Relationship Of Pedagogical Knowledge with Classroom Practices of Teaching Reading Comprehension

Muhammad Tahir
M.Phil. Scholar, Department of Education, University of Malakand
mtahirsseng@gamil.com

Dr. Itbar Khan (Corresponding Author)
Assistant Professor, Department of Education, University of Malakand
itbarkhan@uom.edu.pk

Dr. Tariq Khan
Assistant Professor Department of English, University of Malakand
tariqkhan1975@gmail.com

Abstract
The study sought to determine the relationship between pedagogical knowledge and classroom practices of teaching reading comprehension to secondary school English teachers. Through a simple random sampling technique, 210 secondary school English teachers were selected for this study. Research data were collected through two self-developed questionnaires, one about pedagogical knowledge and one pertaining to classroom practices of secondary school English teachers. Inferential and descriptive statistics were used to analyze the collected data. Based on the data analysis, most secondary school English teachers appear to lack pedagogical knowledge, as most of their responses were inappropriate. Most participants lacked knowledge regarding activities such as finding the main theme, summarizing, working in groups, scanning, skimming, brainstorming, and activities for different stages and types of reading. Reading comprehension techniques such as scanning, skimming, and visualizing were unclear to them. According to the research study results, they could not teach English reading comprehension using appropriate techniques and strategies. A positive relationship was also found between pedagogical knowledge and classroom practices of teaching reading comprehension among secondary school English teachers. On the basis of the findings, it is recommended that teachers receive proper training to improve their pedagogical knowledge of teaching reading comprehension. The training may be provided through in-service training and material on teaching the teachers reading comprehension.
Keywords: *Reading, Comprehension, Pedagogical Knowledge, Classroom Practices*

Introduction
Schulman introduced the concept of Pedagogical and Content Knowledge (PCK) in 1986 and defined it as teachers' knowledge of subject matter combined with their knowledge of pedagogy. It is also referred to as the knowledge of content (CK), pedagogy (PK), and learner knowledge (Liu, 2013). There exists a PCK for every subject, and reading comprehension is no exception. The ability to comprehend words, sentences, and texts is known as reading comprehension. The ability to take out meaning from a written or printed text (Oakhill et al., 2014). For students to

achieve better academic results, they understand written material; otherwise, they will remain academically weak (Clare et al., 2013).

Students' reading skills are determined by their teachers' ability to teach reading comprehension (Gilakjani & Sabouri, 2016). For example, Jarvis and Szymczyk (2010) state that the other skills of the English language (speaking, writing, and listening) are given more attention while teaching the reading skill is considered time-consuming and boring by teachers, hence generally ignored in classrooms. There is no focus on comprehension of text when reading is taught as a skill using only the read-aloud technique. Additionally, there is a lack of focus on reading skill at schools in South Asia, which contributes to students' underachievement (Liu, 2008). Teachers face numerous challenges when it comes to teaching reading skills, including students' lack of interest in reading activities, their lack of English vocabulary, and overcrowded classrooms (Bhatti, 2013). Similarly, teachers are not adequately trained to teach reading comprehension skills (Tabassum et al., 2017). Modern teaching strategies for teaching the skills of English, particularly reading, are unknown to teachers (Raisani & Teevno, 2007).

Statement of the Problem

In the teaching of any subject, pedagogical knowledge (PK) plays a crucial role (Ibrahim, 2016). There is also a specific PK for teaching English reading comprehension effectively. Although English is a compulsory subject in Pakistani schools, very little attention has been paid to the teaching of English reading comprehension (Muhammad, 2013). Reading comprehension teaching has been studied in a few studies (Tabassum et al., 2017; Raisani & Teevno, 2017; Liu, 2013; Jarvis & Szymczyk, 2010; Oakhill et al., 2014). The findings of these studies indicate that students' weak reading comprehension skills are a result of the use of traditional methods and the absence of trained teachers. Research show that little work has been done regarding the PK and the relationship between PK and classroom practices of teaching reading comprehension to SSTs, who teach English. Thus, the study investigated the relationship between pedagogical knowledge and classroom practices of teaching reading comprehension.

