Building Knowledge through Textbooks: An SFL Perspective on Developing Reading Skills at School Level

Masroor Sibtain[*] & Tazanfal Tehseem[**]

ABSTRACT: This paper aims at introducing the specific linguistic features students are exposed through textbooks and illuminates how particular grammatical choices and layout construe meanings. Systemic Functional Linguistics-SFL suggests that a linguistic feature analysis such as register variables, nominalizations, lexical cohesion and genre-based pedagogy offers a tremendous reading activity in which a discourse unfolds. So, to effectively help students develop knowledge, the teachers need to expand the language resources to highlight how social meanings are construed through lexicogrammatical patterns. Drawing on experimental research paradigm, the study was carried out in a private elite school in Pakistan. The two classes, (O' levels, final year), balanced both in sex and English proficiency, were taken as the experimental and the control group, and the average English test scores before the experiment were fairly equal but the final test scores showed a fairly large difference. Therefore, the research shows that the linguistic resources and genre based approach can help students to build knowledge about the language and improve significantly their understating of the content. The students' reading skills depend mainly on their language proficiency so the implications support better teaching methodology at schools.

Keywords: *reading skill, lexicogrammatical patterns, genre pedagogy, linguistic resources, experimental research*

1. Introduction

This paper emphasizes the importance of reading skills for the understanding of text. Today's schools are turning out students ill-prepared to do any type of reading. (Purcell-Gates, Duke & Martineau, 2007). However, when it comes to teaching reading across the curriculum, grammar is no longer an adequate means in exploration of the patterns of meaning in texts (Rose et al 2007). Hence, it is observed that students face philosophical issues for consideration when given the chance to read and reread the text (Francis & Hallam 2000). In order to achieve a dramatic change in students' reading ability, students are exposed to a huge number of literacy interventions which boost learners' reading accuracy and fluency (Lee, 2009)

Amongst the four essential language skills of reading, writing, listening and speaking, reading is highly necessary to be accepted to make an efficient language learner (Yildirim, 2013). However, among these four skills of language learning, reading is sadly the most ignored one.

*the author is an Assistant Professor at the Department of English, Government College of Science, Multan.
**the author is an Assistant Professor at the Department of English, University of Sargodha, Sargodha.

The simple idea that the acquisition of reading comprehension denotes to ability of learning to understand writing (Perfetti, Landi& Oakhill, 2005) which is a multi-featured process, including the interaction between text and the reader with the help of cognitive system to decode the written symbols in order to derive meanings. Report of the Commission on Reading (Anderson et. al, 1985) stated that reading is a complex process to identify printed words, to skim them for required information and to evaluate meanings from them. It allows readers for deep exploration and interpretation of texts produced in different contexts. So, reading is important in context of writing because students can write successful texts using discourse patterns they have learnt from reading different texts (Rose, 2006).

Genre theory, as such, has been employed to explore the relationship between language, social structure and culture (Martin & Rose, 2008). Genres are not simply skin texture of texts, but are the mediating structures between texts, makers and interpreters. Fowler argues that 'genre makes possible the communication of content' (Fowler, 1989). Genres compartmentalize complex linguistic processes as things. Genre based literacy pedagogy has been developed over twenty-five years, in what has become known as the Sydney School (Green & Lee 1994, Martin, 2000). A new generation of literacy pedagogy is now focusing on teaching reading, since it is the basis of academic learning, and further learning to write flows from learning to read (Martin & Rose, 2005). Therefore, in new reading pedagogy, genre based learning focuses to explore the meanings of the text.

Text may either be literary or non-literary, depending upon its genre. A text is;

> *[A term] used in linguistics to refer to any passage- spoken or written, of whatever length, that does form a unified whole [….] A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size [….] A text is best regarded as a semantic unit; a unit not of form but of meanings.*

