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THE EFFECT OF LANGUAGE LEARNING STRATEGY USE ON IMPROVING READING COMPREHENSION AMONG IRANIAN ESP STUDENT

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ABSTRACT

The purpose of the present study was to investigate, the effect of Language learning strategy use on improving EFL reading comprehension among Iranian Esp. student. It also intended to find out whether there is any interaction between readers' proficiency level and the effectiveness of reading strategy training. A sample of 30 ESP students was chosen and divided into two groups. Fifteen students were males and fifteen were females. They were assigned to experimental (fifteen students) and control groups fifteen students). A quasi experimental research design with a pretest and posttest was used. The study used Oxford's (1990) Version 7.0 of the SILL, designed for EFL/ESL the reading comprehension test was the second instrument that was used in the present Study and administered to all the participants in both the experimental and the control groups. The background questionnaire was used in order to collect demographic information about Participant's gender, age and major. The findings of the study indicated that reading strategy training was more effective in improving reading ability of ESP readers than these students who we taught based on the traditional methods of reading instruction. Another major finding was that reading strategy training does not affect the reading ability of learners with different proficiency levels in the same way and those less able readers might benefit more from training.

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Introduction

Language learning strategies are seen as a shift from focusing on teachers and teaching to learner and learning. Cohen (1998) [1] defined such a shift when he states that "one potentially beneficial shift in teacher roles is from that of being exclusively the manager, controller and instructor to that of being a change agent a facilitator of learning, whose role is to help their students to become more independent and more responsible for their own learning. In this role the teachers become partner in the learning process" (p.97). Language learning strategies are different from teaching strategies (the techniques' use by teachers to help learn) in that, the learner and not the teacher is the one who exercises control over the operations of the designated activity [2]. The goal of strategy use is to affect the learners motivational or affective state, or the way in which the learner selects, acquires, organizes or interacts new knowledge [3]. According to Oxford et al (1990) [4], the language learner can benefit from strategy training which seeks to encourage greater responsibility and self-direction in the learner. Within the recent trends in foreign /second language the 'Communicative Approach is seen as the suitable way for learners to develop their communicative competence. The language learning strategies can help them do this. However, we should notice the differences between LLS and communicative strategies. Communicative strategies are intentionally and consciously used by speakers to cope with the difficulties in communicating in a foreign/second language. Language learning strategies, on the other hand, are the strategies the learners use to develop their learning strategies, in general, in the target language, and communication strategies are just one type of LLS. Oxfords (1990) [4] states that language learning strategies are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence. The use of appropriate language learning strategies often results in improved proficiency or overall achievement in specific skill area [5, 6]. Language learning strategies are specific learning

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actions or behaviors that might or might not be observable. The latter type usually includes mental processes that cannot be captured by an observer [7]. Other strategies such as cooperating with others can be observed however some strategies are sometimes used outside the classroom so they cannot be documented easily by the teacher through observations [4]. Anderson (2005) [8] recognizes how language learning strategies are related to success in accomplishing language learning tasks, stating less successful learners do not progress in their tasks in their tasks as more successful learners do due to the former's lack of strategy repertoires, strategy use, and awareness of such strategies. Green and Oxford (1995) connect progress, L2 skills, and the development of strategies by stating that "language learning strategies are specific actions or techniques that students use, often intentionally, to improve their progress in developing L2 skills" (p.262). Oxford (1990) [4] has argued that a greater emphasis should be placed on identifying effective language learning strategies and on teaching students how to use them successfully. Some researchers have reported the difference between successful and less successful learners based on the language learning strategies they use [9, 10]. They sum up that good language learners seem to be skillful in monitoring and adapting different strategies, demonstrating flexibility in using strategies to accomplish different language tasks.

The main concern of ESP has always been with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation. Since the 1960s, ESP has become a vital and innovative activity within the teaching of English as a second or foreign language movement (Howatt, cited in Evans & John, 1998). Esp. is part of a more general movement of teaching language for specific purposes (LSP) has focused on the teaching languages such as French and German for specific purposes, as well as English [11]. Esp. is an enterprise which involves education training and practice and drawing upon these realms of knowledge: language, pedagogy and the students / participants specialist areas of interest.

