

IMPACT OF COLLABORATIVE STRATEGIC READING ON THE ESL READING COMPREHENSION OF GRADE SEVEN STUDENTS IN ENGLISH

Kuenzang Wangchuk^{1*} and Nipaporn Chalermnirudorn²

Master Student, Master of Education in Curriculum and Instruction, Suryadhep Teachers College,

Rangsit University Phahonyothin Rd., Lak-Hok, Pathum Thani, Thailand^{1*}

Lecturer, Suryadhep Teachers College, Rangsit University Phahonyothin Rd., Lak-Hok,

Pathum Thani, Thailand²

Email: kuenzang.w60@rsu.ac.th^{1*}

Received: 2018-08-10

Revised: 2018-11-15

Accepted: 2019-01-11

ABSTRACT

The study aimed to examine the effects of using Collaborative Strategic Reading (CSR) in improving reading comprehension of English as Second Language (ESL) learners and students' perception towards the use of CSR. The study was an experimental study which had one sample group. The research sample group consisted of 32 seven graders (1 section from 3 sections) selected by clustered random sampling technique. Eight lessons were taught using CSR. The quantitative data were collected through reading comprehension tests that comprised of 20 multiple choice questions and the qualitative data was obtained through students' reflective journals and focus group discussions. The test scores were analyzed using mean, standard deviation and t-test and found that students' posttest scores (\bar{X} 17.31) were higher than their pretest score (\bar{X} 8.41) with significance value (p) 0.01. This proved that use of CSR as a reading comprehension strategy improved ESL learners' reading comprehension, which further increased their test scores. Students' reflective journal and focus group discussion were analyzed and found that the students had positive perception towards use of CSR in ESL reading lessons. CSR built confidence, monitored learning, encouraged active

participation, fostered positive interaction, motivated learners, built teamwork, shared main ideas, and improved their reading comprehension. Hence, CSR was effective in improving reading comprehension and participants had positive perception towards CSR.

Keywords: Collaborative Strategic Reading, reading comprehension, English as Second Language (ESL)

INTRODUCTION

Reading is a meaning making process of the text through active interaction among; the readers' current knowledge, written information, and the context of the reading situation (Department of Curriculum Research and Development [DCRD, Bhutan], 2013). The competitive nature of the 21st century demands everyone to be able to read. So, it is a cognitive process of decoding and interpreting written symbols and printed materials to construct meaning of the texts (Johnson, 2017). It is through reading, that we explore the places that we have never been, knowing the unknown facts, and get to know numerous vocabularies.

Reading is one of the vital skills to master by learners in academic settings to gain more information and deeper understanding of the text. It also fosters the other imperative skills of writing, listening and speaking (Gurning & Siregar, 2017). Like other language skills, readers'

intellectual engagement plays crucial role in mastering this skill (Zaker, 2015). It is through reading that the community gains better understanding of the life around them. Cameron (2014) said "a society that reads is a society that succeeds." Reading can make every person successful. So, people who cannot read and comprehend well are at serious disadvantage with respect to the educational opportunities. "Reading deficiency is one of the most significant problems facing educators today" (Spiro, Bruce, & Brewer, 2018)

DCRD (2013) has mentioned that the main reasons of the reading are "to gain information, to perform a task, to experience and enjoy literature, and to form opinions" (p. xxii). It is through reading of the written text that every reader gains deeper understanding of the text they read, and the readers get pleasure in reading. Similarly, Grellet (2006) stated "there are two reasons for reading- firstly,

reading for pleasure and secondly, reading for information (to find out some information that we need)." English being the second language for the Bhutanese students, reading and comprehension is considered crucial, without which the comprehending level in English becomes below minimum expectation of their grade level (iDiscoveri & Royal Education Council [REC], 2009).