> *(Cohesion in English, Halliday and Hasan, 1976. P. 1–2)*

As far as the academic text is concerned, an academic text is exclusively written either for the use of teachers and students, or it is a text that is recommended by teachers because of its effectiveness. Generally, critical reading is considered the base for extracting the main idea of the given text. Academic texts require a critical reading that is careful, deep, complete, and full
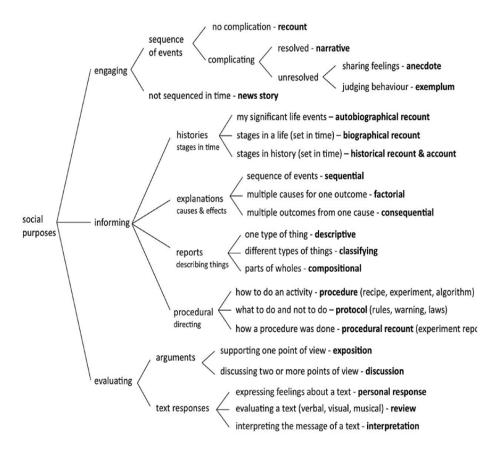
of thought. Therefore, it would be justified to say that reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation in which reading occurs (Hyland, 2004). These texts always have a central point or theme set in a context that requires interpretation. Hence, readers negotiate the meaning of the text with the author by applying their prior knowledge related to the text. For wider and distinctive interpretations of the students, it is mandatory to have an in-depth study of academic texts. Without it, they would not be able to fabricate the English language in their verbal expressions accordingly.

For exploring genre based learning strategy for improving reading an experimental was conducted on two classes of O' levels (final year) having a Cambridge system of education. Applying experimental research design, difference or variance was measured through the conduct of a pre-test and a post-test which showed remarkably large differences in control and experimental groups. An insight was also drawn from related research articles on genres and reading habits in the digital age. Test papers were distributed among students to evaluate their test scores with SPSS to ensure highly valid results. Thus, we have figured out i) complications encountered by the students in reading academic text, ii) inadequacies in teaching methodologies and iii) complexity in unfolding register variables. This experimental study on reading habits of students sheds light on complications in reading academic texts, the reasons behind these complications and practicable ways to amend these complications.

2.   Relevant Research Background

Academic texts, which are designed to be used for the purpose of fulfilling a particular need or solve a problem, are multi-featured texts that are different from other texts as in novels, magazines etc. Such texts, when analyzed critically, tend to have two domains, what we read (content and style) and how we read (what the reader is expected to do). Academic texts involve concepts and ideas that are related to a subject and different types of genre. One text may contain one genre or many genres depending on the characteristics and contexts in which text is embedded. A single text may have combination of more than one genre and breaches the convention of a genre. The genre may be internal to the text or external to it. While talking about academic genres, these may include textbooks, scholarly articles, and thesis and encyclopedia articles. 1980s, research on genre in the Sydney School (Martin, 2000) was designed to propose a model for teachers to teach students to write effective text. Initially, a small set of written genres

was identified which included recounts, narratives, procedures, reports, explanations and expositions (Martin & Painter, 1986). Following two decades, these genres were re-contextualized with social purposes, staging and having lexicogrammatical features. This work was expanded in the 1990s-research project '*Write it Right*'. The work was briefly discussed in Martin & Rose (2006). A summarized form of this work is provided in a figure given below, adapted from Martin and Rose (2006).

As per the social theory of language, every text is embedded in its social context in which it is created and used and this social context is shaped by people using the language in interpreting a text, its context and involved genre type play a complementary role in making meaning. According to Martin & Rose,

> *"Patterns of social organization in a culture (genre) are realized as patterns of social interaction in each context of situation (register), which in turn are realized as patterns of language (discourse) in each text" (2008: 10).*

Every text involves one or another genre type in which genre consists of meaning and meaning construes the genre. By realizing the relationship between genre and text (See Figure B), language features are made clear and identified to students. Genre based approaches adopt different categories, divided into rank or scale for the realization of the given text. Genre splits a text into phases which are defined broadly as waves of information flow carrying pulses of field and tenor. The relation between genres, stages, phases and messages is not simply compositional but also realizational. Genre is realized by its stages, stages by their phases, and phases by their messages.(Rose, 2006)

While doing critical analysis, readers are expected to extract the main idea or purpose of the text by using different techniques and adopting a particular view. Just like teaching methodologies, reading theories have shifts and transitions namely traditional view, cognitive view and meta-cognitive view. Dole et al (1991) supported the traditional view by stating that readers acquire skills to interpret the text and they reproduce meaning from the meaning residing in the text. Traditional view actually focused on the printed form of the text. Nunan (1991) stated that reading is a system of decoding written symbols in order to create meaning to get the sense of the text. He called this view as *'bottom-up'* view of the reading. McCarthy (1999) remarked that meaning resides in the printed page and its reader's function is to interpret that meaning. He called this process as 'outside-in processing'.

