regarding this topic.. Today's class was so beneficial. thankyou
2.	**Memoon Hassan**	after today's lecture I thought that reading is very interesting n important aspect for not only students for all...so we try to improve our reading skill & I also think that reading is the way to improve our English...
3.	**Sanober Javed**	About today's lecture , I must say it was very cooperative , remarkable and interesting. I am excited to learn about reading. Jazakillah ma'am .
4.	**Summaiya Khan**	I have learnt many new ideas about reading and the session was also much interactive Thank you so much for the class
5.	**Syeda Fatima Khalid**	Today's class was very interesting and made me eager to learn more.
6.	**Tariq Soomro**	It was a very interesting session and lots of helpfull things in the class.

Session 2

S#	Name of Students	Feedback Comments
1.	**Aamina Siddique**	The session was very beneficial as it clears my all quarries and problems. For sure think-aloud is gonna help me to improve my ready skills. Best wishes and looking forward for more like this.
2.	**Memoon Hassan**	Ma'am today's class was beneficial as we practiced what we learnt. The topic was clear to me and I have no queries.
3.	**Sanober Javed**	Assalam o Alaikum ma'am. In today's lecture I learned a better way to read books. This lecture was really helpful and has motivated me to enhance my skills in reading and make me believe that I can do better when it comes to reading. I read novels and books but today's lecture has shown me a new way to improve my reading. JazakAllah ma'am.
4.	**Summaiya Khan**	This class is great for me. I knew a little bit about reading strategy before today. I also learned think-aloud today and now I can easily configure my reading strategy.
5.	**Syeda Fatima Khalid**	Today's session was helpful to me. It taught me what to look for while reading a paragraph or any other thing,and how to think during reading.
6.	**Tariq Soomro**	I found the class really helpful, mainly because of seamless two-way communication between the students and the teacher. Also, miss cleared the topic on think-aloud by doing it. I now know how to think about reading performance.

Session 3

S#	Name of Students	Feedback Comments
1.	Aamina Siddique	It was interesting and much beneficial. I learnt the skills which I didn't know ever specially through the activities and examples I was cleared all my confusions and by commuting to you It was all resolved . I have learnt much more thanks .
2.	Memoon Hassan	IT WAS A VERY THOUGHTFUL SESSION. MANY OF THE QURIES WERE THERE, BUT YOU BRIEFLY EXPLAINNED EVERYTHING.THIS TOPIC IS REALLY GOING TO HELP, HOW TO TACKLE ANY SITUATIONS AHEAD. ALTHOUGH IT INCRESES MY KNWOLDEGE!!
3.	Sanober Javed	Lecture was very well-explained with details which cleared my concept about skimming and scanning. Besides, activities made it more interesting. It was a great session.
4.	Summaiya Khan	Today's class was very helpfull for reading skill & it was outstanding session, alot of queries were solved about reading skill. In the way the teacher explained everything was outstanding.
5.	Syeda Fatima Khalid	Today's lecture was intriguing, the read skills you told us about were shocking to hear because I didn't realize that the things I do in daily practice were part of reading skills. And the topic of reading passage was a new information Thank you
6.	Tariq Soomro	It was interesting and helpful session. it was so helpful for me to improve my reading skills. But the teacher moved very fast that I cant follow her.

Session 4

S#	Name of Students	Feedback Comments
1.	Aamina Siddique	Assalamo Alaikum A Very Productive Class with a Great Experience though it was a large class with limited time but it was effective. It's appreciable for an interactive class which help us with our queries and doubts. Looking forward for more interstate sessions. Thank you
2.	Memoon Hassan	It was such an interesting experience and It was so helpful. Learnt alot through the activities and all concepts are clear.Fully satisfied with today's lecture.
3.	Sanober Javed	It was very productive session ...and I have learnt many new ideas about reading skills which I never applied before. THANK YOU MA'AM

4.	Summaiya Khan	Great session... Our many confusions cleared in this session and lots of new things we learnt through activities and communication...
5.	Syeda Fatima Khalid	By today's session I learnt so much about reading skills.As our today's topic was also interesting so I learnt so much about it by doing activity and task about the topic .
6.	Tariq Soomro	A very helpful session. Looking forward to apply these points in my routine.