Statement of the Problem

The teaching of English in school in Iran starts from the first grade of junior high school with two hours of instruction per week. English instruction continues through the four graders of secondary education with the time allocation of two hours a week. All the English textbooks for the schools are produced by the Ministry of Education, each lesson includes a variety of sections such as New Vocabulary, Speak out, etc. Reading sections are composed of non-authentic passages and the teaching method is based on Grammar Translation Method (GTM) [12-14]. Iranian students at schools are never exposed to authentic expository texts in English before entering university? Therefore, they do not have the opportunity to develop and improve their academic English reading skills and strategies before entering university. When they enter university that have to take up to 4 units of ESP courses. In these courses students need to read and understand authentic expository texts written in English in their major fields of study. In addition, outside of the ESP class setting, they have to read loads of academic texts in English to obtain good command of their discipline. However, the researchers observe that Iranian university students, in spite of having a certain level of English reading ability, have problems in applying effective and sufficient reading strategies to comprehend authentic expository texts which need different reading skills and strategies than reading non-authentic text. Therefore, a careful study of the strategies of Iranian ESP students will help to better understand how they read authentic expository texts in English. The language teacher aiming at training his students in using language learning strategies should learn about the students. Their interest's motivation and learning styles. Do they ask for clarification, clarification, verification or correction? Do they cooperate with their peers or seem to have much contact outside of class with proficient foreign language users? Besides observing their behavior in class, the teacher can prepare a short questionnaire so that students can fill in beginning of a course to describe themselves and their language learning. the teacher can the purpose of their learning a language, their favorite / least favorite kinds of class activities, and the reason why they learn a language. it is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies. The teacher cannot attribute importance to only one group and support the analytical approach or only give input by using the auditory mode. The language teacher should, therefore, provide a mod range of learning strategies in order to meet the needs and expectation of his students possessing different learning styles.

In addition to the students, the language teacher should also analyze his textbook to see whether the textbooks already include language learning strategies or language learning strategies training. The language teacher should look for new texts or other teaching materials if language learning strategies are not already included within his materials. The language teacher should also study his own teaching method and overall classroom style. Analyzing his lesson plans, the language teacher can determine whether his lesson plans give learners chance to use a variety of learning styles and strategies or not. The teacher can see whether his teaching allows learners to approach the task at hand in different ways or not the language teacher can also be aware of whether his strategy training is implicit, explicit, or both. In order to provide students with opportunities to use and develop their Language Learning Strategies and to encourage with opportunities to use and develop their Language Learning Strategies and to encourage more independent language learning both in class and in out of class activities.

Research Questions

1. Does strategy training affect the reading ability of Iranian ESP readers?
2. Is there any relationship between the proficiency level of ESP readers and the effectiveness of reading strategy instruction?

Participants

The participants of this study were 30 ESP learner students, 15 females and 15 males whose ages ranged from 15 to 17 and had already studied English for 4 years at school, they were Persian native speakers. The participants were divided into experimental and control groups, in experimental group there were 10 females and 5 males and in control group there were 8 females and 7 males. The participants were selected randomly and they were assigned to experimental and control groups randomly. The students studying language at Marefat Language institute, in Sarpolzhab, Iran. Two intact classes were selected for the purpose of this study.

Design of study

This research study was a quasi-experimental one. There were one control group and one experimental group. Both groups were selected and assigned randomly, After 5 weeks of reading strategy instruction; participants in the experimental group were asked to respond to a questionnaire before beginning the instruction. This was the pre-test. They were also asked to respond to the same questionnaire at the end of the instruction. This was the post-test In order to increase the consistency and reliability of data, the students were asked to read the instructions carefully before answering the questionnaire. Finally independent – samples test, and KR-21 method were employed to analyze the relevant data.