Being able to read is not just enough, one should be able to comprehend what is being read. The process of acquiring, constructing and extracting the required information as efficiently as possible from what we read is considered as reading comprehension and has been described as "the most critical skill students need to be successful in school" (Grellet, 2006; Watson, Gable, Gear, & Hughes, 2012, p. 8;). Students lacking comprehension skills can lead to become dissatisfied learners and discontinuing their learning, limiting their admission to post-secondary education and reduction of their employment opportunities (Vaughn et al., 2013).

There are many ways through which the reading comprehension of the students can be improved and one of the ways is by using a reading strategy that helps in improving reading comprehension by reading collaboratively. Using Collaborative Strategic Reading (CSR) helps in reading

comprehension and has been found to be the most effective comprehension strategy (Klingner, Vaughn, & Boardman, 2015).

This present study was designed to evaluate the efficiency of the Collaborative Strategic Reading as reading comprehension strategy and how students perceived about the use of CSR in ESL reading lesson.

Collaborative Strategic Reading

Collaborative Strategic Reading (CSR), is a set of strategies intended to improve reading comprehension, increase students' content area learning, enable access to higher level texts and encourage student engagement in reading (Boardman et al., 2016). Researchers such as Boardman, Klingner, Buckley, Annamma, & Lasser, (2015) has mentioned that CSR helps students to acquire certain comprehension skills by activating their prior knowledge (Preview), monitoring their understanding and overcoming the unknown vocabularies (Click and Clunk), knowing the main idea of each paragraph (Get the gist) and generating discussions (Wrap-up). CSR generates an instructional situation in which students with the help of their colleagues and the tutor become competent in using reading comprehension strategies while reading (Zoghi, Mustapha, & Maasum, 2010).

The CSR is intended to teach students with diverse comprehension strategies (Klingner, Vaughn, & Boardman, 2015) because they can share their ideas to the groups and feel positive, and other group members help them with their reading. This strategy helps student who are weak in comprehending the text they are reading. During which, teacher's role is important where "teacher actively listen to students' discussions, provide feedback, clarify difficult concepts, model strategy usage and encourage students to collaborate with one another" (p.1261).

Accordingly, CSR can be used in a mix of whole class instruction as well as small cooperative groups (Lee, 2016). In whole-class instruction, teacher presents strategies to the whole class using explicit instruction, modelling, and teacher think-aloud (Boardman, et al., 2015). Teacher prepares a mini-lesson to introduce CSR strategies and provide hands on experience to fill up the CSR learning log. After the students are familiar with the CSR strategies, then the actual intervention of CSR happens in small cooperative group of four or more members each.

CSR helps EFL and ESL learners involve with difficult text and use main reading strategies to improve comprehension. Teacher presents 4

comprehension strategies to carry out the CSR. It includes (a) *preview* (predicting), (b) *click and clunk* (monitoring reading for difficult/unfamiliar words), (c) *get the gist* (identifying the main idea) and (d) *wrap-up* (generating questions and summarizing what was read) as mentioned in Boardman et al. (2016); Gani, Yusuf, & Susiani, (2016); Nosratinia & Fateh, (2017); Riani, (2013); Vaughn & Solis, (2014). These four strategies are used before reading (*Preview*), during reading (*Click and clunk*, and *Get the gist*), and after reading (*Wrap-up*).

Before Reading: Preview

The *preview* is a before reading strategy to activate the students' prior knowledge, setting purpose for reading, make prediction of the text before reading and encourage active reading of the text. In this process, students will be brainstorming their existing knowledge about the topic and what they are expected to learn. They will be writing in the preview part of the learning log and sharing with the class.

During Reading: Click and Clunk, and Get the gist.

While reading, the readers will not know all the vocabulary and phrases used. So, "*Click*" means the concepts or terms that the student knows from the text which simply means reading for meaning. But

when stuck with an unfamiliar vocabularies or concepts, it becomes the *clunk*. Then they need to use the fix-up strategies to overcome their clunks. The clunk expert shall coordinate to use clunk cards and make the clunks known to the learners. Once the students repair clunks, they will be writing the gist.

