Mobile Mediated Reading Strategies: A Cross-Sectional Study on SRMIST Engineering Students

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Abstract

The study aims to dissect the strategies used by the SRM Institute of Science and Technology engineering students while studying through mobile phones. The study involves 180 students majoring in Engineering by dispensing a Survey of Reading Strategies (SORS) questionnaire to dissect the feasibility of strategy usage through mobile phones. One hundred eighty students with the exact demographic details were taken as a sample. A cross-sectional study design examined the strategy usage phenomenon among Engineering Students. The quantitative study holds 35 mailed questionnaires about the sub-scales of reading strategies: Global, Problem-Solving, and Support Strategies. The reliability of the questionnaire was tested using Cronbach's alpha. Cronbach's Alpha tests if multiple questions Likert Scale Surveys are reliable. The collected data were analyzed using SPSS (Statistical Packages for Social Sciences). The finding of the study reveals that (i) the Participants are active strategy users when it comes to mobile reading, (ii) there is a significant result between the three strategies as the participants widely use Support strategies, (iii) The Study's conclusion or data discloses that the students tremendously apply the strategies while reading through mobile phones.

Keywords: reading strategies, global strategies, problem-solving strategies, support strategies, mailed questionnaire

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1. INTRODUCTION

Reading is an essential skill in listening, Speaking, Reading and Writing. Reading is significant as it develops the ability to communicate with other people. It decodes the meaning of letters/ alphabets and enables an understanding of the author's perspective. Written words are one of the ways to grow thinking ability, understanding, and interpretation. Teaching young children to read helps them develop all the subsets of language skills and strengthens the mental capacity to interpret in different dimensions. According to Mikulecky (2008), "Reading is the basis of instruction in all aspects of Language Learning: using Textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing and using computer-assisted language learning programmes"(p.1).

Reading is "the ability to draw meaning from the printed pages and interpret this information appropriately" (Grabe & Stoller, 2002). Strategies is the art of planning and directing the overall operation in a group or as an individual in an English Classroom. Strategies-based instruction's effectiveness has been subjected to over 1000 studies in the last 30 years. Though there is much research to examine strategy-based instruction's efficacy, its authenticity is still being questioned. Tanjung (2018) outlines the strategies used by university students in Indonesia as Metacognitive, Social, and Compensation Strategies. Afflerbach, Pearson and Paris (2008) define Reading Strategies as "deliberate, goal-directed attempts to control and modify the reader's effort to decode text, understand the word, and construct meaning of the text." The study aims to dissect the strategies (mobile mediated strategies) used by the EFL learners of SRM Institute of Science and Technology whose demographic details are pertinent. Mobile-mediated learning, or M-learning, is a way to access learning content using Mobile Phones. It is a tool that makes learning feasible for all students in the 21st Century. It can also be used to nurture collaborative and individual learning. According to the guidelines provided by the Ministry of Human Resource Development, "Nothing that in a country like India characterized by Multifurious diversity, switching over to digital modes of education needs various states, UTs and National level organizations to join hands for a change that will sustain post- covid 19 also" (times of India: 2020). It provides a knowledge gap where the educational system online is still under perplexion of feasibility. Priyati and Santosa(2019) focus on the effect of quiz through mobile learning; Luo, Lin and Chen(2015) examine the use of the Web-based Application "Let's Talk" and brings a conclusive outcome as it showed a better performance in building vocabulary and sentence structure but not 'Comprehension'. Henceforth the researcher checks the feasibility of instructing Reading Comprehension through mobile phones and examines the strategies used by adults ranging from 18 to 21 in the post-millennium era.

1.1 Objectives

1. To dissect the strategies used by the EFL Learners of SRM Institute of Science and Technology using the mobile phone
2. To check the feasibility of instructing Reading Comprehension through Mobile Phones
3. To examine the relevance of subscale strategies among the Engineering Students of SRM Institute of Science and Technology

2. LITERATURE REVIEW

2.1 Importance of Reading and Reading Comprehension- Persistent of all ages

Reading is one of the most essential and fundamental language acquisition skills, especially while learning a foreign language. Brown notifies that language acquisition of "four skills" - Listening, Speaking, Reading, and writing is acquired of a supreme interest of the individual. There are different purposes for reading, reading for exams, reading for pleasure, reading to improvise comprehension, reading to expand and enhance vocabulary, improvising writing skills, and reading to gain extensive knowledge about the existing text.

