Developing Reading Comprehension Modules to Facilitate Reading Comprehension among Malaysian Secondary School ESL Students

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The study aims to develop a set of 6 Reading Comprehension Modules (RCMs) for Malaysian ESL teachers to facilitate different reading abilities of ESL students effectively. Different skill categories were selected for developing the RCMs. This article describes how and why diverse texts of varying length were adopted and adapted from various authentic sources for ESL students having different reading abilities/bands. It also discusses how literal, reorganisation, and inferential questions were constructed appropriately based on the texts selected in the RCMs. Five experienced content/language experts validated the RCMs while eighty ESL students selected through purposive sampling from a secondary school from Penang, Malaysia participated in the pilot study for determining the reliability of the RCMs. The results of the pilot study revealed that the participants improved their scores gradually. Kuder and Richardson Formula 20 (KR-20) was employed to determine the internal consistency of the RCMs. The calculated values of RCMs ranged between 0.804 and 0.923 that indicate high reliability. The RCMs were standardised through a rigorous developmental process by using the Pebble in the Pond Model (Merril, 2002). We hope that the standardised RCMs would act as indicators for the ESL teachers to enhance ESL students' performance in reading comprehension.

Key Words: reading comprehension, comprehension questions, ESL teachers, ESL students, facilitate, RCMs

INTRODUCTION

Reading comprehension is an interactive process between the reader and the text. During reading process, the reader extracts meaning from the text by utilizing his/her previous knowledge through employing effective reading comprehension strategies

(Orasanu & Penney, 1986). Therefore, specific indicators designed to employ effective reading strategies and guidelines can enhance poor readers' performance in reading comprehension (Brown, Armbruster, & Baker, 1986).

As regards the status of the English language in Malaysia, it is taught as second language in all Malaysia schools in line with the Malaysian Education Act 1966. Therefore, English is given much importance in the Malaysian education system in order to achieve national and international goals (Segawa, 2007). That is why, the Ministry of Education, Malaysia encourages the concerned stakeholders to enhance students' English language skills particularly reading comprehension (Musa, 2003). In the Malaysian context, the Form Four and Form Five Malaysian English Language Syllabus comprises of a major portion of reading comprehension that assists the students to promote various reading skills (Nunan, 2003). The Curriculum Specifications emphasise that curriculum materials must be tailored in line with ESL students' different reading abilities and needs (Thang & Kumarasamy, 2006).

As regards the teaching of the English language, reading is the most important skill amongst others (Gu, 2003). A lot of efforts had been made to enrich ESL students' reading comprehension, however, the students still need to be more proficient in comprehending the text (Afflerbach, Pearson, & Paris, 2008). In connection with enhancing the students' reading competency, the selected reading textual material with local contexts is helpful for ESL teachers to enhance their reading comprehension abilities (Paulston & Bruder, 1976). Moreover, the comprehension questions should also be constructed in line with reading skill categories (Nuttall, 2005).

STATEMENT OF THE PROBLEM

The ESL teachers lack of suitable reading materials to facilitate ESL students with different reading abilities to enhance their reading comprehension (David & Govindasamy 2006). Hassan and Selamat, (2002) identified that, in Malaysia, the ESL teachers have to sort out material from other sources such as internet and newspapers because the textbooks are either too difficult or too easy and do not match to the abilities of different students. Generally, the teachers face difficulties regarding the selection of reading material to develop students' reading ability. Most previous studies indicate that the ESL teachers need to use a variety of reading modules for teaching reading academic texts at all levels, especially at school levels in Malaysia (Blachowicz, Blachowicz, & Ogle, 2008). Nambiar (2007) stated that the teaching of reading in Malaysian schools does not often focus on all types of reading comprehension skill categories.

There is little work done regarding developing modules for ESL teachers to teach reading comprehension at school level in Malaysia. This is one of the challenging issues for ESL teachers that they are facing the lack of standardised RCMs and appropriate guidelines for teaching reading comprehension (Ortega, 2009). O'Reilly, Sinclair and McNamara (2004) also reported that most of the ESL teachers merely teach with the help of the textbooks provided by the Ministry of Education Malaysia and even from workbooks. Furthermore, some teachers are not well aware whether the comprehension questions they formulate can test students' reading ability (Day & Bamford, 2005). In view of the discussion stated, the present study aims to develop standardised RCMs to

enrich ESL students' reading comprehension at school level in Malaysia according to their reading abilities.