Definition of Terms

1. Language learning strategies

Definition of language learning strategies according to scholars: According to Brown (2007) [15] learning strategies are those specific; attacks ' that we make on a given problem. They are moment-by –moment techniques that we employ to solve problems posed by second language input and output. For Chamot (2005) [16] “language learning strategies are procedures that facilitate language learning task ... Strategies are most conscious and goal given”. Cohen 1998 defines them as being language learning processes which are consciously selected by the learner. For this scholar,” the element of choice is important because it is this which gives a strategy its special character”. In Oxford (1999) it has cited learning strategies are specific action. Behaviors steps or techniques that students use to improve their own progress in developing skills in a second or foreign language. These strategies can facilitate the internalization. Storage, retrieval or use of the new language while for Reid (1995). Language learning strategies are external skills that students use, often consciously, to improve their learning.

2. Reading comprehension

Reading comprehension refers to the ability to understand information presented in written form. While this process usually entails understanding textbook assignments, reading comprehension skills also may assignments and completion of job applications or questionnaires. Jimenez, Garcia, and Pearson (1996) [17] explained reading strategies as deliberate actions that learners select to establish and improve their reading comprehension. According to Cohen (1986) [18], reading strategies are the mental processes involved are selected consciously to facilitate reading comprehension. Reading strategies are important as they help readers to reach their reading goals and achieve good results in reading (Block, 1986) [19] as such, students or readers who do not use any strategies in reading usually face difficulties in reading comprehension.

3. ESP

Esp related or designed for specific disciplines ;b)ESP may use , in specific teaching situations, a different methodology from that of general English ;c)ESP is likely to be designed for adult learners , either at a tertiary Level institution or in a professional work situation; it could be used for learners at secondary school level ;d)ESP is generally designed for intermediate or advanced learners ; and e)Most ESP courses assume basic knowledge of the language system , but it can be used with beginners.

Instrumentations

SILL Questionnaire, version 7.0 (Oxford, 1990)

The study used oxfords (1990) [4] 7.0of the SILL. Designed for EFL for EFL/ESL learner Due the high reliability of this survey, it has been used widely in more than 50 studies, assessing the frequency the frequency of strategy use by student from different linguistic and cultural backgrounds. The SILL uses a five-point Likert type scale ranging from I ('Never or almost never true of me ') to 5 ("Always or almost always true of me ") the taxonomy of strategies.

This SILL questionnaire is used to identify the level of strategy use for each strategy or group of strategies Along with the survey Oxford (1990) [4] developed a scale Which reflects the level of strategy usage: (1) high usage (3.5-5.0) (2) medium usage (2.5-5.4) and (3) low usage (1.2.4). According to Shamais (2003), it is estimated that around 50 major studies utilized the English as a foreign language version of the questionnaire. Several researchers however (see, e.g., Khalil, 2005) used a translated version of the question to "avoid any problems participants could in understanding the items and response scale" as a result of limited English proficiency (Khalil, 2005p,110). The questionnaire included 50 Likert –scale items 20 questions were selected out of 50 questions see (see appendix B) was developed and group administered to control and experimental samples at the beginning of the instruction. The items were translated to Persian (see appendix C) and they were explained to students because they were young students between 15to 17 years old. In order to increase the consistency and reliability of data students were asked to read the instruction carefully before answering the questionnaire. It was given to the students at the beginning of the study as a pre-test and at the end of the study as a post-test to ensure the appropriateness of the questionnaire, its reliability and validity was measured prior the study.

