

Review Article

Theories of Reading and their Classroom Instructions

Habtamu Walga Adaba

Department of English Language and Literature, Ambo University, Ambo, Ethiopia

Abstract

Theorizing about reading instruction was the goal here. Reading instruction is discussed in light of several theories, including behaviorism, schemata, self-efficacy, cognition, autonomy, and Krashen's input hypothesis. Reading theories guide evidence-based teaching techniques and offer a framework for comprehending reading's complexity. These theories provide light on how to teach reading skills and how to facilitate students' comprehension of written material. The report outlined the ideas' merits, discussed their consequences, and addressed their detractors. Teachers can further their pupils' reading development and encourage a love of reading for life by integrating these beliefs into reading instruction. So, for anyone interested in learning about reading instruction ideas and how they are implemented in the classroom, this paper provides a clear and concise explanation.

Article Information

Article History:

Received: 16-01-2024

Revised : 22-02-2024

Accepted : 30-03-2024

Keywords:

Theory, reading, review, reading theory, instruction

*Corresponding

Author:

Habtamu Walga

E-mail:

habtamuwalga3@gmail.com

Copyright©2024 STAR Journal, Wollega University. All Rights Reserved.

INTRODUCTION

Theories of reading have significantly influenced classroom instruction by providing insights into student reading skills development and guiding instructional practices. They are crucial in understanding the reading process, addressing diverse learners' needs, promoting critical thinking, and guiding research and professional development in reading education.

Implication of cognitive theory in reading instruction

Cognitive theory has important implications for reading instruction and can inform

strategies for supporting the development of strong reading skills (Zare-ee, 2008; Suyitno, 2017). According to O'Malley and Chamot (1990), EFL teaching depends on the concepts that learners must be mentally active, have a purpose while learning, know and control their own learning. This can be achieved by developing their cognitive skills (Snoma, 2000). Cognitive theory emphasizes on decoding is a critical component of reading that allows readers to accurately identify words and build their understanding of a text. The theory also suggests that reading is more than just decoding words; it also involves

Habtamu, W.A.,

understanding and making meaning from reading texts. In this context, instruction in comprehension strategies, such as making predictions, summarizing, and analyzing text, can be an effective way to support the development of strong reading skills (Duke & Pearson, 2009). Therefore, instruction in phonics and other decoding strategies can be an effective way to support the development of reading skills (Bast, 2013).

The importance of prior knowledge is one implication of cognitive theory in reading instruction. Cognitive reading theory considers background knowledge of readers. The background of the this study includes the knowledge about the structure texts, the knowledge about world knowledge and knowledge about topic of the texts, that help readers to understand, analyze, elaborate, draw inference of texts, and monitor understanding of the texts, (Abiy, 2012). Cognitive reading theory emphasizes the importance of building readers' background knowledge to enhance comprehension. Teachers can facilitate this process by providing opportunities for students to explore and acquire relevant knowledge through pre-reading activities, discussions, and exposure to a wide range of texts and experiences. Cognitive theory suggests that readers use their prior knowledge and experiences to create mental frameworks or schemas that help them understand and interpret new information (Shen, 2009). Hence, it is important for teachers to help students activate and build upon their prior knowledge in order to support their comprehension of new information. Cognitive theory also suggests that readers are actively engaged in the reading process, and that they use

Sci. Technol. Arts Res. J., Jan. – March 2024, 13(1), R1-R14

metacognitive strategies to monitor and adjust their understanding of a text (Huo & Cho, 2017). Therefore, instruction in metacognitive strategies, such as self-monitoring and self-correction, can be effective ways to support the development of reading skills. Overall, cognitive theory emphasizes the active and complex nature of the reading process, and suggests that effective reading instruction should focus on supporting students' decoding skills, comprehension skills, prior knowledge, and metacognitive abilities.

There are various things that make reading complex process. For instance, Tekle and Nchindila (2017) defined reading skills as a multifarious process, which includes cognitive reading process. For instance, readers' language competences, meanings of words and their relationships and rules of language. There are different factors that factors contribute to the cognitive reading process and support deep learning. For instance, by providing reading materials that align with learners' proficiency levels and interests can enhance deep learning. When texts are at an appropriate level of difficulty, readers can engage with the content more effectively, comprehend the information, and make connections with their prior knowledge. Explicit instruction also helps learners understand how to apply specific strategies, such as predicting, summarizing, or questioning, to improve comprehension and promote deep learning. The other important factor is by teaching learners to reflect on their reading strategies, set goals, and adjust their approaches based on their understanding, they can become more actively engaged in the cognitive reading process and promote deep learning (Sulistiyo & Kamil, 2022).