Session 5

S#	Name of Students	Feedback Comments
1.	Aamina Siddique	Today's session was so helpful in many ways.We discussed reading skills and summary writing in detail. The tasks were so helpful. The activities were so satisfying. It was an interesting experience and I learnt alot.
2.	Memoon Hassan	It was a great session and help full in improving reading skill. Also learn about summary writing which is also help full.
3.	Sanober Javed	Today's session helped me in understanding the best ways to write a summary related to any topic.The tasks helped in maintaining focus. The active response of fellow mates was also motivating.
4.	Summaiya Khan	Today's session was very detailed and precise. We got to learn about our topic with much precision that it cleared our confusion.
5.	Syeda Fatima Khalid	Learnt different things about summary writing today. Definitely a good session. It will help throughout in our academic years and so on.
6.	Tariq Soomro	Due to todays lacture i study about diffent things like reading skills, summarizing skiils and also how to underline the passage, thanks to my miss that would be very hetlpfull to us for making assignments and other things

Session 6

S#	Name of Students	Feedback Comments
1.	Aamina Siddique	Mam today's lecture was helpful because it clear important strategy by which we can answer any question by understanding the main idea behind it. And we also have learnt how to skim fastly, answer the question,and how to pick main point to make summary on any topic.
2.	Memoon Hassan	Today's session was about Reading Skills it was an interesting amd helpful session .. My concepts are much more clear now.
3.	Sanober Javed	Todays lecture was so helpful because it helps us to read the passage and how to understand it and we solve the interesting

		exercise after reading the passage it was also improve our reading skills
4.	**Summaiya Khan**	Today's class and the lecture that was explained was very clear and helpful. Manners of teaching was so wonderful and refreshing. The way of explaining and engaging students through tasks it was amazing. I really enjoyed the topic because it was new and i found it very interesting. Thank you..
5.	**Syeda Fatima Khalid**	Today's Lecture was very helpful and interesting...It become more clear thorough activities which we have done during class...I enjoy this reading skills + exercises Thank you..
6.	**Tariq Soomro**	The class was quite interesting with an informative topic.Got a chance learn something new.

Appendix C
Researcher Diary
Session 1:

It is almost the mid of the semester. I have already taught the grammar skills to the students as mentioned in the course outline. In today's session, I started teaching reading skills to my students. I have been teaching English compulsory courses at undergraduate level from five years at University of Karachi which is considered one of richly diverse public university of Pakistan. Here, students come from different social backgrounds to study. In this situation, teaching becomes very difficult especially the teaching of reading. The reason is that reading culture is not very common in Pakistani context. People are always found reluctant towards reading. They would only read their academic books for the purpose of getting good grades, that's it! Thus, as a teacher of foreign language, my responsibilities along with other teachers become very critical.

When I announced that we will begin with reading skills today, I heard a number of students saying 'What! We are not school students. Does the teacher expect us to read (they meant reading aloud) in the class?' It sounded funny to me but deep down in my heart I felt sorry for my students. They are one of those students who had never performed reading as comprehension. For them, reading only meant reading the words on a page. At this point, my difficult time started because now it was the time to teach reading from the very beginning to these students.

However, I took the pre-test a day ago and the results revealed that there were only a few students who had never performed reading activities. Thus, my focus was on those students who were the low-achievers in the pre-test. Nonetheless, I could not avoid the other students in the class, so I had to make a balanced move where low-achievers acquire reading skills and the others practice and improve their skills further.

In the first session of reading, I introduced reading as a language skill and discussed its importance in life. The students were found determined while listening to the lecture and then eventually they started to take part in the discussion. Moreover, I asked the students to share their reading habits. As expected, the low-achievers were highly demotivated towards reading because they were not able to comprehend the texts efficiently. Other students shared their reading habits like reading a novel was the most common habit among the students. The first session was introductory, therefore, none of the skills were taught in particular. However, the students were assigned with a home task in which they had to solve the reading comprehension text on their own.

This is how we ended up for the class today. Now, I will have to prepare an engaging lesson for the next session because there are few students who are my research participants. So, I took the attendance and we ended the session.