Objectives of the Study

The following objectives were pursued to:

I.   Examine secondary school English teachers' pedagogical knowledge about reading comprehension.
II.   find out the classroom practices of secondary school English teachers about teaching reading comprehension.
III. investigate the relationship between secondary school English teachers' pedagogical knowledge and their classroom practices of teaching reading comprehension.

Hypothesis

There is a significant positive relationship between the pedagogical knowledge and their classroom practices of secondary school English teachers when it comes to teaching reading comprehension.

Literature Review

Pedagogical Knowledge
In PCK, pedagogical knowledge (PK) plays an important role.PK us are the skills and techniques that a teacher must possess to deliver subject to students effectively. According to Shulman (1986), pedagogical knowledge is necessary for teachers to effectively teach their subjects to students. A teacher has the responsibility of developing teaching and learning materials, the management of a classroom, and the solution of problems encountered by students. Teachers may possess pedagogical content knowledge, which allows them to communicate knowledge to others (Mirel, 2011, p. 11), The effectiveness of teaching depends on the professional skills, strategies, and subject matter knowledge of the teacher. A direct correlation exists between the professional skills of teachers and the achievement of students (Ryan & Cooper, 2004). It is through theories of education, classroom practices, and training that teachers acquire their professional skills and strategies. According to Hattie (2008) the quality of teaching is the most important factor influencing student performance.

Pedagogical and content knowledge (PCK) is a basic component of classroom instruction. Pedagogical and content knowledge is related to the teacher's ability to deliver a lesson in a classroom. Those teachers who are good at PCK will demonstrate better results in the actual teaching-learning process, otherwise, instructions may not be effective (Kathirreloo et al., 2014; Mufalo et al., 2021).

Pedagogical Content Knowledge for Teaching Reading Comprehension
Reading plays a key role in the academic success of secondary school students, but due to a lack of pedagogical content knowledge among teachers, most students are unable to master the skill of reading comprehension. To effectively teach reading comprehension, teachers need to be familiar with a variety of strategies, techniques, and methods. Teachers must also possess a thorough understanding of reading comprehension content. A teacher must be familiar with reading skills, components of reading, levels of reading comprehension, types of reading and different reading comprehension techniques (Collins & Gillies, 2010). Learning English is incomplete without mastering the skill of reading. The purpose of reading is to comprehend the message conveyed by the writer to the reader (Ahmadi & Gilakjani, 2011).

Elements of Reading
A thorough understanding of the elements of reading is essential for teaching of reading. According to the National Reading Panel (NICHD, 2000), there are five basic elements for teaching reading: t phonics, phonemic awareness, fluency, vocabulary, and comprehension. In phonics, sounds (phonemes) are linked to symbols (graphemes, or letters). In some cases, the letter 'c' produces the sound /k/, while in others it produces the sound /s/. To be able to read, a person must have a working knowledge of phonics. To teach phonics for reading, teachers may use a variety of activities, such as rhyming games, flexi words, etc. Likewise, phonemic awareness refers to the understanding of how individual phonemes are pronounced in spoken language.

The ability to read with speed and accuracy is fluency. Fluency is developed through teacher modeling, identification of phones during reading. Students' vocabulary refers to their knowledge of words and their uses. Teachers may use different techniques for developing vocabulary, like, word of the day (sharing a word), class glossary, and synonyms and antonyms. A text must be interpreted correctly to make sense of it. Comprehension can be taught in a variety of ways. To make reading a habit, for example, you can ask questions, draw conclusions, encourage reflection, and make connections.

Types of Reading
There are four types of reading skills: intensive reading, extensive reading, loud reading, and silent reading. In intensive reading, learners carefully read a short text to get the most benefit from it. In extensive reading, students read long texts. During aloud reading, the reader reads aloud with a loud voice. The act of silent reading is another form of reading in which the reader does not speak while reading. To teach these types of reading effectively, different strategies must be used (Patel & Praveen ,2008)

Reading Techniques
Using reading techniques makes reading easier (Jeffries and Rahmad, 2008), which includes techniques, like, scanning and skimming. A reader scans a text to find specific information, while a reader skims to determine the main idea or gist of that text.