REVIEW OF LITERATURE

Reading and Reading Comprehension

Reading is a complex cognitive process in which a reader decodes the symbols or printed messages into sounds (Grabe & Stoller, 2002), while, reading comprehension is a vigorous process of constructing meaning from a piece of text and understanding it effusively and comprehensively (Nakamoto, Lindsey, & Manis, 2008). With regard to the teaching of reading comprehension, a dynamic, vibrant, and vigorous process of teaching reading comprehension by involving reading materials for constructing meanings from the text assists ESL teachers to enhance ESL students' academic performance (Anderson, 2003).

As far the reading portion in textbooks is concerned, it comprises of a story, an essay, or an argument followed by some comprehension questions in order to develop ESL students' reading comprehension. In the contexts of reading comprehension, Barrett's taxonomy of reading comprehension (cited in Clymer, 1968) presented five skill categories of reading comprehension such as 1) literal, 2) reorganisation, 3) inferential, 4) evaluation, and 5) appreciation. In addition, Day and Park's (2005) taxonomy of reading comprehension, and Bloom's taxonomy of educational objectives revised by Anderson et al. (2001) presented almost the similar skill categories. According to the taxonomies, literal comprehension refers to the information explicitly stated in the text, whereas reorganisation comprehension needs an ability to synthesise, analyse, and integrate the information plainly stated in the text. Contrarily, inferential comprehension refers to locate information implicitly stated in the text through making assumptions and conjectures. These three skill categories are similar in the taxonomies in terms of concepts and meanings and are commonly used terms in the area of reading comprehension (Gill, 2008).

In view of the above discussion, the three skills stated in the afore-mentioned taxonomies were taken into consideration for developing the RCMs for ESL teachers to facilitate reading abilities among ESL students of Form 1 to Form 5 since they are helpful for selecting texts and constructing comprehension questions. Furthermore, these three skills are appropriate to teach language skills whereas the rest of the skills are helpful for teaching the English language (Nuttall, 2005).

Reading Modules Developed by others

Pearson and Gallagher (1983) stated that specific modules developed for reading comprehension play an effective role not only for ESL teachers to teach reading comprehension effectively but also for ESL students to enhance their reading ability and understanding. In connection with the reading modules, currently, there is a limited number of reading modules available for ESL teachers to teach reading comprehension. For example, Brunk-Chavez (2008) developed a set of 14 instructional modules for college level teachers to provide effective reading strategies and guidelines to teach reading comprehension to ESL students. Virginia Department of Education, United

States of America (2008) also developed reading modules namely 'Middle School Reading Modules' for reading comprehension. Similarly, Ministry of Education, New Zealand also developed 5 different modules for developing students' reading comprehension (Ministry of Education New Zealand, 2007). These modules are effective for teaching the English language reading skills. However, they are rather general, rigid, and broad or associated with particular level or contexts that provide general guidelines for ESL teachers. Therefore, the researchers attempted to develop the RCMs for ESL Malaysian teachers to provide comprehensive guidelines and effective reading strategies to teach reading comprehension to ESL students.

Research Objective

The key objective of the study is to develop a set of 6 RCMs for ESL teachers to facilitate ESL students' reading comprehension abilities at secondary school level in Malaysia.

Research Questions

Following research questions are designed to achieve the objective of the study.
RQ1: What type of reading comprehension texts should be selected for the different levels of reading ability (Band 1- Band 6)?
RQ2: What type of reading comprehension questions should be constructed to develop the different sub-skills of reading comprehension to answer the literal, reorganisation and inferential comprehension questions?
RQ3: What is the content validity and reliability of the prototype RCMs?

METHOD

The researchers took many steps to design and develop RCMs. Initially, after a profound and deliberate study, the researchers selected the Pebble in the Pond Model (see figure 1) for developing RCMs since it is remarkable and significant model in the field of designing materials (Merrill, 2002).
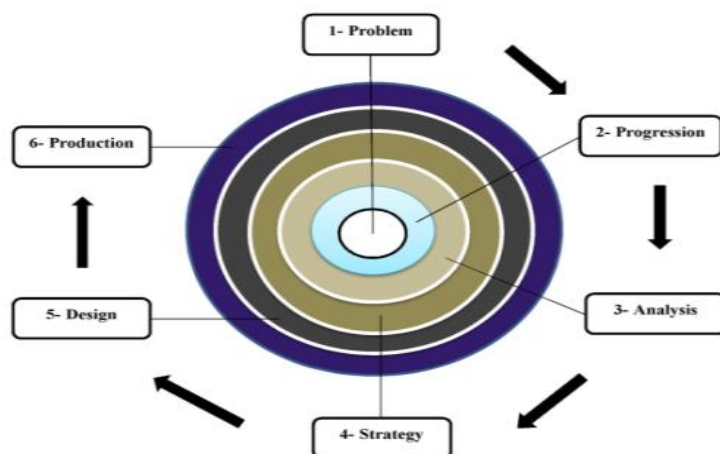

