Collaborative Strategies for Teaching Reading Comprehension: A Literature Review of Moreillon's Framework and Its Relevance to Indonesian Universities

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Abstract

This article provides an extended conceptual and pedagogical review of collaborative strategies for teaching reading comprehension based on Judi Moreillon's Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact (Moreillon, 2007). This study employs a qualitative literature review design to synthesize theoretical and empirical insights related to collaborative reading instruction. The study is framed within the pressing need to strengthen Indonesian students' reading literacy, as national and international assessments consistently place Indonesia among the lowest performers in reading. These conditions reinforce the urgency for educators to adopt instructional practices that not only support comprehension but also cultivate meaningful engagement with written texts.

Collaborative reading instruction is presented as a strategic approach in which lecturers, university librarians, and other educational partners jointly design, execute, and evaluate literacy-learning activities. Collaboration is defined as an equitable, voluntary, and interactive partnership where participants share responsibility for instructional decisions and student learning outcomes. Five collaborative teaching models support teaching, learning centers, parallel teaching, alternative teaching, and team teaching are elaborated as practical frameworks for enhancing reading instruction.

The article further discusses seven core strategies for reading comprehension proposed by Moreillon: activating background knowledge, using sensory imagery, generating questions, making predictions and inferences, identifying main ideas, applying fix-up or self-monitoring strategies, and synthesizing information. These strategies guide learners through pre-reading, while-reading, and post-reading processes, enabling them to make connections to prior experiences, interpret textual cues, monitor comprehension, and construct integrated understandings of texts. Incorporating visual stimuli, intertextual connections, and student-centered questioning further enriches meaning-making.

The discussion emphasizes the crucial shared roles of lecturers and librarians in resource selection, instructional planning, information-literacy support, and ethical use of sources, including guiding students in preventing plagiarism. A collaborative classroom–library structure promotes interdisciplinary learning, broadens access to quality reading materials, and fosters students' critical engagement with diverse information sources.

Overall, collaborative reading instruction is argued to be a relevant, context-appropriate, and practical solution for improving reading comprehension in Indonesian universities. Lecturers may adopt selected strategies based on classroom needs, resource availability, and instructional goals. When implemented consistently and thoughtfully, collaborative strategies promote active learning, increase student participation, and contribute significantly to more meaningful literacy experiences.

Keywords: collaborative learning, reading comprehension, instructional strategies, information literacy, student engagement

Introduction

Reading is a fundamental receptive language skill that enables learners to construct meaning from written text (Wahyurianto, 2024). It plays an essential role in academic learning, as most curricular knowledge is delivered through written materials. In the Indonesian educational context, however, reading literacy remains a critical challenge. Findings from the Programme for International Student Assessment (PISA) indicate that Indonesian students consistently score far below the international average, placing the nation among the lowest-ranked countries in reading performance worldwide (Know & Do, 2018). These results demonstrate a persistent gap between curricular expectations and students' actual literacy competence, thereby urging educators to adopt more effective, research-based instructional approaches.

Reading comprehension remains a central component of language learning, particularly in English as a Foreign Language (EFL) context where much academic knowledge is transmitted through written texts. In educational settings where English is not used for daily communication, reading becomes the primary gateway to understanding scientific information, academic theories, and global discourse. In Indonesia, this role becomes even more crucial because English functions mainly as a university subject. Despite its importance, reading literacy in Indonesia continues to lag behind international benchmarks. "Indonesian learners scored below the OECD mean score" indicating persistent difficulties in interpreting and connecting textual information.

Reading is not merely decoding; it requires complex cognitive processing such as inference-making, prediction, evaluation, and constructing meaning. It also involves understanding the writer's purpose. However, Indonesian learners often struggle due to limited vocabulary, insufficient background knowledge, and weak metacognitive strategies. Studies document difficulties in identifying main ideas, interpreting implied meanings, and making logical connections (January & March, 2016). Limited exposure to English texts outside university further exacerbates these challenges, resulting in word-by-word reading rather than holistic comprehension.

Collaborative learning approaches such as CSR have been shown to support students in constructing meaning through structured group interaction (Of & Sciences, 2021). Collaborative learning offers a promising alternative for enhancing reading comprehension. According to (Moreillon, 2007), collaboration enables lecturers, librarians, and other educational stakeholders to collectively plan, deliver, and assess reading instruction. Such collaboration expands the range of instructional resources, integrates multiple areas of expertise, and creates opportunities for students to engage in meaningful social interactions that support comprehension. Moreillon identifies seven key strategies that foster effective reading comprehension: activating prior knowledge, using sensory imagery, questioning, predicting and inferring, identifying main ideas, applying fix-up or self-monitoring strategies, and synthesizing information. Together, these strategies promote active engagement and deeper understanding during all phases of reading.

The collaborative reading strategy places student interaction as the primary means to enhance the depth and richness of learning (Suparto et al., 2025). Through structured peer interaction, learners exchange perspectives, clarify misunderstandings collectively, and co-construct meaning from texts. Through peer dialogue, questioning, and shared interpretation, students engage in higher-order thinking processes that would be less likely to emerge in individual reading contexts. This interaction not only strengthens comprehension but also fosters critical thinking, social communication skills, and a more meaningful engagement with academic texts.