The cognitive view of reading supports the background knowledge of the reader for comprehending the text. It supports 'top-down' model that is in opposition to the *'bottom-up'* model. Goodman (1967 cited in Chodkiewicz) opined that reader is the central figure in cognitive view. Readers sample the text, read it, make hypothesis, reject or confirm them depending on their background knowledge. Rumelhart (1977) supported the schema theory. He described schemata as 'building blocks of cognition' which are used in processing data, retrieving data, categorizing goals and making possible the flow of information. If our schemata are incomplete, it will not be able to interpret the data coming from the text thus affecting our processing of the text. Cognitive view of reading puts focus on interactive nature of reading and constructive nature of comprehension. Critical analysis of different types of text promotes cognitive development to identify different types of genre within a single text. Schema theory of reading states that the major intellectual function provided by each literary genre can be

examined by this theory. Schema theorists presuppose that there are organized concepts in our mind which form understandable networks, understandable to an individual.

According to Block (1992), there is no more need to debate on 'whether reading is a bottom-up, language-based process or a top-down, knowledge-based process.' Further researches have proved that readers wield control to execute their ability to interpret a text. Block (1992) called this control as meta-cognition. Meta-cognitive view involves point that what one does while reading. Klein (1991) pointed out that strategic readers identify the purpose of the text before reading it, observe the form of the text, try to trace out particular genre and extract the main idea.

Contrastive speech making and genre theory explain why there occur certain mismatches between actual experience and anticipation of the reader. Anticipation about the text goes with the cultural differences in speechifying while actual experiences are based on patterns, features and conventions of the text thus serving as an identity for the text. Both these theories contribute an elementary concept for the reading theory- representation of the text. These theories, shifts, conventions and models provided a collective idea about reading and comprehending a text. No one theory can alone serve as a base model in construing an inclusive study for different types of text encompassing different genres, to contribute in language proficiency.

3.   Literature Review

This paper deals with the importance of reading in linguistic resources and genre based pedagogy. The reading pedagogy focuses on smaller phases of meaning within each stage that are more variable, and sensitive to register variations such as a text (Rose, 2006). It is evident that reading and writing are interconnected processes (Hyland, 2006) because learning to write flows from learning to read (Martin & Rose, 2005). Therefore, reading is a complex process (Hyland, 2006). Grabe (1991) believes that reading comprehension is a combination of both identification and interpretation skills. So, students not only learn English through the micro skills of the four language skills (i.e. listening, speaking, reading, writing), but also through various genres and their generic characteristics (Rozimela, 2014) including knowledge, experience and a particular purpose of reading which influences the derivation of meanings from a text (Rice, 2013). SFL theory believes that language is a meaning making resource. SFL views

language as a social semiotic (Halliday, 1978 cited in Valli & Lucas, 2002), in which language is a social phenomenon of making meanings through linguistic choices from the language system in specific contexts. From this theory there originated the concept of genre which was further developed in the last two decades. FL uses the notion of linguistic register to realize a relationship between language and context. A register outlines the lexicogrammatical features that help to realize a particular situational context (Halliday & Hasan, 1989 cited in Iinuma, 2016). Features of the social context include what is talked about (field), the relationship between the interactants (tenor), and how a text is organized (mode), (Halliday and Matthiessen, 2014). Reading through the SFL perspective in which a discourse unfolds helps to scaffold learners into recognizing lexicogrammatical patterns such as:

Field   the overall subject matter or what is talked about

Tenor   the relationship between the interactants

 Mode   how a text is organized (written or spoken)

(Halliday and Matthiessen, 2014)

Texts can be better understood from the metafunctional perspectives of construing, enacting and organizing a text. Such discourse patterns in the reading pedagogy help students to rapidly learn to read and write texts at the level of complexity.