Figure 1: The Pebble in the Pond Model (Merril, 2002)

This model consists of six different phases namely, problem, progression, analysis, strategy, design, and production (Merrill, 2002). The researchers systematically developed the RCMs in line with the six phases of this model. In order to develop a set of 6 RCMs, the Descriptors of Reading Ability developed by Abdul Rashid Mohamed, Lin, and Shaik Abdul Malik (2010), the Malaysian English Language Syllabus, Barrett's taxonomy of reading comprehension (1968), Day and Park's (2005) taxonomy of reading comprehension, and Bloom's taxonomy of educational objectives revised by Anderson et al. (2001) were taken into consideration. The procedure for developing the RCMs is elucidated in detail below.

Descriptors of Reading Ability

First of all, the researchers adopted the 'Descriptors of Reading Ability' developed by Abdul Rashid et al. (2010). The 'Descriptors of Reading Ability' are useful for developing RCMs since they are developed based on the reading abilities of students to answer literal, reorganisation, and inferential comprehension questions. These descriptors explain what an ESL student can do or cannot do.

Malaysian English Language Syllabus

The Malaysian English Language Syllabus specifies the contents for students to enhance their language proficiency. It comprises of specific portion for developing the students' reading comprehension. It assists the students to become independent and efficient readers in order to comprehend the text appropriately (Ministry of Education Malaysia, 2011). The skill specifications stated in the Malaysian English Language Syllabus are ideal to develop ESL students' reading comprehension. However, they neither enable the teachers to know the students' level of reading comprehension nor do they reflect any diagnostic purpose (Sheikh-Ahmad, 1997). As regards the objective of the present study, the skill specifications stated in the Malaysia English Language Syllabus were used in this study for developing the RCMs.

Barrett's Taxonomy of Reading Comprehension

The Barrett's taxonomy of reading comprehension (cited in Clymer, 1968), comprises of five major skill categories of reading comprehension such as literal, reorganisation, inferential, evaluation, and appreciation that are categorised from easy to difficult level (Alderson & Urquhart, 1984). All the skill categories are significant, however only first three skill categories such as literal, reorganisation, and inferential comprehension were considered for developing the RCMs.

Day and Park's Taxonomy of Reading Comprehension

Day and Park (2005) also presented a reading comprehension taxonomy that is similar to Barrett's taxonomy of reading comprehension. It consists of six types of comprehension along with five forms of questions (refer to Table 1).

Table 1: Day and Park's (2005) taxonomy of reading comprehension for developing and evaluating reading comprehension questions (adopted with written permission)

Forms of	Six Types of Comprehension

Questions	Literal Comprehension	Reorganisation	Inference	Prediction	Evaluation	Personal Response
Multiple Choice	×	×	×			
Who/When/What/ Where/ How/why	×	×	×			
Alternative						
True/False						
Yes/No						

All the skill categories of this taxonomy are valuable for ESL teachers to construct their own comprehension questions to enhance ESL students' reading comprehension. However, as regards the objective of the study, only first three types of comprehension along with first two forms of questions were considered for developing the RCMs since the current study focused on the teaching of the English language.

Revised Bloom's Taxonomy of Educational Objectives

Bloom's taxonomy of educational objectives revised by Anderson et al. (2001) is also helpful for ESL teachers for designing curricula, instructional materials and tests. It consists of six levels of cognitive functioning. However, the selected skill categories such as remembering (literal), understanding (reorganisation), and analysing and creating (inferential) were consideration to develop the RCMs.

Reading Comprehension Strategies

According to Afflerbach at al. (2008), reading strategies help the readers to decode text, understand the words, and construct or derive meanings of the text. Lapp, Flood, Brock, and Fisher (2013) concluded that well developed cognitive strategies have been used in various research studies since ESL students need to reread, interpret, ponder, integrate, analyse, infer, critique, connect, review and evaluate the ideas during reading the text in order to answer comprehension questions. Therefore, various reading strategies were recommended in the RCMs.

As for the development of the RCMs is concerned, different skill categories taken from Descriptors of Reading Ability, the Malaysian English syllabus, and three taxonomies of reading comprehension stated above are elaborated in Table 2.

