

South East European University

English Language Teaching



Students' perceptions on reading comprehension strategies, and the implications
for teaching reading- A case study at University of Prishtina.

Mentor: Prof. Dr. Maja Muhic

Student: Erisa Gashi

Dedication

From the bottom of my heart I, Erisa Gashi, dedicate this thesis to:

My parents who have never stopped supporting me emotionally and financially, the ones who have taught me love, patience, self-respect and how to be good with others. The ones whose words of encouragement never stop ringing my ears.

My brother and sister who are the most amazing people on earth and never leave my side in good times and bad times.

My fiancée who leads me through the valley of darkness with lights of hope and support. His love and support are unconditional.

All the people who have touched my heart and who did the smallest deed of good for me.

Acknowledgments

I owe a deep debt of gratitude to my supervisor Prof. Dr. Maja Muhic who has guided and helped me to complete my thesis.

I am grateful to my family for their generous support they provided me throughout my entire life and particularly through the process of pursuing the master degree. Because of their unconditional love and prayers, I have the chance to complete this thesis.

I owe profound gratitude to my fiancée, Valoni, whose constant encouragement, limitless giving and profound love, helped me accomplish my degree.

Last but not least, deepest thanks go to all people who took part in making this thesis real.

Contents

Dedication	2
Acknowledgments	3
Table of figures:.....	5
Abstract.....	6
Abstrakti.....	7
1. Introduction.....	8
1.1. Problem Statement.....	8
1.2. Purpose of the Study.....	9
2. Literature review	10
2.1. What is Reading?	11
2.2. Reading difficulties for ESL students	12
2.3. Reading Strategies	13
2.4. Why are reading strategies important to ESL students?.....	14
2.5. How to teach reading strategies to ESL students?.....	15
2.6. Definition and Classification of Strategies.....	16
3. Hypothesis.....	18
4. Methodology	19
4.1. Target population	19
4.2. Instruments	20
4.3. Procedure	21
4.4 Results.....	23
I.Pre-reading strategies.....	23
II. While-reading strategies	31
III.Post-reading strategies.	45
5. Discussion.....	49
5.3. Conclusion	50
5.4. Limitations	51
5.5. Suggestions for further research	52
Reference list:.....	52
Appendix:	59

Table of figures:

Figure 1. S1- Plan what to do before I start.....	25
Figure 2. S2- Have a purpose in mind.....	26
Figure 3. S3- Focus on the key words of the title.....	27
Figure 4. S4- Think what I already know about this topic.	28
Figure 5. S5-Look at any pictures/illustrations.	29
Figure 6. S6- Think about what information the writer might present.....	30
Figure 7. S7- Read every sentence slowly and carefully to understand the text.....	32
Figure 8. S8- Read the first sentence of each paragraph.	33
Figure 9. S9- Read the first paragraph and last paragraph (introduction/conclusion).	34
Figure 10. S10- Guess the meanings of unknown words or phrases.	35
Figure 11. S11- Skip unknown words.	36
Figure 12. S12- Use contextual clues to help me understand the text better.....	37
Figure 13. S13- Use English grammar to help understand the text better.....	38
Figure 14. S14- Skim the text quickly to get the general ideas.....	39
Figure 15. S-15- Scan the text for specific details.....	40
Figure 16. S-16 Analyze what the writer meant or tried to say.....	41
Figure 17. S17- Take notes while reading to help me understand what I read.....	42
Figure 18. S18- Write a summary of the main information in the text.....	43
Figure 19. S-19 Translate the text from English to Albanian.	44
Figure 20. S-20 Re-read the text once or more if I do not understand it.....	46
Figure 21. S-21 Make notes on the main points as I remember them.....	47
Figure 22. S- Evaluate my plans or goals for reading.	48

Abstract

The aim of this research is to explore reading strategies and to what extend is the English Department of the University of Prishtina preparing students with reading comprehension strategies.

Reading is an important process in people's life, in everyday life and in the academic life as well. Reading strategies are helpful in reading comprehension, they are the mental actions developed inside the readers to get a glimpse of the texts they are reading.

The target of this research is to find out if students are prepared with reading strategies, are they familiar with them, and if the English Department of the University of Prishtina is equipping them with the necessary reading strategies.

For the implementation of the survey, the quantitative method was used. One hundred Likert scales were distributed at the English Language and Literature Department of University of Prishtina "Hasan Prishtina".

Key words: reading, reading strategies, students, English Department of the University of Prishtina.

Abstrakti

Synimi i këtij kërkimi është të studioj strategjitë e të lexuarit dhe se sa është departamenti i gjuhës Angleze i Universitetit të Prishtinës duke i përgaditur studentët me strategjitë përkatëse.

Të lexuarit është proces i rëndësishëm në jetën e njerëzve, atë të përditshme dhe akademike po ashtu. Strategjitë e të lexuarit janë ndihmesë për kuptimin e asaj që e lexojmë, ato janë veprimet mendore të zhvilluara brenda lexuesit për të kuptuar tekstet që po i lexojnë.

Qëllimi i kërkimit është të zbuloj se a janë studentët të përgaditur me strategjitë e të lexuarit, a janë te familjarizuar me to, si dhe a është departamenti i gjuhës Angleze në Universitetin e Prishtinës duke i pajisur ata me strategjitë e nevojshme për lexim.

Për implementimin e këtij studimi ishte përdorur metoda kuantitative. Njëqind pyetësor ishin shpërndarë në departamentin e gjuhës Angleze të Universitetit të Prishtinës "Hasan Prishtina".

Fjalët kyçe: leximi, strategjitë e të lexuarit, student, Departamenti i gjuhës Angleze në Universitetin e Prishtinës.

1. Introduction

Reading is a crucial skill not only in education but also in the everyday life. People start using reading in the early years of their life. Different people read for different purposes, some for pleasure, some for particular details and some only to have information about what is happening around them. Being successful at university depends on how well one masters crucial academic skills, reading being one of them. Reading on the academic level is far more complex, especially for students studying second languages. Hunt (2004) defines reading as a procedure molded partially by the reader's background, partially by the text, and partially by the situation the reading ensues in. Academic text reading does not utterly include finding information on the text itself, aside from that it is the action of working with the text (Hermida, 2009). The author also implies that when reading an academic text, the reader reestablishes the meaning of the text. In order to understand better reading texts on the academic level, students should be taught special skills on reading. These special skills are named reading strategies. The target of this research was to find out how much are these skills taught and used at the Department English Language and Literature at the University of Prishtina.

1.1. Problem Statement

Learning a foreign language is a difficult process on its own, and not knowing what strategies one should use to master it, makes it even more challenging. Students often feel frustrated because they do not understand texts or other forms of literature, which happens due to the fact that students are not aware of the reading strategies they should use in order to overcome the obstacles they encounter while reading. Thus, it is fundamental that students learn

how to use different reading strategies to better understand foreign language texts (Chen & Chen, 2015). Most of the students are not aware of reading strategies and how helpful they can be for their development, or they may be aware of them but fail to use them properly. The use of proper reading strategies is the key when learning a language, because they help students understand texts better and develop their reading skills. This also helps in expanding their knowledge. Many professors do not feel the need of teaching these strategies because they consider them being taught in the primary or secondary level of education (Erickson, Peters, & Strommer, 2006). This thought has helped with deriving the main problem that this research focuses on. Firstly, it was important to find out if students were taught reading strategies, did they use them and if yes, what kind of reading strategies did students use in order to decide whether those strategies are helpful for their intellectual development. Additionally, recommendations were given in how teachers can help students cope with the reading difficulties that students may encounter with reading texts. Consequently, the question this research raised is finding out if reading strategies were taught along with their importance in English language and if yes, which of them were taught and used the most by the first, second and third year students.

1.2. Purpose of the Study

Despite the fact that language is both written and spoken, it has its differences when teaching and learning a new language. Oral communication is transmitted and perceived easier than the written one. Vygotsky (1934/1986) claims that the major differences of spoken and written language are both in function and structure. He also adds that they are firmly knitted,

but written language is a bit more complicated than the spoken one bearing in mind that it does not use aids as gestures, mime, sound or a receiver who is directly present. Consequently, students need to be taught strategies that help them understand the written language more effectively. In Kosovo, most highschoools fail to prepare students in reading strategies and how they are supposed to deal with different texts, which makes students feel overwhelmed when they deal with different reading tasks after they decide to study a foreign language, in this case English at University. It is believed that learning the reading strategies that are necessary for dealing with reading texts is the key when studying a foreign language. Hence, this study investigated what kind of reading strategies did the students of the English Department of the University of Prishtina use. Also, what were the differences of the strategy-use between the first, second and third year students in order to find out if they were introduced and taught the reading strategies while in faculty. Lastly, recommendations were given on what teachers could do to help students to further develop their reading skills.