Genres are defined as social processes that are goal-oriented in which speakers engage as members of one culture and it has been twenty-five years now that the genre based pedagogy has evolved (Martin & Thompson, 2005). A new generation of literacy pedagogy is now focusing on teaching reading, since reading is the basis of academic learning, and learning to write flows from learning to read (Martin & Rose 2005). Therefore, by the rhetorical characteristic of the genre, students are expected to assimilate into becoming competent members of a discourse community (Bhatia, 1999b; Bhatia and Candlin, 2001). Genre studies introduced in applied linguistics serve the communicative purpose (Francis & Hallam, 2000).The pedagogic focus of genre based writing approaches on text staging and grammar has proven successful for many students because it focuses their attention on recognizing meaningful patterns at different scales of discourse that they can then use in their writing. Genre based approaches thus include logico-semantic categories that are the categories of expansion and projection. They are distinguished

from each other firstly on whether they expand the activity sequence or are projected by it, secondly whether the type of expansion is enhancing or elaborating, and thirdly whether the type of enhancement is time or consequence (Rose, 2006).

Genre is a term for joining text together. It represents how writers conventionally use language to respond to recurrent situations (Hyland, 2004). Genres are social practices that have evolved to enable us achieve our goals (Martin and Painter, 2001). Genres present a series of choices. They instruct and inform about things or events that are complicating. With the expansion of genre and its recontextualization, genre based pedagogy has gained prominence for learners at schools. Pedagogy is commonly considered to be the art and study of teaching and learning (Knowles, 1973 cited in Juskan 2018). The idea of pedagogy expresses the norms of those who shape and present it (Kincgelo & Berry, 2004).Watkins and Mortimer (1999 cited in Rosemary 2006) define pedagogy as 'any conscious activity by one person designed to enhance the learning of another'.

Genre based pedagogy has been successfully employed by the teachers to provide solutions to students' learning difficulties. The approach suggests different strategies for training teachers in scaffolding reading and writing across curriculum. In genre-based approaches the focus is on the creation of meaning at the level of the whole text. Rather than dealing with discrete aspects of language, there is a view that meaning groups and evolves over a stretch of text. Genre approaches seem to offer the most useful means for learners to both access and critique cultural and linguistic resources (Hasan & Williams, 1996). The pedagogic attention of genre based writing approaches on text staging and grammar has been advantageous for learners since it focuses their attention on identifying meaningful flow of information at different stages of discourse, which they can employ in their writing afterwards. Teaching reading is a tough skill to master and most students are found to be deficient in this all-important skill. It requires a focus on in-between patterns of textual flow, between text phases and clause grammar. It is so as learners are unable to grasp a text as a thread of clauses, or as a sequence of words, or a word as a series of letters. On account of these aspects a deep focus of the reading pedagogy is on strings of discourse that are refer termed here as phases.

Genre embodies culture with a definite goal to achieve. Genre based pedagogy scaffolds learning and hence improves their reading proficiency by facilitating the students to identify structures purposefully and gather information success**.**

4. Research Methodology

In order to test the hypothesis, 54 students from O' level (Form3) were selected in the school. The given number of the students makes a good sample to carry out the experimental study comprising of two groups-experimental and control. All the selected students were chosen necessarily keeping certain characteristics like they were non-native speakers of English, 14-16 year old, and having equal representation of both genders (male and female). The groups were formed keeping in view the English language comprehension and proficiency scores which were measured through a pre-test which ensured equal distribution of high, average and the low achievers in two groups.

After the five-week teaching (30 hours in total: 06 hours a week and 90 minutes a day) the students of the two groups, both control and experimental, were tested again under the given instructions and the test scores were analyzed by using SPSS (Statistical Packages for Social Sciences) software to ensure zero error in the findings.

Reading of academic texts is very different from leisure reading because it is more than words on the page. Students use different techniques to comprehend the text, some of commonly used are listed in Table 1:

Table 1: Commonly used techniques for reading

Sk im mi ng	It's not a comprehensive reading. It helps to go through keywords, initial or final sentences or any other important concepts. It looks for particulars and concepts in a hasten way.
Scanning	It's a technique of reading a text more watchfully and with slow speed. Students need to scan for explicit information – for example a quote or sustaining truth in an argument. Recognize topic sentence and authentication in each segment.
Pre-viewing	It's a technique to take a little bit of additional time to start in a different way--five to ten minutes for an essay, or twenty to sixty minutes for a book.