Table 2: Summary of reading skill categories selected for developing the RCMs

Descriptors of Reading Ability adopted from Abdul Rashid et al. (2010)	*Skill Specifications in the Malaysian English Language Syllabus*	*Barrett's Taxonomy of Reading Comprehension (1968)*	*Day's & Park's Taxonomy of Reading Comprehension (2005)*	*Revised Bloom's Taxonomy of Educational Objectives (2001)*
Literal Comprehension i. Identifying supporting details in the text ii. Identifying main ideas in	Literal Comprehension i. Scanning for certain details ii. Identifying main ideas in a simple text iii. Identifying	Literal Comprehension i. Identifying supporting details in the text ii. Identifying main ideas in	Literal i. Understanding of the straightforward meaning of the text ii. Locating the answers of literal comprehension questions directly	Remembering (literal) i. Identifying letters, phrases, sentences, and supporting details ii. Identifying main

the text	supporting details in a simple text	the text	stated in the text	idea
Reorganisation i. Extracting supporting details ii. Acquiring the meaning of words by using contextual clues iii. Identifying simple cause and effect	Reorganisation i. Extracting supporting details ii. Acquiring the meaning of words by understanding contextual clues iii. Identifying simple cause and effect	Reorganisation i. Extracting supporting details ii. Acquiring the meaning of words by using contextual clues iii. Identifying simple cause and effect	Reorganization i. Using information from various parts of the text and combining them for additional understanding ii. Finding out the relatively explicit information from the text	Understanding (reorganisation) i. Translating ideas or information explicitly stated ii. finding cause and effect relationships
Inferential Comprehension i. Drawing conclusions ii. Making inferences	Inferential Comprehension i. Drawing conclusions in simple texts ii. Making inferences	Inferential Comprehension i. Drawing conclusions ii. Making inferences	Inference i. Finding out information based on material that is in the text, but not explicitly stated ii. Understanding of the text with their own knowledge and intuitions	Analysisng and creating (inferential) i. Understanding one's experiences how they relate to text inferring details and main ideas

TYPES OF TEXTS SELECTED FOR RCMs

The researchers selected/adapted diverse textual materials from various sources in order to answer the following research question:

Research Question 1: What type of reading comprehension texts should be selected for the different levels of reading ability (Band 1- Band 6)?

Therefore, in compliance with the Research Question 1, the researchers accessed and consulted various sources such as magazines, workbooks, newspapers, periodicals, and authentic websites to select/adapt diverse texts for the RCMs. With regard to the structure of developing the RCMs, basically, a set of 6 RCMs was designed and developed. The RCMs were divided into three levels with varying length of text. The difficulty level and the length of the text for each band was set in line with the Descriptors of Reading Ability adopted from Abdul Rashid et al. (2010). Furthermore, the difficulty level of all the texts was determined by using The Flesch Reading Ease Readability Formula developed by Rudolph Flesch in 1948 (Spache (1953). The structure of each Reading Comprehension Module (RCM) is stated in Table 3.

Table 3: The structure of the RCMs

RCM and Band	*Part/Skill categories*	*Number of text*	*Length of text*	*Level*
RCM 1 Band 1	Part A: Literal Comprehension Part B: Reorganisation Comprehension Part C: Inferential Comprehension	3 3 3	100-150 (words)	Elementary
RCM 2	Part A: Literal Comprehension	3	100-150	Elementary

Band 2	Part B: Reorganisation Comprehension	3	(words)	
	Part C: Inferential Comprehension	3		
RCM 3 Band 3	Part A: Literal Comprehension	3	150-250 (words)	Intermediate
	Part B: Reorganisation Comprehension	3		
	Part C: Inferential Comprehension	3		
RCM 4 Band 4	Part A: Literal Comprehension	3	300-400 (words)	Intermediate
	Part B: Reorganisation Comprehension	3		
	Part C: Inferential Comprehension	3		
RCM 5 Band 5	Part A: Literal Comprehension	3	400-600 (words)	Advanced
	Part B: Reorganisation Comprehension	3		
	Part C: Inferential Comprehension	3		
RCM 6 Band 6	Part A: Literal Comprehension	3	600-750 (words)	Advanced
	Part B: Reorganisation Comprehension	3		
	Part C: Inferential Comprehension	3		

