A Critical Analysis of Reading Comprehension Tactics: Theoretical and Educational Implications

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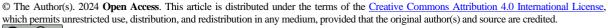zanyar.ghafar@btvi.edu.iq

ABSTRACT

The review paper addresses classroom and non-classroom reading comprehension strategies and their theoretical foundations. Reading techniques include critical analysis and reflection on text structure and content to expand vocabulary and help readers integrate new material with their past knowledge. Secondary sources were used to collect data such as books, journals, facts, reports, publications, and research papers. The study uses four primary reading strategies: core diversified tactics, cognitive techniques, socialist-affective tactics, and metacognitive ways to emphasise the learner instructional value. The study results focused on reading strategies that teachers and students' value, which ones they ignore, and how educational directives and assessment influence these approaches to create collaborative and revolutionary teaching and learning. The findings of the research demonstrated that each of these techniques is provided owing to the fact that they all make use of orthographic identification and cognitive patterns to enhance memory and retention in order to connect new information with previously acquired knowledge in order to accomplish conceptual transformation.

Keywords: reading strategies, increasing vocabulary, metacognitive, educational information, reading skill

1. Introduction

Reading comprehension has always been a topic that has been exciting, stimulating, and welcoming to students, educators, and language scholars alike. This has been the case for a very long time. This has been consistent for the whole of its existence. This knowledge is also offered by a variety of well-established theories and research, in addition to the fact that it gives information and documentation and lays an emphasis on the complex processes that support and encourage reading comprehension. In addition, it provides information and documentation. It is possible that the advice that they provide might be useful to a wide range of people, including students, researchers, and educators. The reason for this is because the strategies used by these strategies are influenced by the knowledge and abilities of the readers or learners on a variety of levels, including cross-linguistic, ethnic, one-language, bilingual, or multilingual comprehension. In order to revitalize the learners' declining reading habits and instill in them the real academic spirit, it is of the highest significance that these strategies be evaluated and made known to university instructors and adult language learners at educational institutions. This will allow for the aforementioned goals to be accomplished. Due to the fact that this arrangement has been made, students will have the opportunity to get a more profound understanding of the academic spirit. As a consequence of this, the primary purpose of the study that is now being conducted is to investigate the reading methods that are beneficial and the implications that these strategies have from a pedagogical point of view. In this review article, we have included all of the most current reading research, as well

as effective reading techniques and an assessment of those practices. In addition, we have also included an evaluation of those practices. We have made an effort to include each and every one of these elements. Several variables may impede the achievement of high levels of reading comprehension. Initially, inadequate reading habits impede the ability to engage in consistent and prolonged practice. Furthermore, inadequacies in the fundamental decoding process result in the reader focusing primarily on individual letters and words, rather than comprehending their intended meanings. The absence of clear goals to comprehend the job, as well as the absence of a lexicon and a cognitive framework to facilitate the connection and understanding of the data provided in the text, are additional variables that impede the progress of reading comprehension. (Medranda, et al., (2023). On the other hand, Edossa et al., (2022) stated that students' ability to evaluate accurately was shown to be positively and reciprocally associated with understanding what they are reading, a multi-group cross-lagged panel analysis revealed that excessive underestimation had a more negative impact on subsequent reading comprehension compared to excessive overestimation. Cai et al. (2023) examined the developing relationships between aim, metacognitive approach, and school accomplishment. The authors found evidence of a reciprocal developmental relationship between reading strategy and educational achievement from time points 1 to 2. However, the developmental interaction became one-way from time points 2 to 3. Only the metacognitive method showed a statistically significant impact on academic success at subsequent time periods. Our goal is to present a comprehensive picture of what is needed for people who are teaching English to children of all ages. Nevertheless, in order to have a knowledge of the nature of these techniques and the role that they play in influencing one another, it is essential to have an understanding of the significance of studying as well as the manner in which reading is carried out.