2. Literature review

This section provides a review of literature used for this research. Firstly, it covers a background of what reading, as a skill is, secondly, which are some of the difficulties English as a second language students encounter, then what reading strategies are, how important it is to use them at the academic level and a brief introduction on how to teach reading strategies to ESL students. Lastly, it consists of the classification of reading strategies according to some researchers that were cited in this thesis.

2.1. What is Reading?

What defines us as human beings is the ability of having many skills and being able to use them. Reading is one of those skills and it is recognized as one of the basic skills that humans possess. Some scholars refer to it as a component of a culture (Lancy, 1994; Teal, 1986). The last statement is accurate specifically when it comes to languages. The importance of reading particularly for students who study second or foreign languages increases day by day, correspondingly so does the need to be better readers. Reading is an important skill to be taught especially for students studying foreign languages. According to Karami (2008), reading is essential for the academic life, but it is equally important outside the academic life as well. Reading assists us in catching the message of the texts we read. On the other hand, Razak & Amir (2009), state that reading helps readers to achieve knowledge from the texts they read. In general, we read to know more about the world that surrounds us and we read to learn new information and notions we did not know before. By reading we always gain new information, the information that we did not encounter earlier and it is now being served to us by reading. Krashen (1985) asserts that reading is what helps students to increase their vocabulary. The significance of reading is tremendous when it comes to learning improving vocabulary. Students who study foreign languages become boost their vocabulary by reading different literary texts. Ostler (1980) suggested that reading is one of the most important skills for English language students, needed for their academic achievement. It is by reading that students obtain new ideas and familiarize more of the language. The reading tasks that they read during their studies are quite complex and require special skills to understand them. When dealing with different reading

tasks, students are often challenged with problems during their reading. They may not understand the text, or it is too long and they do not need to read it all, and so forth. Reading can be so complex that one would not even know where he/she is struggling.

2.2. Reading difficulties for ESL students

Languages in a general are remarkably complex and demand a variety of skills to achieve them successfully. The most fundamental skills of a language are reading, speaking, writing and listening. Each of them requires administration to handle them in order to produce the language without difficulties. Reading is a skill that tends to generate problems to ESL students. Those difficulties come mainly from the lack of knowledge of English culture, unknown words, different syntax forms and other factors. This may be a result of the dissimilarities between their native language and English as their second or foreign language. Bernhardt (2003) asserts that the L2 process in reading is greatly divergent from first-language reading because of the information gathered in memory. Occasionally, there are cases when readers aim to put in use the identical resolutions they would use with L1. For instance, when students encounter phrases they don't understand and translate them, most of the time the translation can go wrong because of their lack of knowledge in interpreting not only translating. The phrases that are translated in their L1 may be wrong in L2, and this leads to a misunderstanding of the whole text they read. Drew and Sørheim (2004) claim that obtaining L2 is more obscure than learning L1. Consequently, ESL students have troubles when it comes to reading academic tasks if they are not provided with reading strategies to alleviate their reading process. Reading difficulties negatively influence various prospects of students, including their educational development, self-esteem because

they will not feel free to express themselves, attitudes regarding learning and reading, motivation to read, their career alternatives and last but not least, expectations for future reading success. (Sloat, Beswick, and Willms, 2007). A vast majority of students who do not have language skills fail in using the language they are learning. As it was previously mentioned the impact of reading problems is adverse and does not help students on the contrary it omits their motive to read, it holds them back in communicating and takes away the assumptions for reading prosperity.

2.3. Reading Strategies

Learning second languages in the academic level has its own challenges which may vanish by being able to cope with them. One cannot find a better way of solving a problem without having the necessary tools for it. The most outstanding tools for foreign languages problems are having the skills to manage them. Reading as part of the four main language skills is considered to be the most difficult to cope with. Academic reading is far more complex than reading for pleasure and as a result of this, the strategies that help to ease reading troubles in the academic level can efficiently be avoided with the use of reading strategies. The difficulties students face when dealing with reading tasks in the academic level can easily fade away, if they use the proper strategies. As Grabe & Stoller (2002) state, students are not able to define the obstacles that they face, or they do not know how to put in use reading strategies to help them understand the text better. Reading strategies are very helpful in reading comprehension as they aid readers in achieving their reading goals. Reading skills are the mental activities elaborated inside the readers to get an idea of the text they are reading (Karami, 2008). Not only they get the main idea of the text by using reading strategies, they as well can communicate all the details of the

text. Alderson (1984) has indicated that if reading strategies are used, they can be very effective to help students face the problems with reading tasks. The use of reading strategies helps in increasing students' reading accomplishment. Reading strategies are an important element, which should be taught in details and carefully by teachers to second language students (Khaokaew, 2012). Students should be able to analyze and apply what they understood from the text if they want to become successful in their academic life. Wong (2011) states that they cannot acquire all the success without being able to use reading comprehension strategies. Schools and universities are responsible to prepare students with the needed reading skills. Being a good reader does not mean being able to see letters and read them in syllables, on contrary it is significantly important to read, understand and transmit the text orally or in a written form.

2.4. Why are reading strategies important to ESL students?

Readers are good thinkers; however, the problem with them is that they do not think continuously specifically readers who are learning foreign languages. They have to be in constant communication with other foreign language learners in order to use the language most of the time. Some language learners do not have the chance to communicate in their second language regularly so they need other help. Reading strategies are the best help they can get when it comes to reading academically. Reading for pleasure is different and easier than reading for academic purposes. Tinto (1993) remarks that success at the university level relies on the expertise of some essential academic skills. Those skills being reading, writing, listening and speaking. Reading in this level is far more complex because it requires constant attention of what you are interpreting. Academic reading is usually applied for exam purposes, studies, researches and so forth. Students

studying second languages face more difficulties because of the wide range of vocabulary, different grammar structures and different cultures. Appropriate strategy use helps students in achieving various language assignments more successfully, correspondingly students whose reserve of learning strategies is large are known to perform better (Anderson, 2005; Nagy & Habók, 2018). Reading strategies are seen as skills that help ESL students understand reading texts without translating them. As affirmed by Mikulecky and Jeffries (2004), when students obtain strategy instruction, they improve their already-settled background knowledge and cognitive abilities. In the past few years, students' achievement and independence in reading has been advanced into a crucial argument which has been affected by teaching strategies that not only help students with their second language performance but besides it with obligation for their own learning (Le, 2009). This is why it is remarkable to teach reading and other language skills at its best.

2.5. How to teach reading strategies to ESL students?

Being an educator means being a guide on your students' tour towards acquiring knowledge and fulfilling their aspirations. Your students see you as a role model therefore your teaching methods should be impressive. Teaching reading strategies as part of a language is as important as any other aspect. Dreyer and Nel (2003) advocate the view that if educators wish to meet the reading requirements of students in the 21st century, they are urged to establish effective instructional means for teaching reading comprehension and reading strategy use. Helping students understand and properly use reading strategies stimulates their desire to read without any troubles. Reading strategies signify how readers perceive an assignment, what

textual clues they attend to, how they elaborate what they read, and what they do when they have difficulties in understanding what they read (Block, 1986). Educators shall work on the process of helping students categorize the information they need from the information that is not required to use. A vast amount of training and practice should take place if excellence is to be accomplished. Brown and Palincsar (1984) presented a strategy training approach where they settled that the strategy training is effective in strengthening the reading ability of the students. The more students practice reading skills the more they improve them and use them with their reading tasks. Reading should not be seen only as a process of reading what the other wrote; on the contrary, it should be seen as the process of understanding and using the information that was presented by the author.

2.6. Definition and Classification of Strategies

As it was previously mentioned, reading strategies are the mental activities used to improve reading comprehension and to get rid of difficulties to achieve particular reading objectives. According to Wirotanan (2012), despite the fact that reading strategies are considered to be the main reading skills at the academic level, many students have not developed high levels of reading skills. If students want to accomplish a large level of reading comprehension, they will need to know what reading strategies should be used, when and how to use them (Harvey and Goudvis, 2000). In order to achieve this, there should be a classification of reading strategies. Researchers have used different criteria to categorize them.

O'Malley and Chamot (as cited in Brown and Palincsar, 1982), suggest a categorization of reading strategies into 'metacognitive' and 'cognitive'.