Teachers can foster deep learning by explicitly teaching and modeling effective reading strategies in the classroom. These strategies may include activating prior knowledge, making predictions, visualizing, asking questions, summarizing, and monitoring comprehension. By encouraging the use of these strategies, learners can develop a more comprehensive understanding of the text and engage in critical thinking. By incorporating appropriate reading texts, explicit instruction, metacognitive awareness, classroom reading strategies, scaffolded support, and collaborative learning, teachers can create an environment that supports deep learning through the cognitive reading process (Geleta et al., 2022).

Critics argue that cognitive theory overemphasizes individual cognitive processes, neglecting social and cultural aspects of reading (Street, 2003). They also argue that cognitive theory does not adequately consider contextual factors, such as classroom environment and cultural influences, which can significantly impact reading development (Hinchman et al., 2003). The theory also simplifies the reading process, limiting its applicability and effectiveness. Critics argue that cognitive theory lacks practical guidance for implementation; making it difficult for teachers to implement cognitive-based approaches. Lastly, it does not adequately address reading motivation and engagement, which are crucial for lifelong reading habits (Luke, 2012; Gee, 2004).

Some critics argue that cognitive theory oversimplifies the complex nature of reading, and overlook other factors influencing reading development, such as sociocultural and motivational aspects. Additionally,

implementing cognitive theory effectively requires knowledgeable and skilled educators who can translate theory into practice. Therefore, a balanced approach that integrates multiple theories and considers various instructional factors is often recommended.

Overall, cognitive reading theory recognizes that readers' background knowledge is a critical factor in the reading process. By activating and integrating their prior knowledge, readers can construct meaning, make connections, and develop a deeper understanding of the text.

Constructivism Theory

Constructivism is a learning theory that emphasises the role of learners in meaning-making. It emphasises prior knowledge activation, collaborative learning, authentic reading experiences, inquiry-based approaches, metacognitive reflection, and authentic assessment. In reading instruction, teachers can activate learners' prior knowledge, facilitate collaborative activities, and connect new information to existing knowledge structures (Yang, 2006). By connecting reading materials to real-world contexts and personal experiences, teachers can foster a deeper understanding and application of reading skills (Ajideh, 2006; Tracey & Morrow, 2012; Mensah, 2015; Stevens, 2013).

The theory of constructivism promotes active engagement, critical thinking, and meaningful learning experiences. It is also important to note that while constructivism offers valuable insights, it should be complemented with other instructional approaches and consider the diverse needs of learners. Constructivism theory has faced

Habtamu, W.A.,

Sci. Technol. Arts Res. J., Jan. – March 2024, 13(1), R1-R14

criticism in reading instruction for its lack of explicit instruction, limited focus on essential skills, and potential for varied outcomes. Critics argue that constructivist approaches may overlook specific reading skills and that differentiated instruction may be necessary for individual needs. Additionally, constructivist approaches may be time-consuming and may not align well with traditional assessment methods, making it difficult to measure and track students' progress effectively (Pashler et al., 2007; Carnine, 2000; Shanahan & Shanahan, 2008).

It is worth noting that these criticisms do not negate the potential benefits of constructivism in reading instruction. Constructivist principles can still be valuable in promoting critical thinking, meaning-making, and engagement in reading. However, a balanced approach that incorporates explicit instruction, addresses individual needs, and aligns with assessment requirements may be necessary for comprehensive reading instruction.

Self-determination theory and its implications for reading instruction

Self-Determination Theory (SDT) is a psychological framework that emphasises intrinsic motivation and psychological needs in human behaviour (Reeve, 2012; Shaikholeslami & Khayyer, 2006). It is applied to reading instruction, emphasizing the importance of supporting students' autonomy, competence, and relatedness. SDT emphasises autonomy in motivation and learning, allowing students to make decisions about their reading materials and strategies (Niemic & Ryan, 2009; Stefanou et al., 2004). It emphasises relevance and

meaningfulness in learning experiences and fosters engagement. SDT also emphasises competence development, promoting appropriate challenges and constructive feedback to enhance students' skills. It promotes collaborative learning, fostering a sense of belonging and intrinsic motivation. In addition, SDT emphasises self-reflection and goal-setting, guiding students in setting meaningful goals and regularly reflecting on their progress (Deci & Ryan, 2012; Shaikholeslami & Khayyer, 2006).