In order to answer the research question 1, the researchers selected various literal, reorganisation, and inferential comprehension texts from various authentic sources in connection with the reading abilities of ESL students in each band. Therefore, a set of 6 RCMs was developed in order to facilitate all ESL students having different reading abilities. Various forms of text were included in each RCM in line with different themes such as people, environment, social issue, health, and science and technology as stated in the Malaysian English Language Syllabus. Similarly, various genres of texts such as advertisements, letters, speeches, emails, essays, newspaper reports, and dialogues were added in each RCM. The basic purpose behind the selection of various genres was to construct versatile comprehension questions. In addition, the length and difficulty level of the texts for each RCM increased gradually from RCM 1band1 to RCM 6 band 6. Furthermore, suitable visual images relevant to the textual materials were added since they might be helpful for ESL teachers and students to comprehend the text (Robberecht, 2007). Besides stating the total number of words under each text, the source of the text was also cited appropriately at the end of each text. Furthermore, following points were also kept in mind during the selection of the texts for each RCM.

a. The difficulty level of the texts was set keeping in mind the reading abilities of ESL students in each band in line with the Descriptors of Reading Ability.
b. The texts were included with reference to a variety of the Malaysian contexts.
c. Reading sub-skills were mentioned in each passage throughout each RCM.
d. Each sub-skill was stated against each comprehension question as well.
e. Four plausible distractors were given under each comprehension question.
f. The language of the texts and the comprehension questions were made intelligible.
g. The guidelines were given under each text for ESL teachers and students to answer all types of comprehension questions by using different reading strategies.

After the selection of comprehension texts for RCMs, the researchers constructed comprehension questions to answer the research question 2 as stated below:

Research Question 2: What type of reading comprehension questions should be constructed for the literal, reorganisation, and inferential comprehension questions?

TYPES OF READING COMPREHENSION QUESTIONS

After selecting texts for the RCMs, comprehension questions were constructed very carefully under each text. Thus, 15 comprehension questions were constructed under each Part of the RCM. In addition, the selected sub-skills were focused while constructing comprehension questions in each part of the RCM. For instance, two reading sub-skills such as identifying supporting detail and locating main idea were considered in Part A. Three reading sub-skills such as extracting supporting detail, acquiring the meaning of words by using contextual clues and identifying simple cause and effect were focused in Part B, whereas two reading sub-skills such as making inferences and drawing conclusion were considered in Part C. In addition, all the comprehension questions were indicated as signposts questions throughout the RCMs since Nuttal (2005) elucidated with logical reasoning that the signpost questions are helpful for readers to answer the required questions from the text. The researchers also recommended some affective reading strategies that might assist ESL teachers to answer comprehension question. Moreover, one mark was allocated for each comprehension question. Therefore, each part of a RCM comprises of 15 marks and each RCM consists of 45 marks totaling 270 marks for all RCMs.

After selecting the texts and constructing comprehension questions, the researchers tested the validity and reliability of the RCMs to answer the following research question. Research Question 3: What is the content validity and reliability of the prototype RCMs?

VALIDITY AND RELIABILITY OF THE RCMs

After developing the prototype RCMs, the researchers conducted a pilot study to test the content validity and reliability of the RCMs. As regards the content validity of the prototype RCMs, it was determined through a systematic process. Five content experts examined the prototype RCMs in order to test their content validity. Two content experts were TESOL university teachers, whereas; three were experienced examiners of the English Language papers of Malaysian Certificate of Education, Lower Secondary Assessment, and Primary School Examination Test. The content experts checked the suitability and appropriateness of the texts and the comprehension questions to determine the content validity of the RCMs. The content experts indicated some problems with regard to a) the type of the texts, b) the types of reading comprehension questions, c) correction of spelling and grammatical errors, d) consistency in the space between sentences and paragraphs, and e) the length of distractors. After receiving the feedback provided by the content experts, the required changes were incorporated to modify and refine in the prototype RCMs as follows:

Types of Texts

The experts pointed out some of the texts that were not familiar to the Malaysia students' cultural and social contexts. Therefore, the experts suggested the researchers to replace such texts with those that are in line with the Malaysian contexts. Likewise, some of the texts were not suitable with regard to the level of difficulty and length of the texts. They were either too short, too long, too difficult or too easy for a particular level/band of students. Thus, the experts suggested the researchers to change such texts

too. Similarly, some of the graphs were used instead of the textual materials; therefore, the experts proposed the researchers to use textual materials instead of the graphs since the present study aims to focus on reading comprehension based on the textual materials. Finally, the researchers incorporated the changes accordingly based on the constructive comments given by the experts.

Types of Reading Comprehension Questions

The experts pointed out that some of the comprehension questions were not constructed appropriately in line with the selected skill categories. For instance, some of the comprehension questions were neither literal nor inferential in their true sense. Some of the comprehension questions were also not apprehensible and understandable. Therefore, the experts suggested the researchers to construct suitable, relevant, and comprehensible questions in line with each skill category. Thus, the researchers made changes to construct appropriate comprehension questions as suggested by the experts.

