



## RESEARCH ARTICLE

### COMPREHENSION: OUTCOMES OF READING

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#### ABSTRACT

The paper intends to identify the relationship between words & its proper concepts at primary school level. This study is Descriptive in nature wherein Survey Method and Developmental Studies with special references to Cross-Sectional Approach were used side by side. While, Four Point Scale for Subjective Assessment, Achievement Test of Language Skills (Oral- Cum- Written), Achievement Test of Comprehension and a Structured Interview for Pupils of Classes I-V were used as instrument to collect the data. After analysing the data through mean score this study reveals that at primary level, language development is at alarming position. Though Pupils have developed their language skill in some extent but they are still in able to associate the words to its proper concepts. The study suggest that the Pedagogy should be based on development of comprehension rather than reading & writing of content alone so that pupils may be able to develop the linkages of the concepts with others areas of knowledge.

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## INTRODUCTION

Generally, the educative process implies the process of educating the pupils. In the pupils' point of view it is an act of learning. While according to teachers it is a process of modifying the behavior of the pupils through various means and devices. Because they know and fully realize that their pedagogy is to bring about the development of the pupils along definite lines through the modification of his behavior. This modification takes place by the direct or indirect application of given knowledge and communication by the teacher. That is the reason; effective communication is regarded as an essence of pedagogy. By which a pedagogue transfer treasure of knowledge to the pupils. As Laurianne (2017) highlights that "language is acquired by hearing and understanding messages that are slight by above your current level of ability with the target language". So, in this teaching learning process language opens the door for cognitive domain, affective domain and psychomotor domain. A language is a system of vocal symbols by means of which a pupil modifies himself. Without a command on language, pupil feels himself handicapped to express. Because other resources of communication like gestures, postures and signals are inadequate to the educative process. Ultimately, comprehension is developed and expressed

by the proper use of language. Verbal and written expressions associate the words with its proper concept.

### Statement of the Problem

Language development is a burning issue since the creation of Pakistan. So, this study aimed to search out the relationship between words & its proper concepts at primary level.

### Objectives of the Study

#### The objectives of the study were:

- To highlight the achievement level in language skills of the pupil from classes I-V.
- To identify the comprehension level of pupil from classes I-V
- To analyze the relationship between words & its comprehension
- To suggest the measures for language development.

### Research Question

Q No.1: What is the achievement level in language skills of the pupils from class I-V?

Q No. 2: What is the comprehension level of the pupil from class I-V?

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Q No. 3: What is the relationship between words and its comprehension?

### Research Procedure

This study is Descriptive in nature. So, Survey Method and Developmental Studies with especial references to Cross-Sectional Approach were used side by side. Following tools of research were developed:

1. Four Point Scale for Subjective Assessment of the Pupils of Classes I-V: This scale was developed to determine the pupil perception of the Topics, Activities, Contents, concepts given in Sindhi/ Urdu text book of language. The pupils were asked to rate as:

W = If the concept is "easy to understand". It means you got the idea first time or with little efforts.

X = If the concept is "difficult to understand". It means you now understand but you had difficulties.

Y = If the concept was "never understood". It means after several attempts you still do not understand.

Z = If the concept was "never study". It means you did never study it.

2. Achievement Test of Language Skills (Oral- Cum- Written) for Classes I-V: This Achievement Test (Oral-Cum-Written) was developed to measure the degree of accomplishment of language skills through Urdu/Sindhi Text book language.

3. Achievement Test of Comprehension for Pupils Classes I-V: This Achievement Test was developed to measure the pupils' level of comprehension enhanced by teaching of Urdu/Sindhi textbook as first language.

4. Structured Interview for Pupils of Classes I-V: This interview was developed to analyze the relationship between words and its proper comprehension.

### For the administration of research tools following procedure were followed:

Research Tool Number 01. All the pupils were asked to rate the given Topic Activities, Content, and Concepts according to their perception. All those pupils who could not read, the members of research team read out the topics, Activities, Contents, and Concepts and rated according to their responses. It was just like interview techniques.