2. Literary Comprehension and the Process of Reading

Reading, although its passive nature of obtaining information requires active engagement and interaction from the reader. The brain of a reader has more neural activity than the brain involved in exercising productive language skills, such as writing and speaking. The reader's work requires a greater degree of imagination compared to that of the writer. He tries to unravel the enigma crafted by the author and faithfully reproduces their message, while simultaneously augmenting it. He reconstructs and significantly enhances the first message. Reading is not just limited to the acquisition of vocabulary and its definitions, but encompasses a broader range of skills and abilities. Reading is a cognitive activity that falls within the category of metacognition, beyond basic cognition. Reading takes on a social aspect when someone approaches it from a metacognitive standpoint, allowing the written language to introduce the reader to a whole new social realm. Reading is a multifaceted and significant endeavour. Reading is essential since it guides the reader from recognising written symbols to achieving a thorough understanding of sociopsychology. Reading is a multifaceted process that encompasses several stages, such as phonological awareness, word recognition, and psychological and social interpretation of meaning. Due to their prior comprehension of the book's message's societal and literal significance, the reader engages with the text and draws conclusions. In order to ensure the process is executed efficiently and yields significant outcomes, it is important to have mentorship and comprehensive training to foster the development of skills and techniques. Various scholars and instructors have provided their own perspectives about the mechanics of reading.

When it comes to teaching English as a second language or English as a foreign language, there is no doubting the significance of reading proficiency. A skill that is crucial for everyone who is learning English as a Foreign Language (EFL) or English as a Second

Language (ESL) is the ability to read and understand written information in an effective manner. The act of reading serves goals that go beyond only comprehending the superficial value of a book. It is necessary to engage in the processes of analysis, synthesis, and the application of metacognitive thinking in order to establish a connection between the message sent by the author and the conceptions and principles that have been established in the past (Hermida, 2009). As a consequence of this, it requires and requires that readers be able to utilise effective strategies and engage in meaningful discussions. The fact that scholars have made an attempt to distinguish between reading techniques and reading ability is commendable. Reading aptitude is defined as the natural and intuitive reaction that a reader has to a book, while reading strategies are defined as the conscious understanding of comprehension obstacles that a reader has and their ability to pick suitable approaches to meet those issues, as stated by Brevik (2019). The act of reading requires paradigm adjustments that are both seamless and efficient. The reading process may be broken down into three basic phases, according to the classification system used by academics: before reading, during reading, and after reading (; Nordin et al., 2013). Strategic readers are those who actively participate in the reading process at every level. They divide the reading process into five separate phases, which are pre-reading, reading, responding, exploring, and applying. To obtain a comprehensive comprehension of the subject matter, a reader is required to use certain strategies at each and every level. According to Nordin et al. (2013), skilled readers participate in the active process of producing, analysing, and improving meaning while they are reading, as well as when they are reading and after they have finished reading. Readers who are having difficulty, on the other hand, are unable to rely from their past knowledge, neglect the reading process, and therefore fail to appreciate the relevance of crucial terminology, which is necessary for increased comprehension.

The schema theory suggests that a way to improve comprehension is to combine the two different kinds of models into a single model. According to Nordin, Rashid, Zubir, and Sadjirin (2013), schema theory proposes that the process of comprehending text is an interactive one that makes use of both bottom-up and top-down strategies. methods that are referred regarded as top-down methods are more complex cognitive processes that include the anticipations and past knowledge of the learners. One example of a bottom-up strategy is the evaluation of the written language itself, such as the interpretation of a new phrase. According to Sattar and Salehi (2014), it is expected that readers would make a link between the ideas that are offered on the page and the knowledge that they already possess. Top-down strategies, which are also sometimes referred to as global strategies, are methods that are used for problem-solving and providing assistance. The research conducted by Sheorey and Mokhtari (2001), which was cited in Huang, Chern, and Lin (2009), served as the foundation for this categorization approach. The readers are able to distinguish between different stages of the reading practice with the assistance of these strategies.