Correction of Spelling and Grammatical Errors

The language experts highlighted some spelling and substantial grammatical errors in the textual materials and comprehension questions. Therefore, the researchers removed the spelling and grammatical errors in the light of the experts' recommendations.

Consistency in the Space between Sentences and Paragraphs

The experts drew the attention of the researchers to the inconsistency between the spacing of the sentences and paragraphs. Therefore, consistency and uniformity were made as directed by the experts to increase the rate of readability and understanding.

Length of the Distractors

The experts also pointed out the length of the distractors that was not equal. In connection with the length of distractors, Haladyna, Downing, and Rodriguez (2002) stated that it is generally observed that longer or the shorter distractor is commonly considered the correct answer without any logical ground. Therefore, the researchers tried their best to make all the distractors equal in length.

After checking the content validity, the reliability of the prototype RCMs was determined. As regards the matter of determining the reliability, RCM 2 band 2, RCM 3 band 3, RCM 4 band 4, and RCM 5 band 5 were used in order to conduct a pilot study. Eighty ESL students of Form Four were selected through purposive sampling from a selected secondary school in Penang Malaysia. Before applying the prototype RCMs, the reading comprehension test developed by Abdul Rashid et al. (2010) was used in order to determine the students' reading ability. The scores/bands based on the pilot study are presented in Table 4.

Table 4: Results of the pilot study to determine the ESL students' reading ability/band

Bands	Raw scores for each Band	Number of Students for Each Band (N= 80)
1	00-06	00
2	07-18	18
3	19-29	26
4	30-41	19
5	42-53	17
6	54-60	00

According to Table 4, the ESL students' scores represent that they fall only in band 2, band 3, band 4, and band 5. Contrarily, none of the ESL students got band 1 or band 6. Therefore, RCMs 2 to RCM 5 were employed to conduct the pilot study to the students who attained band 2 to band 5 respectively. The pilot study of the prototype RCMs was conducted through different stages during twenty-four working days. Text 1 of each Part of each RCM was taught by using reading strategies proposed in the RCMs and text 2 and text 3 of each part of each RCM were given to the participants as tests to test their level of comprehension. After teaching the selected texts, KR-20 was used to determine the reliability of each skill category of the prototype RCMs. The calculated reliability values are stated in Table 5.

Table 5: Reliability of the prototype RCMs

Module/Band	Part	Sub-skill	Reliability values
Prototype RCM 2 Band 2	Part A	Literal Comprehension	0.804
	Part B	Reorganisation Comprehension	0.808
	Part C	Inferential Comprehension	0.853
Prototype RCM 3 Band 3	Part A	Literal Comprehension	0.892
	Part B	Reorganisation Comprehension	0.873
	Part C	Inferential Comprehension	0.824
Prototype RCM 4 Band 4	Part A	Literal Comprehension	0.903
	Part B	Reorganisation Comprehension	0.914
	Part C	Inferential Comprehension	0.892
Prototype RCM 5 Band 5	Part A	Literal Comprehension	0.869
	Part B	Reorganisation Comprehension	0.923
	Part C	Inferential Comprehension	0.917

Table 5 reveals that all the calculated values indicate high reliability. A consolidated comparison of the ESL students' scores in RCM 2 to RCM 5 is made in Figure 2.
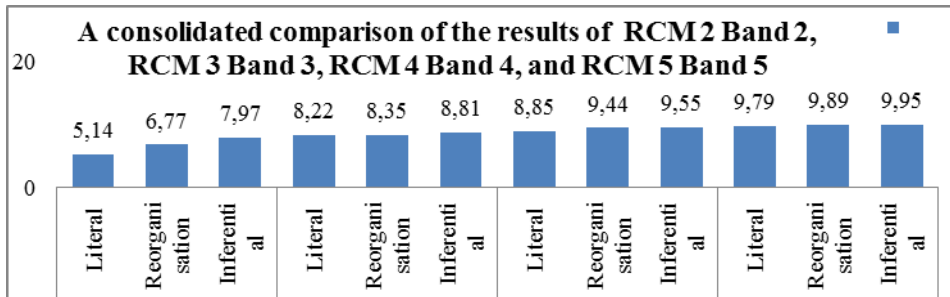

Figure 2: Comparisons of participants' scores in RCM 2 band 2 to RCM 5 band 5

Figure 2 indicates that the ESL participants improved their scores in each skill category in each RCM. The researchers also observed that the reading strategies particularly signpost questions assisted the students to answer the literal, reorganisation, and inferential comprehension questions. Therefore, it can be concluded that the RCMs are helpful for ESL students to improve their reading comprehension.

