IMPROVING READING COMPREHENSION SKILL THROUGH INTERACTIVE READING STRATEGIES OF GRADE 10TH STUDENTS AT PUBLIC SECONDARY SCHOOL

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ABSTRACT

It is widely accepted that English reading comprehension skill is vital for academic success. Yet a majority of Pakistani teachers adopt the traditional grammar-translation approach, which fail to assist students to comprehend course contents that are taught in English. The purpose of this study was to compare the effectiveness of interactive reading comprehension strategies and traditional grammar-translation reading comprehension approach. This research used a quasi-experiment research design and the independent sample t-test to compare the reading comprehension skills of 10th grade students of two different schools of district Korangi, Karachi. The findings of the study proved significant improvements in English reading comprehension skills of the interactive reading comprehension treatment group over the grammar-translation treatment group.

KEYWORDS

Reading comprehension, Interactive reading strategies, Pre-reading, While-reading, Post-reading

INTRODUCTION

Difficulties in English reading comprehension skills, faced by the public sector schools students in Pakistan, laid the foundations for the present study. The traditional methodology for teaching reading skills used in majority Pakistani classrooms has failed in producing proficient English readers, who can confidently and autonomously read in and outside the classrooms. At secondary level of schooling, the teaching reading skill is lecture based; the entire text is translated into Urdu or any other local language to the students. As a result, students remain passive learners, lacking in the required reading comprehension skills (Younus & Khan, 2017). Reading comprehension skills have immense importance in students' success at school (Alavi, Borzabadi, & Dashtestani, 2016). English has been the language of education and the medium of instruction across the globe. In Pakistan English is taught as a compulsory subject up to the graduation level (Atai, Hashemi, & Nejadghanbar, 2018). Though English reading classes in Pakistan are generally overwhelmed by conventional methods for teaching reading skills. Consequently, students barely develop reading comprehension skills. There is hardly any provision for activity based teaching of reading skills that may provide a hands on experience for learners to acquire reading comprehension skills.

Effective reading strategies facilitate learners in self-directed and self-regulated learning, making them efficient in reading process. A skilled reader is well versed in employing a variety of strategies for comprehending text (Pearce, 2018). If the required technique is not employed effectively, it may affect readers' productivity and efficiency in comprehension skills. Knowledge of reading strategies is thus a contributing factor in enhancing reading comprehension skills among students. Unfortunately, students at public sector schools are not given timely exposure to appropriate reading comprehension strategies; consequently, they do not become efficient and independent readers. Reading strategies employed by learners of English as a foreign language (EFL) is one of the most prominent areas of foreign language (FL) research. Learners who make use of these strategies for reading comprehension can understand and recall more information from what they read and achieve higher-level of language proficiency. According to Teevno & Raisani (2017), teachers in Pakistani public sector schools are not enlightened with modern teaching reading comprehension strategies. As a result, overall performance of the students in English reading comprehension is not satisfactory. Most of these students have seldom come across the terms Pre-reading, While-reading or Post-reading and hardly ever heard about schema theory or interactive model of reading comprehension.

The current research thus laid its foundation on analyzing the effectiveness of reading strategies and their impacts on students' English reading comprehension skills. This study compared English reading comprehension skills of two groups of 10th grade from

government secondary schools of Korangi Township, Karachi. One of these groups was taught through the traditional grammar-translation method while the other was taught using the interactive reading comprehension strategies. Effective reading comprehension strategies facilitate students in achieving comprehension tasks more successfully. Strategic learners efficiently apply various reading strategies to achieve higher-level of language proficiency (Habók & Magyar, 2018).