3. Reading Methods Are Essential Components of Reading Comprehension

According to Sattar and Salehi (2014), a number of empirical research have shown that there is a direct correlation between the level of reading comprehension that is achieved and the use of reading techniques in schools and other educational settings. Reading skills, sub-abilities, and general text comprehension challenges in the classroom have been the subject of a significant amount of study conducted by academics and educators. There are a few well-known authors that have written on this subject, including Westwood (2001), Block (1992), Pressley (2004), Guzzetti (2000), and Nezami (2012). This highlights how important reading abilities, techniques, and processes are for those who work in the field of language.The lecturers of the language class are very considerate, and they consistently emphasise how

important it is to build reading skills and competence abilities.Students are able to organise their approach, overcome reading problems, and choose the appropriate abilities and procedures to comprehend a book with the assistance of reading strategies, as stated by Sattar and Salehi (2014). According to Paris, Lipson, and Wixson (1983), as cited in Nordin et al. (2013), skilled readers are able to differentiate between effective and ineffective reading techniques and are able to actively choose the appropriate tactics in order to increase their understanding. To put it another way, reading is not a static activity but rather a process that is both comprehensive and ever-changing. Reading is an activity that combines three distinct components, as stated by Hunt (2004), which is quoted in Hermida (2009). These components are the reader's personal history, the influence of the text, and the environment with which the reader is involved. The development of reading abilities in older readers is more difficult than their development in younger readers. Westwood (2001) conducted research on the teaching and learning of expansive reading methods. This research was published in 2001. Through the use of these many approaches to start the process of learning to read throughout the early years of formal education, a child is able to construct their foundation in emerging literacy. On the other hand, when a mature reader begins reading on their own, when they are required to exert their own effort, in addition to receiving direction and careful monitoring from the mentor, they go from the stage of emerging to the stage of more advanced development.

In order for individuals to comprehend the sound characteristics of a language, it is essential for them to have a firm knowledge of phonological patterns. This ability may be easily detected if the individual is able to demonstrate phonemic awareness in reaction to cues from the outside world, such as those provided by a vigilant instructor who is overseeing silent reading sessions. According to Ouellette (2006) and Wise, Sevcik, Morris, Lovett, and Wolf (2007), phonological representations and semantic facts collaborate to form the expressive vocabulary of a reader. It is important for instructors to encourage students to blend the two types of reading during quiet reading periods in the classroom by using contextual cues. According to the findings of a study conducted by Ricketts, Nation, and Bishop (2007), there is no correlation between reading proficiency and spoken language abilities. Students' aptitude for critical thinking and fluent reading is not sufficiently fostered by the conventional approach of teaching adult language abroad, which consists of lecturing and having students listen passively. This method is utilised all over the world. As a result of the fact that intelligence plays a significant part in the development of reading skills (Das, 2002; Jiménez, Siegel, O'Shanahan, & Ford, 2009), it is recommended that students actively engage in reading activities in order to increase their intelligence quotient (IQ) and improve their understanding of the text. It is necessary to have phonological awareness, also known as the ability to differentiate between sounds, in order to acquire orthographic information (Akamatsu, 2005; Barker, Torgesen, & Wagner, 1992; Ehri, 2005; Yamashita, 2013). This is something that is necessary in order to distinguish words successfully. The preparation of reading together lessons should be done in an efficient manner in order to accomplish this objective. Reading strategies are methods that both teachers and students employ in order to effectively teach and comprehend textual material in a manner that is objective and in accordance with their objectives.

The study reveals a variety of essential reading behaviours that are beneficial to both teachers and children in their efforts to learn to read. Connecting, inquiring, inferring, imagining, summarising, applying prior knowledge, evaluating, and synthesising are the eight reading techniques that are included in Moats's (2000) analysis of reading strategies. According to Sattar and Salehi (2014), reading comprehension is a challenging task that requires the utilisation of several sub-skills in order to comprehend a book. There are a number of factors

that influence reading, including students' language competence, cultural views about reading, prior knowledge, and the educational environment. Bouchard (2005) offers comprehensive differentiated reading strategies for students who are just starting out in the language learning process; nonetheless, several scholars have separately investigated the perspectives. Among the methodologies that are mentioned are cognitive, socio-affective, and metacognitive approaches. Language learners who are just starting out make use of pictures to build connections with text and explain their knowledge. The understanding of topic vocabulary and sentence structure may be increased via the use of frame sentences. The ability to organise and display information in a variety of ways is afforded to readers by a strategy overview that includes graphics.