In response to Indonesia's literacy challenges, Collaborative Strategic Reading (CSR) has emerged as a promising method. CSR integrates cooperative learning and comprehension strategies through four stages: Preview, Click and Clunk, Get the Gist, and Wrap Up (Anwar, 2020). These stages activate prior knowledge, identify comprehension gaps, extract main ideas, and promote reflective questioning.

Empirical evidence supports CSR's success in Indonesian settings. A classroom action research project reported increased mean scores from 68 (pre-cycle) to 77 (cycle I) and 87 (cycle II). Another study found an improvement from 50% to 100% proficiency after CSR implementation. These results show CSR's strong potential to address both cognitive and motivational barriers in reading.

However, most existing studies on CSR and collaborative reading in Indonesia focus predominantly on classroom-based peer collaboration and teacher-led implementation at the primary or secondary school levels. Limited attention has been given to collaboration at the university level, particularly the systematic involvement of university librarians as instructional partners in reading comprehension instruction. Reading instruction in higher education remains largely lecturer-centered and rarely involves collaborative planning with librarians or other academic support units. As a result, the potential contribution of librarian expertise in information literacy, resource curation, and ethical use of information has not been sufficiently integrated into reading pedagogy at the tertiary level.

This lack of empirical and conceptual discussion on lecturer–librarian collaboration represents a significant research gap, as university students are increasingly required to engage with complex academic texts and diverse information sources. Addressing this gap is essential to developing more holistic and sustainable collaborative reading models in higher education.

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Thus, the present study aims to explore the theoretical foundations and practical implications of collaborative strategies for teaching reading comprehension. Specifically, the objectives are to: (1) describe the conceptual basis of collaborative reading instruction; (2) explain the seven key comprehension strategies introduced by (Moreillon, 2007); and (3) discuss the relevance and potential benefits of applying these strategies in Indonesian universities. The findings are expected to provide educators with insights that support more interactive, student-centered, and contextually relevant reading instruction.

This research adopts a descriptive qualitative approach through an extensive literature review. The primary reference is (Moreillon 2007) work, supported by additional literature on reading pedagogy, literacy development, and collaborative instructional practices. Through this method, the study synthesizes theoretical and practical insights to construct a comprehensive understanding of lecturer–librarian collaborative reading instruction as a strategy for enhancing students' reading comprehension.

Method

This study employed a qualitative library research design aimed at analyzing collaborative strategies for teaching reading comprehension as proposed by (Moreillon, 2007). The research took place from January to March 2025 and did not involve a specific physical setting, as all data were derived from documented sources. The primary data consisted of the book Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact, complemented by scholarly articles and educational documents relating to literacy instruction and collaborative learning.

The literature selected for this study was limited to publications released between 2015 and 2025 in order to ensure the inclusion of recent and relevant research findings. Inclusion criteria comprised peer-reviewed journal articles, academic books, and empirical studies focusing on reading comprehension strategies, collaborative learning models, and literacy instruction at the secondary and tertiary education levels. Exclusion criteria included non-scholarly publications, opinion pieces, studies unrelated to reading comprehension, and research conducted outside formal educational contexts.

The literature was retrieved from reputable academic databases and sources, including Google Scholar, ERIC (Education Resources Information Center), Taylor & Francis Online, SpringerLink, and open-access educational repositories. The selection process emphasized the relevance, credibility, and theoretical contribution of each source to the topic of collaborative reading instruction.

Data collection was conducted through documentation, which involved identifying, selecting, and reviewing relevant literature. Each source was examined based on its relevance to comprehension strategies, collaborative instructional models, and applicability to classroom practice. Key concepts, theoretical frameworks, and instructional procedures were categorized systematically.

a. Data analysis followed three descriptive-qualitative steps:
   Data reduction, which involved classifying major themes, identifying recurring instructional strategies, and eliminating irrelevant information;

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b. Data display, where synthesized findings were organized into thematic categories such as background knowledge activation, sensory imagery, questioning, prediction and inference, identifying main ideas, self-monitoring, and synthesis; and

c. Conclusion drawing, which compared literature findings with the study's objectives to produce academically grounded interpretations.

This methodological framework ensured rational, empirical, and systematic interpretation of literature, enabling the study to produce updated and theoretically informed insights into collaborative reading comprehension strategies.

Results and Discussion

Results

Collaborative Teaching Approaches Identified

The review identifies five collaborative teaching approaches proposed by (Moreillon, 2007): one teach–one assist, learning centers, parallel teaching, alternative teaching, and team teaching. These models emphasize shared roles, mutual responsibility, and dynamic interaction between lecturers and librarians. Rather than relying on isolated instructional roles, collaboration enables the integration of pedagogical expertise and information-literacy support within a single instructional framework. Each approach supports differentiated instruction and creates flexible learning environments in which students can engage more deeply with reading tasks.