Brown and Palinesar (as cited in O'Malley and Chamot, 1990), describe metacognitive skills as a larger order of executive, they involve planning, observing and evaluating the progress of learning activities. Metacognitive strategies help readers during the process of reading and understanding the writer's message. Readers who know what to do in every stage of their reading use metacognitive strategies. The metacognitive strategy application such as self-awareness and self-evaluating is to enhance independent readers who can administer their own learning, when and how to use those strategies while reading (Flavell, 1981). Readers who use metacognitive strategies are constantly planning what to do before they start reading, observing the small details the text might present and lastly, evaluating their reading process. Wang et al, (2009) indicated that metacognitive reading strategies have miscellaneous advantages on students' reading comprehension and advancing their learning tasks.

Cognitive strategies are defined as the ones that involve mental control or shift of materials and tasks; furthermore, they aspire to improve reading comprehension, retention and acquisition (O'Malley and Chamot, 1990). Readers who use cognitive strategies communicate with the task directly. Ahmadi et al, (2013) claim that cognitive strategies involve immediate communication with the text and assist to ease comprehension, act precisely on incoming information, manipulating it in means that promote learning. Cognitive strategies help readers adjust their reading process depending on the difficulty it possesses, the more difficult it is the more strategies they use.

According to O'Malley and Chamot (1990), there is another category of reading strategies, which is called the social/affective strategy. These strategies aim to represent a broad

arrangement that include communication with other people and hypothetical control over affect. Readers who use social/affective strategies interact with other people regarding their reading process. They give feedback to one another, try to resolve reading problems together, decide which strategies to use in their reading tasks (White, 1993). Social/affective strategies aid the process of communication in the second language as well. Students who use these strategies interact in their second language instead of using their native language.

On the other hand, Carell (1989), categorizes strategies into local strategies and global strategies. Local strategies are the ones that deal with sound-letter, meanings of the words, sentence's syntax and details of the text. They are used to assemble the meaning of the text as a scheme for comprehension. Readers who use local strategies are likely to look into the smallest details of the text in order to get a better reading comprehension. Local strategies include scanning and search reading.

Whereas global strategies have to deal with text essence, background knowledge, and textual organization. Readers who use global strategies in their reading tasks are usually demanding to know more about the general idea of the text. Global strategies as stated by Block (1986), are related to metacognitive strategies because they intend to aid readers similarly. Global strategies include summarizing, previewing and predicting, skimming and search reading. This research was focused mainly on global and local strategies.

3. Hypothesis

This paper hypothesized that students of the English Department at the University of Prishtina are not being taught all the necessary reading strategies for better reading

comprehension in the academic level. It also hypothesized that students are not until the final years of their studies familiar that there are three kinds of reading strategies: pre-reading strategies, while reading strategies and post-reading strategies. The theory stands that students do not know how and when to use the needed reading strategy, except for skimming and scanning. Therefore, the ones that are affected the most are the students, who do not have an easy time when it comes to reading a voluminous amount of literature. Furthermore, this may affect their career in the future if they decide to become teachers of English language.

In addition, this research is organized around the following questions:

1. Is the department of English Language and Literature of the University of Prishtina preparing students with the necessary reading strategies?

2. During which year of studies are reading strategies taught and which of them are used the most?

3. Do students understand and use them correctly?

4. Methodology

4.1. Target population

This study has addressed students on their first, second and third year of studies. One hundred students participated in the study. Nearly thirty-five students were chosen for each year of study. The number of the participants was chosen based on criteria which Cohen et al., (2000)

suggested:

- A survey design should not have less than 30 participants.
- More than 50 samples are needed for the conduction of a comparative research.
- If the groups that are being compared are small ones, 20-50 samples should be used.

The first year students were the starting point of the study as measuring their knowledge at the beginning of their studies would be helpful to compare any differences or changes that may have occurred in the second and third year.

4.2. Instruments

The approach of this research is the quantitative form which as claimed by Creswell (as cited in Sukamolson, 2007) is defined as the analysis and gathering of data through mathematical techniques to describe an important matter. Variables and statistics are tools used by researches trying to describe a specific matter (Johnson & Christensen, 2008). The quantitative approach has two main designs: survey and experimental design. The design which was used for this study is the survey. Studying a group of people's course and viewpoints on a specific topic based on numbers and calculability is the so-called survey design (Creswell, 2013). In order to collect data, students had to fill in a Likert scale which was adopted from Mokhtari & Reichard (2002) consisting of three statements which have sub-statements. The Likert scales had three options, from which students could circle the one they thought is appropriate. The options were: never, sometimes and always. Comparisons among first, second and third year students have been made. The decision to compare them came out of curiosity to find out whether students are taught the necessary reading strategies for better reading comprehension. A causal-comparative

research was conducted to compare students of these years. According to Peterson (2005), making comparisons among a larger number of people is very efficient as it provides more credibility rather than having only one opinion.

4.3. Procedure

The location for the conduction of this study was the English Language and Literature Department of the University of Prishtina. The respondents of the study are students in this department, therefore a larger number of them were found in this location. The decision to conduct the research in this specific department came from three different reasons:

- 1) It being the only public Faculty of English Language and Literature. Kosovo has started to implement the higher education policies of the Bologna Process. To improve the quality of the study programs is one of the main challenges to achieve by Kosovo's educational system. Special focus is being given to the public sector as it is the oldest university here and it is harder to progress higher education in private sectors (Attard, 2009).
- 2) Around 150-200 students for each year attend it. There is a great interest in attending this department, which rose curiosity to find out if this department is doing an efficient job in teaching its students how to deal with reading texts.
- 3) Finding out how much this faculty is teaching reading skills to students was the purpose of the study.

Firstly, the survey was piloted. The piloting was conducted with five students of each year. The Likert scales were handed out to the students in the classrooms, after their lectures ended, considering it to be an appropriate time to approach them, rather than disturb the students

before their classes started. Students were approached by the researcher introducing themselves, explaining to them the reason behind the survey and asking if they had time to fill it in. After analyzing the data from the Likert scales filled from these students, some of them suggested that these two questions should be removed from the scales:

1) What kind of materials do you read the most?

The options to answer this question were: Books, newspapers, magazines.

2) How often do you read?

The options to answer this question were: always, sometimes, rarely, never.

Another suggestion was to keep three to four options to answer to. The first Likert scale's options that were possible to be circled were: never, rarely, sometimes, often, usually and always. Students considered the options to be too similar with each other, which as a result confused them. To be able to have accurate data, the survey was corrected. Only three options were left to be able to circle: always, sometimes, never. Throughout the procedure of handing out the Likert scales, piloting and analyzing the data, some challenges occurred. Some students did not agree to fill in the survey giving different reasons, and some of them did not give answers to all the provided statements. The surveys having errors like not having all the answers or having two options circled were removed and not used for further research conduction. After all the needed surveys for the research were filled in, they were collected and analyzed. The scales were counted and separated according to the year of studies they belonged to. So, there were three years each including thirty-five scales. Primarily, the scales were divided starting from the first

question based on the answers the students gave. Whoever answered by circling the first option was counted and put together in a section, then whoever answered by circling the second option was put together in another section and so forth. This way the data was collected based on every option the students could answer and then it was calculated based on the average responses for the whole group. After collecting and dividing the data, the first section of the Likert scales were analyzed and calculated to the according percentage. Then, the second and third sections were calculated to their according percentage too. The percentages were added into charts of reading strategies which were included in the study: pre-reading, while reading and post-reading strategies. By the end, the percentages were compared with each other to see what differences are found related to the reading strategies used among the students of the first, second and third year.

4.4 Results

From the 105 questionnaires delivered to first, second and third year students, the research was provided with the following results regarding the reading strategies usage.