LITERATURE REVIEW

The interactive reading model and Schema Theory by Rumelhart (1982) guided the current study. The proponents of schema theory believed that reading comprehension finds strong roots when it is linked with prior knowledge. Any attempt of generating meaning to the text depends on a balanced pattern between the familiar concepts in mind, and the unique features of the selected piece for reading. Rumelhart (1982) argues that comprehension only takes place when individuals align their minds with series of objects and events in the message. Rahim, Mohamadm and Idris (2018) assert that schema theory defines the process of knowledge building. When there is need to reconstruct meaning by contrasting ideas, the existing schema plays a major role in aiding comprehension. This schema is either activated or if non-existent it is created. Contrary to the idea of orderly reading comprehension approach, schema theory places emphasis on interactive approach that views teaching reading comprehension as a segment that involves awareness, monitoring and development of repair strategies to prevent failure in comprehension (Zwick, 2018).

This research lays its foundation on analyzing reading strategies based on the aforesaid model for developing reading comprehension skill. Most importantly the effectiveness of reading strategies and their impacts on comprehension skills. Researchers have suggested that teaching readers how to use strategies is a prime consideration in the reading classroom. The components of reading strategies embedded with the interactive model used in reading classroom activities can be classified into three stages of reading (Anaktototy, Huwae, 2020). They are primarily, pre-reading, while-reading and post-reading phases.

Reading comprehension is the master key for participating actively in today's dynamic world. To understand the multi-layered nature of the text, in connection to the virtual reality, teaching effective reading skills is indispensable. Since reading comprehension is a multidimensional process between reader, text, activity, and the context, we need to realize that teaching English reading comprehension skills to non-natives requires a facilitating classroom environment. Understanding different instructional methods for English reading classrooms is prerequisite for producing strategic readers. Over the years, teaching reading skills through strategy based instruction has gained serious attention. Most of the researches deal with developing reading skills in native language

rather than nonnative ones, which is a serious concern for not considering the thick population of learners. Furthermore, most reading research worked with younger readers or college students, and little has been discovered concerning comprehension strategies that students in secondary school should incorporate to develop their reading skills in a nonnative language.

Ahmed and Han, (2018) characterize reading as the capacity to draw meaning from the written text and transmit it according to its essence. This definition implies the objective of teaching reading skills interactively. The reader needs to develop rapid and precise word identification abilities while-reading. According to Gilakjani and Sabouri, (2016) the reading comprehension is an interplay between the printed message and the elicit knowledge outside the message. Reading strategies help comprehend the implicit message. Skilled readers are able to read between the lines through words recognition, structural knowledge and identification of the purpose of reading. The entire process helps individual grow cognitively. Basically, reading comprehension is a scientific system that combines various factors to find ways of developing meaning out of the reading text. It is an interactive process. It combines various cognitive activities. These activities are strategies of understanding words meanings, mindful reactions, and integration to achieve the goal of reading English reading comprehension skills and reading strategies have significantly positive relationship with each other. This relationship facilitates both the proficient and less proficient readers in their journey to explore the facts hidden in printed materials. Through interactive reading strategies, readers understand paragraph, comprehend unfamiliar words, and sentences structure of the reading text to abridge their reading (Meniado, 2016).

English reading comprehension skills affect all the walks of educational life for students in Pakistan. It either facilities them or vice versa in case one does not have good reading comprehension skills (Waziri, Mustapha, & Bukar, 2020). The demand for teaching of English as a second language (L2) in Pakistan seeks for research-based effective teaching practices and classroom implications for L2 reading instructions. Skilled readers utilize comprehension strategies to develop meanings. These strategies are readers' mental procedures to complete a reading task. These are the series of activities that a reader takes into account in order to accomplish reading task successfully. Barron (2017) defines reading strategies as the readers' mental procedures to complete reading assignment. According to him reading strategies are cycles of activities, readers practice for a successful reading comprehension. Reading comprehension can be achieved if effective reading strategies are executed effectively by the learners.

RESEARCH OBJECTIVES
1. To experience the effectiveness of interactive reading strategies to develop reading comprehension skill of 10th graders in public secondary schools of Karachi.
2. To enlighten the ESL teachers about the significance of teaching reading skill through interactive reading strategies.