Research Tool Number 02: This tool of research was administered individual pupil was asked to follow the instruction and then their responses were assessed individually in the given space by the members of research team.

Research Tool Number 03: All the pupils were asked to readout the questions carefully and then tick the appropriate answer the given choices. All those pupils who could not read, the members of research team readout the questions and ticked according to their responses. It was just like interview technique.

Research Tool Number 03: For the administration of this tool, Questions of structured interview were asked to the Pupil individually and their responses were collected to analyze of comprehension level of pupil towards concept/ topic/ words.

The size of the random sample for this study is shown in table below:

### Pupils' Achievement Level in Language Skills

Language is a systemized knowledge perceived through careful observation, measurement, experiment and evaluation. Thus, in broader sense, it is a gateway to knowledge by investigating a problem in the pursuit of understanding the nature. So, Class-wise facility values (FVs) calculated on the data of achievement test, for the Assessment of pupils' achievement in language skills, are projected in the table below.

The Cumulative mean of data shows that 41.28 % pupils from classes I-V of district Hyderabad had developed their language skills. Each skill shows very low gradual development over the subsequent classes. The skills in copying of words and sentences, conversation with fluency and comprehension by listening the textual materials and SRMs have been shown to be at the higher level. But skills in dictation of words, reading of textual materials with correct pronunciation, comprehension by reading textual materials and dictation of sentences, in contrast, are alarmingly low. These are below 22%. This shows a low degree of pupils' achievement in the language skills. To Jewell and Zintz (1986, p.140) "the process of learning of these skills (listening, speaking, writing and reading) is interrelated. Each component of the language arts curriculum depends on and contributes to progress and growth in the others". So, with the connection of this, Selma and Selan (2010, p.02) also said that "Language skills in the classroom should be integrated in language teaching learning process as it is in real life. The high level of developed skills in listening, speaking and copying of words confirms the learning potential in learners, while decreased level in the skills of 'reading', 'comprehension by reading' and 'dictation', indicates the deficiencies in learning. Pupils' writing fluctuates between the highest and the lowest level but it confirms the basic principle that "Children's writing development increases steadily throughout the elementary schools years, with early writing bearing close resemblance to spoken language." (Ruddell & Ruddell: 1995, p.41)

### Pupils' Achievement Level in comprehension

According to Lock "The business of the educator is not to make the young perfect in any one of the science, but to open and dispose their minds as may best make them capable of any work when they shall apply themselves to it". Thus, for the assessment of this area the following concepts/topics were studied by Objective Type Test. The table given below shows the pupils development. The mean of concept 'home' indicates the low level of pupils' achievement. Pupils' achievement level in 'relationships of living and non living things', 'scientific laws' and 'differentiation in different concepts' is below 20% which indicates that the basic sources to promote manipulation, discoveries and observation in pupils are at danger zone. The data of table shows that pupils' achievement level on the topic of Beliefs is very low that is 17.80%. The other data shows that the pupils' achievement in the components of Enforcement of law, Freedom, Right and Responsibility is low. It means pupils' of primary classes are unable to follow the civil rules and regulations; to entertain freedom; to claim rights; and to fulfill their responsibilities. Whereas; Bell (2016, p.12) describes that "Language comprehension is foundational to learning—both social and academic—in the educational environment. With a better understanding of subject matter and social relationships,

students are poised for greater success in all areas of life.” The cumulative mean shows the lowest achievement level of pupils in the components of ‘attitude towards Islamic values’. It means the teaching of different topics/concepts related to Islam is not promoting the pupils develop their attitudes in accordance with Islam. The learners achievement in the components of ‘Adle’, ‘Ehsan’, ‘Conviction’, ‘Respect for Humanity’ and ‘Duty’ are not appropriately developed. They are comparatively better in ‘Sympathy’ and ‘Chastity.’ Analysis of Relationship between Words and its Comprehension Wern (1911, p.114) quotes the Pestalozzi “What the learner experiences and observes must be connected with language”. With the connection of this, Gagen (2007) expresses her views that “expanding the student’s knowledge bank of vocabulary words is important to comprehension. The greater the student’s vocabulary the easier is to make sense of and understand text”. Therefore, to keep in view the relationship between words and its proper comprehension class wise Facility Values (FVs) and difficulties indices were calculated as:

This table shows close inter-relatedness among subjective and objective assessment. The concept of ‘home’ does not confirm the entire DIs logically coordinate to FVs. While the difficulty indices (from class I-V) of concept is low as compared to its FVs, and DIs and FVs of this concept is less than 80 %. It means pupils think that they understand the concept of ‘home’ but their FVs do not prove it. So whenever pupils were interviewed to define the concept of home, they replied: “Home’ means house where we live”. It shows distorted development of this concept in pupil. Whereas; it is a basic need of the language development. As (Yu-han Ma and Wenying Lin, 2015) explained that “as words are an integral part of a language, vocabulary knowledge has been widely considered one of fundamental contributors to the comprehension of a text. Indeed, it has long been held that vocabulary knowledge is one of the most significant predictors of text difficult”. The high difficulty indices in concept of relationship of living and non-living things, scientific laws, differentiation in different concept also shows low level of comprehension in pupils. Wortham (1998, pp. 241-242), lays stress that; “Children acquire concepts through manipulation, observation and discovery. Learning in science results from a store of concepts that can be used when thinking about or understanding relationship between objects, events, or situation through observing and discriminating, children begins to categorize their experiences.”

The DIs and FVs of this table project partial interrelation between what the pupils think of their learning and what they practically learn. For example take subjective data (DIs) of concept belief, it indicates that learners think that they are capable to understand it but their objective data (FVs) has not proved it. It means learners of classes I-V have an ambiguous concept of ‘beliefs’ as they said: “Beliefs means acceptance of Allah on theoretic basis having practically nothing to do with this belief”. While, Ministry of Education (1959, p.211) highlighted the impacts of religious education as: “Religion has been the most vital civilization force in the history of mankind and religious faith has given to human life directions towards righteousness and piety. The difficulty indices of concepts: responsibility, freedom and right are very low as compared to their facility values on the objective assessment. It means the pupils from classes I-V have distorted concepts of: ‘responsibility’, ‘freedom’ and ‘right’. These were confirmed

by their explanation of these concepts during interview. To them, Responsibility is “Orders delivered by others/elders”, Freedom is “The right to cross all the boundaries” and Right is “everything is only for me. Resultantly, that their Facility Values (FVs) did not match with what they think of these values. This table also indicates that pupils feel difficulty in the concept of enforcement of law. While, “development is the total process by which a person adapts to the environment it is the result of growth, maturation and learning” (Borich and Tombari: 1995, p.59). The data of this table show poor inter-relatedness between DIs and FVs of the concept of: Adle, Ehsan, Respect for Humanity, Sympathy, Duty and Chastity. It means pupils have not clear understanding of these concepts. So, these concepts they have, are given in the pupils’ own words: Adle “Justice”, Ehsan “Help the people”, Respect for Humanity “Respect and help of Muslim only”, Sympathy “The act of help in each and every work whom you know”, Duty “The compulsion for us” and Chastity “Fear of society and nothing else”. These explanations highlight the causes of low percentage of F.Vs, which resulted in the distorted inter-relatedness with objective assessment. The pupils’ achievement in the components of ‘Adle’, ‘Ehsan’, ‘Respect for Humanity’ and ‘Duty’ are not appropriately developed. They are comparatively better in ‘Sympathy’ and ‘Chastity’. So, keeping this situation in view, there is high possibility for the modification of the attitude of pupils. “The basic element in the personality of the individual is his character. The upbringing and education of a child should aim at developing these traits in him, so that thinking and acting according to these precepts may become spontaneous and natural to him. The academic achievements of a child divorced from such character formation, will not only be of doubtful values to society but may be positively harmful.” (Ministry of Education: 1959, p.236)