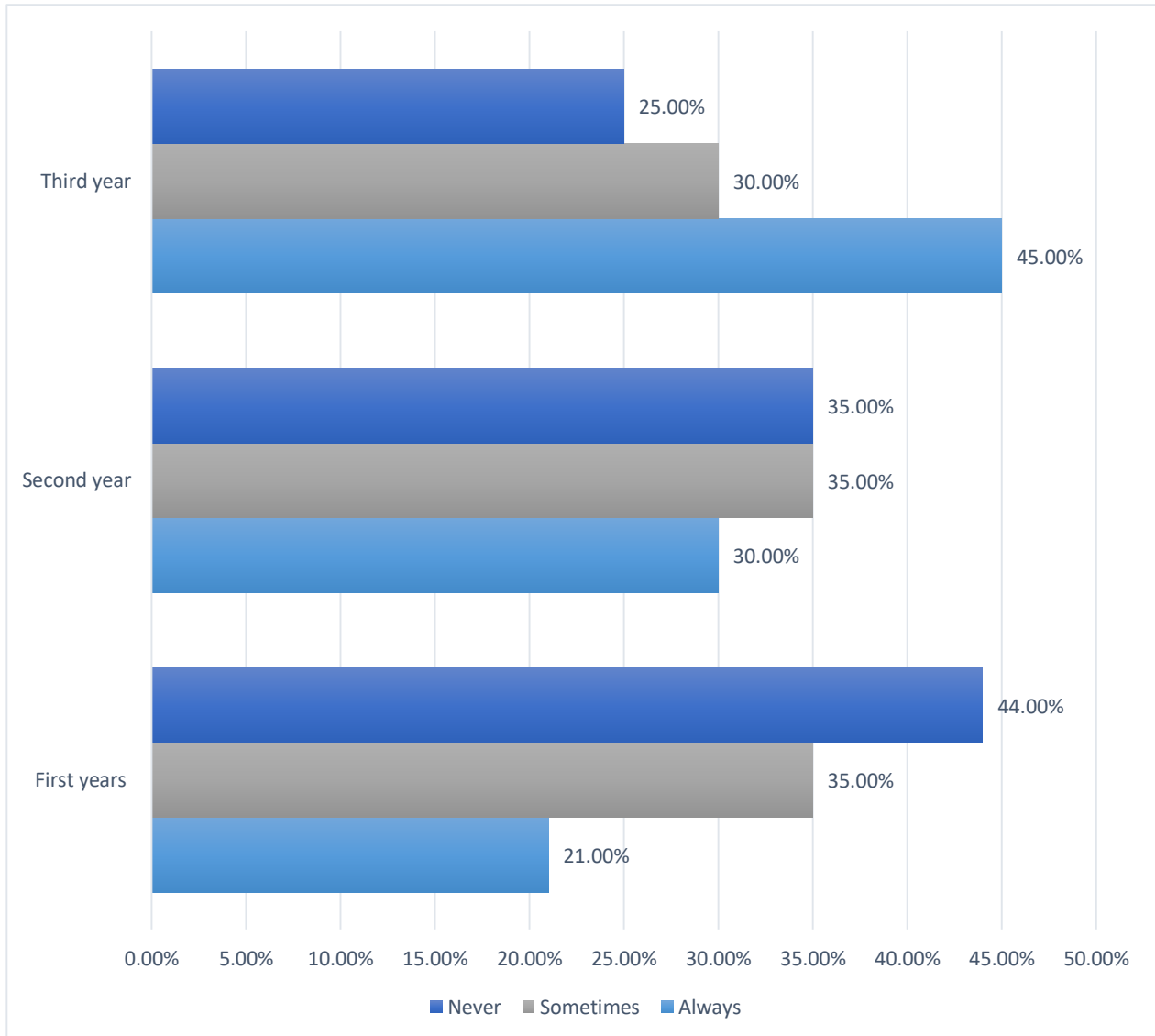
I. Pre-reading strategies.

Pre-reading strategies are known as the strategies that are used before reading the text. They include any information the reader can acquire without reading the text, but only by looking at any pictures there may be, or trying to derive the meaning from the topic. Pre-reading strategies correlate to what prior knowledge readers have before they get to read the text. According to Brandao and Oakhill (2005), what the reader knows about the content of the text is

prior knowledge, also known as word knowledge or background knowledge. Students should be given time to think and analyze what the text is about because as Larson and Marsh (2005) explain students' individuality has to be taken into consideration when acquiring reading skills. Using their own thoughts and ideas students are able to create a theory of the text. After trying to recall the prior knowledge readers may have and after looking at the topic, pictures or charts, readers now have an idea of what they are about to read. Associating what learners already know to the new information helps understand the text better later. If a reader does not have the appropriate background knowledge, he or she may not be able to comprehend the material (Cohen & Cowen, 2010). The background knowledge of a text correlates with the background knowledge of a language, which is tightly tied with the culture of that language. Students who learn foreign languages have to be cautious when it comes to that language's culture. The more they read the more familiar they get with foreign cultures and traditions. Correspondingly, readers strengthen before reading strategies with their future reading tasks. As a matter of fact pre- reading strategies play a huge role in the development of readers.

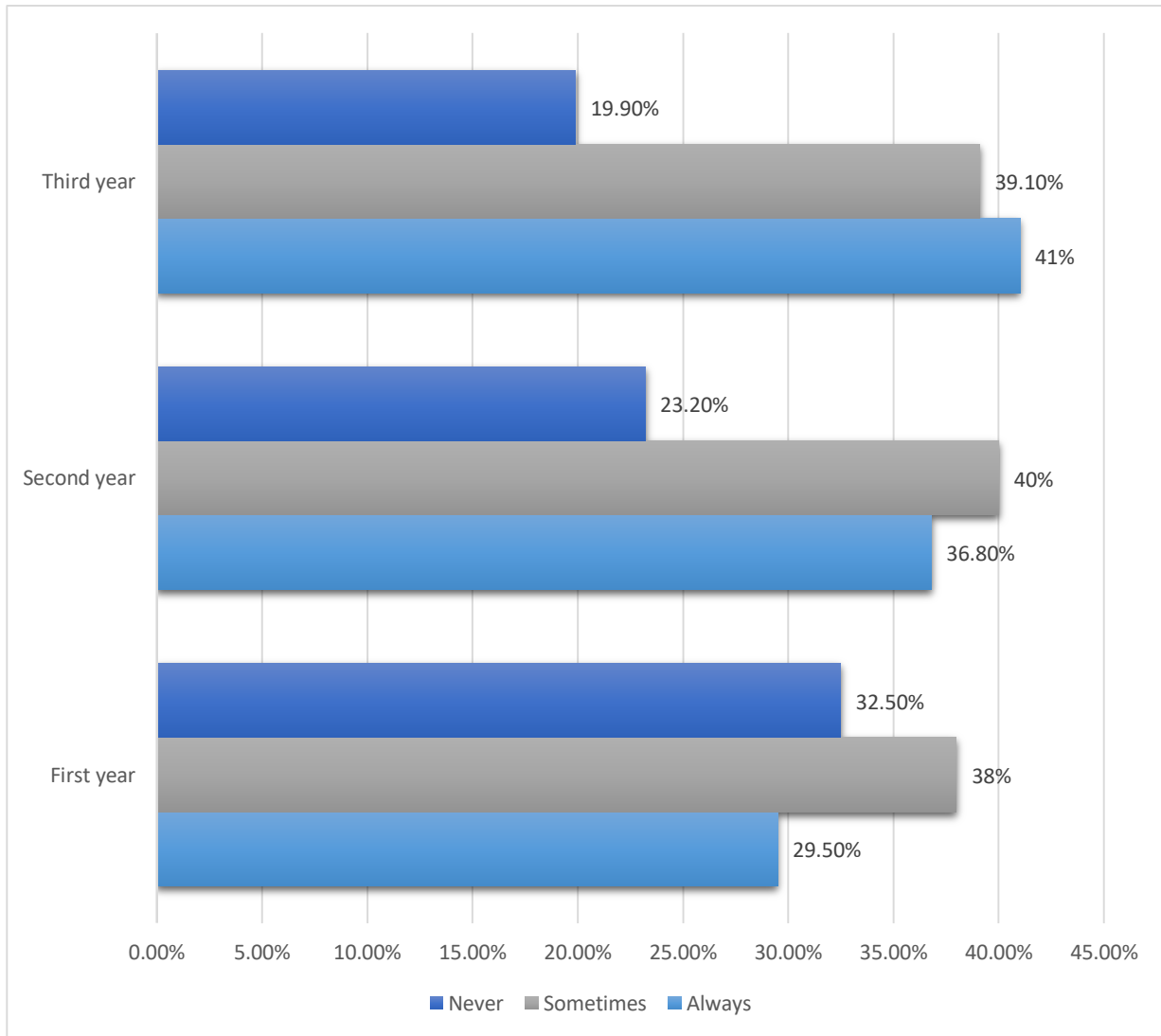
The first six statements were about previewing and predicting as before reading strategies. There was a raise between the first, second and third year of studies. As the years increase so does the usage of previewing and predicting. Below you shall find six figures presenting the results of the first six statements regarding previewing and predicting as reading strategies.

Figure 1. S1- Plan what to do before I start.