Strategies are more effective than the individual happens to solicit in their spacing.

Many pieces of research have used strategical instruction in language teaching and learning to check the efficiency of strategies and how the implementation functions. There are numerous ways to learn and use reading strategies for acquiring a language efficiently. Readers must learn the basic bottom-up strategy for decoding the symbols, words, and phrases and the top-down strategies for comprehending the passage. Paris, Cross and Lipson (1984) differentiate the various strategies such as procedural strategy knowledge, Declarative strategy knowledge, and conditional strategy knowledge, providing an insight into how and when to use the strategy. The result produced by National Reading Panel between 1980 and 1998 provides a positive outcome on strategy Instructions, where the average readers tend to improvise their comprehension "appear to have a firm scientific basis for concluding that they improve comprehension in normal readers". Khasawneh (2021) conducted a study using a reading speed strategy on learning disability samples that possibly revealed a constructive result. Few experimental research has been conducted to check the feasibility of Strategy-based Instruction in Language Teaching and learning. The Study by Wong and Jones (1982) tested the effect of the self-questioning strategy and provided little information on the mastery of central concepts. Boyle (1996) investigated the cognitive mapping strategy and found an insignificant result as an outcome. The existing surveys explicate that discrete strategies are persistent for all decades in language acquisition. This study focuses on dissecting the strategies like Global Reading Strategies, Problem-Solving Strategies, and Support Reading Strategies.

2.2 Importance of Reading Strategies

Much research has been conducted to measure the strategy used in reading skills and Comprehension (Baker & Cerro, 2000; Hadwin, Winne, Stockley, Nesbit, & Woszczyna, 2001). Global Reading Strategies is a universal technique followed while reading a text. Global Reading Strategies involve developing a relationship with the text and reflecting on the information. It requires reading, previewing the text, and using typographical aid and context clues. Problem-Solving Strategies implore solving the problem of a text while reading. This strategy includes re-reading the text, paying close attention to the text, visualizing the information, regulating the reading speed, and guessing the meaning of the unknown words. Support Reading Strategies increases comprehension and retention. These strategies use external tools and applications to comprehend the text. The strategy includes note-taking while reading, underlining information in the text, reading aloud, using a dictionary, paraphrasing the text, translating the text and thinking about information in both English and the mother tongue. To support the claim, innumerable research has been conducted to dissect different strategies used while reading a text (Shang, 2018; Huang & Nisbet, 2014, Hong- Nam, 2014; Saeedeh, 2013)

2.3 The Impact of Learning through Mobile Phone

In today's scenario, young people are gaining increasing access to mobile phones, a Kindle, iPad and other relevant technologies that improvise their intellectual level. Many higher education organizations are administering mobile learning to provide adaptability in teaching and learning (Tsinakos & Ally, 2013), where respondents barely use gadgets for reading (Merga & Roni, 2017). As per the Study of Fahad and Wadha(2016); Wang and Smith (2013), the impact of using mobile phones is fruitful and shows positive results towards learners' comprehension of vocabulary and grammar usage. "Mobile Phones can be used in many different ways to teach and learn technical and semi-technical vocabulary outside the classroom" (Fahad & Wadha (2016). Vavoula and Sharples (2009) state that mobile learning is social rather than technical, constructing spontaneous learning contexts and advancing through everyday life by negotiating knowledge and meanings through interactions with settings, people, and technology. It portrays that the effect of mobile phones on teaching and learning pays different ways for language teaching and learning outside the classroom.