A number of scholars have proposed methods that are particularly effective for the development of readers. Moreillon (2007) outlines seven fundamental reading comprehension techniques that may be contrasted with other general approaches. This is done in order to get a deeper understanding of their function and the effects they have. First, in order to integrate and organise the new information, the brain of the reader makes connections between the new information and previous learning, circumstances, structure, and mental processes. Second, in order to acquire knowledge from their surroundings, humans have a natural tendency to use sensory imagery. Individuals who are learning to read may make use of their aural knowledge in today's technological world, which is characterised by a visually focused audience and text. Questions are the third way, and they are used to introduce, reinforce, and assess the learning of the students. Reader questions are the fourth way, and they invite assumptions and conclusions to be drawn. The learner makes use of the material in order to discover clues, connect them in order to develop predictions, and draw inferences in order to build conclusions and comprehend sources of information. After that, as you are reading, you should point out the most important ideas that are being presented by identifying the primary concepts. Involving and collecting details is something that it prepares for. The ability of learners to establish connections and recognise relationships between material and theme pieces is essential to the development of their basic ideas, which are guided by specific reading goals and objectives. Utilising various repair solutions is also very important. This is an example of metacognition, which involves thinking about how one thinks. A reader may experience mental tangles in order to restore meaning. Identifying new words may be accomplished using a variety of persuasive approaches, including rereading, scanning ahead, or employing context and awareness. In the context of students, this metacognitive strategy places an emphasis on critical thinking. Synthesis is the last way for effective reader development. Synthesis is the process by which a reader organises, evaluates, and mixes important content with prior knowledge.

4. Basic Diversified Approaches

The success of the Simple Distinguished Scheme is largely determined on the specific requirements and preferences of the pupils. Differentiation may take place in a number of different dimensions, such as individual characteristics, material characteristics, and maturity. Tomlinson was the first person to use varied education in the year 1999. Both the theory of many intelligences proposed by Howard Gardner and the research conducted on brain compatibility served as the foundation for this proposal. Differentiation is the process of systematically and continuously evaluating the characteristics and requirements of students, which ultimately results in modifications to the curriculum and the implementation of a variety of pedagogical approaches. Instructional resources should be designed to fit the particular learning preferences of students, and teachers should be encouraged to take these preferences into consideration while developing these materials. Content, technique, and

product are the three areas of education that may be used to accomplish this goal. Content encompasses a wide range of elements, including but not limited to facts, ideas, generalisations, rules, views, and proficiencies on the subject matter. By going through the process, the student is able to take in and integrate the fundamental skills and information related to the subject matter. Following an extensive period of research, Tomlinson and Allan (2000) provide an outline of the fundamental principles of differentiated instruction. These principles include the following: flexibility in learning objectives, continuous and efficient evaluation, a variety of categories appropriate learning opportunities and configurations, and collaboration between students and teachers on the part of both parties. Students have the opportunity to demonstrate their knowledge, comprehension, and talents via the use of physical artefacts or demonstrations, which are referred to as "products." The academic community has proposed a wide range of novel approaches, each of which has the potential to be beneficial for certain student groups. The usage of educational contracts (Wu, 2013), online resources, videoconferencing (Edwards and Pula, 2008), instructional workstations, and foundation tasks (Cox, 2008) are some of the strategies that fall under this category. It is essential to keep in mind that differentiation is not a necessary component of all excellent teaching, even if differentiation is dependent on effective training (Hockett, 2018). Hockett (2018) proposes a rigorous procedure for the development and use of differentiation strategies inside an organisation. The first step in the process is identifying the needs of the learners by an assessment of their level of understanding, talents, and knowledge on the subject matter. Developing a customised lesson plan, putting it into action, and evaluating the data that demonstrates the students' progress are the subsequent actions that need to be taken. A strategy that is deemed to be differentiated is one that makes an attempt to investigate the areas in which children have difficulty with reading.