Methods and approaches for teaching reading skills
The teaching of any subject requires its own specific methods and approaches to be effective. There are three approaches for teaching reading skills: top-down approaches, down-up approaches, and collaborative or interactive approaches. An understanding of a text is based on the reader's background knowledge (schema) as well as the overall meanings and context. To comprehend a text, top-down approaches utilize the background knowledge (schema) of the reader as well as the overall meanings and context. Using a bottom-up approach, the understanding of a text begins at the lowest level of phonemes, syllables, words, and clauses, and culminates at the level of context. By using the interactive model, teachers help students to understand a text through their skills, which include both the large meanings of the text as well as the lower level of individual letters (Grabe 2009; Hudson 2007).

Stages of Teaching Reading Comprehension
To teach reading comprehension, a teacher must have a thorough understanding of the whole process of reading. Reading is taught through a variety of activities. There are several stages to these activities. According to Topra and Almacioglu (2009), these stages of teaching reading comprehension are: Pre-reading stage, while-reading stage, post-reading stage.

Pre-reading Stage
In pre-reading the level of students' knowledge is determined about a topic by asking them questions and students' interest in reading is aroused. As a result, the purpose of reading is established. Afterwards, students are prepared to predict the next step in the reading process. The following are some examples of pre-reading activities:
(a) True-false activity

Students are asked to evaluate whether the given statements are true or false.
(b) Videos activity
Students participate in this type of activity by watching videos and discussing them with their partners.
(c) KWL charts ('K' for what they know, 'W' for what they desire to know, 'L' for what they have learned after reading).
An activity that involves determining what knowledge is already known, what knowledge is required, and what knowledge is acquired.

While-reading Stage
During this second stage of teaching reading, students read a text while teachers facilitate, check, and ask questions. This stage involves discussions, analysis, and identification of themes. Here are a few examples of activities that can be undertaken while reading.

Identifying topic sentences
Students are asked to identify topic sentences from the given text in this activity.

Separating general and specific ideas
Students are asked to identify general and specific ideas from a text. During this activity, teachers assist and encourage students.

Identifying the connectors
In each text, students are asked to identify connectors.

Coding text
As part of this activity, teachers ask students to read carefully and mark where they encounter difficulties.

Post-reading Stage
Post-reading is the last stage in the teaching of reading skills. The purpose of this stage is to assist students in gaining a complete understanding of a text and in analysing it. During this stage, teachers prepare activities such as,

Critical discussion
A teacher asks students to critically analyses a text in this activity.

Retelling the contents
A teacher asks students questions about the text they have read in this activity.
(c) Summarizing the contents of a text.
In this activity, students are asked to write a summary of the text they have read. By doing so, students can recall and learn what they have read.

Reading Comprehension
Comprehension is to the ability of understanding a written text. It is through reading comprehension that readers can make sense of what they are reading. As a result of reading

comprehension, ideas and thoughts are derived from the written words. Similarly, reading comprehension refers to the ability of a reader to comprehend or comprehend written materials. In other words, it is the process of deriving meaning from words. There are different levels of comprehension of a text. There are four types of comprehension: literal comprehension, deductive comprehension, critical comprehension, and tasteful and creative comprehension (Nahaba, 2013). The ability of a reader to extract meaning from a text and to connect it with his previous knowledge is referred to as reading comprehension skill (Grabe, 2009).

Strategies for Teaching Reading Comprehension
The Teaching of reading comprehension needs specific strategies that will assist learners in understanding a text more easily. To teach reading comprehension, a skilled teacher uses a variety of strategies. Reading comprehension can be taught using a variety of strategies, according to Liang & Dole (2016). Some of them are: Making connection, questioning, visualizing and inferring.