3. METHODOLOGY

3.1 Study Design

This study has used the "Cross-sectional study design." One-Shot or status studies are defined as the researcher identifying the study population based on the similar background information of the participants. This design is best suited to studies aimed at determining the prevalence of a phenomenon, situation, problem, or attitude by taking a cross-section of the population. Cross-sectional studies are "designed to study some phenomenon by taking a cross-section of it at one time" (Babbie, 1989). The questionnaire was sent to 180 participants with a similar demographic picture: age, Gender, Education, a habit of Reading, Reading Fluency, and Vocabulary Knowledge. In the questionnaire tool, respondents read the questions and quickly fixed the answers. There are three ways of administering a questionnaire (i) the mailed questionnaire, (ii) Collective Administration, and (iii) Administration in a public place. The study receipts on the most commonly used "Mailed Questionnaire." This type of questionnaire is sent via mail to receive the pertinent information from the selected samples. The questions are framed as "Closed questions" as the respondents choose the category that best describes the respondents' answers. "If the questionnaire is well constructed, processing the data can also be fast and relatively straightforward, especially using some modern computer software."(Dornyei & Taguchi 2009). Many quantitative pieces of research have been conducted to check the efficiency of language teaching and learning. The quantitative research that used a questionnaire as a tool significantly impacted language teaching and learning.

3.2 Advantages of giving a mailed Questionnaire

A questionnaire has several advantages, as it is inexpensive and convenient for the researcher and the participants to conduct a study. The mailed questionnaire offers anonymity, which helps get accurate participant information and data. No face-to-face interaction between the Researcher and Respondents allows the participants to answer precisely. The questionnaire also helps the Respondents to dispense the "Reactive Effect". The reactive effect is the process in the "instrument itself educating the participants", where the respondents tend to learn about the subject area by answering the questionnaire.

3.3 Participants

A total of 180 participants were involved in this study, with an approximately equal number of males(n=90) to females (n1 = 90). All the participants are first-year students of SRM Institute of Science and Technology, with all the students ranging from the age group of 17- 19 approximately.

3.4 Instrumentation

Mokhtari & Sheorey (2002) recognizes that Metacognitive awareness was measured using the Survey of Reading Strategies (SORS). This study uses SORS to identify the reading strategies the EFL students of SRM Institute of Science and Technology use. SORS contains Global Reading Strategies (GLOB), Problem-Solving Strategies (PROB), and Support Strategies (SUP). Global Reading Strategies are directed towards a worldwide text analysis by monitoring the reading process like Predicting and Analysing. Problem-Solving Strategies guess the Lexical meaning from the provided content and try to Picturise the content mentally. Supporting Strategies are the fundamentally used strategies where the readers rely on third-party exertion like a dictionary, note-making, underlining, and highlighting. Many researchers have found the feasibility of the SORS by conducting an experimental study in the early 2000s. SORS comprises eight background information questions and 27 reading strategy category descriptions.

3.5 Procedure

The participants answering the mailed questionnaire brought the results of using reading strategies for developing reading comprehension through mobile phones. The questionnaire includes pertinent questions such as Proclaiming and Predicting, Skimming, Scanning, Identifying the main ideas of the text, Distinguishing between facts and opinions, Developing the awareness of

semantics, guessing the meaning of the word through context, generating own questions about reading text, making predication about reading text, deducing the meaning, sequencing, distinguishing main ideas from the supporting details, comparing and contrasting a text, relating word meaning into sentence meaning, summarizing information from a reading text, perceiving patterns of organization, identifying purpose and tone.