4.1. Experimental design

Regarding the research objectives of this study, following experimental design has been followed. On the whole, the testing was designed to accurately but simply analyze the language resources. The criteria were derived from the SFL model of text-in-context. At the level of genre, evaluation focuses on the social purpose, stages and phases of the text. At the level of register, the focus was on the text's field, tenor and mode. At the level of discourse, lexical cohesion, conjunction and reference resources were identified.

4.2.   Pre-test

The pre-test was designed to draw results for the English language comprehension and proficiency between control and experimental group in reading English texts. The test paper which consists of five sections is taken from the prescribed text book of English. Students were supposed to attempt and complete the test in half an hour. Keeping in view the results drawn from pre-test for control and experimental group, a comparison was drawn on the basis of scores achieved by both groups in terms of average and standard deviation. A comparison of both groups in pre-test does not show any remarkable difference in respect of language proficiency. It is evident from the result that in pre-test, both control and experimental groups are at equal level in reading proficiency and showed quite equal results with a small difference in scores. Table 1 shows test scores before the experiment analyzed by the statistic software SPSS:

Table 2: Test scores before the experiment

Test	Scores achieved by experimental group	Scores achieved by control group
Average	3.83	3.27
Standard deviation	2.39	2.13

In pre-test, both experimental and control group showed fairly equal results, with a little difference in points. After the pre-test, the treatment was given to experimental group for drawing results in post-test to check any significant change worth-noting in respect of language proficiency.

5.   Teaching

After analyzing the results in pre-test, experimental group was provided with specific treatment of five-week teaching (30 hours in total: 06 hours a week and 90 minutes a day). The proposed

training to experimental group pertained to reading different types of texts involving different genre types and lexicogrammatical structures. The purpose of this treatment was to enhance receptive skills (listening and reading) of the students and to assess language proficiency in reading comprehensions afterwards. The experimental group was taught to unfold the different cultural meanings embedded in a text. They were introduced to register variables, lexical choices, cohesive devices and patterns of grammatical choices to derive meanings from a text. Techniques were taught which could enhance their achievement and proficiency in reading texts. Meanwhile, the control group received traditional teaching for reading academic texts or the methods which they like to read a text. Both groups were trained in specific ways which contributed to draw results for post-test of the experiment. A post-test analysis of the experiment showed a remarkable difference in achieved scores by both experimental and control groups when analyzed.

5.1. Lexical Features Based Pedagogy

The underlying purpose of genre based pedagogy is to provide learners with explicit knowledge about language. Genre based approaches include linguistic feature analysis vizregister variables (Halliday and Matthiessen, 2014), nominalizations (Halliday and Martin, 1993), lexical cohesion (Halliday and Hasan, 1976) and genre-based pedagogy (Martin and Rose, 2008) that are based on the premise that reading at school plays a pivotal role in shaping students' lives and equipping them with the skills to play particular roles in a society. Genre theory adheres to the notion that language use is always socially and culturally contested. From early primary years to late primary school, from middle level to high school level, and then to college, the learners must involve themselves in advanced literacy activities in which language is presented in ways which condense information through lexicogrammatical choices. School-based texts realize particular purposes in schooling by construing the kinds of experience and interpersonal relationships which itself has specific cultural purposes. By identifying how different linguistic choices function construing experience, presenting one's point of view and constructing particular kinds of texts, we spotlight the role of language as a social semiotic system.

5.1.1. Cohesion in a Text

SFL theory uses the concept of linguistic register to realize a relationship between language and context. A register outlines the lexicogrammatical categories that realize a situational context

(Halliday and Hasan, 1989). Cohesion is an important linguistic resource of genre based approaches. Halliday & Hasan (1976) distinguish five cohesive devices: reference, substitution, ellipsis, conjunction and lexical cohesion. The first four are grammatical devices, and the last, lexical cohesion refers to a number of semantically related words occurring in a text.

> *"Once upon time birds were invited to a feast. The great day came and at last the party arrived and the hosts were happy to see them. Birds gathered around to eat. The birds look cheerful. Tortoise stood to thank them. [...] Eloquent indeed that all the birds were happy to have brought him. The last word ended in a joy and, in the evening all birds wrapped themselves in woollen nests but only until the next morning"* (Jones, 1987)

From early primary years to late primary school, from middle to high school, and then to college, students need to engage in advanced literacy tasks in which language is presented in ways which condense information through lexicogrammatical choices.