Reading Comprehension test

The reading comprehension test was the second instrument that was used in the present study and administered to all the participants in both the experimental and the control groups twice, once as a reading comprehension pre-test before embarking the study and another time as a post – test at the end of the study. Furthermore, the scores of the reading pre-test were used to divide the students of the experimental group into three different reading proficiency levels namely low intermediate and high to the interaction between different levels of reading proficiency and strategy instruction. The test consisted of 20 multiple-choice items included 4 passages reading from 80 to 110 words in length and the average readability index. 15 the topics of the test were related to the topics of the students textbook taught in class. the reliability of the reading comprehension test was computed through KR-21 method of estimating reliability after it was administered as a pretest to both groups . The reliability index obtained was 0.76 which revealed that the tests are reliable measure of reading of reading ability. Although the administration of such a test to such students might sound a bit illogical considering their overall level of proficiency in English, it was the only way possible to make sure about the validity of the reading comprehension test which, as the main instrument for data collection, was used both as a pre-test and a post –test. The scores obtained from the administration of this test and the pre-test were correlated and the index obtained was 0.68, which showed that the pre-test also enjoyed an acceptable level of concurrent validity in order to activate reading strategy use among participants. The reading text was adopted from an intermediate book of Developing Reading Skills (Mark stein&Hirasawa,1981) that included a general content of interest to all two groups of esp students (see Appendix D).

The Background Questionnaire

The background questionnaire was used in order to collect demographic information about participant's gender, age and major (see Appendix A). A background information questionnaire adapted from Mackay and Gass (2005) was employed to select homogeneous participants and control as many intervening variables as possible. It was believed that a rigorous control of variables as attitudes, age, language proficiency, and English language experience in the language learning contexts should be made to get more generalizable finding as much as possible.

Procedure

This research study was a quasi-experimental one. There were one control group and one experimental group. Both groups are selected and assigned randomly, after 5 weeks of reading strategy instruction; participants in the experimental group were asked to respond to a questionnaire before beginning the instruction. This is the pre-test. They are also asked to respond to the questionnaire at the end of the instruction. This is the post-test in order to increase the consistency and reliability of data, student is asked to read the instruction carefully before answering the questionnaire. Finally, independent – samples test, and KR-21 method were employed to analysis the relevant data.

At the first phase, Version 7.0 of the SILL that is a self-report instrument was administered to all groups. It assesses the frequency with which the subjects use a variety of techniques for foreign language. It was given before strategy instruction to ask the students about the frequency with which they use these two Meta cognitive strategies. On average, students completed the SILL within 25minutes.

At the second phase (next session), the researcher explained the concept of reading strategies and modeled the reading strategy of using context clues and text features to guess the meaning of unknown words in the reading task at hand in order to familiarize the participants with the application of reading strategies. 30 ESP intermediate participants in each of the two majors performed a reading comprehension task and answered the following 10 multiple choice items. Having completed the reading task, participants were asked to read and tried to remember the strategies that already have used while reading texts in English, and circle the number that best describes their reading strategy use, furthermore; they were encouraged to ask questions.

Data Collection and Analysis

An independent t-test to be run compare the two groups means on the pretest of reading in order to prove that they were homogeneous in terms of their reading ability prior to the treatment.

An independent t-test to be run compares the two groups' means on the reading in order to probe first research question.

An independent – test to be run compare the two groups means on the pretest of strategy to prove that they were homogeneous in terms of their strategy use prior to the treatment.

An independent t-test to be run compares the two groups' means on the posttest of strategy in order to probe the second research question.

Factor analysis to be run probe the underlying constructs of tests.

Reliability indices were calculated.

Data Analysis

Four assumptions of interval data, independence of subjects, normality and homogeneity of variances should be met before one decides to run parametric tests [20] The first assumption is met because the present data are measured on an interval scale. The second assumption is also met. The subjects performed on the test independently. The third assumption concerns the normality of the data which is tested through the ratios of skewness and kurtosis over their respective standard errors. As displayed in Table 1 the ratios of skewness and kurtosis over their respective standard errors are within the ranges of +/- 1.96.