Making Connections
A reader uses this strategy to relate information from a text to his or her own experience. Reading comprehension should be taught in such a way that students can relate the learning materials to their daily lives. By making connections, readers can link what they read with what they already know about the materials in the text. It is important to note that connections take many forms.
(a) Connecting a text with personal experiences, known as text-to-self.
(b) To link information with other texts, commonly referred to as a text-to-text link.
(c) Assuring the transfer of information from one person to another, also known as text-to-text.

Questioning
In this approach, students ask questions, learn, and comprehend a text. Through this technique, readers can become engaged with a text. Readers can clarify and comprehend a text by using questioning techniques.

Visualizing
During reading activities, visualizing is the process of creating images in the mind. When readers visualize, they create images in their minds, like, watching a video. By using this strategy, readers can understand the text and retain it for a long period of time.

Inferring
Inference is the process of determining meanings from a text, connecting them, and drawing conclusions from them. Inferring consists of obtaining meanings from a text and understanding the hidden and deep meanings conveyed through it. Based on the collected information, a deeper meaning is inferred or determined that is not explicitly stated. For readers to be able to infer comprehension, they must be able to connect ideas and draw conclusions.

Techniques of Teaching Reading Comprehension
Every subject requires its own method of teaching. In order to teach reading comprehension effectively, specific techniques must also be used. While teaching reading comprehension, teachers can use different of techniques to assist students in comprehending a text. In the process

of teaching reading comprehension, teachers design a variety of activities that are related to the overall purpose of the teaching and learning process. Several researchers have described reading comprehension techniques (Sinagatullin 2009, Block & Parris 2008, Neseri & Zoghi 2013, Meng 2010, and Kholi & Sharififar 2013). The following are some techniques for teaching reading comprehension: Brainstorming, summarizing, close procedure, group work and semantic mapping.

Brainstorming
Brainstorming is a technique used during the pre-reading stage. Both large and small groups of learners can benefit from this technique. It is useful for encouraging students to focus on a text when using this technique. Prior to reading a text, this activity is carried out. A brainstorming activity is a method of activating and motivating students to read a text. Learners' previous knowledge is activated, which further enhances their understanding of the new topic. Through this activity, students can participate actively and work in groups, which enhances their sense of cooperation and allows them to develop their creative thinking skills (Sinagatullin, 2009).

Summarizing
A summary of a text is prepared using this technique. Summary assists learners in understanding the main ideas, generalizing, and developing their memory for what they have read. In summarizing, students are asked to summarize the main points of a text. The purpose of summarizing is for students to summarize the main points of the read text and write them in their own words (Block and Parris, 2008).

Close Procedure
In the close procedure, readers are given a text in which words have been omitted, and they are asked to substitute suitable words in the text they read. The purpose of this technique is to assist teachers in determining the level of understanding of their students. A close procedure is used to assess students' understanding of the reading process (Neseri and Zoghi, 2013). Reading comprehension and grammar skills can be taught and assessed using the close procedure. As part of the close procedure, students are actively involved in the reading comprehension process. As a result of teachers' facilitation, learners can comprehend the text effectively.

Group Work
Through group discussion, students can solve problems they face in the reading process. According to Meng (2010), group and pair work are effective and helpful techniques for teaching reading comprehension to learners. A further benefit of group work is that it is a cooperative activity. Students remain actively involved in group work. The students work independently with the assistance of other members of the group without the direct supervision of teachers. In a group setting, a teacher serves as a facilitator.

Semantic Mapping
As part of the reading comprehension process, it is used to develop vocabulary. The teacher illustrates words that are related to one another to the group of students, who connect the new words with them to represent concepts graphically (Kholi, and Sharififar, 2013). Concepts are represented graphically through semantic mapping. Semantic word mapping allows students to

conceptually search for their knowledge of new words and then map them with other related words or phrases. Semantic mapping is used to connect the meaning of new words with information that is already known.