Session 2:

In today's session, we continued our discussion on different reading strategies. One of them was 'think-aloud'. It is not only a reading strategy but it could be used as a classroom teaching method to read the minds of the students. I asked the students to use think-aloud in all the reading sessions so that I can identify the problems of low-achievers. The students nodded in 'yes' but they could not understand how to verbalize one's thinking during reading.

From there onwards, I started teacher modeling for my students. I taught them by attempting it on my own that how one can perform think-aloud during reading. Many students faced difficulty in doing so because they were completely unaware of cognitive and metacognitive reading strategies. Gradually, when we continuously applied think-aloud while reading a text, the students were able to understand it. They found it very useful because they had started to monitor their reading process. After a few moments, all the students were able to think-aloud during reading. In the meanwhile, they also identified the problems that they had faced in comprehending the reading texts.

In addition, I taught the students how to pre-plan the reading activity. Moving on to the text, the students predicted the content by looking at the title and generated the questions by understanding the purpose of reading that particular text. The students found it very helpful as they were then able to comprehend the text very easily. While reading the text, students performed think-aloud. After reading, they could see the problems that they faced while comprehending the text. Through teach modeling, I taught them how to guess the meaning of difficult words from the context. Furthermore, I also talked about how to activate the background knowledge about the topic and connect it to the context. The students were found very happy and motivated as they had already started enjoying the reading activity.

By the end of the class, I assigned them a task with a reading passage along with comprehension exercises. Students gave a very motivated feedback on today's session. They are happy to unlock a few steps towards becoming a skilled reader.

Session 3:

In the third session, the same reading passage was read in the class, which was given in the home task, while using the technique of skimming and scanning. I, along with the students, solved an activity based on skimming and scanning. Through modeling, the students learnt it very quickly how to skim and scan the text and what is the purpose of it.

Session 4:

In the previous session, the students wrote in their feedback that I moved too fast and they skipped a few things while reading. So, today I asked the students to stop and re-read whenever they feel that they were unable to comprehend the text. In the previous sessions, the students outperformed think-aloud method while reading, they wrote very clearly that in order to maintain harmony with the class, they skipped a few things from the text. Thus, I modeled in front of them how to slow down reading activity when one is not able to comprehend the text. Furthermore, we also discussed and enacted how to keep the purpose of reading in mind during the activity. As soon as one realizes that the purpose of reading is unfulfilled, they should stop right at the moment and either try to

answer the questions or stop reading that text altogether. This is how the students learnt how to work on the relevant texts and when to leave them.

Session 5:

In the fifth session, we continued discussing during reading strategies. For instance, the students have this habit in common of highlighting everything in the text. So, I taught them how to find the key ideas in the text (annotation in particular). All the students agreed that they knew what annotation is but they always ended up marking the whole text. Through modeling, they were able to see the difference. Moreover, we discussed how to speed up the reading process. Thus, the students followed me while reading the text together and they realized how unimportant content is skipped while reading.

Session 6:

In the last session, I introduced some after reading strategies through modeling. For instance, we answered all the comprehension questions that were developed by us while deciding the purpose of reading. I also taught them how to summarize a text by doing it myself. Later, I gave a home task to students in which they summarized a different text on their own. They reported that after seeing me summarizing, they were good at summarizing on their own. In addition, they rechecked their vocabulary guesses and they found most of them correct. While performing after reading activities, I pointed different levels of reading to the students namely: literal level, inferential level and critical or evaluative level. When the students solved the comprehension question, they were able to identify which of those questions belonged to which level of reading. Thus, the students were then prepared to read at different levels using a number of cognitive and metacognitive reading strategies.

Appendix D

University of Karachi (new)

Grade	Scale	US Grade
A+	90.00 - 100.00	A+
A	85.00 - 89.99	A
A-	80.00 - 84.99	A-
B+	75.00 - 79.99	B+
B	71.00 - 74.99	B
B-	68.00 - 70.99	B-
C+	64.00 - 67.99	C+

C	61.00 - 63.99	C
C-	57.00 - 60.99	C-
D+	53.00 - 56.99	D+
D	50.00 - 52.99	D
F	0.00 - 49.99	F

https://www.scholaro.com/db/Countries/Pakistan/Grading-System