Self-Determination Theory (SDT) has been criticized for its lack of practical guidance, overemphasis on intrinsic motivation, cultural and contextual limitations, and overlooking individual differences and diverse needs. Critics argue that SDT's focus on autonomy and self-regulation may overlook the importance of external support and differentiation to address varying reading abilities, learning styles, and socio-emotional needs (Chall, 2000). They also argue that SDT does not provide sufficient guidance on specific instructional strategies that promote autonomy, competence, and relatedness in reading instruction. Critics also argue that SDT places excessive emphasis on psychological needs without considering other important factors in reading instruction, such as cognitive processes, explicit instruction, and metacognitive strategies (Pashler et al., 2007; Shanahan & Shanahan, 2008). Therefore, it is important to note that these criticisms do not negate the overall value and contributions of SDT. However, they highlight areas where further research, refinement, and integration with other theories and approaches may be

needed to enhance the practical application of SDT in reading instruction.

Autonomy Theory

It's important to note that while autonomy theory provides valuable insights into promoting motivation and engagement in reading instruction, it should be considered alongside other instructional approaches and frameworks to create a comprehensive and effective reading program. The term autonomy is synonymous with terms such as independence, self-sufficiency, self-government, self-rule, and sovereignty. Autonomy is very important in language learning, strategy learning, and use (Deci, 2012). The effects of reading autonomy have been well acknowledged in terms of improvements in reading comprehension. Students who are extrinsically motivated use surface reading strategies. They are interested in completing reading tasks for grades, not for general understanding. Teachers can also develop learners' autonomy by allowing them to choose their own learning contents, discussing with them their learning and its process, recognising them as experts, motivating them to contribute to learning, peer coaching, and assignments. They also suggested five kinds of practices in relation to enhancing learners' autonomy: A) Allowing independent practice by providing materials; B) Stressing interaction with technologies; C) Providing training (like what is intended in this study); D) Role changing: Allowing students to plan learning and evaluating outcomes of learning; and E) Controlling over the planning and evaluation of learning curricula.

In the context of reading instruction, autonomy theory suggests that promoting students' autonomy and intrinsic motivation can enhance their engagement and learning outcomes. Both autonomy and motivation are very important for learners to be engaged in certain tasks. Autonomous is taking responsibility to do certain tasks, and motivation is the willingness to finish the tasks. Learners' use of metacognitive reading strategies is tied to their autonomy and their motivation to read.

Offering students choices in their reading materials and activities can increase their sense of autonomy and motivation. Allowing them to select books or topics that align with their interests and preferences can enhance their engagement and willingness to read. In addition to this, creating a supportive and nurturing classroom environment that values students' opinions, ideas, and autonomy is crucial. Teachers can encourage students to express their thoughts and provide them with opportunities to make decisions about their reading, such as selecting reading strategies or setting reading goals (Stefanou et al., 2004).

Autonomy theory highlights the importance of competence in motivating individuals. In reading instruction, teachers can scaffold students' reading skills and provide appropriate challenges to help them develop a sense of competence and mastery. Recognising and celebrating their progress can further enhance their intrinsic motivation (Castillo & Bonilla, 2014). Encouraging students to develop and use their own learning strategies can also foster a sense of autonomy. Teachers can guide students in exploring different reading strategies and help them reflect on their effectiveness. Providing

Habtamu, W.A.,

students with opportunities to choose and adapt strategies that work best for them can empower their learning process (Sulistiyo & Kamil, 2022). Finally, feedback plays a crucial role in learning. When providing feedback on students' reading, it is important to focus on the process rather than solely on the outcome. Encouraging self-reflection and self-assessment can help students develop autonomy in monitoring their own reading progress and identifying areas for improvement (Papanthymou & Darra, 2023).

Krashen's input hypothesis and its implications for reading instructions

Krashen's Input Hypothesis is a prominent theory in second language acquisition that suggests that language learners acquire language naturally and effectively through exposure to comprehensible input. While the input hypothesis primarily focuses on second language acquisition, its principles have implications for reading instruction as well (Krashen, 2003; Krashen, 2014; Leow, 2015; Uchihara & Ellis, 2017). To begin with, Krashen emphasises the importance of comprehensible input in language acquisition, requiring appropriate reading materials for learners to understand content. He also highlights the significance of extensive reading, which involves regular voluntary reading of large texts and exposes learners to diverse vocabulary, sentence structures, and language patterns. In addition, Krashen emphasises the importance of pleasure and motivation in language acquisition. A positive reading environment and engaging texts can boost motivation. A language-rich environment involving various written materials can enhance language development