RESEARCH METHODOLOGY
This is a quasi-experimental research based on pretest posttest experiment, which was structurally founded on the recommended structure due to its nature (Ary, Jacobs, Irvine, & Walker, 2018). The study dealt with two groups of participants; one was interactive reading treatment group, who was facilitated to develop reading comprehension skills through interactive reading strategies, while the other was taught reading comprehension skills through the grammar-translation method. There were altogether 96 male students of grade ten (X) from two different public schools of District Korangi, Karachi. The age brackets of these learners ranged between 15 to 17 years. Both the groups were taught thrice a week for 90 minutes per day. The research instruments consisted of three sets of tests prepared from the Englsih textbook for grade X, prescribed Sind Book Board, Jamshoro, to assess students' reading comprehension skills after using pre-reading, while-reading and post-reading strategies. The tests were administered twice, first as a pretest and later as a posttest. The test was developed from grade X English textbook prescribed by Sind Book Board Jamshoro, Sindh. The test covered both prose and poem sections and included 11 questions to be completed in 2.5 hours. The test was piloted to check its reliability and validity.

RESEARCH FINDINGS AND DISCUSSION

H_1: Learners, who are exposed to pre-reading strategies, outperform than learners who are not.

Since English is a second language for Pakistani students, their fear and failure to comprehend the foreign language are obvious. Pre-reading strategies is the way out to the problems that hinder reading comprehension. This phase prepares readers and provides them a purpose of reading. Pre-reading phase stimulates prior knowledge. At this phase teachers ensure that students can tackle the reading tasks without being frustrated. It is evident that if a teacher utilizes sufficient time to prepare effective pre-reading activities, it may yield better results on students' motivational level to read text and develop better understanding of the reading text. There are numerous past studies that second the notion, like Rubegni and Landoni, (2018), who advocate that pre-reading strategies activate readers' background knowledge related to the reading topic. They suggest number of activities under pre-reading phase like pictures discussion,

explanation of vocabulary, previewing, predicting, and so on. These are prominent strategies to bridge readers' background knowledge and the new knowledge. Another study by Alhaisoni (2017) covers that prior knowledge is prerequisite for reading. It helps understand the reading content besides, helping students to digest new knowledge. Previewing is part of pre-reading strategies, which facilitates readers to design textual hypothesis. It is done through titles, headings, text related pictures that help in predicting what the text is all about (Boardman, Vaughn, & Klingner, 2018; Reed, Stevenson, & LeBeau, 2019). Asking students to write their experience related to the reading subjects is also one of the pre-reading strategies, which also develops reader's schema (McGraw & Mason, 2017). At this phase of reading students explore what they will experience inside the upcoming text. This strategy develops new vocabularies as well. Similarly, title based questions which are generally provided as a pre-reading part motivate and involve students in reading activity. They help readers predict about the occurring events in the reading text. These questions also establish their links to maximize comprehension (Karimi & Baradan, 2017). Hashemi (2016) also experimented pre-reading activities on Iranian students. For this purpose, the population was classified into four groups; one control group and three experimental groups, intended to test the impact of pre-reading activities. His findings suggest that all the treatment groups who employed the pre-reading strategies performed better in their comprehension than the non-treatment group. A recent study in the Kingdom of Saudi Arabia (KSA) finds Pre-reading process supporting students in stimulating and utilizing critical reflection during reading (Abdelhalim, 2017). Pre-reading Strategies keep the readers cognitively and behaviorally active for the successful comprehension. (Roomy & Alhawsawi, 2019). Moreover, Mousavian and Siahpoosh (2018) endorse the effectiveness pre-reading activities are effective tools to help learners academically. They proved that the learners who were exposed to pre-reading strategies outperformed than the students of controlled group. Therefore, the above studies supported in establishing the aforesaid hypothesis.