Table 1. Questionnaire on strategies used while reading on mobile phone

Sub-Scales of Reading Strategy	Strategy/ Questionnaire	Description of the Strategy
Global Reading Strategy	Previewing the text before reading	Screening the information urges one to know the complete knowledge of the text.
Global Reading Strategy	Predicting the context	Speculating the information urges the curiosity to learn within the given passage as well as outside the passage.
Global Reading Strategy	Use prior knowledge	Students are encouraged to apply the existing knowledge, either what they read or experienced in their life while decoding the passage.
Global Reading Strategy	Use tables and figures to understand the context	Visual representation is an easy base for understanding the sentences by resolving the hard parse.
Global Reading Strategy	Critically evaluating the text	Analyzing the text critically allows having greater clarity on the context.
Global Reading Strategy	Using bold and italics to learn new vocabulary	Highlighting the words grabs the attention to learn new vocabulary.
Global Reading Strategy	Confirm prediction	Confirming the prediction encourages and appreciates the persons' prior knowledge on judging or capability to cognitize the content.
Problem-Solving Strategy	Adjust reading Speed	The level of reading changes from person to person. Having control over the reading speed challenges our brain to perform better.
Problem-Solving Strategy	Visualize the information	Creating a mental visual image based on the text brings the better understanding.
Problem-Solving Strategy	Pause and think about each Statement while Reading	Clarity on each statement helps stay focused from deviations on general prediction.
Problem-Solving Strategy	Re-read the sentences	Re-reading the statements assures the significance of the statement.
Problem-Solving Strategy	Sequencing	Putting events or information in a specific order brings coherence while reading the passage.
Problem-Solving Strategy	Guess the meaning of the word through context	The unknown or unheard words will convey some meaning through the context.
Problem-Solving Strategy	Identifying purpose and tone	It helps to focus and select the topic. It brings the author and

		the reader online. It forces the reader to understand the author's perspective.
Problem-Solving Strategy	Distinguishing between main ideas and supporting details	Being able to evaluate and interpret the ideas critically.
Support Strategy	Generating questions about the reading context	It helps to clarify and comprehend what is being read. It builds interest in the text and becomes a proficient reader.
Support Strategy	Summarising the information	It discerns the essential ideas in a text. It integrates the main ideas in sensible ways.
Support Strategy	Perceiving the patterns of organization	Bring the relationship between the supporting details
Support Strategy	Relating word meaning into sequence meaning	Overestimates the importance of vocabulary and makes sense of the content.
Support Strategy	Note-making while reading	Keep focused and stay engaged while reading. It also retains a record of what we read.
Support Strategy	Reading the tricky words or sentences aloud	invites the listener into a conversation with the author writing

3.6 Variables

The study has a latent variable that cannot be measured directly. In order to make the latent variable "measurable", a scale/ group of questions is specified, which are jointly used to measure the latent variables. In the latent variable analysis, the answers to the questions are highly correlated, which is noticeable in Likert Scale based on each statement. Cronbach's alpha tests to see if multiple-question Likert Scale Surveys are reliable. It will ascertain whether the designed questions accurately measure the variable of interest. The Internal Consistency of the Likert Scale ranges from 0 - 0.90, whereas 0.90 and above is considered an "Excellent" consistency and below 0.50 is considered " unacceptable". The study has a reliability of 0.75, markings an "Acceptable Internal Consistency". The questionnaire is framed with multiple answers that bring understanding and strategic use of an individual.

1. Previewing the text before reading
2. Predicting the context
3. Use prior knowledge
4. Use tables and figure to understand the context

E.g.: (i) Important, (ii) Slightly Important, (iii) Very Important and (iv) Rarely Important

The reliability of the Questionnaire - Cronbach's Alpha

The reliability of a questionnaire is checked through Cronbach's Alpha formula

$$\propto = \frac{K}{K-1}\left[1 - \frac{\sum s^2 y}{s^2 x}\right]$$

Table 2. Reliability of the Questionnaire

VARIABLES	DESCRIPTION	VALUES	INTERNAL CONSISTENCY
K	is the number of test items	35	**Acceptable**
$\sum s^2 y$	is the sum of the Item Variance	25.17	
$s^2 x$	is the variance of the Total Score	93.32	
$\propto$	Cronbach's Alpha	**0.75**	

In the above table, K denotes the number of test items or questionnaires, s^2y gives the result of each variable of the respondents, s^2x provides the total variance score. The result

estimates that the given questionnaire is validated and reliable. In Cronbach's Alpha scoreboard, 0.75 is considered acceptable.

4. RESULTS

The collected data is analyzed using descriptive statistic analysis of SPSS software. The software analyses the mean and standard deviation of the sub-scale of Reading Strategies such as Support, Problem Solving, and Global Strategies.