5.1.2. Nominalisation in a Text

The idea of grammatical metaphor was introduced into linguistic studies by Halliday, and it is being increasingly recognized that this is a basic strategy by which the meaning making resources in a text can be largely expanded (see, for example, Ravelli 1988, Martin 1993, Halliday and Martin 1993, and Thompson, 2013) but the identification of nominalizations is not always straightforward. One formal criterion for identifying a nominalization is that the nominal form is derived from a verb; but this is only the first step. With nominals derived from verbs, there is a cline from most 'noun-like' to most 'verb-like'. For instance, a noun like *administration* is derived from the verb *administer*, but there is a clear difference between examples such as (2) and (3)

(2)   At the same time, the *administration* has failed to take decisive action

(3)   One week was left between the last teaching session and the *administration* of the questionnaire.

The grammatical metaphor in (3) which shows the act of administering is of my focus in this study that serves the purpose.

Further, nominalization packs information. Packing the content of clause into noun groups is known as nominalization (Locke, 1996 cited in Martin 1996).

By applying nominalization resource, processes that are represented by verbs, and quality which is represented by adjective are turned metaphorically into nouns.

> "In your *examination,* you are likely to be given a *comprehension* exercise with *procedures* for the *administration* of the *practice* test and *comments* on the *effectiveness* of the exercise. You must give *evidence* from the *passage* on particular *impression. Freedom* to attempt freely under the *description* will be provided. Such *attempts* motivate, and the *motivations* are facilitated. Finally, *facilitations* help learning a language" (Jones, 1987 p. 178).

5.1.3. Genre Based Pedagogy

Genre Pedagogy focuses on literacy education, language teaching and the content meaning, all at the same time (Martin & Rose, 2005). Hyland (2003:18) stated that genre-based pedagogies postulated the ways "language functions in social context" in a systematic and explicit way. Genre pedagogies assure very advantages for students as they bring together language, content, and contexts, while offering instructors a means of presenting learners with explicit and systematic explanations of the ways writing works to communicate (see Christie & Martin, 1997). In Genre Pedagogy the intent is on the language learning, the literacy teaching and the curriculum content – all at the same time. Genre Pedagogy involves teaching strategies that are based on scaffolding measures to assist learners in their search for meaning.

> *"In deciding whether nuclear power stations should replace fossil fuel power stations, a number of arguments for and against were examined [thesis]. The key issue includes safety [argument to follow]. Safety issues continue concern the world [main point]. As far as there is no radioactive issue they are not health risk [supportive]. Although, those accidents are rare yet the consequences are far-reaching [contrast]. In addition, environmental issues are grave. Resultantly, acid rain contaminates and destructs forests [linked]. On the other hand, those affect weather patterns good for crops [supportive]. To sum up, such power stations have their advantages and disadvantages and decision should carefully be made [conclusion]" (from Step Ahead 3, p.210).*

Overall, the testing was designed to accurately but simply analyze the language resources. The criteria were derived from the SFL model of text-in-context. At the level of genre, evaluation

focuses on the social purpose, stages and phases of the text. At the level of register, the focus was on the text's field, tenor and mode. At the level of discourse, lexical cohesion, conjunction and reference resources were identified.

Genre based teaching works through lexical features such as register variables, nominalization, lexical cohesion etc. These linguistic resources help to realize embedded culture and bring out situational context. In a way these resources facilitate learning process in general and reading pedagogy in particular.

6.   Post-test

After the end of the instruction session of five weeks, both experimental and control groups were tested again under specific conditions relevant to language learning to assess their language proficiency in reading comprehensions. A test paper of English extracted from new resources was provided to both experimental and control groups. Both groups showed a highly remarkable difference in test scores as given in the following table.