Get the gist is knowing the main idea of the text or each paragraph. After reading and discussing with their peers in the team, the gist expert will be writing the “gist”- the main idea of each paragraph in the learning log. Gist expert will then share their team’s gist with other teams. **After**

Reading: Wrap up

It is crucial to summarize what was learnt and discussed in the class. After reading, each team will be asked to identify the main information from whole passage and share the main ideas they learnt. They will be asking questions to clarify their doubts, answering the questions being asked by the teacher and summarizing the key concepts from the lesson. The question expert helps the team members in this stage.

CSR as a reading strategy and teaching method helps learners in acquiring content area knowledge, making

it learner centred, and helps both struggling readers and students with disabilities. CSR increases conceptual learning by maximizing students’ involvement. It provides access to the general education curriculum for struggling readers and students with disabilities, subsequently enhancing reading comprehension skills for all students and, particularly, struggling readers (Vaughn & Solis, 2014, p.13).

The students are assigned with roles each for carrying out the activity using CSR learning log to comprehend the text. Numerous researchers including Alamin & Ahmed, (2014) and Cavendish & Hodnett (2017) have used more than four roles depending upon the number of members in each team. For this research, the researcher used four main roles same as Boardman et. al. (2015) and Vaughn et al. (2013).

1) Leader who leads the team members by directing what they are supposed to do next and will ask the teacher for assistance. 2) Clunk Expert reminds team members which fix-up strategies to use when trying to figure out a difficult word or concept. 3) Gist expert lists all main ideas of each paragraph of the text after discussion and share with

the whole class. 4) Question expert must make questions or answer questions to wrap up the reading (Boardman et al., 2015; Cavendish & Hodnett, 2017). Each student with these roles actively participates in reading, discussion, filling up CSR learning log, and share of their team's understanding of the text.

RESEARCH OBJECTIVES

1. To examine the effectiveness of Collaborative Strategic Reading towards ESL reading comprehension of grade seven Bhutanese students.

2. To find out the perception of grade seven Bhutanese students towards reading collaboratively using CSR in ESL reading lesson.

RESEARCH HYPOTHESES

1. The reading comprehension achievement of grade seven Bhutanese students will be better after using Collaborative Strategic Reading.

2. The grade seven Bhutanese students will have positive perception towards reading collaboratively using CSR in ESL reading lesson.

CONCEPTUAL FRAMEWORK

The researcher had one independent variable; Collaborative Strategic Reading. The dependent variables were reading comprehension achievement and students' perception towards the use of Collaborative Strategic Reading. It was illustrated as given below:

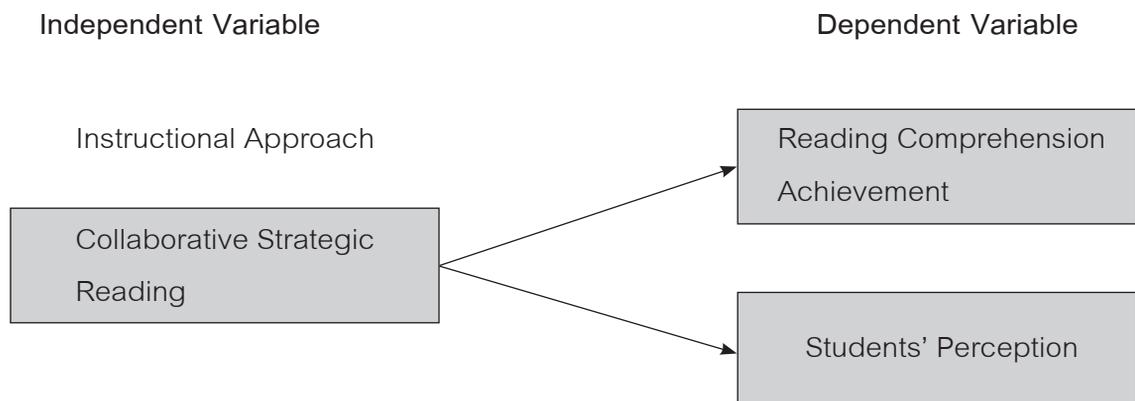


Figure 1 Independent and dependent Variables

METHODOLOGY

Sampling and population

This was an experimental study which had one sample group. The sample group was taught CSR as a main intervention strategy and assessed if CSR had any impact on reading comprehension of the text. The participants were one section of grade seven students in a government school of Wangdue Phodrang district, Bhutan. It was selected by clustered random sampling from three sections of seven grades. In total, the participants consisted of 32 mixed ability students (15 boys and 17 girls) who were aged between 12 to 15.