Core Reading Comprehension Strategies

Instead of presenting CSR as a procedural checklist, the findings highlight seven interconnected reading comprehension strategies synthesized from the literature: activating prior knowledge, sensory and visual imagery, questioning, predicting and inferring, identifying main ideas, applying fix-up or self-monitoring strategies, and synthesizing information. These strategies function as a coherent model that supports comprehension before, during, and after reading, enabling learners to actively construct meaning rather than passively decode text.

Relevance to Indonesian Literacy Challenges

The findings indicate that collaborative strategies align strongly with Indonesia's literacy needs, particularly in light of persistent underperformance in PISA results (Know & Do, 2018). By providing structured scaffolding and guided interaction, collaborative strategies help address common comprehension difficulties faced by Indonesian EFL learners, such as limited vocabulary, low background knowledge, and weak metacognitive awareness. These strategies offer lecturers practical and adaptable tools to improve comprehension outcomes in higher education contexts.

Discussion

Collaborative versus Conventional Reading Instruction

Collaborative instructional models demonstrate clear advantages over traditional lecturer-centered reading instruction because they reposition students as active meaning-makers rather than passive recipients of information. While conventional approaches often emphasize text explanation and translation, collaborative strategies promote dialogue, peer negotiation of

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meaning, and shared problem-solving. From a sociocultural perspective, these interactions create opportunities for learning within students' zones of proximal development, thereby enhancing comprehension through social mediation.

Pedagogical Effectiveness of the Seven Comprehension Strategies

The effectiveness of the seven comprehension strategies lies in their ability to address both cognitive and metacognitive dimensions of reading. Activating background knowledge and using sensory imagery help Indonesian EFL learners compensate for limited linguistic input by anchoring new information to familiar experiences. Questioning and predicting stimulate higher-order thinking and sustain engagement with the text. Identifying main ideas and synthesizing information support the development of academic reading skills essential for university study. Fix-up strategies, in particular, foster metacognitive awareness, enabling students to recognize comprehension breakdowns and apply corrective actions independently (Duke et al., 2021)

Lecturer–Librarian Collaboration

Lecturer–librarian collaboration enhances instructional effectiveness by combining complementary areas of expertise. Librarians contribute specialized knowledge in resource selection, information literacy, and ethical source use, while lecturers provide pedagogical structure and curricular alignment. This partnership is especially relevant in Indonesian universities, where students often struggle to navigate academic texts and evaluate information critically. Through collaboration, reading instruction becomes richer, more contextualized, and more responsive to students' academic literacy needs (Kammer et al., 2021).

Implications for Indonesian EFL Learners

When implemented in Indonesian universities, collaborative strategies may increase student engagement with reading, support meaning-making through peer interaction, and provide scaffolding for struggling readers. By shifting the instructional focus from individual decoding to collective comprehension, these strategies help reduce anxiety and increase learners' confidence when engaging with English academic texts. Over time, this approach has the potential to contribute meaningfully to improving national literacy outcomes.

Interpretation of Findings

Overall, the findings affirm that Moreillon's collaborative strategies represent an effective framework for strengthening reading comprehension in EFL contexts. Their effectiveness stems from the integration of social interaction, strategic scaffolding, and metacognitive support, all of which directly address the linguistic and cognitive challenges faced by Indonesian university students. Beyond improving comprehension skills, these strategies promote a collaborative learning culture aligned with 21st-century educational demands, including critical thinking, communication, and lifelong literacy development.

Conclusion

This study concludes that collaborative reading strategies play a significant role in improving students' reading comprehension while fostering active engagement and shared meaning-making. The findings indicate that collaboration shifts reading instruction from a

lecturer-centered activity toward a more interactive and student-centered process, enabling learners to engage cognitively and socially with texts.

The key finding of this study is that Moreillon's seven collaborative comprehension strategies provide a coherent and flexible framework for supporting reading comprehension across different instructional contexts. Rather than functioning as isolated techniques, these strategies work synergistically to scaffold comprehension before, during, and after reading. Their effectiveness lies in integrating cognitive, metacognitive, and social dimensions of learning, which are particularly relevant for Indonesian EFL learners.

From a practical perspective, the study highlights that lecturers do not need to implement all strategies simultaneously. Selecting strategies based on students' needs, instructional goals, and text complexity allows for more responsive and effective teaching. Additionally, strengthening lecturer–librarian collaboration emerges as a critical implication, as such partnerships enhance access to quality reading materials, support information literacy development, and enrich instructional design at the university level.

Theoretically, this study contributes to the literature by extending the application of collaborative reading strategies to the higher education context in Indonesia, an area that has received limited attention in previous research. By emphasizing lecturer–librarian collaboration, the study broadens existing discussions of collaborative learning beyond classroom peer interaction and underscores the institutional dimension of literacy instruction.

Overall, the study affirms that collaborative reading strategies represent a viable and contextually relevant approach to addressing Indonesia's ongoing literacy challenges. When implemented consistently and thoughtfully, these strategies have the potential to enhance students' comprehension, promote sustained engagement with academic texts, and contribute to the development of a stronger literacy culture in Indonesian universities.

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