In connection with the results of pilot study, the researchers noticed that some of the

texts were comparatively difficult. Therefore, some changes were made in the texts accordingly and a few of the texts were replaced with the easier texts in line with the students' reading abilities in order to develop standardised RCMs. Finally, after making the necessary changes, the researchers developed standardised RCMs, which contain various stages such as introduction, general and pacific objectives, previous knowledge text, presentation, guidelines for ESL teachers, practice, and production.

DISCUSSION AND CONCLUSION

Basically, this research aimed to assist the ESL teachers in Malaysia to teach reading comprehension at secondary school level. It is significant since a little research has been done before for developing RCMs for ESL Malaysian secondary school teachers to teach students how to answer literal, reorganisation, and inferential comprehension questions according to the students' reading abilities. The standardised RCMs will act as indicators for the ESL teachers to teach sub-skills of reading comprehension at easy, intermediate and advanced levels. These modules will help the ESL teachers to transfer their knowledge to the students effectively with better methodology by employing various effective reading strategies. According to Pawanchik (2006) and Jalleh (2012), two-third of the Malaysian teachers did not meet the proficiency level to teach the ESL students effectively at school level. Therefore, the RCMs will help the ESL teachers improve ESL students' exposure in teaching reading comprehension at school level in Malaysia. Finally, the standardised RCMs developed by the researchers will support ESL teachers to improve ESL students' reading comprehension since they are adaptable, flexible, and user-friendly with a tremendous potential to use at national level to achieve the goals set in the Malaysian English Language Syllabus.

IMPLICATIONS OF THE STUDY

It is hoped that the standardised RCMs developed by the researchers would assist the ESL teachers to apply at secondary school level for teaching reading comprehension skills to ESL students. Various reading strategies proposed in the standardised RCMs will also help the ESL teachers to enrich their pedagogical skills, teaching approaches, and professional development. The RCMs, in return, will result in improving ESL students' reading comprehension, learning development, and academic achievement as well. It is also expected that program level administrators, teacher trainers, professional developers, and the state will benefit the standardised RCMs since the researchers, after analysing various aspects, made tireless and strenuous efforts for designing and developing the RCMs through a systematic and coherent process in order to enhance ESL students' academic achievement in reading comprehension. Finally, the standardised RCMs can be handed over to the District Education Officers and the State Education Offices in Malaysia as well. They can recommend the RCMs to the ESL teachers to apply in the classroom for teaching reading comprehension. If all the ESL teachers consider that the RCMs are beneficial, then, a comprehensive report can be sent to the Ministry of Education, Malaysia. The Ministry, as a response, could benefit the RCMs to add the relevant contents in the syllabi in order to improve ESL students' reading comprehension.

FUTURE PLAN

Each standardised RCM consists of 45 to 50 pages; therefore, it is hard to enclose all the RCMs here with this article. In our opinion, these modules have a tremendous and remarkable potential for ESL teachers to teach reading comprehension skills. Therefore, our future plan is to upload these modules to our online forum in near future, so that the readers may benefit this useful product.

ACKNOWLEDGEMENTS

We would like to show our gratitude to the content/language experts and the principal of the selected school who assisted for testing the validity and reliability of the RCMs.

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Turkish Abstract

İkinci Dil Olarak İngilizce Öğrenen Malezyalı Ortaokul Öğrencilerinin Okuduğunu Anlamalarını Geliştirmek İçin Okuduğunu Anlama Modülleri Geliştirme

Bu çalışma öğrencilerin farklı okuduğunu anlama becerilerinin geliştirilmesi için 6 Okuduğunu Anlama Modülü seti geliştirmeyi amaçlamaktadır. Seti geliştirmek için farklı beceri kategorileri seçilmiştir. Makalede farklı okuma becerileri ve seviyeleri olan öğrenciler için otantik kaynaklardan değişen uzunlukta farklı metinlerin neden ve nasıl seçildiğini açıklamaktadır. Aynı zamanda gerçek anlamlı, yeniden oluşturucu ve çıkarımcı soruların seçilen metinlere göre nasıl oluşturulduğu da bu çalışmada anlatılmıştır. 5 dil uzmanı modüllerin geçerli olduğunu belirtirken, 80 öğrenciyle yapılan pilot çalışma da modüllerin güvenirliğini belirlemede kullanılmıştır. Pilot çalışmanın sonuçları katılımcıların puanlarını giderek artırdığını göstermiştir. İçsel tutarlığını belirlemek için Kuder and Richardson Formula 20 (KR-20) kullanılmıştır. Elde edilen sonuçlar 0.804 ve 0.923 arasında değerler alarak yüksek güvenirlik katsayısı göstermiştir. Modül seti titiz bir geliştirme süreciyle Pond Modeli Pebble kullanılarak standardize edilmiştir (Merril, 2002). Sonuç olarak standardize edilmiş modül seti İngilizce öğretmenleri için öğrencilerinin okuduğunu anlamada performanslarını artırmakta önemli bir konuma geleceği beklenmektedir.