Data collection Procedure

1. Approval and Ethical Consideration

The researcher obtained approval from all the concerned stakeholders prior to the data collection. Consent letter from the participants' parents were also sought as the participants were aged between 12-15. The confidentiality of participants' responses was maintained using student code instead of their names.

2. Phases of data collection

Data collection procedure consisted of three phases. At first, a pretest consisting of 20 multiple choice questions based on the content of the

study was administered. Having tested their comprehension ability, 8 lessons were taught using CSR to deliver the content "*Untrodden World of Lhops*"- an essay written by John Chiramal from the English National Curriculum of Bhutan for seven graders. During this stage, the participants were grouped into 8 mixed ability teams with four members each, where each member were assigned with a role (Leader, Clunk expert, Gist expert, Question expert). With different roles, each of them read the text together and filled the CSR learning log making it an activity-based and learner centered classroom. The teacher remained as a facilitator, guide, resource person and as an expert of CSR strategy.

Research Instruments

The researcher had eight lesson plans to deliver the content and accordingly, the data collection for reading comprehension and effectiveness of using CSR was assessed through a posttest consisting of same questions used during pretest. The main aim of the pretest and posttest was to determine the effectiveness of CSR in improving the reading comprehension of the students.

The researcher then collected the participants' perception of CSR usage through students' reflective journal and a focus group discussion. The participants

were asked to maintain a reflective journal based on five reflective journal guidelines adapted from Appalachian State University, (2018). Similarly, the focus group discussion was carried out in teams using five questions related to CSR use. Together there were 32 reflective journals and 8 focus group discussions which fulfilled the second research objective of collecting students' perception towards use of CSR.

Note: All the instruments were validated by an expert from Faculty of Education in Thailand and the other two experts from English Department in Bhutan. The IOC result for all the instruments was 0.67 -1, which proved that instruments were valid.

Data Analysis

The pretest and posttest results were analyzed using a computer program to obtain the mean, standard deviation

and t-test scores. The analysis of the test scores were presented in Figure 2 and Table 1. The data for the reflective journals and the focus group discussions were analyzed through open coding, axial coding, and selective coding system of Grounded theory (Corbin & Strauss, 2008). After coding, the responses were grouped into five themes each for a reflective journal and the focus group discussion.

RESEARCH RESULTS AND DISCUSSION

RESEARCH RESULTS

1. Findings from Students' Reading Comprehension test

To study the efficacy of the Collaborative Strategic Reading in ESL reading lesson, a pretest and a posttest were administered using 20 multiple choice questions. The comparison of test scores is illustrated below:

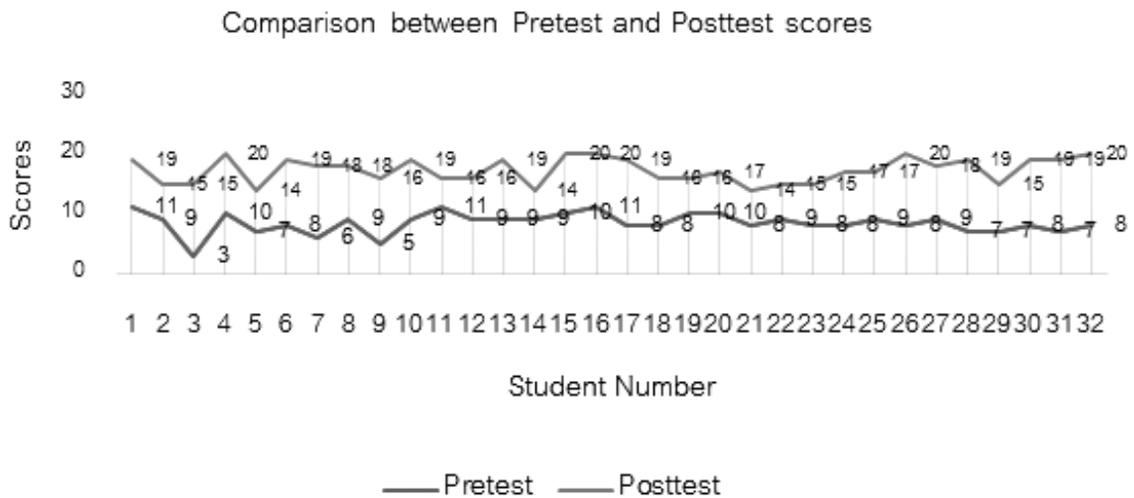


Figure 2 Comparison between pretest scores and posttest scores.

The comparison analysis between the pretest and posttest score was done and found that the mean of pretest was 8.41 but increased to 17.31 during posttest. There was an increase in the mean score of posttest over pretest by 8.9 which was equivalent to 44.5%.

The significance value (p) was 0.01 (< 0.05) and hence it was evident that there was significant difference between pretest and posttest scores. The table below shows the one-sample t-test of pretest and posttest:

Table 1 One-sample test with mean score of pretest and posttest.**One-Sample Test**

Test Value = 0						
				95% Confidence Interval		
				Mean	of the Difference	
	t	df	Sig. (2-tailed)	Difference	Lower	Upper
PRETEST	27.062	31	.000	8.41	7.77	9.04
POSTTEST	48.032	31	.000	17.31	16.58	18.05

During the pretest, the students read the text independently using their own strategy. The pretest scores showed their comprehension level. The researcher implemented CSR and the content was taught. This led to the increase in the posttest score as the students read in teams, helping each other using the CSR learning log. Through these findings, it was evident that the use of CSR was effective in improving reading comprehension of the ESL learners and brought significant difference in the test scores.

Students' Perception from Reflective Journal

The guidelines of reflective journal sought their perception towards the use of CSR and the responses were analyzed based on five themes. The themes included; 1) Helping learners, 2) Facilitating Reading

Strategy, 3) Motivating Learners, 4) Engrossing Lesson, and 5) Fostering Interaction. Through these themes, the researcher would conclude that CSR encouraged active participation, shared ideas, supported cooperative learning, and helped in getting the main ideas of the text. It also made the reading lesson interesting, motivated learning, easily comprehended the text, and fostered positive interaction among the team members.

Focus Group Discussion

The findings from the focus group discussion were grouped into five different themes; 1) Participants' Preference, 2) Conducive Learning, 3) Variety of reading strategy, 4) Active Learning, and 5) Preferred Collaborative Reading. Based on these themes, the conclusions were made. CSR was an

activity-based strategy, learner-centered, improved comprehension, built team work, clarified their doubts, built confidence and monitored their learning. CSR encouraged participation and discussion, helped to become competent reader, and preferred collaborative reading over independent reading.

From these two qualitative instruments, it can be concluded that students had positive perception towards CSR as it built confidence, shared ideas, summarized main ideas, improved their reading comprehension, monitored learning, encouraged active participation, fostered positive interaction, motivated learners, and it was a learner-center strategy with activity-based learning.

DISCUSSION

Based on the data analysis, it was found that the CSR was an effective reading strategy that improved reading comprehension which further increased their test scores. The improvement was determined through the pretest and posttest administered to 32 ESL learners. After implementing the CSR to teach an essay, a posttest with 20 multiple choice questions same as the pretest was conducted. The mean score of the pretest was 8.41 but increased to 17.31 with a mean difference of 8.9. The mean

difference was equivalent to 45.5% increase over the pretest score. The significance value (p) 0.01 was considered as statistically significant.