Methodology
Design of the Study
The researcher used descriptive and inferential statistics in this quantitative study. Pedagogical knowledge and their classroom practices of secondary school English teachers were investigated using descriptive statistics. To determine the relationship between pedagogical knowledge and classroom practices of teaching reading comprehension of secondary school English teachers, inferential statistics were used.To collect data, a survey was conducted, and for collecting the required data from the respondents, personal visits were made to their schools.

Population
The research study included all government secondary school English teachers (both male and female) in district Malakand. In the three tehsils (Batkhela, Dargai and Thana Baizai) of District Malakand, Khyber Pakhtunkhwa, Pakistan, there were 420 secondary school English teachers (240 males and 180 females).

Sampling and Sampling Size
In order to collect data from the entire population, the researcher took a 50% sample of the population due to time and financial constraints. 210 participants (120 male and 90 female SSTs) were selected as sample from a general population of 420 SSTs (Gay et al. 2014). All members of the population had an equal chance of being selected through a simple random sample technique.

Data Collection Tool
The researcher collected data from secondary school English teachers in District Malakand using two different questionnaires. The first questionnaire assessed the pedagogical knowledge of secondary school English teachers in the teaching of reading comprehension, and the second questionnaire examined their classroom practices of teaching reading comprehension. A pilot test of the data collection tools was also conducted. The developed questionnaires were validated from experts in the field of teaching reading, the changes suggested were incorporated into the questionnaires. The reliability of the scale was measured through finding Cronbach alpha, which was 76 for the pedagogical content knowledge scale and difficulty index of the content knowledge scale about reading was determined.

Data analysis
The researcher used descriptive and inferential statistics for analyzing the data. In the descriptive statistics we use percentage, frequency, mean and the standard deviation are used for summarizing the characteristics of the data. In order to find the relationship between the PCK of secondary school English teachers and their classroom practices of teaching reading comprehension, Pearson coefficient correlation was used.

Findings

1.   The secondary school English teachers seem to lack knowledge of pre-reading activities such as brainstorming and elicitation. It appears that 60% of them are unaware of the different activities involved in the pre-reading stage of teaching of reading comprehension.

2.   The secondary school English teachers lack pedagogical knowledge of skimming and scanning activities. Sixty-five percent of the respondents did not have a proper understanding of the activities used for reading quickly for the purpose of gaining a general understanding or to gain specific knowledge of a text.

3.   Of total 65% of secondary school English teachers lacked pedagogical knowledge of the activities used to gain an understanding of a text's main idea.

4.   Moreover, the findings indicate that 70% of secondary school English teachers are not familiar with the activities that are carried out to develop different types of reading skills, such as intensive reading and extensive reading.

5.   In addition, the study revealed that 76% of secondary school English teachers lack the knowledge of how to ask various levels of questions and to determine a student's level of understanding.

6.   Total 57% of secondary school English teachers lack knowledge of how to teach summary writing, and 67% of secondary school English teachers are not familiar with the activities used for prediction. In the teaching of reading comprehension, they lack adequate knowledge of activities that are used for guessing and prediction purposes.

ii.   **Examine how secondary school English teachers teach reading comprehension in the classroom.**

1.   According to the overall mean scores of 2.41 and 2.47 with SD of 1.690 and 1.796, the respondents (68%) do not practice brainstorming activities and pre-reading activities in the classroom when teaching reading comprehension.

2.   Based on the overall scores of 2.90 and 2.76 with SDs of 1.717 and 1.758, it can be concluded that 60% of the respondents do not practice skimming and scanning in the classroom.

3.   In the overall score of 2.09 with SD 1.500, it is evident that the majority of secondary school English teachers (66%) do not teach main ideas in the classroom when they teach reading comprehension.

4.   According to the overall score of 3.02 with SD 1.860, 48% of respondents have not practiced asking various levels of questions in the classroom.

5.   According to the overall scores of 2.16 and 2.48 with SD 1.629 and 1.649, the secondary school English teachers (88%) do not use prediction techniques or practice different types of reading in their classes.