5. Behavioral Approaches

It is possible that this is a reference to the mental processes and strategies that enhance learning, decision-making, and problem-solving abilities or processes. They are able to monitor their knowledge in a manner that is both rational and systematic as a result of this. The term "herringbone arrangement" refers to a visual structure that organises material in accordance with queries about the primary concept. The term "viewpoint-proof" refers to the manner in which a book influences the viewpoint of a reader and the persuasiveness of the book in writing and speaking. A visual representation is provided by the readers via the application of semantic feature analysis, which is followed by an examination and definition of the presented constructs. The use of guided imagery makes it simpler to generate mental pictures that allow one to connect newly acquired information to previously acquired knowledge. The anticipation-reaction guide is utilised to elicit the students' prior knowledge and compare it with the new ideas presented in the text. This is done with the purpose of assisting students in evaluating and consolidating their learning. The practise of creating visual representations, also known as mapping, assists individuals in better remembering and retaining information by forming meaningful connections between the various pieces of information. The practice of selectively highlighting and recording information is a helpful tool for facilitating the learning process of identifying the most significant and pertinent passages while reading. In order to discover the structural pattern of an expository or descriptive text, which may include compare-and-contrast, solution-oriented, links, and patterns, it is necessary to make use of visual organisers and signal words. A connection may also be made between cognitive techniques and the geographical concept. Having this knowledge makes it easier to comprehend the connection between the cognitive processes that are linked with reading a book and the formation of new memories. According to Van

denBroek, Rapp, and Kendeou (2005), the manner in which readers construct meaning demonstrates the connection between the individual's level of attention and their ability to recognise coherence in a text for the purpose of comprehension or comprehension. It is vital to provide students with guidance in mentally fitting the words and visuals included in the text together in order to assist them in comprehending the material. When they are compelled to do so to a significant degree, they achieve linguistic consistency. In a similar manner, when their brains are subjected to microscopic analysis, they are able to recognise coherent and cohesive components within the text. This results in a reduction in the emotional filter, which is the mental barrier that separates the brain from the text. The use of cognitive techniques when reading is essentially beneficial to readers since it assists them in comprehending the content and completing the job at hand. Translation, summarization, prediction, drawing connections between what you read and past knowledge or experience, applying grammatical rules, and extracting meaning from context are some of the tactics that fall under this category.

6. Metacognitive Thinking Techniques

The significance of the function that metacognitive strategies play in the process of understanding has received a great deal of attention from theorists. The use of these tactics places an emphasis on self-regulation within the context of reading. Techniques that fall under the category of metacognition include the creation and monitoring of strategies. The process of verifying, monitoring, and assessing the cognitive and reading performance of the learners is the primary emphasis of monitoring techniques. On the other hand, planning methods include determining the what, when, and how of an activity that the reader is expected to complete. The first metacognitive technique is said to be point-specific in nature, as stated by Bouchard (2005). The primary objective is to pique the attention of a reader who is not actively participating in the reading process so that they may comprehend the primary ideas that are being delivered. As part of the think-aloud process, readers read the material that has been provided to them out loud while simultaneously expressing their thoughts out loud. In the process of reading, readers raise questions to themselves and seek to provide answers by drawing on the text or their past knowledge. Through the process of Generating Interactions between Diagrams and the book, a reader is able to recognise significant phrases. Subsequently, they may use relevant information to compose a summary that successfully encapsulates the primary concepts presented in the book. Readers may get professional aid in concentrating on a particular subject via the use of the Reading Guide-o-Rama. It is the intention of the teacher-tailored questions that are included in the question guides to provide assistance to the readers in completing the task that has been provided. It is possible for learners to get a fundamental understanding of the content by previewing it before they actually read it (Bouchard, 2005). Throughout the whole of the lesson, the readers' desire may be significantly heightened by the intentional application of these metacognitive tactics, while their concerns about their comprehension may undergo a reduction. Metacognitive techniques are thought of as advanced cognitive processes that are used for the purpose of strategically planning, arranging, evaluating, coordinating, setting goals and objectives, supervising, controlling, or self-managing certain activities. An individual student has the potential to become an accomplished and self-sufficient reader with the assistance of these strategies.