Episode 1: Pre-reading phase: Interactive reading treatment group approach
This is the intervention part. The first chapter "The Wise Caliph" was selected from their prescribed text book. The lesson plan for the treatment group was based on interactive reading approach and activities were tailored according to pre-reading activities. The activities were related to the picture guessing and vocabulary matching. Rubegni and Landoni, (2018), suggest pictures guessing, explanation of vocabulary and previewing text activate readers' background knowledge related to the reading topic. These are prominent strategies to bridge readers' background knowledge and the new knowledge. Earlier the chapter begun, a map of Iraq and its capital Bagdad was displayed on the board for pre-structured questioning strategy. Some basic questions were asked; like what is Iraq and Bagdad famous for? Where Bagdad is situated? What language do they speak? What does a caliph do in a state? Students were facilitated in

their answers. This strategy was in line with the study of Joseph, Amspaugh, Ross, Helton, Konrad, and Davenport, (2019) who analyzed the impact of pre-structured questioning on reading comprehension of high-school. Participants were given five pre-structured questions related to different story components (e.g., characters, events, time, setting, and conflict).The findings suggest that the students reading comprehension of a narrative texts and retelling significantly increased. Students were quite surprised and excited with such strategies as they had never experienced them before. I realized that these activities built their schema and motivated them to take active part in the reading process.

Control group approach
The above said group was taught the chapter traditionally. At first the teacher read aloud the chapter title, wrote the selected vocabulary on board, with their Urdu equivalents, then read the first paragraph loudly and asked some of the students randomly to read the remaining text, which most of them found difficult. At the end the teacher wrote answers to the questions that the chapter followed, which the students were supposed to copy.

Pre-reading test experiment
When in the next session they were tested through a short posttest based on the taught chapter and the discussed concepts. The questions were related to picture alignment, vocabulary matching and some basic true false of the discussed passages. Since it was interactive strategies based, most of them were jolted by the test. Besides, it was heart ranching to know that most of the students were not familiar with English reading style. There were basic pronunciation issues in their reading. A good number of students could not pronounce some vary common words properly. This is all because of poor reading and of course the traditional teaching may be held responsible for this unsatisfactory performance. Students' performance based on pretest and posttest results was evaluated using the independent sample t-test. The independent samples t-test examines the difference between means of two units which are independent from each other and equal in average (Isobe, Buenaventura, Chastain, Chavanich, Cózar, DeLorenzo & Martí, 2019). The table below highlights both the group's performance in pre-reading phase.

Table 1
Comparison of Experimental and Control group in Pre-reading

Factors	Group	N	Mean	S.D	Df	T	p
Pre-reading	Experimental	48	3.54	1.288	94	-1.095	0.276
	Control	48	3.88	1.671			

*p<0.05

An independent sample t-test was conducted to evaluate the significance between the two approaches of teaching English reading comprehension; interactive method and the grammar translation method. Surprisingly the t calculated value does not lie in critical region in case of this episode, which rejects the hypothesis, the t value is (94) =-1.095, and p=0.276. Average mean from experimental group is (M=3.54, SD=1.288) as compared to the average mean from control group (M=3.88, SD=1.671). Results of the study showed that there was no significant difference between the two approaches at this episode.

H_2: Learners, who are exposed to while-reading strategies, outperform than learners who are not.