Sci. Technol. Arts Res. J., Jan. – March 2024, 13(1), R1-R14

and reading proficiency. These factors contribute to increased engagement in reading (Ellis, 2008; Lightbown & Spada, 2013). Furthermore, teachers can enhance language acquisition by employing comprehensible input strategies such as pre-teaching vocabulary, providing background knowledge, using visuals, and offering scaffolding during reading (Afzal, 2019; Bailey & Fahad, 2021). Krashen advocates for extensive reading, which involves students reading a large number of materials to enjoy and comprehend (Krashen, 2009). This approach encourages students to engage in extensive exposure to written language, which can facilitate the acquisition of vocabulary, grammar, and reading skills. Teachers can provide several reading materials, including books, articles, and online resources, and encourage students to read regularly and independently (Abdullah & Ahmed, 2019). In reading instruction, teachers should strive to create a positive and supportive reading environment that fosters students' pleasure and intrinsic motivation. This can be achieved by offering a variety of engaging and relevant reading materials, incorporating student choice in reading selections, and providing opportunities for sharing and discussing books (Abdullah & Ahmed, 2019; Krashen, 2011; Krashen, 2014).

To support the input hypothesis, it is also beneficial to create a language-rich environment in the classroom. This includes displaying written texts, such as charts, posters, and authentic materials, to expose students to different forms of language (Bridget, 2008). Additionally, Krashen (2014). Krashen's input hypothesis highlights the interconnection of language skills. In reading instruction, it is important to integrate reading

Habtamu, W.A.,

with other language skills, such as listening, speaking, and writing. This integration can provide additional exposure to comprehensible input and promote the development of overall language proficiency (Krashen, 2003).

Intake is where language acquisition occurs. The input that the learners are able to process is called intake (Kumaravadivelu, 2008). This means the input that does not help learners learn something cannot be absorbed because intake is the input that is successfully and completely or partially processed in language learning, acquisition, or language development. According to Kumaravadivelu, intake is not directly observed, quantified, or analysed. It is a complex picture of mental processes. However, one can experience the product of intake, i.e., output. According to Krashen (1981), the input should be $i + 1$. This means it should be beyond the current level of the learner. However, it should be difficult to process by using difficult grammar and linguistics in a way that learners cannot control. Kumaravadivelu (2008) suggests that the learners' language learning mechanism is another factor. Krashen added that if the learners have a low affective filter, they cannot process the intake. The comprehension of input is another big factor in processing input into intake.

Krashen's Input Hypothesis, a widely accepted theory in second language acquisition, has faced criticism for its emphasis on input and neglect of output and active language production. Critics argue that learners need opportunities to practice using the language actively, such as speaking or writing, in addition to comprehensible input (Yamashita, 2013). They also argue that the

Sci. Technol. Arts Res. J., Jan. – March 2024, 13(1), R1-R14

theory downplays the importance of explicit instruction in grammar, vocabulary, and reading strategies. They also argue that the theory does not adequately address specific reading skills and strategies necessary for effective comprehension. They also argue that the theory neglects the social and cultural context of language learning and that more rigorous research is needed to validate its claims (Leow, 2015). While these criticisms challenge certain aspects of Krashen's input hypothesis, it is worth noting that the theory has also had a significant impact on language instruction and continues to inform discussions in the field. Teachers often draw from a range of theories and approaches to develop comprehensive and effective reading instruction strategies.

While Krashen's input hypothesis primarily focuses on the role of comprehensible input in language acquisition, it also aligns with effective reading instruction practices. By providing learners with appropriately challenging reading materials, promoting extensive reading, encouraging reading for pleasure, and creating a supportive learning environment, teachers can facilitate language development and reading skills based on Krashen's input hypothesis.

Schemata theory and its implications for reading instructions

Schema theory, also known as schemata theory, is a cognitive theory that explains how individuals organise and process knowledge. It suggests that individuals possess mental frameworks called schemata, which represent their prior knowledge and experiences. These schemata help individuals make sense of new information by providing a cognitive

framework for interpretation and understanding (Park, 2010). In the context of reading instruction, schema theory has several implications, such as activating prior knowledge, building background knowledge, making connections, metacognitive reflection, schema expansion and restructuring, and predicting and previewing. To begin with, this theory highlights the importance of activating learners' prior knowledge before reading. By activating relevant schemata, teachers can help learners make connections between their existing knowledge and the content of the text. This activation primes learners' minds for understanding and facilitates comprehension. Schema theory also suggests that learners with more extensive background knowledge in a particular domain will have an easier time comprehending and assimilating new information in that domain. In reading instruction, teachers can support learners by providing opportunities to build background knowledge through pre-reading activities, discussions, and exposure to related texts and experiences.