The current findings were consistent with the findings of numerous researchers who proved that CSR was effective in improving reading comprehension of the students. Researchers like Cholifah, (2017); Demachkie & Oweini, (2011); Nosratinia & Fateh, (2017); Novita, (2012); Oladele & Oladele, (2016); Rahman (2015); and Sari & Tamah (2015) found that the use of CSR was effective with significant increase in the posttest mean score of experimental group over control group. Hence, it concluded that the use of CSR improved the reading comprehension and academic achievement of the students, despite the varied background of the learners.

Beside improving reading comprehension, CSR also improved students' interest, self-esteem, and motivation. CSR fostered interaction, built confidence, and worked cooperatively (Anas, 2017; Cholifah, 2016; Lee, 2016; Oladele & Oladele, 2016; Riana, 2013). Students were also found competent, responsible, involved, and encouraged in learning. It also monitored their learning, created student-centered classroom

and activity-based learning (Anas, 2017; Boardman et al., 2015; Gani, Yusuf, & Susiani, 2016; McCown & Thomason, 2014; Riana, 2013). Much like this study, previous studies proved that use of CSR was effective, and students had positive attitude towards use of CSR.

The students with higher-proficient were found helping and sharing their ideas to the less-proficient ones and was found more of student-centered learning rather than teacher centered. There was more discussion taking place within team mates, getting the gist of what they understood from the text and found filling up the CSR learning log. This way of learning helped the less-proficient participants tremendously to carry out the team work without feeling neglected, but actively involved, exploring meanings of new words, and concepts. Every learner was found active in the learning process. CSR learning log monitored their learning.

Accordingly, the researcher would conclude that Collaborative Strategic Reading was found to be effective in improving reading comprehension of the ESL learners. Further, it was ascertained that the students had positive perception towards the use of the strategy. This strategy not only helped in academic gains but also built social relationship among

their team mates. The students who lacked confidence at first gained confidence, less-proficient learners became competent like higher-proficient learners.

In addition, students became competent readers all together as they actively participated in the learner-centered reading comprehension strategy. As studied by many researchers, use of CSR was not confined to reading in English classes, but should be used in teaching of Science, and Social Studies (Boardman, et al., 2015). If CSR was carried out operatively, the strategy would bring the best impact to the learners to be involved and the teachers would be able to provide the necessary feedback and assistance.

Suggestions and recommendations

Therefore, the researcher would recommend the English teachers in those countries where English is considered as Second Language to use CSR improve the reading comprehension and increase the academic achievement of the less-proficient learners. To get the best outcome, the practitioners are recommended to familiarize the learners with the CSR strategy usage and more time to be allocated for the implementation of the strategy. It is also recommended for the future researchers to implement the strategy and study with other subjects and

grade level for longer durations to get the better findings.

The results would have been even better if the study was carried out for longer duration, with more participants and used the interventional strategy for many times. If the time duration was enough for data collection, the findings would have differed, and variety of results would have obtained. Likewise, the participants chosen was only one section of students, so if the participants included were more than 32, the findings would be more reliable. Due to time constraint, the number of treatments was limited, and the its effectiveness was not achieved to 100%. These limitations could be considered for better findings and reliable evidences in the future.

Limitations of the study

Through this study, it was found that use of Collaborative Strategic Reading in ESL reading lesson improved the reading comprehension of the ESL learners. The participants had positive perception

towards the use of CSR, fulfilling both the research objectives successfully. Yet, there were certain limitations identified by the researcher.

Time: Due to time constraint, this study was conducted over one-month duration. Therefore, the results of the study might differ if carried out for a longer period or over a different time.

Number of Participants: The findings of this study were based on the data collected from thirty-two seven graders, from one school in one of the districts. Results might differ with lager or lesser number of participants. So, the researcher did not generalize the findings.

Number of Treatments Carried Out: The data was collected by teaching one reading text from the prescribed national curriculum. If the strategy was used over longer period with more reading classes, the findings would be more comprehensive and reliable.