One of the important strategies for developing reading comprehension is while-reading strategy, which needs to be employed side by side other strategies such as concentration to the textual structure, pattern and vocabulary guessing. Learners need to be guided to make use of all strategies. They need to be capable to employ them appropriately (Hamdan, Mohamad, & Shaharuddin, 2017). While-reading strategies direct students to copy the excerpts from the book that has an evident impact on the transition of the story and then write down their views for the chosen text. Surely, the readers should evaluate the text and develop understanding the words and deduct the message. This phase assures instructor about the success or failure of teacher's strategies. This phase is basically helps students in self-monitoring and self-controlling or confirming and clarifying the process. It reciprocates the process of teaching. At this phase questions are generated about the reading text. Parts of the text are summarized and explanations of the unknown words take place. A good number of researchers agree that these cognitive reading strategies are remarkably fruitful, and may be easily understood by the learners (Azra, 2020). While-reading strategies such as analyzing, highlighting, taking notes, identifying main ideas and drawing inferences have produced remarkable results in recent studies. Javed & Mohamed, (2015) conducted an exploratory research to facilitate English as a second language (ESL) coaches for their reading comprehension tasks. The results suggest that while-reading strategies mixed with inferential and reorganization questions helped learners in developing reading comprehension. The study established that effectiveness of reading activities in developing reading comprehension was at greater level, and proved that reading comprehension based on while-reading activities paid off. In this connection, he advocated for keyword strategy induction with reading activities to develop comprehension. Similarly, Ness (2016) has suggested the inclusion of while-reading strategies to promote effective reading in students as they enhance learners' level of reading comprehension. The findings of the study urge that instructors need to opt for explicit teaching style during reading activities. Hence the above studies second the aforementioned hypothesis.

Episode 2: While-reading phase; Interactive reading treatment group approach
While reading strategies such as analyzing, highlighting, discussing, identifying main ideas and drawing inferences have produced desired results in contemporary studies (Rehman, Khan, Almas, Mohamad, & Ismail, 2020). These strategies were also employed during the text of Wise Caliph. Students read it silently and discussed the role of caliph. They also analyzed the status of qazi in the state and highlighted his job nature. The status of qazi was compared with chief justice. His job nature was discussed as well. To define the caliph status and job description, the teacher asked them to co-related it with the caliph system of city Madinah. It helped them in developing their schema to understand the text better. Contextual vocabulary teaching is a strategy that facilitates readers in improving vocabularies and developing cognitive skills (Prayati, & Vikasari, 2019). The contextual vocabulary was printed on A4 size paper and pasted on the board. Some of the vocabularies were made pictorial up to possible extent so that students could learn them unconsciously. According to Boardman, Vaughn, Buckley, Reutebuch, Roberts, & Klingner, (2016) collaborative strategic reading encourages students' engagement in reading activities to boost their own learning and of their peers by working in small groups. Therefore, students were divided in groups of four and asked to compare the role of qazi with chief justice with their group members. This helped them to develop connection and they recalled their previous knowledge, which they had heard of in Islamiyat subject.

Control group approach
The control group dealt with while-reading phase traditionally. Once the teacher finished his reading, he asked students to finish the remaining text one by one through reading aloud. The teacher translated and explained the text side by side. He also explained the selected vocabulary with their Urdu equivalents. At the end the teacher wrote answers to the questions on the board, based on the reading text which the students copied.

While-reading test experiment
When they were examined through a short posttest based on while-reading activities, it was not bit challenging for the treatment group, who were tested based on while-reading strategies. The test consisted of true false, sentence completion, guessing meaning in context and multiple choice question answers. In contrast the controlled group was not as confident as treatment group in the test. They suffered of English reading deficiency, which was evident from their English reading style. They could not recognize everyday vocabulary used in the text. During question answer session, I noticed that there were writing issues in their writing as well. I had to dictate some of the everyday used words; most of them could not spell it correctly. The table below highlights both the group's performance in while-reading phase.

Table 2

Comparison of Experimental and Control Group in While-reading Phase

Factors	Group	N	Mean	S.D	df	T	P
While-reading	Experimental	48	8.44	1.700	94	10.625	.000
	Control	48	4.17	2.206			

*p<0.05

An independent sample t-test was conducted to evaluate the significance between the two approaches of teaching English reading comprehension; interactive method and the grammar translation method. The t value is (94) =10.625 and is p=.0.000, which lie in the critical region. Hence the hypothesis accepted, which implies that the test is significant. The average mean from experimental group is (M=8.44, SD=1.700) as compared to the average mean from control group (M=4.17, SD=2.206). The statistics revels that there is significant difference between the two approaches of teaching English reading comprehension at while-reading phase.