Table 1. Normality Tests

| Group | | N | Skewness | | | Kurtosis | | | | |
|---------|----------------------|----|-----------|-----------|------------|----------|-----------|------------|-------|-------|
| | | | Statistic | Statistic | Std. Error | Ratio | Statistic | Std. Error | Ratio | |
| Grade 1 | Pretest of Reading | 15 | -.284 | .580 | - | 0.490 | -.603 | 1.121 | - | 0.538 |
| | Posttest of Reading | 15 | .010 | .580 | 0.017 | -1.070 | 1.121 | - | 0.955 | |
| | Pretest of Strategy | 15 | .256 | .580 | 0.441 | -.848 | 1.121 | - | 0.756 | |
| | Posttest of Strategy | 15 | -.034 | .580 | - | 0.059 | -1.059 | 1.121 | - | 0.945 |
| Grade 2 | Pretest of Reading | 15 | .506 | .580 | 0.872 | .208 | 1.121 | - | 0.186 | |
| | Posttest of Reading | 15 | -.584 | .580 | - | 1.007 | -.984 | 1.121 | - | 0.878 |
| | Pretest of Strategy | 15 | -.223 | .580 | - | 0.384 | -.967 | 1.121 | - | 0.863 |
| | Posttest of Strategy | 15 | -.278 | .580 | - | 0.479 | -.396 | 1.121 | - | 0.353 |

The last assumption – homogeneity of variances – will be discussed when reporting the results of the independent t-tests.

Pretest of Reading

An independent t-test was run to compare the grade one and two groups' mean scores on pretest of reading in order to prove that the two groups enjoyed the same level of reading ability prior to the main study. Table 2 displays the descriptive statistics for grade one (M = 13.13, SD = 2.72) and grade two (M = 12.87, SD = 3.02) groups.

Table 2. Descriptive Statistics; Pretest of Reading by Groups

| Group | N | Mean | Std. Deviation | Std. Error Mean |
|---------|----|-------|----------------|-----------------|
| Grade 2 | 15 | 12.87 | 3.021 | .780 |
| Grade 1 | 15 | 13.13 | 2.722 | .703 |

The results of the independent t-test ($t(28) = .25, P > .05, R = .048$ it represented a weak effect size) (Table 3) indicate that there was not any significant difference between grade one and two groups' mean scores on the pretest of reading. Thus it can be concluded that the two groups enjoyed the same level of reading ability prior to the main study.

Table 3. Independent t-test; Pretest of Reading by Groups

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | .033 | .856 | .254 | 28 | .801 | .267 | 1.050 | -1.884 | 2.417 |
| Equal variances not assumed | | | .254 | 27.702 | .801 | .267 | 1.050 | -1.885 | 2.418 |

It should be mentioned that the assumption of homogeneity of variances was met. The Levene's F value of .033 was not significant ($P > .05$). That is why the first row of Table 3, i.e. "Equal variances assumed" was reported.

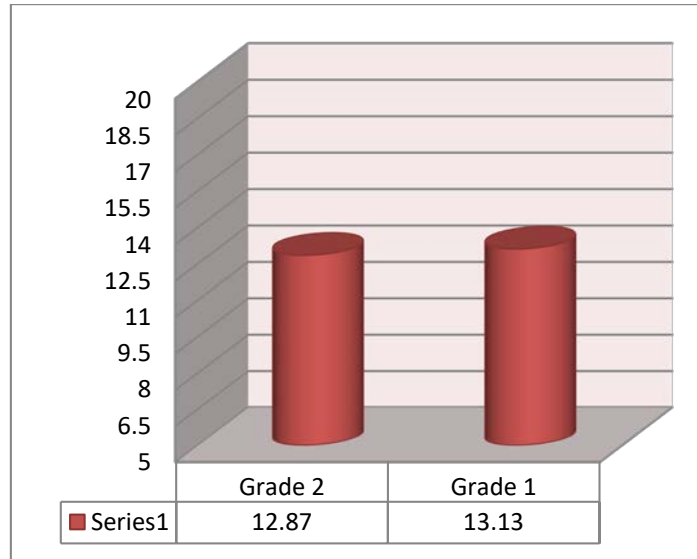


Diagram 1. Pretest of Reading by Groups

Pretest of Strategy

An independent t-test was run to compare the grade one and two groups' mean scores on pretest of strategy in order to prove that the two groups enjoyed the same level of strategy knowledge prior to the main study. Table 4 displays the descriptive statistics for grade one (M = 12.20, SD = 2.66) and grade two (M = 14.27, SD = 3.01) groups.