7. Socio-Affective Procedures

Techniques or tactics that take into account the social and emotional components of human interaction are referred to as this strategy. A reader's social and emotional components are engaged via the use of socio-affective strategies (Nasab & Motlagh, 2015; Zeynali, Zeynali &

Motlagh, 2015). The fact that these strategies involve taking initiative and initiating one's own bodily activities makes them an essential component in the process of cultivating independent readers. The method of reciprocal teaching places a focus on the instructor's responsibilities to provide the learner the role of becoming the teacher via the use of role-playing games. The objective of this approach is to improve the learner's knowledge by having them educate their classmates. In order to develop learners' engagement and self-reliance as learners, the request method provides learners with the liberty to define their own aims and form their pre-reading queries. Learners are encouraged to actively and cooperatively retain and communicate their comprehension of a text that they have attentively read via the use of the cued retell technique, which may be done verbally or in writing. The transfer of a skill that has been gained from one student to another is facilitated via the use of peer tutoring. The method of teaching that is often referred to as "think-pair-share" Initially, the students will participate in introspection on their own, and then they will discuss their ideas with one another in pairs before presenting their findings to the whole class. Jigsaw classrooms provide an atmosphere that encourages and facilitates the provision of help, cooperation, and mutual appreciation among the participants. This is done with the intention of enhancing the learning experience for each and every person attending the class. According to Bouchard (2005), the collaborative reading and investigation of alternative texts is an interactive practice in which students engage with several sources and then share the information they have obtained with both each other and the class. The use of these socio-cognitive strategies has the potential to significantly improve the classroom by establishing an atmosphere that is alive, dynamic, and goal-oriented. This environment is founded on the principles of collaboration and collaborative teaching and learning.

8. Computerized the Act of Reading

The theorists have focused their efforts on digital texts and reading in order to build collaborative, interactive, and learner-centric reading classrooms. They have developed novel, specialised reading methods to tackle these emerging types of literature. Altun (2003) primarily focuses on reading practices that are specifically designed for digital readers. These readers use hyperlinks to move around their reading material, and a hyperlink is not effective unless it is visually attractive. The author warns the reader that electronic text is comparatively rapid, therefore necessitating the reader to be very vigilant. Readers lack the ability to physically write with a pen while reading printed text. As a result, the layout of the page might lead to a sense of confusion or disorientation (Altun, 2003). There are many intrinsic drawbacks of making readers digital, including negative effects on vision, herniated discs caused by prolonged use of electronic gadgets, and needless distractions that reduce the interest range of readers and learners. It is necessary to instruct and educate individuals to be discerning, broad-minded, and innovative in their approach to reading, and to allocate their reading time evenly between books and screens. By using these diverse learning processes, learners get a comprehensive understanding of a book in order to verify, validate, question, and modify their prior information in order to incorporate it with their current knowledge. Specifically, scholars have examined the characteristics and classifications of changes in concept learning (Chi, 2000). Throughout the process of learning, new ideas arise which ultimately supplant and alter the existing ones (Chi, 2008). Conceptual change learning (CCL) is most successful when four requirements are met: first, there must be discontent with current knowledge; second, the learner must be prepared to understand new information; third, the learner must have conviction in the new information; and fourth, the learner must be able to effectively answer to inquiries.

9. Method

Library research is the approach of writing that was used in the creation of this piece of writing. A literature review on the significance of literacy in education is included in this study. The literature review draws from a variety of sources. Through the utilization of literature to acquire data in the field, the objective of doing research in libraries is to prepare the first stage of the process of developing a research plan. There are several different types of reference sources that are referred to in this article. These include primary sources, which include journals, research data, research reports, and other similar publications, as well as secondary sources, which include textbooks and research papers. These sources served as the foundation for the reasoning that went into the creation of this essay. After that, the following stage is to synthesize the information or ideas that are gathered from the reference materials that are collected in order to find answers to the numerous challenges that they provide.