H$_3$: *Learners, who are exposed to post-reading strategies, outperform than learners who are not.*

Post-reading phase basically helps the instructors realize the standing of the students. It also helps instructors to alter their lesson plans accordingly. Students are asked to synthesize, comment, evaluate, or reflect on what they have come across in the text. All these methods will help students to write down the critical understanding and interpretation that they have deducted while interacting with the written content. Hence its proportion in the development of comprehension skills is worth mentioning. Post-reading strategies used by the teachers, are crucial to facilitate learners to employ their acquired information from the reading materials to the daily context (Rehman, 2020). The findings by Meyer and Ray (2017) suggest that ESL instructors need to combine readings for problem solving, comparison, causation, collection and description in texts, which all are post-reading tasks. Hence, the availability of such reading activities facilitate in teaching the learners a result oriented means of comprehension.

The significance of post-reading strategies on reading comprehension has been advocated by various empirical studies as well. Involving learners in a discussion-based reading model yields in effective cognitive abilities among learners while keeping them busy in reflecting and thinking about questions in a reading text, which ultimately yields a remarkable performance of students in reading comprehension. This process keeps the students cognitively and behaviorally active while they connect themselves to the reading text (Roomy & Alhawsawi, 2019). Al-Khawaldeh and Bani-Khair,(2017) explored the post-reading comprehension strategies used by the secondary stage Jordanian students. The result suggests that Jordanian secondary

students used many reading strategies like; reading the whole text to get the general idea, asking and answering, rereading, summarizing and drawing a picture of the text, which produced significant impact on their overall comprehension skill. The literature guided the formulation of H_3.

Episode 3: Post-reading phase; interactive reading treatment group approach
During the course of post-reading phase, I employed various strategies; story mapping is one of them. Story-mapping is a cognitive strategy that seeks readers to fill a pre-structured template with components to visualize, organize, understand textual information from a story. It is a framework to guide readers' attention to identify the events, grammar components and writing them on the given template. It is in the form of diagram or graphic organizer. It includes story title, characters, time, setting, conflict, major events as well as moral to organize. As a post reading strategy, it helps to review and confirm students understanding of the text (Mayasari, 2017). Story mapping facilitated the discussed group through a template that organized and summarized different parts of the story of "Wise Caliph"; like character, plot, setting, problem, and solution. It helped them in identifying and recalling the important details of the reading chapter. It also supported them in visualizing their thoughts about the event, character, and place under discussion. They were able to match the main idea with details. They sequenced the events as well. At the end of the entire activities, which took two days, the overall experience for the teacher and students were surprising, learning and challenging. Student's feedback about their learning experience was satisfactory. They were able to answer some of the cross questions related to the reading text. According to Dill, (2020) graphic organizers is a visual model that refers to organize, classify, and rearrange textual information in an easiest and attractive way to be remembered. The next segment began displaying Haroon Rasheed picture, which graphically highlighted Haroon Rasheed era, his personality and style of ruling. Hence students were provided pictorial clues to arrange the information provided in the reading text. It was somehow similar to the story mapping strategy, which further clarified reading concepts. Al-Khawaldeh, Jaradat, Al-momani, & Bani-Khair, (2016) experimented the post reading comprehension strategies like; reading the whole text to get the general idea, rereading, summarizing and drawing a picture of the text on the secondary stage Jordanian students. The findings revealed a significant impact on their overall comprehension skill. Similarly, the researcher recapped the previous day activities and asked students to write 10 lines in their own words about the chapter Wise Caliph. They were asked to outline main idea as well.

The control group approach
During the experiment with the controlled group, I realized that most of the students could not read the English text other than the prescribed text book. Majority of the students could not even comprehend a single paragraph of the prescribed English text

book. They were taught the chapter traditionally. At the post-reading phase the teacher wrote answers to the questions that the chapter followed, which the students were supposed to copy.