Table 4. Descriptive Statistics; Pretest of Strategy by Groups

| Group | N | Mean | Std. Deviation | Std. Error Mean |
|---------|----|-------|----------------|-----------------|
| Grade 2 | 15 | 14.27 | 3.011 | .777 |
| Grade 1 | 15 | 12.20 | 2.651 | .685 |

The results of the independent t-test ($t(28) = 1.99, P > .05, R = .35$ it represented a moderate effect size) (Table 5) indicate that there was not any significant difference between grade one and two groups' mean scores on the pretest of strategy. Thus it can be concluded that the two groups enjoyed the same level of strategy knowledge prior to the main study.

Table 5. Independent t-test; Pretest of Strategy by Groups

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | .337 | .566 | 1.995 | 28 | .056 | 2.067 | 1.036 | -.055 | 4.189 |
| Equal variances not assumed | | | 1.995 | 27.558 | .056 | 2.067 | 1.036 | -.057 | 4.190 |

It should be mentioned that the assumption of homogeneity of variances was met. The Levene's F value of .33 was not significant ($P > .05$). That is why the first row of Table 5, i.e. "Equal variances assumed" was reported.

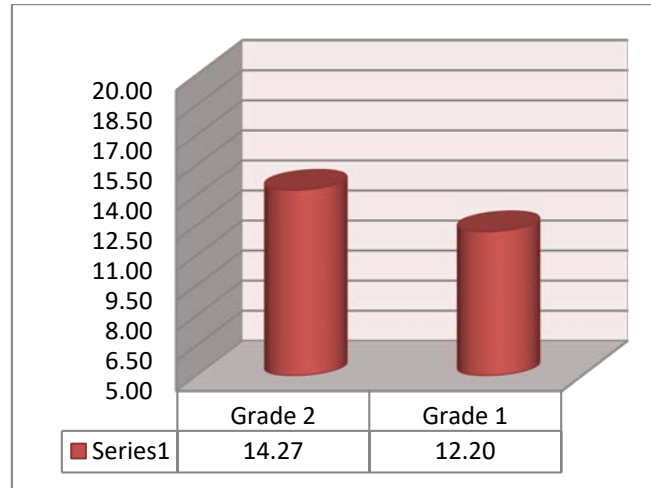


Diagram 2. Pretest of Strategy by Groups

Research Question 1

Does strategy training affect the reading ability of Iranian ESP readers?

An independent t-test was run to compare the two groups' means on the posttest of reading in order to probe the first research question. As displayed in Table 6 the students of second grade who received strategy training ($M = 17.93$, $SD = 2.06$) outperformed the first grade students ($M = 14.67$, $SD = 1.95$) on posttest of reading.

Table 6. Descriptive Statistics; Posttest of Reading by Groups

| Group | N | Mean | Std. Deviation | Std. Error Mean |
|---------|----|-------|----------------|-----------------|
| Grade 2 | 15 | 17.93 | 2.052 | .530 |
| Grade 1 | 15 | 14.67 | 1.952 | .504 |

The results of the independent t-test ($t(28) = 4.46$, $P > .05$, $R = .64$ it represented a large effect size) (Table 7) indicate that there was a significant difference between grade one and two groups' mean scores on the posttest of reading. Thus it can be concluded that the first null-hypothesis as strategy training did not affect the reading ability of Iranian ESP readers was rejected. The second grade students after receiving strategy training significantly performed better than the first grade subjects on the posttest of reading.

Table 7. Independent t-test; Posttest of Reading by Groups

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | .053 | .819 | 4.468 | 28 | .000 | 3.267 | .731 | 1.769 | 4.764 |
| Equal variances not assumed | | | 4.468 | 27.931 | .000 | 3.267 | .731 | 1.769 | 4.765 |

It should be mentioned that the assumption of homogeneity of variances was met. The Levene's F value of .053 was not significant ($P > .05$). That is why the first row of Table 7, i.e. "Equal variances assumed" was reported.