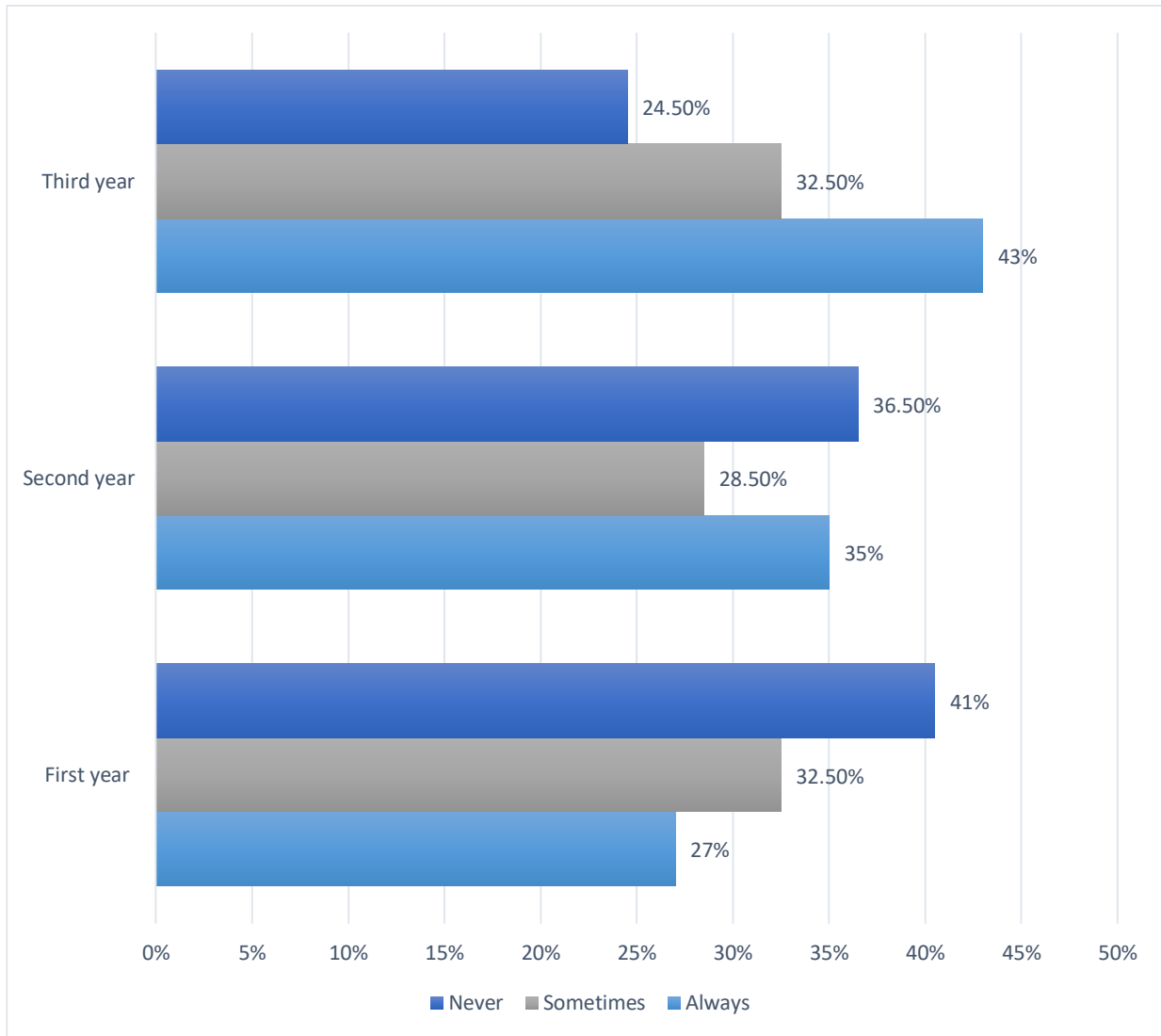
Only 21% of first year students always plan what to do before they start reading, whereas this number increases at 30% with second year students, and last but not least we have third year students who 45% of them always plan what to do before they read. Preparations before students start to read are significant. Do they want to focus on details or just get the general ideas of what the text is about, is up to them but it is highly recommended to work on what your plans about the reading texts are.

Figure 2. S2- Have a purpose in mind.



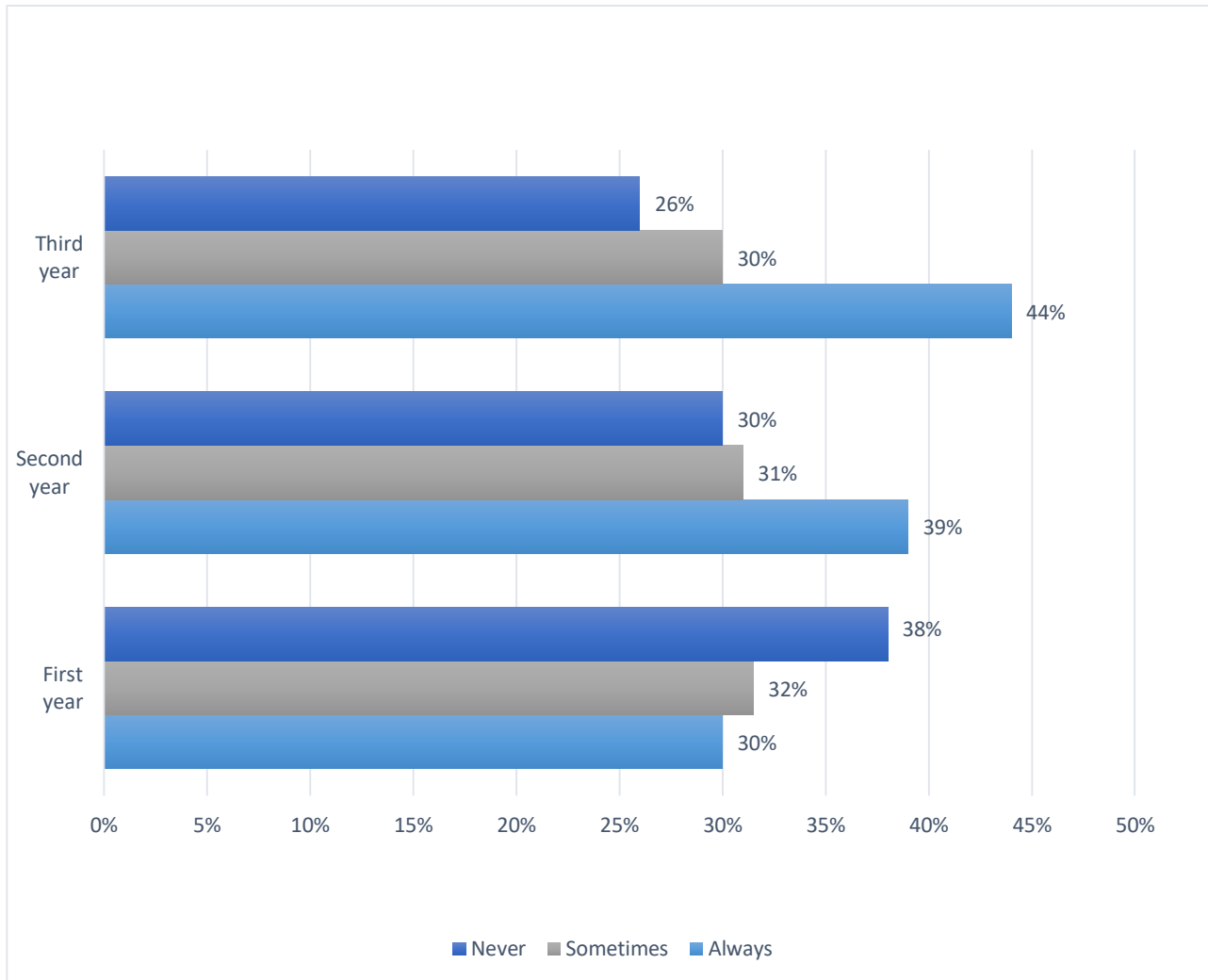
Reading for pleasure does not need to have a purpose in mind for what we can get from the text. Unlike it, reading for academic purpose does. Students should have an aim of reading. With first year students we have a raise of 29.5% of students who have a purpose in mind before they read as well as with second year students with a percentage of 36.8%. On the other hand 40% of third year students have a purpose in mind before they read.

Figure 3. S3- Focus on the key words of the title.