Table 3: Test scores after the experiment

Test	Scores achieved by experimental group	Scores achieved by the control group
Average	7.53	5.73
Standard deviation	3.47	2.79

7.   Results

Reading comprehension test results, drawn from the experimental research, show that there is a significant variation between scores of both experimental and control groups when analyzed through SPSS for their average scores and standard deviation. Students in experimental group responded with accuracy and correctness to the questions and completed their test papers in time (Bhatia & Candlin 2001). These students showed a drastic change in their scores as compared to the pre-test results because of the way they were taught to analyze lexico-grammatical structures, genre types and how to unfold register variables to form a coherent discourse. However, students under control group did not complete test papers in the specified period of time and their accuracy rate was much lower as compared to that of experimental group. A comparative analysis of scores of both groups is given in table 3:

Table 4: Comparative analysis of scores of experimental and control group

Group	Test	Before	After
Experimental	Average	3.83	7.53
	Standard deviation	2.39	3.47
Control	Average	3.27	5.73
	Standard deviation	2.13	2.79

8.   Findings and Discussion

The experimental research has both practical and theoretical implications. Theoretical implication lies in the fact that a deep approach to the reading of the text is not only important but also a condition for thorough understanding of it. One must have ability to deal with the involved genre type in text. The genre might be unfamiliar to the reader in any text so that there is a need to read and re-read the text to tackle the embedded meanings. Other than genre types and lexicogrammatical structures, content and style and substance and manner also matter for these aspects of the text determine what a reader reads and what he is expected to do with the text. An adequate understanding of the text is another issue in the context of language learning. In leisure reading, adequacy can be said reader's satisfaction with the text, but in academic context adequacy demands a substantive understanding of texts which underpins to the knowledge of the reader. Authors in academic texts usually deal with ideas such as lifting up conceptual issues, current particulars of text, make use of reasoning to put up their point of view and secure their status. Such authors are conventional to the arrangement of text; they pick their words vigilantly to make text impressive. On the part of the reader, while reading an academic text, readers are expected to do much more than merely comprehend and interpret the text because reading can't be restricted to a single interpretation. Students have to extract the main idea and theme which author presented in the text. Students need to unfold the register variables and genre involved in the text to make embedded cultural meanings explicit. Readers at school or college level are expected to distinguish the writer's objective and feasible preconception, to discriminate between essentials and writer's opinion, to deal with challenging assumption and

unverified claim and to incorporate information from corner to corner to numerous sources so that they can make their own claim about any text rather than explaining what a writer writes in a text. Readers do critical reading for various purposes depending on their intention or purpose.

9. Conclusion

The discussion on scores gained by students for reading skills in both experimental and control group with particular treatment reveals that complexity is an integral part of text and it can be dealt with learning particular strategy. The main findings from this experimental research on automating reading skills in students from SFL perspective conclude that:

- There are differences among students in the degree of reader's substantive understanding of academic texts. Students face difficulty for different parts of the text rather than text as a whole.
- Students' difficulties were attributed to different aspects of text genre that are concerned with the text.
- Drawbacks in educational policies and syllabus design were also reported in the study.
- Students reported that their classrooms are not equipped with modern or multimodal designs.
- Traces of unfinished work and unresolved variations were found in test papers.
- To cover multiple problems in reading academic English text, some applicable and helpful techniques for the students were suggested which help them to go through the text.

Reading skill is central to grasp the text but modern-day schools teach reading through process approaches which are inadequate. Genre based literary pedagogy was introduced by the Australian school more than two decades ago. The approach, which draws on SFL theory, focuses on scaffolding the text and helps in exploring embedded cultural meanings. Genre based pedagogy, by employing lexico-grammatical choices, brought fruitful results for the learners which has been proven from this research paper. The idea developed from this experimental research paper is that students' reading skills can be made better if they are exposed to certain linguistic features which provide them with a substantive understanding to go through the text. Such linguistic features as cohesive devices, multiple genres which involve embedded cultural

meanings and lexico-grammatical patterns help students to develop proficiency in language because reading ability is only a reflection of language proficiency. Advancement on the part of teaching methodology is also an essential aspect. In the higher education system there might be long courses for students, but which contribute to highly overloaded schedules for students. Time spent on teaching nothing tells us about the quality of the study. Inadequate teaching may lead to unwitting pressure on the students to cope with their long courses without a thorough understanding which they sense as an inadequate mental work. By introducing Genre based pedagogy, we can help the students to achieve their learning goals and hence improve the education system.

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