6.   Based on the overall score of 2.57 with SD 1.630, the respondents (67%) do not practice summary writing during reading comprehension instruction.

iii.   **To determine the relationship between the pedagogical knowledge and classroom practices of secondary school English teachers in teaching reading comprehension.**

Correlation coefficient of .426 indicates that there is a positive relationship between the pedagogical knowledge and classroom practices of secondary school English teachers related to teaching reading comprehension.

Discussion

This quantitative research study examined the pedagogical knowledge and the classroom practices of secondary school English teachers. The study also sought to examine relationship between the pedagogical knowledge and classroom practices of secondary school English teachers involved in teaching reading comprehension. According to this study, secondary school English teachers lack pedagogical knowledge regarding the teaching of reading comprehension. The majority of respondents did not provide appropriate responses to the questions regarding pedagogical knowledge. Additionally, they were asked about their classroom practices for teaching reading comprehension. According to their responses, many of the teachers' classroom practices for teaching reading comprehension were also inadequate.

I was found that most of the teachers have inadequate knowledge of the techniques and skills for teaching reading comprehension; Liu (2008) found similar findings, stating that teachers appear inadequate and do not focus appropriately on implementing different techniques and strategies while teaching reading comprehension. The findings of the study, most teachers teach reading comprehension using traditional strategies in their classrooms. These findings are in agreement with Bhatti (2013)'s findings that teachers are lacking knowledge of strategies such as making connections, asking questions, visualizing and inferring, which suggest that teachers face difficulties in teaching reading comprehension because they are unfamiliar with modern methods of teaching reading comprehension. In most cases, they use traditional methods of teaching.

Moreover, teachers do not have adequate knowledge of modern teaching techniques such as brainstorming, summarizing, close procedures, and semantic mapping; this is consistent with Raisani & Teevno (2007) findings that teachers lack adequate knowledge of modern teaching techniques for teaching reading comprehension. It was also found that most of the teachers seem to lack the knowledge of the activities of skimming and scanning so their classroom practices were also not proper, which is like the findings of Darling-Hammond (2008), a study which states that teachers' pedagogical knowledge is essential to ensuring effective teaching of a given subject. Based on the findings of the study, most teachers do not give adequate guidance to students when it comes to writing summaries, identifying the main ideas, or implementing activities such as close reading. Thus, these findings are similar to those found by Tabassum et al., (2017), who state that most of the teachers are not well trained for the teaching of English reading comprehension.

Implications of the study

For effective teaching of reading comprehension, pedagogical knowledge of teaching reading comprehension is necessary. In the absence of proper pedagogical knowledge, teachers will be unable to effectively teach reading comprehension in their classrooms.

Recommendations

The research findings of the study indicated that teachers' pedagogical knowledge of teaching reading comprehension was insufficient and that their classroom practices were also inadequate. Hence, Elementary and Secondary Education (E&SE) Department may develop an appropriate policy for the improvement of teachers' PK for teaching of English reading comprehension, in order to improve their classroom practices.

The E&SE Department may arrange training sessions and workshops for teachers to improve their understanding of the pedagogical aspects of teaching reading comprehension.
 It is important to focus on the development of items in the training materials to improve teachers' knowledge of reading comprehension.

The English & Social Studies Department may arrange short courses for secondary school English teachers which may improve their classroom practices for teaching reading comprehension.

Teachers can change their traditional methods of teaching reading comprehension and should be aware of and apply current strategies and techniques.
 The government may examine textbooks and their contents that can provide teachers with suggested classroom practices for teaching English reading comprehension, ultimately resulting in better classroom practices.

 The government may take a closer look at the assessment patterns, which may require teachers to teach English reading comprehension in accordance with the suggested patterns.
Even though the current study examined the PK and classroom practices of secondary school English teachers for the teaching of reading comprehension and the relationship between their pedagogical knowledge and classroom practices of teaching reading comprehension. However, other researchers are encouraged to conduct more research regarding the pedagogical knowledge of teachers and its impact on the teaching of reading comprehension.

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