Post-reading test experiment
When in the next session they were tested through a short posttest based on the taught chapter. Since it was interactive strategies based, most of them could not do it independently. At this stage they were asked to summarize of the passage from the taught chapter. They were asked post text question to answer as well. During question answer session, I noticed that there were writing issues in their writing as well. Control group was not able to take dictation, hence the teacher had to write answers on the board, which were explained along with question using Urdu medium. The table below presents both the group's performance in post-reading test.

Table 3
Comparison of Experimental and Control Group in Post-reading phase

Factors	Group	N	Mean	S.D	df	T	P
Post-reading	Experimental	48	8.50	1.786	94	15.981	.000
	Control	48	2.50	1.891			

*p<0.05

An independent sample t-test was conducted to evaluate that there is significant difference between experimental and control group results of students in English reading comprehension of the ten graders through post-reading strategies. The calculated t value is (94) =15.981, and the p value is=0.000. The average mean from experimental group is (M=8.50, SD=1.786) as compared to the average mean from control group (M=2.50, SD=1.891). The results highlights significance of the approach proving the hypothesis accepted.

Table 4
A one-way Anova was conducted to compare the final post-reading results of students in English reading of the both groups.

		Sum of Squares	df	Mean Square	F	Sig.
Pre-reading	Between Groups	2.667	1	2.667	1.198	.276
	Within Groups	209.167	94	2.225		
	Total	211.833	95			

While-reading	Between Groups	437.760	1		437.760	112.899	.000
	Within Groups	364.479	94		3.877		
	Total	802.240	95				
Post-reading	Between Groups	864.000	1		864.000	255.396	.000
	Within Groups	318.000	94		3.383		
	Total	1182.000	95				

The analysis of variance shows that there is insignificant difference between results of English reading comprehension in pre-reading test F (1, 94) =1.198, p (.276),whereas the while-reading result F (1, 94) =112.899, p (.000), and the Post-reading result F (1, 94) =255.396, p (.000), are quite significant, which highlight that while-reading and post-reading (Reading strategies) have a positive significant impact on ten graders English reading comprehension performance.

CONCLUSION & RECOMMENDATIONS
The results of the above tests report a statistically significant relationship between strategies and reading comprehension development of the students. It reveals that interactive reading strategies rapped under pre-reading while-reading and post-reading strategies played tremendous role in enhancing students English reading comprehension skills. The hypotheses testing indicated that per reading phase, while-reading activities and post-reading tasks are quite productive in developing learners English reading comprehension skills. The findings of this study second the versions of previous studies like Channa & Nordin (2015), who advocate that strategies are the remidies to develop comprehension skills of the students. The findings from Azizifar (2015) research highlight that interactive reading approach while teaching students reading comprehension texts leads to comprehension success. The findings of the current study are in line with the study of Abdelhalim (2017), who witnessed that students' level of comprehension enhanced when they were taught using interactive reading approach. It also enhanced their level of engagement and developed understanding of text. Another empirical study by Jiang (2016) on employing reading strategies to improve comprehension skill of the learners, which highlights statistics in line with the present study. Similarly, the study conducted by Protacio (2017) confirmed that reading strategies helped learners to boost their motivation to read while engaging them to understand the texts. The current research is also backed by the experiment done by Rehman, Khan, Almas, Mohamad, & Ismail (2020), where the findings revealed that interactive reading strategies are the obvious remedy to develop

students reading comprehension level. Therefore, the present study witnesses regarding the efficacy of interactive reading strategies and comprehension skills.

This study establishes that reading comprehension strategies like pre-reading, while-reading and post-reading are the way out to deal with poor English reading comprehension issue of the public sector schools students in Pakistan. This research has implication in three folds; the first and foremost to train and motivate ESL teachers to teach English reading comprehension by employing interactive reading strategies, which studies across the globe prove that it is possible and affordable at every level and everywhere. Secondly, the students need to be motivated, guide and train to apply the interactive reading strategies in their English reading comprehension endeavors. Finally, the authorities need to look back at the book and its content as well as the assessment pattern, which should force both the teacher and taught to make use of the suggested English reading comprehension strategies for successful comprehension.

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