The other implication of schema theory in reading instruction is making connections between new information and existing schemata. Teachers can guide learners to make connections within the text (text-to-text), connections with their prior knowledge (text-to-self), and connections with the world (text-to-world). Encouraging learners to actively engage in making these connections enhances comprehension and deepens understanding (Azin et al., 2021). Moreover, based on their existing schemata and the information available in the text, learners can make predictions about the content, structure, or outcomes of the reading material. Teachers

can guide learners to preview headings, subheadings, illustrations, and other text features to activate relevant schemata and generate predictions. These predictions create a purpose for reading and help learners focus their attention on key information. Schema expansion and restructuring are another implication. As learners encounter new information that may not fit neatly into their existing schemata, schema theory suggests that they may need to expand or restructure their schemata to accommodate the new knowledge.

Teachers can guide learners through activities that challenge their existing schemata and help them build more sophisticated mental frameworks to accommodate new information. Then Schema theory encourages learners to engage in metacognitive reflection, where they monitor their own thinking processes and make adjustments as needed. Teachers can facilitate metacognitive awareness by encouraging learners to reflect on their understanding, identify gaps in their knowledge, and actively seek out additional information to enhance their schemata.

By incorporating these implications of schema theory into reading instruction, teachers can support learners in activating their prior knowledge, building background knowledge, making connections, predicting and previewing, expanding and restructuring their schemata, and engaging in metacognitive reflection. These strategies enhance comprehension, deepen understanding, and promote critical thinking skills.

Schemata theory is a cognitive framework that suggests that individuals use pre-existing mental structures called schemas

to organise and interpret new information. While the theory has been influential in understanding reading comprehension, it has also faced criticism and generated debate. To begin with, critics argue that schemata theory oversimplifies reading comprehension by focusing on prior knowledge and schemas, neglecting cognitive processes like decoding, inference-making, critical thinking, and metacognition. They also suggest that the theory overlooks text features like structure, language, and organisation, suggesting that effective reading instruction should teach students to analyse and interpret different types of texts (Duke & Pearson, 2002). The other criticism is that schemata theory neglects individual differences among readers, suggesting that effective reading instruction should cater to diverse backgrounds and experiences (O'Reilly, 2012). Finally, schemata theory has been criticized for potential cultural bias, suggesting it may favor dominant cultural groups' prior knowledge, potentially overlooking diverse perspectives. Critics also argue that top-down processing, focusing on prior knowledge, may neglect bottom-up skills like decoding and word recognition, crucial for accurate reading comprehension (Lai & Wei, 2019). To sum up, it is important for teachers to integrate other theories of reading into classroom reading instruction.

Self-efficacy Theory

Self-efficacy theory, developed by psychologist Albert Bandura, focuses on individuals' beliefs in their ability to successfully perform specific tasks or achieve desired outcomes (Bandura, 1997). According to self-efficacy theory, individuals' self-

efficacy beliefs are influenced by their previous experiences of success or failure. In reading instruction, providing students with opportunities to experience success and build reading skills incrementally can enhance their self-efficacy. Teachers can design tasks and activities that align with students' current reading abilities, gradually increasing the level of difficulty as they progress.

Observing others who are proficient readers can influence students' self-efficacy beliefs. Teachers can incorporate modelling by demonstrating effective reading strategies, decoding skills, and comprehension strategies. Additionally, showcasing successful readers or providing real-life examples of individuals who have overcome reading challenges can inspire and motivate students, boosting their self-efficacy (Rupley et al., 2009). Teachers play a crucial role in providing verbal encouragement and constructive feedback to students. Offering specific, positive feedback on students' reading progress and efforts can strengthen their self-efficacy. Additionally, teachers can provide explicit instructions, guidance, and support during reading tasks, helping students develop confidence in their reading abilities (Li et al., 2022). In addition to this, self-efficacy theory also suggests that setting realistic and attainable goals can positively impact individuals' self-efficacy. In reading instruction, teachers can work collaboratively with students to set specific reading goals, such as completing a certain number of books or improving reading fluency. Breaking down larger goals into smaller, achievable targets can enhance students' belief in their ability to succeed (Artino, 2012).

Habtamu, W.A.,

Encouraging students to engage in self-reflection and self-monitoring during the reading process can support the development of self-efficacy. Teachers can guide students in reflecting on their reading strategies, identifying areas of strength and areas that require improvement. This metacognitive awareness can help students take ownership of their learning and develop a sense of control over their reading abilities. Moreover, a supportive and inclusive classroom environment is essential for fostering students' self-efficacy. Teachers can cultivate a safe space where students feel comfortable taking risks, asking questions, and sharing their reading experiences. Encouraging peer collaboration, providing opportunities for cooperative learning, and celebrating individual and collective reading achievements can contribute to a positive reading culture that enhances self-efficacy (Artino, 2012).