## RESULTS

The findings of the study are as under following headings:

### 1. Achievement Level in Language Skills

The cumulative mean of data from achievement test of language skills (oral-cum written) for pupils of classes I-V shows that 41.28% pupils of classes I-V have developed language skills. It has been reflected through the pupils’ achievement level in:

Copying of words and sentences (i.e. 75.95%)

Conversation with fluency (i.e. 74.23%)

Comprehension by listening the textual materials (i.e. 66.60%). These components have shown comparatively high indices, while pupils’ achievement level in the following language skill component is relatively low:

Dictation of Sentences (i.e. 15.49%)

Reading of Textual Materials with correct pronunciation (i.e. 20.47%)

Dictation of words (i.e. 20.63%).

### 2. Achievement Level in Comprehension

The cumulative mean of achievement level in comprehension enhanced by teaching of Urdu/ Sindhi textbook is 21.76. So, the pupils’ achievement level in the following components is dangerously low:

Table 1. The size of sample

S. No.	Language of text book	Categories of School	Number of the schools in District Hyderabad	Number of the classes	Number of the student from each class in each school	Size of the sample
1	SINDHI	Boys Primary School	3	5	1(H.A) + 1(A.A) + 1(L.A)=3 (3*5*3)=45	45
2		Girls Primary School	3	5	1(H.A) + 1(A.A) + 1(L.A)=3 (3*5*3)=45	45
3		Mixed Primary School	3	5	1(H.A) + 1(A.A) + 1(L.A)=3 (3*5*3)=45	45
4	URDU	Boys Primary School	3	5	1(H.A) + 1(A.A) + 1(L.A)=3 (3*5*3)=45	45
5		Girls Primary School	3	5	1(H.A) + 1(A.A) + 1(L.A)=3 (3*5*3)=45	45
6		Mixed Primary School	3	5	1(H.A) + 1(A.A) + 1(L.A)=3 (3*5*3)=45	45
Grand Total			18	30		270

H.A=High Achievers, A.A=Average Achievers, L.A=Low Achievers

Table 2. Showing the Class Wise Pupils' Achievement Level (%) in Language Skills

Concept No.	Skills	Class I F.V	Class II F.V	Class III F.V	Class IV F.V	Class V F.V	Mean of F.Vs
1	Comprehension by Listening the Textual Materials and SRMs	61.36	64.65	66.77	68.99	71.23	66.60
2	Conversation with Fluency	67.28	70.50	74.12	76.00	83.25	74.23
3	Reading of textual materials with correct pronunciation	14.65	16.92	19.32	24.28	27.18	20.47
4	Comprehension by reading the Textual Materials	11.17	14.55	15.85	17.18	19.22	15.59
5	Copying of Words and Sentences	71.63	73.73	76.28	77.50	80.62	75.95
6	Dictation of Words	13.46	17.13	21.90	24.18	26.46	20.63
7	Dictation of Sentences	11.13	13.61	15.58	17.64	19.50	15.49
Cumulative Mean		35.81	38.73	41.40	43.68	46.78	41.28

N=270

Table 3. The Class Wise Achievement Level of Pupils' Comprehension in Percentage

Concept. No.	Skills/Topics/ Concepts	Class I F.V	Class II F.V	Class III F.V	Class IV F.V	Class V F.V	Mean of F.VS
1	Home	43	44.12	46.53	48.49	51.39	46.70
2	Relationships of living & Non living things	19.58	21.79	21.88	23.6	24.91	22.35
3	Scientific laws	7.1	8.47	10.87	12.84	19.84	11.82
4	Differentiation in different concepts	8.54	9.73	11.73	12.56	14.17	11.34
Cumulative Mean		19.55	21.02	22.75	24.73	27.57	23.05