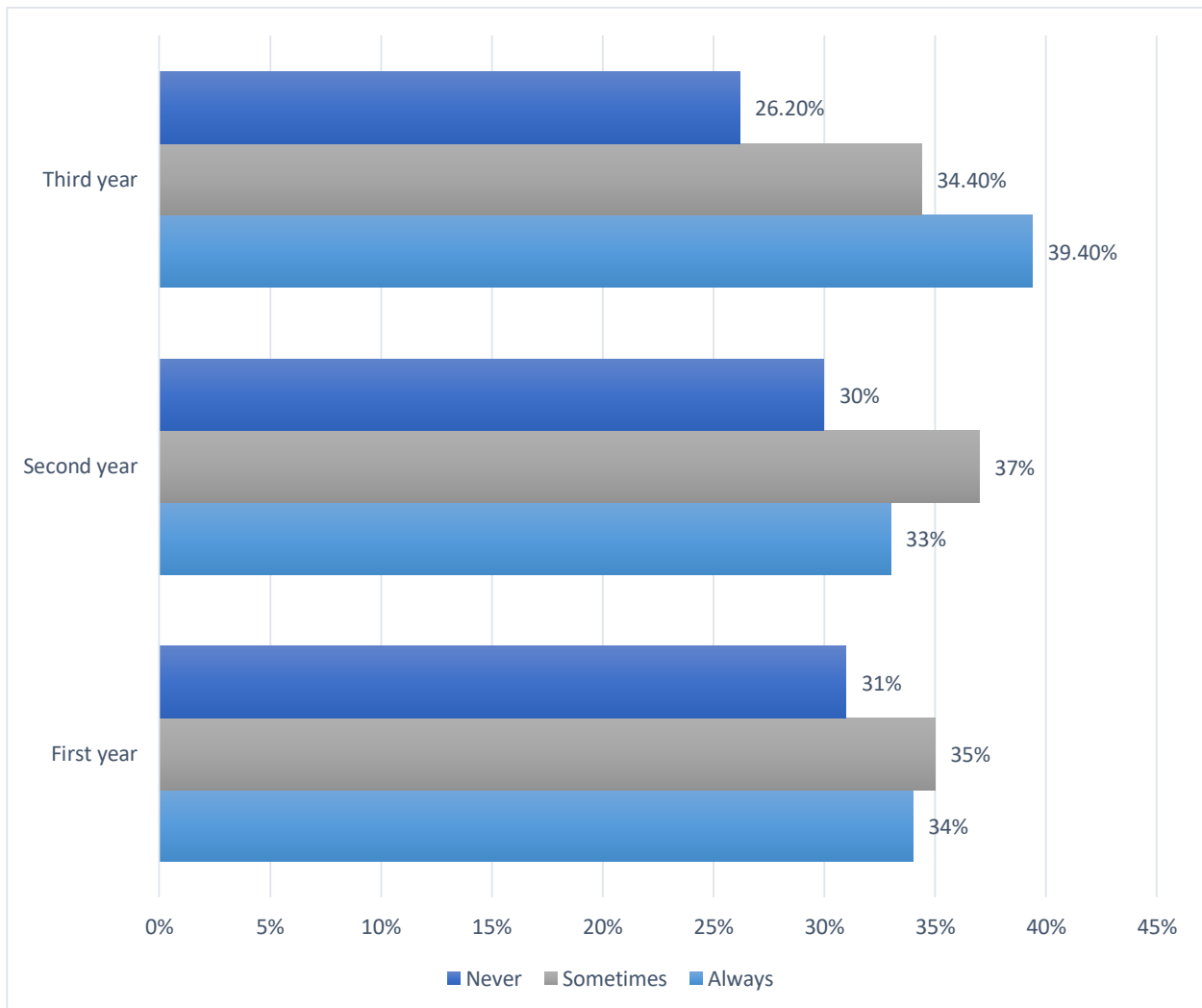
From what third year students have answered only 43% of them focus on the key words of the title, this number decreases with second year student in 35%. Last but not least we have first year students with a percentage of 27% who focus on the key words of the title. The title of a text can be convenient to students as it shows what the text is going to be about. As a result, students should can be able to identify if that text is the proper one.

Figure 4. S4- Think what I already know about this topic.



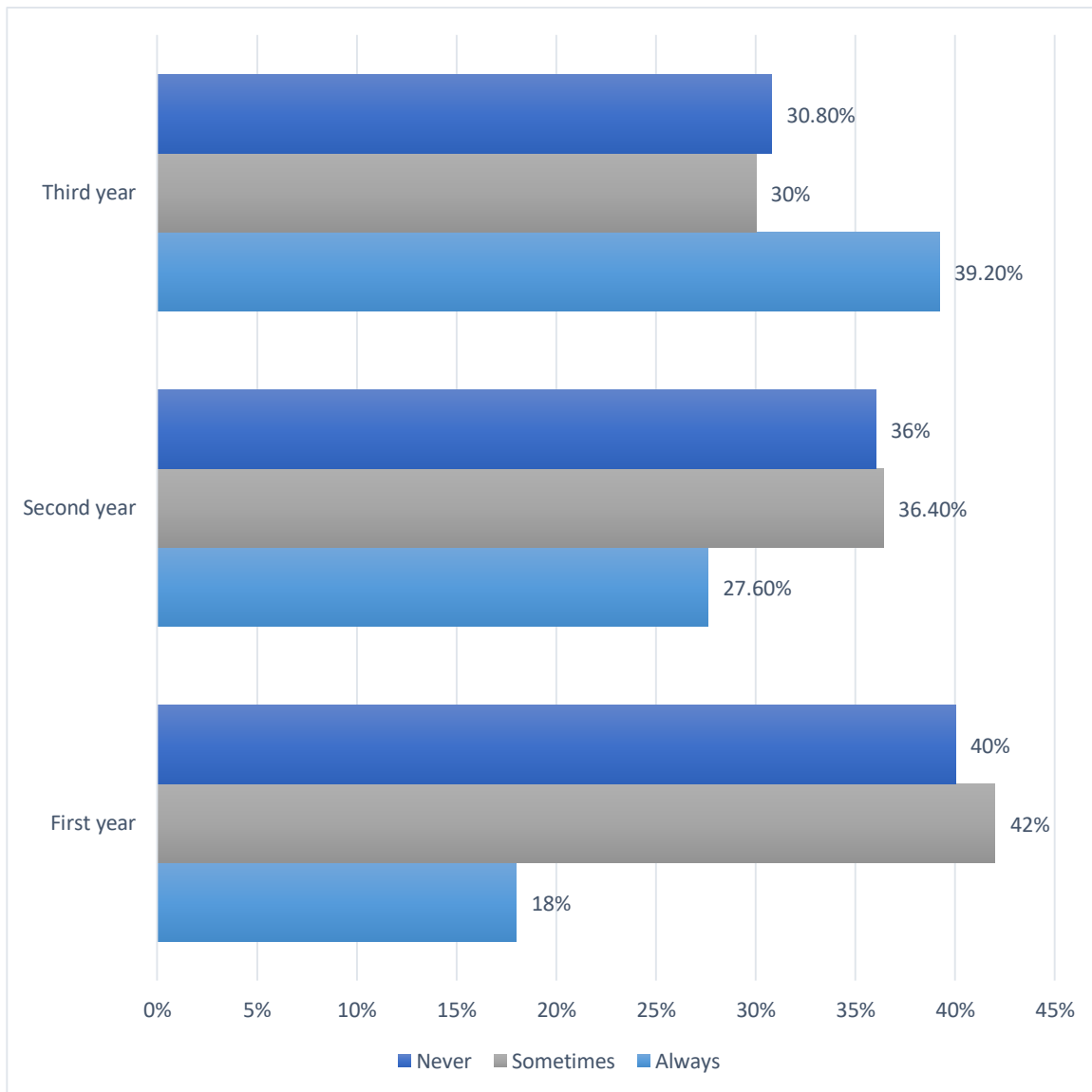
The fourth statement of the survey is about students' attention to think of what they know about the new topic presented to them. Accordingly, these are the results obtained by students' answers: 30% of first year students and 39% of third year students always think of what they know about the topic. In addition, 44% of third year students always think of what they know about the topic. Actually, previous knowledge of a written content is always welcomed as it only enhances students' ability to understand the text.

Figure 5. S5-Look at any pictures/illustrations.



Statement number 5 is about the illustrations or pictures students look before they read and correspondingly we have these results, 34% of first year students look at any pictures or illustrations which is followed by 33% of second year students. And lastly, we have third year students with a percentage of 39.4%. Different figures shown on books or any other written text can help students who are visual learners to look at them and comprehend the text better.

Figure 6. S6- Think about what information the writer might present.