Table 3. Analysis of a sub-scale of Reading Strategies

Sub-scale of Reading Strategies	Mean	Standard Deviation	Grade
Support Strategies	4.136	1.4967	1
Problem-Solving Strategies	3.864	1.4199	2
Global Reading Strategies	3.442	1.2915	3

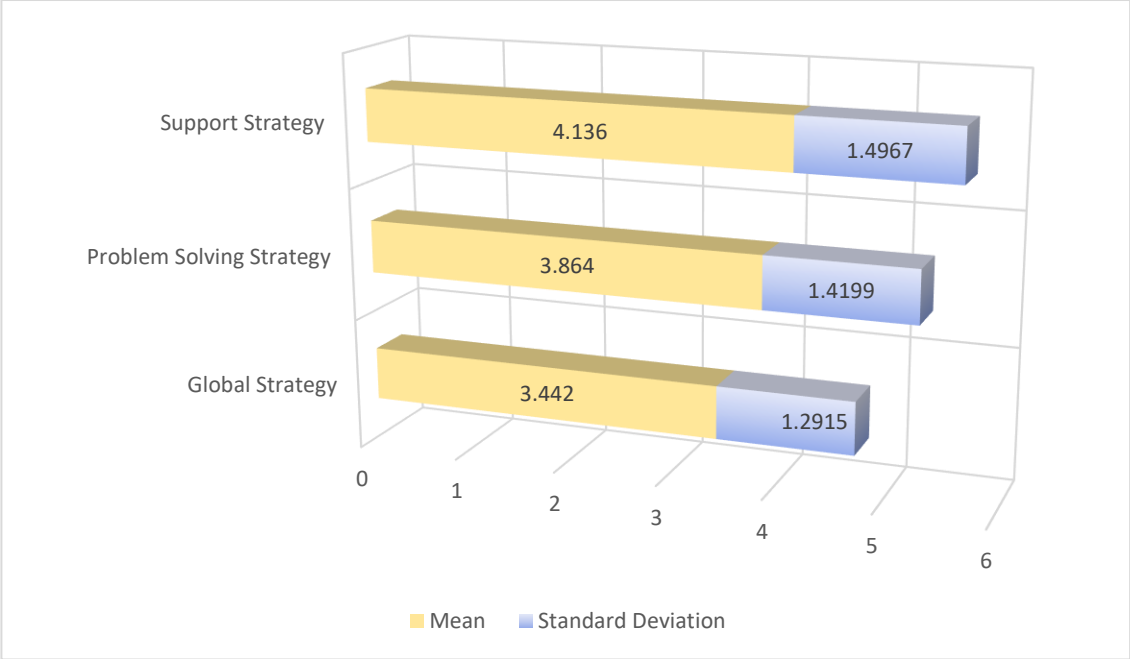

Figure 1. Analysis of Sub-Scale of Reading Strategies

Table 3 and Figure 1 depict the analysis of sub-scale strategies where the students of SRM Institute of Science and Technology use Support strategies as a primary one with a mean value of 4.136 while reading online, followed by problem-solving strategies with a mean value of 3.864 and Global strategies with a mean value of 3.442

The standard deviation for Support strategies is 1.4967, Problem-Solving Strategies is 1.4199, and Global Strategies is 1.2915

Many studies have been conducted to check the reading ability and the usage of strategies among EFL learners of different countries/ places. This study shows that the participant holding the pertinent demographic details will likely primarily use Support strategies (SUP). The Support Strategy was used while reading on mobile phones. Many pieces of research have focused on finding the validity or usage of reading strategies, implausibly focusing on mobile learning. The research findings are consistently seen in the research conducted by Sheorey and Motkhtari (2001), Anderson (2003), Zhang and Wu (2009), and Pimsarn (2009), bringing a positive outcome as the participants are active strategic users. Chen and Chens(2015) identify that the variation in the result is caused due to distinct demographic details like age, readers' language proficiency, incomprehensible text, and learning styles. The significance of the current study is that the mailed questionnaire has been provided to the

participants with reliable demographic details, and the outcome is pertinent to the study.