N=270

Table 4. The Class Wise Achievement Level of Pupils' Comprehension In %

Concept No.	Skills / Concepts / Topics	Class I F.V	Class II F.V	Class III F.V	Class IV F.V	Class V F.V	Mean of F.Vs
1	Beliefs	15.11	17.34	18.11	19.02	19.45	17.80
2	Enforcement of Law	10.44	14.54	15.98	17.34	17.95	15.25
3	Responsibility	33.14	34.43	36.99	37.31	43.35	37.04
4	Freedom	13.15	14	16.62	17.99	19.31	16.21
5	Right	12.59	23.49	25.18	26.27	27.49	23
Cumulative Mean		16.80	20.76	22.57	23.58	25.51	21.86

N=270

Table 5. The Class Wise Achievement Level of Pupils' Comprehension In %

Concept. No.	Skills/Concepts/Topics	Class I F.V	Class II F.V	Class III F.V	Class IV F.V	Class V F.V	Mean of F.Vs
1	Adle	7.23	7.88	9.04	10.03	11.03	9.04
2	Ehsan	11.23	12.34	14.21	15.36	17.26	14.08
3	Respect for humanity	14.11	14.63	16	17.45	19.12	16.26
4	Sympathy	31.88	32.79	34.54	35.63	36.25	34.22
5	Duty	18.41	19.51	20.35	21.65	22.57	20.39
6	Chastity	25.77	26.22	27.35	28.98	33.64	28.39
Cumulative Mean		18.10	18.89	20.24	21.51	23.31	20.39

Table 6. Class-Wise Subjective (Dis) and Objective (Fvs) Assessment of Pupils' In %

Concept No.	Skills/ Topics/ Concepts	Class I		Class II		Class III		Class IV		Class V	
		D.I	F.V	D.I	F.V	D.I	F.V	D.I	F.V	D.I	F.V
1	Home	35.52	43	34.54	44.12	31.51	46.53	30.52	48.49	27.40	51.39
2	Relationships of living & Non living things	79.97	19.58	77.67	21.79	76.92	21.88	75.49	23.6	74.02	24.91
3	Scientific laws	92.99	7.10	91.03	8.47	87.98	10.87	86.82	12.84	79.66	19.84
4	Differentiation in different concepts	90.96	8.54	89.98	9.73	87.08	11.73	86.89	12.56	85.33	14.17

**Table 7. Class-Wise Subjective (Dis) and Objective (Fvs) Assessment of Pupils' In %**

Concept No.	Skills / Concepts / Topics	Class I		Class II		Class III		Class IV		Class V	
		D.I	F.V	D.I	F.V	D.I	F.V	D.I	F.V	D.I	F.V
1	Beliefs	63.83	61.16	17.34	59.80	59.80	18.11	57.48	19.02	55.05	19.45
2	Enforcement of Law	89.06	10.44	84.89	14.54	82.92	15.98	81.11	17.34	80.59	17.95
3	Responsibility	45.36	33.14	44.07	34.43	41.15	36.99	40.19	37.31	39.95	43.35
4	Freedom	68.35	13.15	64.5	14	61.08	16.62	60.85	17.99	59.91	19.31
5	Right	68.91	12.59	56.01	23.49	54.33	25.18	52.22	26.27	51.71	27.49

**Table 8. Class-Wise Subjective (Dis) and Objective (Fvs) Assessment of Pupils' In %**

Concept No.	Skills/Concepts/ Topics	Class I		Class II		Class III		Class IV		Class V	
		D.I	F.V	D.I	F.V	D.I	F.V	D.I	F.V	D.I	F.V
1	Adle	71.92	7.23	70.69	7.88	69.84	9.04	68.84	10.03	67.84	11.03
2	Ehsan	67.27	11.23	66.81	12.34	64.42	14.21	63.81	15.36	61.84	17.26
3	Respect for humanity	64.43	14.11	63.38	14.63	62.85	16	61.80	17.45	59.38	19.12
4	Sympathy	46.62	31.88	45.71	32.79	43.39	34.54	42.68	35.63	42.62	36.25
5	Duty	60.09	18.41	58.98	19.51	58.18	20.35	57.78	21.65	55.79	22.57
6	Chastity	52.77	25.77	52.27	26.22	51.75	27.35	49.65	28.98	44.68	33.64