Readers' judgement of their abilities to carry out tasks and their worth of certain tasks determines their selection of tasks, including their level of engagement in reading. Students with low self-efficacy notice difficult activities as threats; they live in the problem they make themselves. These kinds of students lack trust in their abilities. Self-efficacy is a complex process since it depends on persuading oneself. Self-persuasion is based on cognitive processes such as prior experience, reinforcement, assessment, training, discussion with peers, and knowledge about the right strategy used in completing certain tasks. The concept of self-efficacy is related to theories of social learning theory and social cognitive theory. This theory is based on the idea that learning is described in

Sci. Technol. Arts Res. J., Jan. – March 2024, 13(1), R1-R14

terms of social factors and their relationship with each other (e.g., persona, environment, and behaviour).

Behaviourism Theory

In the context of reading instruction, the implications of behaviourism include. To begin with, behaviourism suggests that positive reinforcement and rewards can strengthen desired reading behaviours and motivate students. Teachers can use various forms of reinforcement, such as praise, tokens, or small incentives, to reinforce students' reading efforts, progress, and achievements. This can encourage students to engage in reading activities and develop positive reading habits. Behaviourism emphasises the importance of systematic and structured instruction. Teachers can use explicit teaching methods, such as phonics instruction, decoding strategies, and comprehension strategies, to provide step-by-step guidance and support in reading. This approach focuses on breaking down reading tasks into manageable components and gradually increasing the complexity as students' progress (Engelmann & Carnine, 1991).

Drill and practice: Behaviourism suggests that repetitive drill and practice can reinforce reading skills and automaticity. Teachers can incorporate activities such as sight word drills, phonics exercises, and reading fluency practice to help students develop automaticity in reading. This repetition and practice can strengthen reading skills and improve reading fluency (Simmons & Kame'enui, 1998). Behaviourism emphasises the importance of clear expectations, rules, and consequences in maintaining a productive learning environment. Teachers can establish

Habtamu, W.A.,

classroom routines, rules, and procedures related to reading instruction. This provides structure and predictability, helping students understand and meet behavioural expectations during reading activities. Finally, behaviourism suggests that timely and specific feedback is necessary to correct errors and guide learning. Teachers can provide corrective feedback during reading activities to help students identify and correct mistakes in decoding, fluency, or comprehension. This feedback can guide students' understanding and improve their reading skills.

CONCLUSIONS

This paper is a valuable resource for students and teachers in language education. English teachers can get insights on how reading instruction can be applied to theories of reading and understand natures and how to apply them in their classrooms. These theories are also important for the students because they can improve their reading skills and the concepts of the theories. The paper is also valuable for someone who wants to understand the nature of reading instruction theories.

ACKNOWLEDGEMENTS

I would like to thank people who contributed to the completion of this paper.

CONFLICTS OF INTEREST

No conflicts of interest was found.

REFERENCES

Abdullah, A & Ahmed, M. (2019). Extensive Reading and Incidental Vocabulary

Sci. Technol. Arts Res. J., Jan. – March 2024, 13(1), R1-R14

Acquisition: The Case of a Predominant Language Classroom Input. *International Journal of Education and Literacy Studies*, 7, 39-45. DO - 10.7575/aiac.ijels.v.7n.2p.39.

Abiy, Y. (2012). The impact of students' self-regulated language learning on their reading achievement: Grade 9 students in focus. *International Association of Research in Foreign Language Education and Applied Linguistics ELT Research Journal*, 1(3), 175-188.

Afzal, N. (2019). A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education. *Arab World English Journal*, 10 (3)81-98.

Ajideh, P. (2006). Schema-theory based considerations on pre-reading activities in ESP textbooks. *The Asian EFL Journal*, 16, 1-19.

Artino, A.R. (2012). Academic self-efficacy: from educational theory to instructional practice. *Perspect Med Educ* 1, 76–85 (2012). <https://doi.org/10.1007/s40037-012-0012-5>.

Azin, N., Biria, R. & Ameri Golestan, A. (2021). The Effect of Strategy-based Instruction on Iranian EFL Learners' Learner Autonomy: Learners' Perceptions. *International Journal of Foreign Language Teaching and Research*, 9 (38), 227-239. DOI: 10.52547/JFL.9.38.237.

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York, NY: W.H. Freeman and Co.