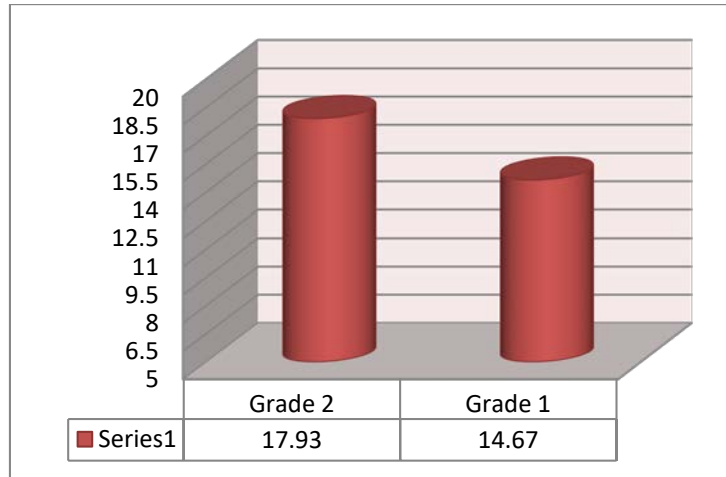


Diagram 3. Posttest of Reading by Groups

Research Question 2

Is there any relationship between the proficiency level of ESP readers and the effectiveness of reading strategy instruction? An independent t-test was run to compare the two groups’ means on the posttest of strategy in order to probe the second research question. As displayed in Table 8 the students of second grade (M = 15.80, SD = 2.80) showed a higher mean on posttest of strategy than the first grade students (M = 14, SD = 2.44).

Table 8. Descriptive Statistics; Posttest of Strategy by Groups

| Group | N | Mean | Std. Deviation | Std. Error Mean |
|---------|----|-------|----------------|-----------------|
| Grade 2 | 15 | 15.80 | 2.808 | .725 |
| Grade 1 | 15 | 14.00 | 2.449 | .632 |

The results of the independent t-test ($t(28) = 1.87, P > .05, R = .33$ it represented a moderate effect size) (Table 9) indicate that there was not any significant difference between grade one and two groups’ mean scores on the posttest of strategy. Thus it can be concluded that the second null-hypothesis as there was not any relationship between the proficiency level of ESP readers and the effectiveness of reading strategy instruction was supported.

Table 9. Independent t-test; Posttest of Strategy by Groups

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | .401 | .532 | 1.871 | 28 | .072 | 1.800 | .962 | -.171 | 3.771 |
| Equal variances not assumed | | | 1.871 | 27.493 | .072 | 1.800 | .962 | -.172 | 3.772 |

It should be mentioned that the assumption of homogeneity of variances was met. The Levene’s F value of .401 was not significant ($P > .05$). That is why the first row of Table 9, i.e. “Equal variances assumed” was reported.

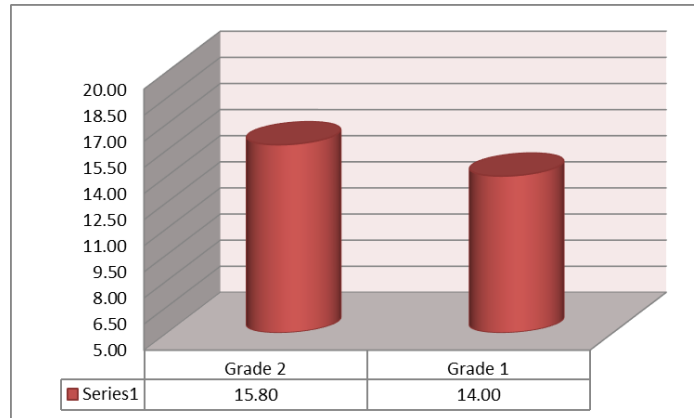


Diagram 4. Posttest of Strategy by Groups

Construct Validity

The Factor analysis through the vary max rotation is run to probe the underlying constructs of pretests and posttests of reading and strategy. The SPSS has extracted two factors which account for 88.44 percent of the total variance.