Pupils' Achievement level in acquaintance with social role of home is 46.70%, Differentiation in different concepts (i-e 11.34%), Scientific laws (i-e 11.82%), Relationship of living & non-living things (i-e 22.35) is low. While, pupils' Achievement level in beliefs (i.e 17.80), Enforcement of law (i-e 15.25%), Freedom (i-e 16.21), Right (23%) and Responsibilities is (i-e 37.04%) respectively. Pupils' Achievement level in: "Adle" (i-e 9.04%), "Ehsan" (i-e 14.08%), "Duty" (i-e 20.59%), "Chastity" (i-e 28.39), "Sympathy" (i-e 34.22).

## DISCUSSION

Language is a basic source of pedagogy. This study reveals that at primary level, language development is at alarming position. Though Pupils have developed their language skill in some extend but they are still in able to associate the words to its proper concepts. The distorted concept development of pupils is a real hindrance for the modification of the behavior i.e. education. Wren (1911., p.112) quotes The Royal Communication on Education as "All educations is development and discipline of faculty by the communication of knowledge, and whether the faculty be the eyes and hands, or the reason on imagination, and whether the knowledge be of Nature or Art, of Science or Literature, if the knowledge be so communicated as to evoke and exercise and discipline faculty, the process is rightly termed education"

## Suggestion

Keeping in view, finding of this study following suggestions are proposed:

- Pedagogy should be based on development of comprehension rather than reading & writing of content alone so that pupils may be able to develop the linkages of the concepts with others areas of knowledge.
- Pedagogical focus should be given to comprehension by reading textual materials so that pupils may develop their skills in dictation of words which will improve the dictation of sentences.
- Concept of home should be clear in the mind of pupil, which is the basic unit for Academic, Social, Psychological, and Personality development of pupils.

- Rational thinking through differentiation in different concepts, scientific laws, and relationships of living & non-living things should be developed in pupils so that they may be able to justify their knowledge logically.
- The concept of beliefs should be developed epistemologically and logically in pupils so that they may understand the eternity of Islam as compared to other system of life, including religions.
- The rationality of enforcement towards Law, Freedom, Right and Responsibilities should be developed in pupils through activity based teaching techniques so that civic sense and its implementation may develop.
- Short stories related to Adle, Ehsan, Convictions, Duty, Chastity, Sympathy and Brotherhood should be shared with pupils after development of concepts pertaining to these topics so that they may be able to justify their behavior according to these Islamic (permanent) values.
- Teachers' Guide for teaching of languages should be re-examined, and republished keeping in view the determination of general aims, specific objectives, selection of teaching techniques, appropriate use of SRMs, and Evaluation strategies for learning outcomes.
- School-wise distribution of Teachers' Guide for teaching of languages should be monitored so that tendency to stock the Teachers' Guide may stop and the teachers be prevailed upon to read these guides.
- Proper use and maintenance of SRMs should be monitored monthly by Educational Administrators instead of its audit.
- Enrollment and attendance of pupils must be the priority area of educational Administration so that appropriate teaching methodology may get its real benefits.
- All the HMs should be trained for teaching of languages module so that they may be able to train and evaluate the PSTs of their respective schools. In this way all the social, financial and academic barriers of In-service training may be eradicated.
- Parents should be made well aware of through PTAs/SMCs/PDFs meetings so that they may be able to strive for the achievement of prescribed objectives for language development.
- Educational Administrators should be trained for teaching of languages so that effective implementation may be confirmed.

- Workshops/Seminar/Colloquiums for mass media personnel should be arranged annually so that it may be possible to project annual report on pupils' achievements of determined objectives for language development.
- A seminar should be organized annually by Bureau of Curriculum and Extension Wing Sindh for the awareness of DCOs, Nazims, and Naib Nazims of Cities/Towns/Talukas/Tehsils and Units so that they may contribute properly for the achievement of determined objectives of teaching of language.

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