Bailey, F., & Fahad, A. K. (2021). Krashen Revisited: Case Study of the Role of Input, Motivation and Identity in Second Language Learning. *Arab World English Journal*, 12 (2) 540 -550. DOI: <https://dx.doi.org/10.24093/awej/vol12no2.36>.

Habtamu, W.A.,

- Bast, J.M. (2013). Integration of Phonics into Elementary Reading Programs, unpublished MA Thesis, Dominican University of California, America.
- Bridget, C. P. (2008). Authentic Input in Early Second Language Learning. Masters Theses. <https://doi.org/10.7275/570377>.
- Carnine, D. (2000). Why Education Experts Resist Effective Practices (And What It Would Take to Make Education More Like Medicine). *Effective School Practices*, 19(4),12-20. <https://files.eric.ed.gov/fulltext/ED442804.pdf>
- Chall, J. S. (2000). *The Academic Achievement Challenge: What Really Works in the Classroom?* New York: Guilford Press.
- Castillo, A., I & Bonilla, S., J. (2014). Building up autonomy through reading strategies. *PROFILE Issues in Teachers' Professional Development*, 16(2), 67-85. <http://dx.doi.org/10.15446/profile.v16n2.39904>.
- Deci, E. L., & Ryan, R. M. (2012). Motivation, Personality, and Development within Embedded Social Contexts: An Overview of Self-Determination Theory. In R. M. Ryan (Ed.), *The Oxford Handbook of Human Motivation* (pp. 85-107). Oxford: Oxford University Press.
- Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 205-242). International Reading Association.
- Duke, N. K., & Pearson, P. D. (2009). Effective Practices for Developing Reading Comprehension. *Journal of Education*, 189(1-2), 107-122.
- Sci. Technol. Arts Res. J., Jan. – March 2024, 13(1), R1-R14*
- Engelmann, S., & Carnine, D. (1991). *Theory of instruction: Principles and applications*. Irvington Publishers.
- Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.
- Gee, J. P. (2004). *Situated Language and Learning: A Critique of Traditional Schooling*. London: Routledge.
- Geleta, D., Tamiru, O., Sherif, A. (2022). Effects of Explicit Reading Strategy Instruction on Grade 9 Students' Achievement in Reading Comprehension, *Education Research International*, 13. <https://doi.org/10.1155/2022/7872840>
- Hinchman, K. A., Alvermann, D. E., Boyd, F. B., Brozo, W. G., & Vacca, R. T. (2003). *Reading and Learning from Text*. New Jersey: Lawrence Erlbaum Associates.
- Huo, N., & Cho, Y. (2017). Investigating Effects of Metacognitive Strategies on Reading Engagement: Managing Globalized Education, [doi:http://dx.doi.org/10.13106/jidb.2020.v0111.no5.17](http://dx.doi.org/10.13106/jidb.2020.v0111.no5.17).
- Krashen, S. (2003). *Explorations in Language Acquisition and Use: The Taipei Lectures*. Portsmouth, NH: Heinemann.
- Krashen, S. D. (2009). Principles and practice in second language acquisition. www.sdkrashen.com/content/books/principles_and_practice.pdf
- Krashen, S. D. (2014). Stephen Krashen's theory of second language acquisition. <http://www.sk.com.br/sk-krash.html>
- Kumaravadelu, B. (2008). *Understanding Language Teaching: From Method to Post method*. London: Taylor & Francis e-Library.
- Lai, W., & Wei, L. (2019). A Critical Evaluation of Krashen's Monitor Model. *Theory and Practice in Language Studies*,9,(11), 1459-1464.