.....

REFERENCES

- Alamin, A. & Ahmed, S. (2014). Reading Comprehension Strategy (CSR) and Learners' Comprehension: A Case Study of FLD Students. *English Linguistics Research*. 3(2), 6480. doi:10.5430/elr.v3n2p64
- Anas, U. (2017). **The use of Collaborative Strategic Reading (CSR) to improve student reading comprehension**. Retrieved from <http://erepository.perpus.iainsalatiga.ac.id/1602/1/theuse-of%collaborative-strategic-reading-improve-students-reading-comprehension.pdf>
- Appalachian State University (2018). **What is the Importance of Reflective Writing?** Retrieved from <https://wac.appstate.edu/node/235>
- Boardman, A. G., Buckley, P., Vaughn, S., Roberts, G., Scornavacco, K. & Klingner, J.K. (2016). Relationship Between Implementation of Collaborative Strategic Reading and Student Outcomes for Adolescents with Disabilities. *Journal of Learning Disabilities*. 49(6), 644-657. doi: 10.1177/0022219416640784
- Boardman, A. G., Vaughn, S., Buckley, P., Reutebuch, C., Roberts, G. & Klingner, J. (2016). Collaborative Strategic Reading for Students with Learning Disabilities in Upper Elementary Classrooms. *ExceptionalChildren*. 82(4), 409-427. doi:10.1177/0014402915625067
- Boardman, A., Klingner, J., Buckley, P., Annamma, S. & Lasser, C. (2015). The Efficacy of Collaborative Strategic Reading in Middle School Science and Social Studies Classes. *Reading & Writing*. 28(5), 1257-1283. doi: 10.1007/s11145-015-9570-3
- Cameron, P. (2014). **Reading in 21st Century**. Retrieved from <https://www.collegexpress.com/articles-and-advice>
- Cavendish, W. & Hodnett, K. (2017). **A focus on: Collaborative Strategic Reading**. *Current Practices ALERTS 26 Winter 2017*. Retrieved from http://s3.amazonaws.com/cmiteachingld/alerts/35/uploaded_files/original_DLD_Alert26.pdf?1486204856
- Cholifah, N. (2017). **Improving the Eighth-grade students' recount text reading comprehension achievement by using Collaborative Strategic Reading (CSR) at SMPN 1 Gumukmas**. Retrieved from <http://repository.unej.ac.id/handle/123456789/79540>

- Corbin, J.M. & Strauss, A.L. (2008). **Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory** (3rd ed.). Los Angeles: Sage Publication.
- Demachkie, M.O. & Oweini, A. (2011). Using the collaborative strategic reading strategy to improve seventh graders' reading comprehension in Arabic: A pilot study. **International Journal of Pedagogies and Learning** (2011). 6(3), 219-231. doi:org/10.5172/ijpl.2011.6.3.219
- Gani, S.A., Yusuf, Y.Q. & Susiani, R. (2016). Progressive outcomes of Collaborative Strategic Reading to EFL readers. **Kasetsart Journal of Social Sciences**. 37(3) 144-149. doi.org/10.1016/j.kjss.2016.08.004
- Grellet, F. (2006). **Developing Reading Skills**. United Kingdom: Cambridge University Press.
- Gurning, B. & Siregar, A. (2017). The Effect of Teaching Strategies and Curiosity on Students' Achievement in Reading Comprehension. **English Language Teaching**. 10(11), 191-198. doi: 10.5539/elt.v10n11p191
- iDiscoveri Education and Royal Education Council. (2009). **The Quality of School Education in Bhutan- Reality and Opportunities**. Thimphu: Author.
- Johnson, B. (2017). **What is Reading?**. Retrieved from <http://clifonline.org/what-is-reading/>
- Klingner, J., Vaughn, S. & Boardman, A. (2015). **Teaching Reading Comprehension to Students with Learning Difficulties**. NY: Guilford Press.
- Lee, K. (2016). Using Collaborative Strategic Reading with Refugee English Language Learners in an Academic Bridging Program. **Tesl Canada journal/revue Tesl du Canada** 97. 33(10), 97–108. doi:1018806/tesl.v33i0.1247
- McCown, M.A. & Thomason, G.B. (2014). Informational Text Comprehension: Its challenges and how Collaborative Strategic Reading can help. **Journal Articles; Reports-Research Reading Improvement**. 51(2), 237-253. Retrieved from <https://eric.ed.gov/?id=EJ1034949>
- Nosratinia, M. & Fateh, N.H. (2017). The Comparative Effect of Collaborative Strategic Reading and Content-Based Instruction on EFL Learners' Reading Comprehension. **International Journal of Applied Linguistics & English Literature**. 6 (6), 165-173. doi:http://dx.doi.org/ 10.7575/aiac.ijalel.v.6n.6p.165