Table 10. Total Variance Explained

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|-----------------------------------|---------------|--------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 2.271 | 56.776 | 56.776 | 2.271 | 56.776 | 56.776 | 1.947 | 48.677 | 48.677 |
| 2 | 1.267 | 31.666 | 88.442 | 1.267 | 31.666 | 88.442 | 1.591 | 39.765 | 88.442 |
| 3 | .403 | 10.066 | 98.508 | | | | | | |
| 4 | .060 | 1.492 | 100.000 | | | | | | |

Table 2 displays the factor loadings of the tests under the two factors. The pretest and posttest of strategy load on the first factor. That is to say both of these tests measure the same underlying construct which can be labeled as “strategy” factor. The pretest and posttest of reading load on the second factor. That is to say both of these tests measure the same underlying construct which can be labeled as “reading” factor. These results indicate that the tests employed in this study enjoyed construct validity, i.e. they measured what they were supposed to measure.

Table 11. Rotated Components Matrix

| | Component | |
|----------------------|-----------|------|
| | 1 | 2 |
| Posttest of Strategy | .976 | |
| Pretest of Strategy | .974 | |
| Pretest of Reading | | .902 |
| Posttest of Reading | | .862 |

K-R21 Reliability Indices

Table 3 displays the K-R21 reliability indices for the four tests employed in this study. The reliability indices are moderate because the number of students and items are low.

Table 12. K-R21 Reliability Indices

| | N | Mean | Variance | K-R21 |
|----------------------|----|-------|----------|-------|
| Pretest of Reading | 30 | 13.00 | 8.000 | 0.45 |
| Posttest of Reading | 30 | 16.30 | 6.631 | 0.57 |
| Pretest of Strategy | 30 | 13.23 | 8.875 | 0.52 |
| Posttest of Strategy | 30 | 14.90 | 7.541 | 0.52 |

Conclusion

The finding of the present study on the effectiveness of reading training to ESP readers suggest that reading strategy training does improve ESP students reading proficiency. It is also shown that reading strategy training does not affect the reading ability of learners from different proficiency levels the same way and that less able readers might benefit more the training than more able readers. The amount of gains made by the proficiency group was found to be much greater than that made by high proficiency reading group. While teaching ESP readers how to use given strategy. they must also be taught how to determine if they are successful in their use of that strategy .it must be emphasized that proficient readers need guided practice if strategy training to be successful.

Pedagogical Implications

The first implication of the findings of the study for language teachers is that training in reading strategies makes readers active learners, so the outcome of the present research will be an appropriate guide for the language teacher to teach the reading strategies while they have more information about them. The second implication that ESP readers, particularly less capable ESP readers, should be given intensive and direct strategy for a long period. Teaching of strategies without direct explanation and explicit teacher modeling for a short would not have a long-term effect on students and effectively help them as strategic readers. Readers with lower level language proficiency might benefit from reading strategy instruction where they learn to monitor their comprehension and use their background knowledge with the help of a teacher who models the steps of the instructional process, and where they discuss their strategies while reading the text reading teacher in this kind of instruction assumes the role of a guide, a model, or stimulator rather than the provider of the correct answers to comprehension questions.

The finding of the study have some implications for language learners, too Language learners have to recognize the significance of developing of developing effective reading strategies. They must consider the need to improve all their reading strategies through constant practice and extensive reading Spending a few hours on rehearsing reading strategies will not lead to successful reading habits students must have a long-term program for learning and practicing their reading skills on a regular basis. Material developers may also find the findings of this study useful. they are recommended to include some exercise to raise students awareness about when, where, and how to use reading strategies. This can obviously result in the development of 'strategic' readers. Although a few English reading course books for ESP readers used in Iran have strategy training parts, the majority of them are relatively old course books which lack a part for strategy instruction. Therefore, it is urgent that Iranian material developers review and their textbooks and pay more attention to the vital issue of reading strategy instruction

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