Habtamu, W.A.,

- Leow, R. P. (2015). Input, input processing, and processing instruction: Definitions and issues. London: Routledge.
- Li, H., Gan, Z., Leung, S. O., & An, Z. (2022). The Impact of Reading Strategy Instruction on Reading Comprehension, Strategy Use, Motivation, and Self-Efficacy in Chinese University EFL Students. *SAGE Open*, 12(1). <https://doi.org/10.1177/21582440221086659>.
- Lightbown, P. M., & Spada, N. (2013). How languages are learned (4th ed.). Oxford: Oxford University Press.
- Luke, A. (2012). Critical literacy: Foundational notes. *Journal of Adolescent & Adult Literacy*, 56(8), 627-631. DOI:10.1080/00405841.2012.636324
- Mensah, E. (2015). Exploring Constructivist Perspectives in the College Classroom. *SAGE Open*, 5(3).
- Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, Competence, and Relatedness in the Classroom: Applying Self-Determination Theory to Educational Practice. *Theory and Research in Education*, 7(2), 133-144. DOI: 10.1177/1477878509104318.
- O'Malley, J. M., & Chamot, A. U. (1990). Learning strategies in second language acquisition. Cambridge, UK: Cambridge University Press.
- O'Reilly, T. (2012). Schema theory and reading comprehension: New directions. In A. Grabe & F. L. Zhang (Eds.), Reading in a second language: Moving from theory to practice (pp. 45-65). Cambridge: Cambridge University Press.
- Park, Y. (2010). *Korean EFL College Students' Reading Strategy Use to Comprehend Authentic Expository/Technical Texts in English*. PhD Dissertation from ProQuest.
- Papanthymou, A & Darra, M. (2023). The Impact of Self-Assessment with Goal Setting on Academic Achievement: Results of a Study on Primary School Students in Greece. *Canadian Center of Science and Education*, 12 (1), doi:10.5539/jel.v12n1p67 URL: <https://doi.org/10.5539/jel.v12n1p67>.
- Pashler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). US Department of Education, Institute of Education Sciences, National Center for Education Research.
- Rupley, W, H, R. Blair, T.R & Nichols, W.D (2009). Effective Reading Instruction for Struggling Readers: The Role of Direct/Explicit Teaching. <https://doi.org/10.1080/10573560802683523>.
- Reeve, J. (2012). A Self-Determination Theory Perspective on Student Engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), Handbook of Research on Student Engagement (pp. 149-172). Springer.
- Shaikholeslami, R., & Khayyer, M. (2006). Intrinsic Motivation, Extrinsic Motivation, and Learning English as a Foreign Language. *Psychological Reports*, 99(3), 813-818. DOI:10.2466/PRO.99.7.813-818
- Shanahan, T., & Shanahan, C. (2008). Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy. *Harvard Educational Review*, 78(1), 40-59.
- Shen, X (2009). An Exploration of Schema Theory in Intensive Reading, *English Language Teaching*, 1. DOI - 10.5539/elt.v1n2p104.
- Simmons, D. C., & Kame'enui, E. J. (Eds.). (1998). What reading research tells us about children with diverse learning needs: Bases and basics. Routledge.

- Habtamu, W.A.,*
- Snoma, J. (2000). *Psychology of Teaching*. Boston: Hughton Publishers.
- Stevens, P. (2013). An Examination of a Teacher's Use of Authentic Assessment in an Urban Middle School Setting, unpublished Dissertation, Patton College of Education of Ohio University
- Stefanou, C., S., Kathleen, P., Matthew, D., & Julianne, T. (2004). Supporting Autonomy in the Classroom: Ways Teachers Encourage Student Decision Making and Ownership, *Educational Psychologist*, 39-110. DO - 10.1207/s15326985ep3902_2.
- Sulistiyono, U., D & Kamil, D. (2022). Language Learning Strategies and Learner Autonomy: The Case of Indonesian Tertiary EFL Students. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 257-281.
- Suyitno, I. (2017). Cognitive Strategies Use in Reading Comprehension and its Contributions to Students' Achievement *IAFOR Journal of Education*, 5 (3), 107-121.
- Tracey, D. H., & Morrow, L. M. (2012). *Lenses on reading: an introduction to theories and models*. 2nd ed. New York: The Guilford Press.
- Street, B. V. (2003). What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice. *Current Sci. Technol. Arts Res. J., Jan. – March 2024, 13(1), R1-R14*
- Issues in Comparative Education, 5(2), 77-91.
- Tekle, F. & Nchindila, B. (2017). EFL reading goals of grade 11 students across public and non-public schools in Addis Ababa, Ethiopia. *Heliyon* 3(9): 1-16.
- Uchihara, T., & Ellis, R. (2017). Implicit and explicit knowledge in second language acquisition. In P. Rebuschat (Ed.), *Implicit and explicit learning of languages* (pp. 33-52). John Benjamins Publishing Company.
- Yang, C. (2009). Metacognitive Strategies Employed by English Listeners in English as a Foreign Setting. *International Education Studies*. 24, 135-138.
- Yang, C. (2009). Metacognitive Strategies Employed by English Listeners in English as a Foreign Setting. *International Education Studies*. 24, 135-138
- Yamashita, J. (2013). The role of extensive reading in developing reading speed. *Reading in a Foreign Language*, 25(1), 97-114.
- Zare-ee, A. (2008). The relationship between cognitive and meta-cognitive strategy use and EFL reading achievements. Faculty of Foreign Language and Literature, Islamic Azad University, Roudehen Branch, Tehran, Iran. The first regional conference on English language teaching and literature (ELTL-1).