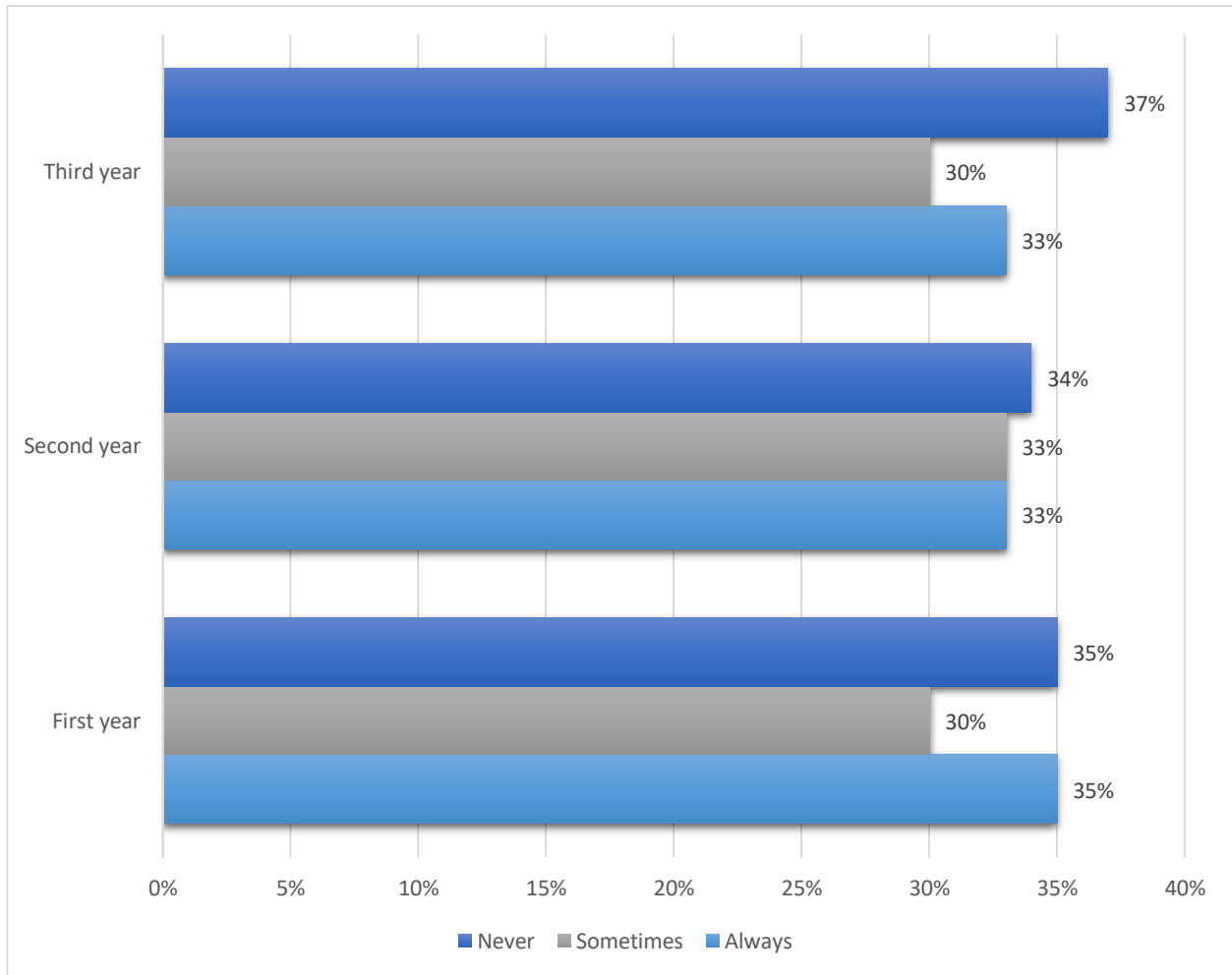


When we read it is highly important to think of the information the writer had in mind to hand out to its readers. Consequently, readers will have it easier to absorb the information from the text. Based on the data that was collected, 18% of first year students think about what information the writer might present. This number is pursued by 27.6 % of second year students and 39.2% of third year students.

II. While-reading strategies.

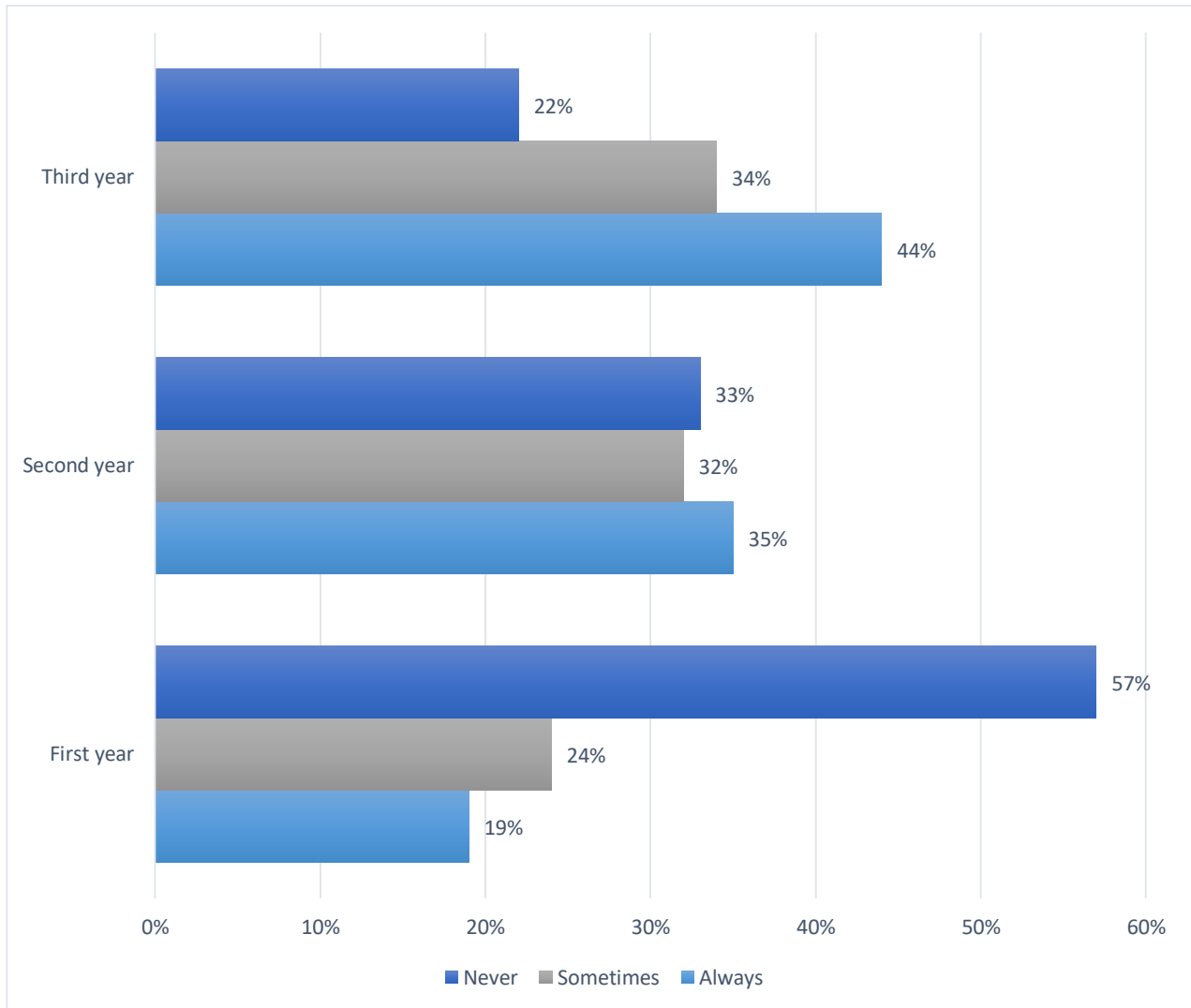
While reading strategies are considered to be significantly important to readers, in order to catch all the details from the text. Since some readers experience trouble to comprehend the text, they have to be taught how to apply while reading strategies to ease their understanding (Swanson & De La Paz, 1998). Many scholars indicate that the most successful of students are the ones that use while-reading strategies as a part of their reading tasks. Outstanding readers use a range of skills to achieve and comprehend numerous texts while reading. They are able to sense what strategies to use while reading the text, they predict the essence of the text by looking at pictures, by using contextual clues to guess the meaning of unknown words, they reread the text and ask and answer questions to get an idea of what the text is about (Grabe & Stoller, 2002). Students or readers who do not obtain these skills are unluckier when it comes to understanding texts. Contrary to successful readers, these unsuccessful readers experience lack of knowledge about how and when to use strategies efficiently and instinctively while reading consequently, they cannot diversify their reading for different texts or purposes. (Nolan, 1991). While-reading strategies play a significant role on helping readers understand the text and make use out of it. Readers shall communicate with the text in order to understand it better. Rosenblatt's (1982) theory points out that reading is an activity, a reciprocal process, which includes both the reader and the text at a precise time under precise circumstances. There is not a better way of interacting with the text than using while reading strategies. Consequently, teaching students while reading strategies is crucial to their academic development and teachers should highly train them on using strategies. Presented you shall find the results from the data collected regarding while reading strategies.