- Novita, D. (2012). The Effectiveness of Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension at Muhammadiyah University of Sidoarjo. **Education Journal**. 1(1), 68-81. Retrieved from <http://www.journal.unipdu.ac.id/index.php/educate/article/view/108/65>
- Oladele, A.O. & Oladele, I. T. (2016). **Effectiveness of Collaborative Strategic Reading and Whole Language Approach on Reading Comprehension Performance of Children with Learning Disabilities in Oyo State Nigeria Adetoun**. Retrieved from <https://content.sciendo.com/view/journals/llce/3/1/article-p1.xml>
- Rahman, I.F. (2015). The implementation of Collaborative Strategy Reading (CSR) and its effects on students' reading comprehension. **English, Teaching, Learning, and Research Journal**. (1), 39-56. Retrieved from <https://scholar.google.co.id>
- Riani, D.O. (2013). Collaborative strategic reading implementation to improve students' reading comprehension. **Journal of English Education**. 1(2),231-239. Retrieved from <https://journal.uniku.ac.id/index.php/ERJEE>
- Sari, C.D. & Tamah, S. (2015). The effect of Collaborative Strategic Reading on grade sixstudents' Reading Achievement. **Indonesian Journal of English Education**. 2 (1), 2015, 17-27. doi: <http://dx.doi.org/10.15408/ijee.v2i1.1501>
- Spiro, R.J., Bruce, B. C. & Brewer, W. F. (Eds.). (2018). **Theoretical Issues in Reading Comprehension: Perspectives from Cognitive Psychology, Linguistics, Artificial Intelligence and Education**. NY: Routledge 711 Third Avenue.
- Vaughn, S. & Solis, M. (2014). **The Meadows Center for Preventing Educational Risk; The University of Texas at Austin**. Retrieved from <https://presentation-on-CSR-webinar-february-2014>
- Vaughn, S., Roberts, G., Klingner, J.K., Swanson, E.A., Boardman, A., Stillman-Spisak, S.J., Mohammed, S. S. & Leroux, A.J. (2013). Collaborative Strategic Reading: Findings from Experienced Implementers. **Journal of Research on Educational Effectiveness**. 6, 137–163. doi.org/10.1080/19345747.2012.741661
- Watson, S.M.R., Gable, R. A., Gear, S. B. & Hughes, K. C. (2012). Reading Comprehension Strategy (CSR) and Learners' Comprehension: A Case Study of FLD Students. **Learning Disabilities Research & Practice**. 27(2), 79–89. doi: <https://doi.org/10.1111/j.15405826.2012.00353.x>

- Zaker, A. (2015). EFL learners' language learning strategies and autonomous learning: Which one is a better predictor of L2 skills? **Journal of Applied Linguistics-Dubai**. 1(1), 27-39. Retrieved from <https://www.academia.edu>
- Zoghi, M., Mustapha, R. & Maasum, T.N.R.M. (2010). Collaborative Strategic Reading with University EFL Learners. **Journal of College Reading and Learning**. 41(1), 67-94. doi: 10.1080/10790195.2010.10850336