Anahtar Kelimeler: okuduğunu anlama, anlama soruları, İngilizce(ESL) öğretmenleri, İngilizce (ESL) öğrenenler, artırma, OAM

French Abstract

Développement de Lecture de Modules de Compréhension pour Faciliter Compréhension Lisante parmi Collège d'enseignement général malais ESL Étudiants

 L'étude a pour but de développer un ensemble de 6 Modules de Compréhension Lisants (RCMs) pour des professeurs ESL malais pour faciliter les capacités de lecture différentes d'étudiants ESL effectivement. Des catégories de compétence différentes ont été choisies pour développer le RCMS. Cet article décrit comment et pourquoi les textes divers de longueur variante ont été adoptés et adaptés de sources authentiques diverses d'étudiants ESL ayant la lecture différente bilities/bands. Il discute aussi comment le littéral, la réorganisation et des questions déductives ont été construits convenablement basé sur les textes choisis dans le RCMs. Cinq contenu expérimenté / les experts de langue ont validé le RCMs tandis que quatre-vingts étudiants d'ESL choisis par l'échantillonnage résolu d'un collège d'enseignement général de Penang, la Malaisie a participé à l'étude pilote pour déterminer la fiabilité du RCMs. Les résultats de l'étude pilote ont révélé que les participants ont amélioré leur grand nombre progressivement. Kuder et la Formule Richardson 20 (KR-20) a été employé pour déterminer la cohérence(consistance) interne de RCMS. Les valeurs calculées de RCMS se sont étendues entre 0.804 et 0.923 qui indique la haute fiabilité. Le RCMS a été normalisé(standardisé) par un processus lié au développement rigoureux en utilisant le Caillou dans le Modèle d'Étang (Merril, 2002). Nous espérons que RCMS standardisé agirait comme des indicateurs pour les professeurs ESL pour améliorer la performance des étudiants ESL dans la compréhension lisante.

Mots Clés: en Lisant la compréhension, les questions de compréhension, ESL des professeurs, ESL des étudiants, facilitent, RCMs

Arabic Abstract

تطوير الفهم القرائي الوحدات النمطية لتسهيل القراءة والفهم بين طلاب ESL المدرسة الثانوية الماليزية

وتهدف هذه الدراسة إلى وضع وحدات مجموعة من 6 القرائي (RCMs) لمعلمي اللغة الإنجليزية كلغة ثانية الماليزي لتسهيل قدرات قراءة مختلفة للطلاب ESL على نحو فعال. وقد تم اختيار فئات المهارات المختلفة لتطوير آليات التنسيق الإقليمي . توضح هذه المقالة كيف ولماذا تم اعتماد نصوص متنوعة متفاوتة الطول وتكيفها من مختلف المصادر الأصيلة للطلاب ESL وجود مختلف bilities القراءة / العصابات. وتتناول أيضا كيفية الحرفي، وإعادة التنظيم، والأسئلة استنتاجي شيدت الأنسب بناء على نصوص مختارة في رسائل الصليب الأحمر . التحقق خمسة خبراء محتوى / اللغة ذوي الخبرة RCMs في حين ثمانين طالبا ESL المختارة من خلال أخذ العينات هادفة من مدرسة ثانوية من بينانغ، ماليزيا شاركت في الدراسة التجريبية لتحديد موثوقية RCMsوكشفت نتائج الدراسة التجريبية أن المشاركين تحسنت نتائجهم تدريجيا. كان يعمل Kuder و Richardson formula 20 (KR-20) لتحديد الاتساق الداخلي من RCMs. تراوحت القيم المحسوبة من RCMs بين 0.804 و 0.923 التي تشير إلى موثوقية عالية. كانت موحدة من RCMs خلال عملية التنموية صارمة باستخدام حصاة في بركة نموذج (Merril 2002). نأمل أن رسائل الصليب الأحمر موحدة سيكون بمثابة مؤشرات للمعلمين ESL لتعزيز أداء طلاب ESL في القراءة والفهم.

كلمات البحث: الاستيعاب القرائي، أسئلة الفهم والمعلمين ESL والطلاب ESL، وتسهيل، RCMs