10. Discussion

The examined study indicates that all reading techniques have the objective of assisting learners at various proficiency levels in enhancing their reading skills. Reading methods such as tailored teaching, cognitive strategies, cognitive techniques, socio-affective strategies, and computerised reading may effectively enhance reading comprehension abilities in learners when adopted and handled with care. Due to the significant diversity in learners' interests, talents, and learning styles, it is necessary for instruction to be differentiated. Implementing individualised teaching effectively fosters an increased feeling of students' involvement, self-efficacy, and excitement for learning (Hillier, 2011). The development of a sincere love of reading is crucial for students to successfully traverse their higher level content-based courses. As a result, differentiated teaching becomes an important pedagogical strategy in modern classrooms, especially in cases when class sizes are manageable. There are several obstacles to overcome when implementing differentiated education in large classes, mostly because of time constraints and a larger curriculum. Socio-affective strategies include the learner as a whole and encourage engagement with society and their environment. These are related to how students engage with one another. Incorporating techniques like think-pair-share, working together reading, request procedure, cued retell (written or oral), peer tutoring, reciprocal teaching, and the use of alternative texts not only improves students' reading abilities but also gives them the tools they need to prosper in a community that values cooperation and respect for one another. In the current technology age, digital reading has become the dominant form of reading, therefore necessitating instructors to also provide digital training to their students. Moreover, the ongoing Covid-19 epidemic has necessitated a complete shift towards digital platforms for both teaching and learning, mostly via online means. Amid these hard circumstances, it is crucial to allocate an appropriate amount of attention to reading, since it is a vital component of language acquisition. The aesthetically pleasing cover design, legible typography and colour scheme, visual aids like as photos and diagrams, concise and relevant content, and the availability of online resources for further research may greatly assist in the creation of effective digital readers.

While strategy training can enhance students' awareness of their strategy use, it is a multifaceted endeavour that involves various factors, including students' motivations. Therefore, further research, practice, and development of strategy training are imperative. The examined study presents abundant evidence those readers who use strategic reading techniques are more likely to be successful. Implementing these tactics may facilitate the development of proficient reading skills in struggling readers. Students acquire not just the skills to use different reading techniques but also the ability to assess their own reading

proficiency.

The four primary reading comprehension strategies have a significant role on the reading processes:

The first one is cognitive process of reading comprehension aims to ascertain the significance of a text. Learning to read is a challenging makes an effort that requires significant time and effort, especially considering the reader's proficiency level. Acquiring a range of reading techniques and honing them through practice can enhance one's ability to read smoothly and understand the text. It is crucial to cultivate reading abilities that are precise, rapid, and characterized by suitable tone. Generally, comprehension of written material is contingent upon the language user's ability to read fluently and comprehend spoken language. Intensive reading and rapid reading is the former refers to the practice of engaging in advanced or university-level reading, which entails a thorough examination of technical principles related to a certain subject matter.

The second one is metacognitive thinking refer to advanced cognitive abilities that relate to how an individual carries out cognitive processes. Metacognitive abilities refer to the capacity of students to consciously and effectively control and manage their own learning processes, including planning and analysing them. This method focused on the act of observing and assessing one's own thinking and comprehension. a cognitive process that governs the orderly progression of information via sensory, working, and long-term memory. Based on this concept, one may claim that meta-cognition has a role in memory retention.

The third one is called socio-affective approach refers to non-academic strategies that aim to enhance learning by fostering empathy between the instructor and student. It is substantiated by taking into account aspects such as "emotions and attitudes. According to the findings of this research, there are six different approaches to use socio-affective tactics while teaching reading. These include lowering students' nervousness, encouraging students to talk, managing students' emotions, asking questions, working together with others, and identifying with other people.

The final one is computerized reading it means that the educational programme was founded on the notion that reading and writing form a relational network connecting stimuli and responses. The theorists have concentrated their work on digital texts and reading in order to construct reading classrooms that are collaborative, interactive, and centred on the learner. Reading strategies that are both unique and specialised have been created by them in order to address the growing sorts of literature.

11. Conclusion

The study has highlighted various reading methods, approaches, and viewpoints that can enhance learning and teaching in the classroom. This can lead to improved knowledge building and creation, as well as the transformation of undergraduates into scholars. Initially, the researchers must engage in extensive reading since they cannot advance without constructing a comprehensive literature evaluation, which requires a substantial quantity of reading. By reviewing some previous published papers and using critical evaluation, the researchers reached that acquire knowledge of the existing research and develop a strong theoretical and conceptual foundation has focused throughout this study The results of the review paper focused on the reading methods that instructors and students appreciate, which ones they disregard, and how educational directives and evaluation impact these approaches to generate teaching and learning that is both innovative and collaborative. The findings of the research demonstrated that each of these techniques are provided owing to the fact that

they all make use of orthographic identification and cognitive patterns to enhance memory and retention in order to connect new information with previously acquired knowledge in order to accomplish conceptual transformation.

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