4.1 Validation of the Research Objectives

Objective 1: To dissect the strategies used by the EFL Learners of SRM Institute of Science and Technology using the mobile phone

The analysis shows that the SRM Institute of Science and Technology students use different strategies to acquire knowledge and be proficient in language learning. It also showed a significant result as 92% of students use strategies when they read online using different gadgets like mobile phones, Tablets, and Personal Computers. The study provides additional information as the research samples use story mapping and retelling strategies. The most noticeable results were found from Support strategies that reveal that 97.781% of students take notes while reading, 85.21% read the text aloud when the text is tiring, and 98.97% use dictionaries to refer to the hard words and phrases. 82.09% of students framed questions based on the content. The result analysis supports that the students deliberately use Support strategies(SUP) while reading using a mobile phone by securing the mean of 4.136. The study reveals that the students are active support strategy users through mobile phones, which is supported by the Standard Deviation of 1.4967

Objective 2: To check the feasibility of instructing Reading Comprehension through mobile phones

The result analysis states that Reading through mobile phones(Support Strategy) becomes a practice for all users and examination aspirants. It simplifies the work of the aspirants as it is easy to switch to any search engine and learn the relevant and factual meaning of tiring vocabulary and phrases. As technology plays a prominent role in contemporary society, 98.976% of participants find it easy to read on easy portable devices like mobile phones. The feedback from the participants reveals that reading on mobile phones makes them read at their comfort levels, like searching for extra information about the text and having collaborative learning with peer members in other networking or social media sites.

Objective 3: To examine the relevance of subscale strategies among the Engineering Students of SRM Institute of Science and Technology

The research finding reveals that the students of Engineering use all three subscale strategies with different ratios. The result showcases that the participants use Support strategies prominently in online reading as it is easy to switch and learn the relevant materials and sources. The participants use 74% of Global reading strategies (GLOB), 77.85% Of Problem-Solving Strategies, and 92% of support strategies for reading online. The study exhibits that the participants are active strategic users, ranking high, securing from 74% to 92% in strategic usage and more efficiently using support strategies.

5. CONCLUSION

The study aimed to dissect the strategies used by the SRM Institute of Science and Technology EFL learners on mobile phones. The results obtained from the SORS indicated that the learners adequately use the strategies while learning through mobile phones. The study illustrates that the participants showed a sign of the Reactive effect, where they tend to know and understand some strategies while answering the questionnaire. This reactive effect provided a strategy awareness of all the sub-scale of reading strategies. The strategy usage while decoding the text had taken a different rank during the study. The participants tend to use the Support strategy as a primary strategy, the problem-solving strategy as a secondary strategy, and the Global strategy as a tertiary strategy while comprehending the passage. The effect of mobile learning stills plays a vital role as they employ strategies to understand the passage. The Study/ Researcher witnessed that the students were interested in filling the mailed questionnaire with genuineness, which led to the authentic result. The study reveals that the students are active reading strategy users. The positive results towards strategic usage suggest that the students are already strategy users for reading. The teachers or the

instructors can provide a whole ambience to use the strategies frequently. Moreover, the findings also illustrated that students deliberately use mobile phones and printed text strategies. More specifically, as technology broadens, readers find reading and comprehending through mobile phones feasible.

A comparison of the strategies' items shows that all the strategies have their significance based on the content. The results illuminate that the participants widely use Support strategies, specifically generating their questions while reading through mobile phones, note-making, and using a digital dictionary for references. The participants also provided a significant result in problem-solving strategy as the representation of tables, figures, and pie charts helped them understand the content better than the descriptive passage. As a matter of course, there are some limitations to the study. It should be noted that the students, in their hurry, could give random answers without reading the questions despite the teacher's absence. As it is multiple answers, the students could be forced to answer among any given responses, paving less chance of getting their own strategy. Further research can be conducted to collect the strategies used by the participants of different domains using mobile phones and other relevant gadgets.

The implication and recommendation of further study are that the teachers can create a comprehensive passage based on the prescribed academic syllabus and enhance their understanding of the subject and reading comprehension. The result implicated that the students used to support strategies tremendously; the piloting can also enhance their problem-solving and global reading strategies. Furthermore, the researchers can conduct a qualitative to identify the effectiveness of using other modern gadgets for language teaching and learning in general and Reading comprehension in particular.

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