Figure 7. S7- Read every sentence slowly and carefully to understand the text.



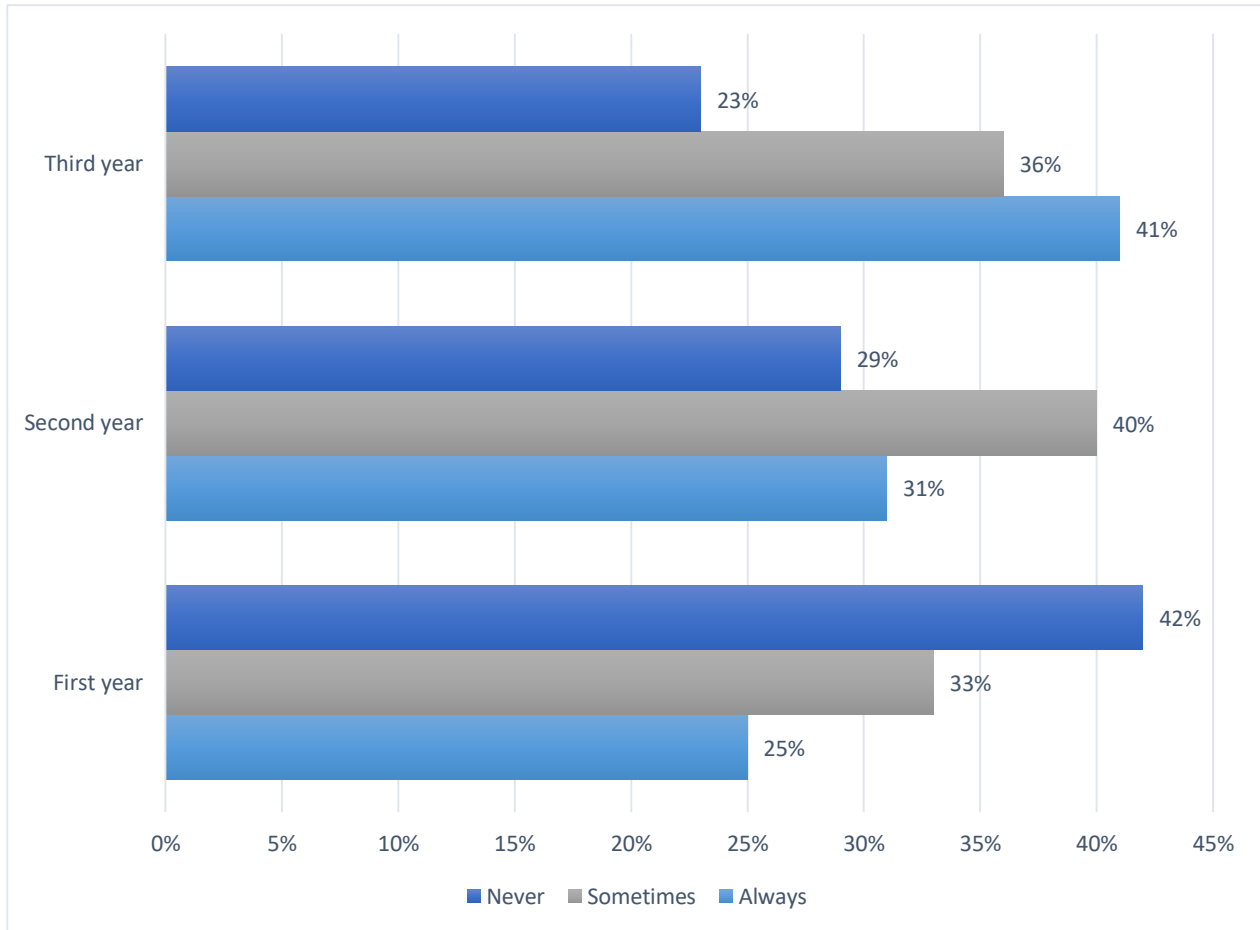
The number of students who usually read every sentence slowly and carefully to understand the text, is nearly the same between the three years. The fact that the number of students who never do this increases in the third year is impressive, because they no longer read all the sentences of the text but perceive that they should read the decisive parts of the text. 35% of first year students say they always read every sentence slowly and carefully to understand the text, only 33% of second year students do the above-mentioned activity followed by 33% of third year students.

Figure 8. S8- Read the first sentence of each paragraph.



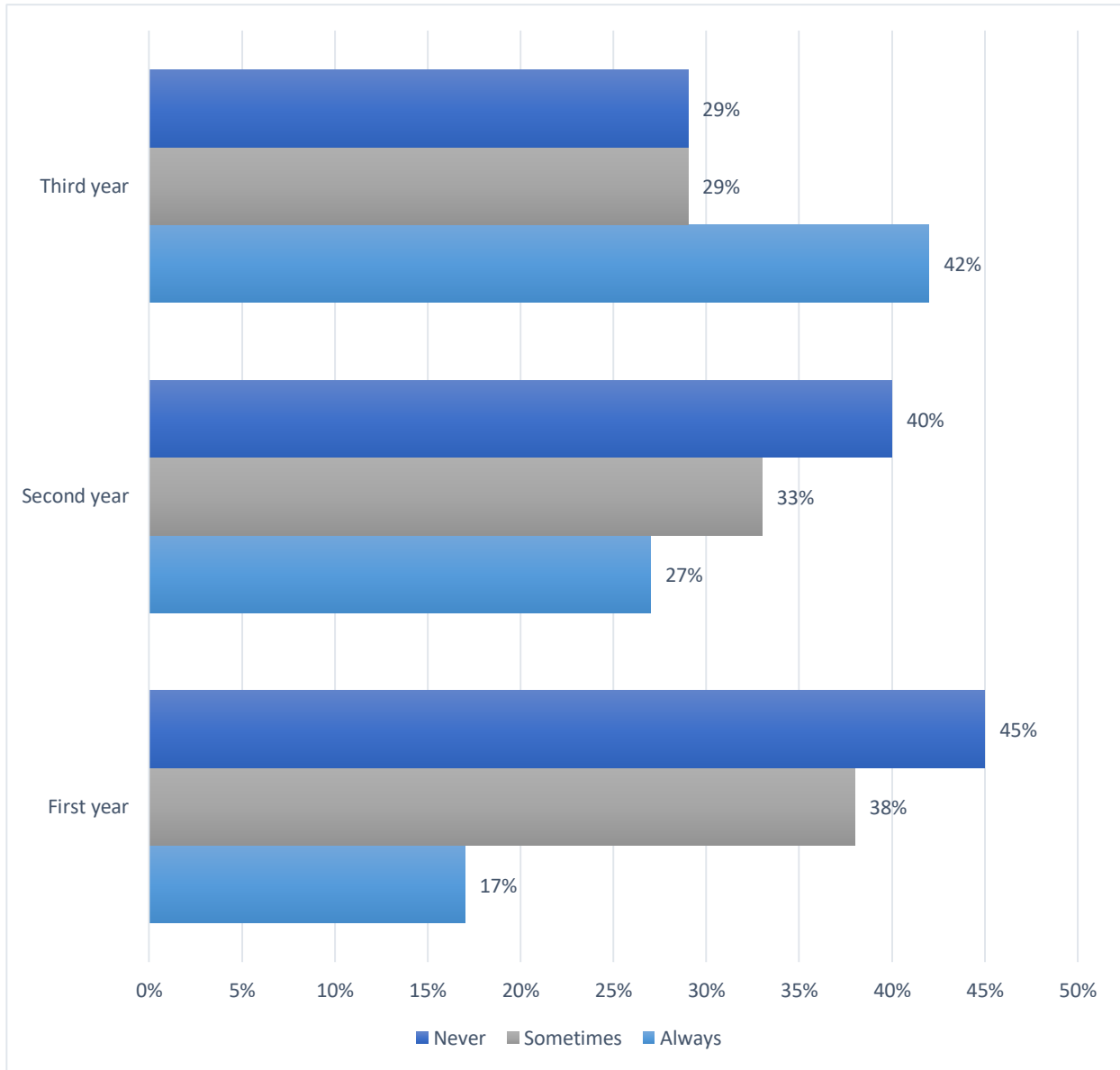
Read the first sentence of each paragraph is the eighth statement of the survey. 19% of the first year students and 35% of second year students always read the first sentence of each paragraph. On the contrary this number increases with third year students from who 44% always read the first sentence of each paragraph. Doing so students are capable of grasping what each paragraph is about.

Figure 9. S9- Read the first paragraph and last paragraph (introduction/conclusion).



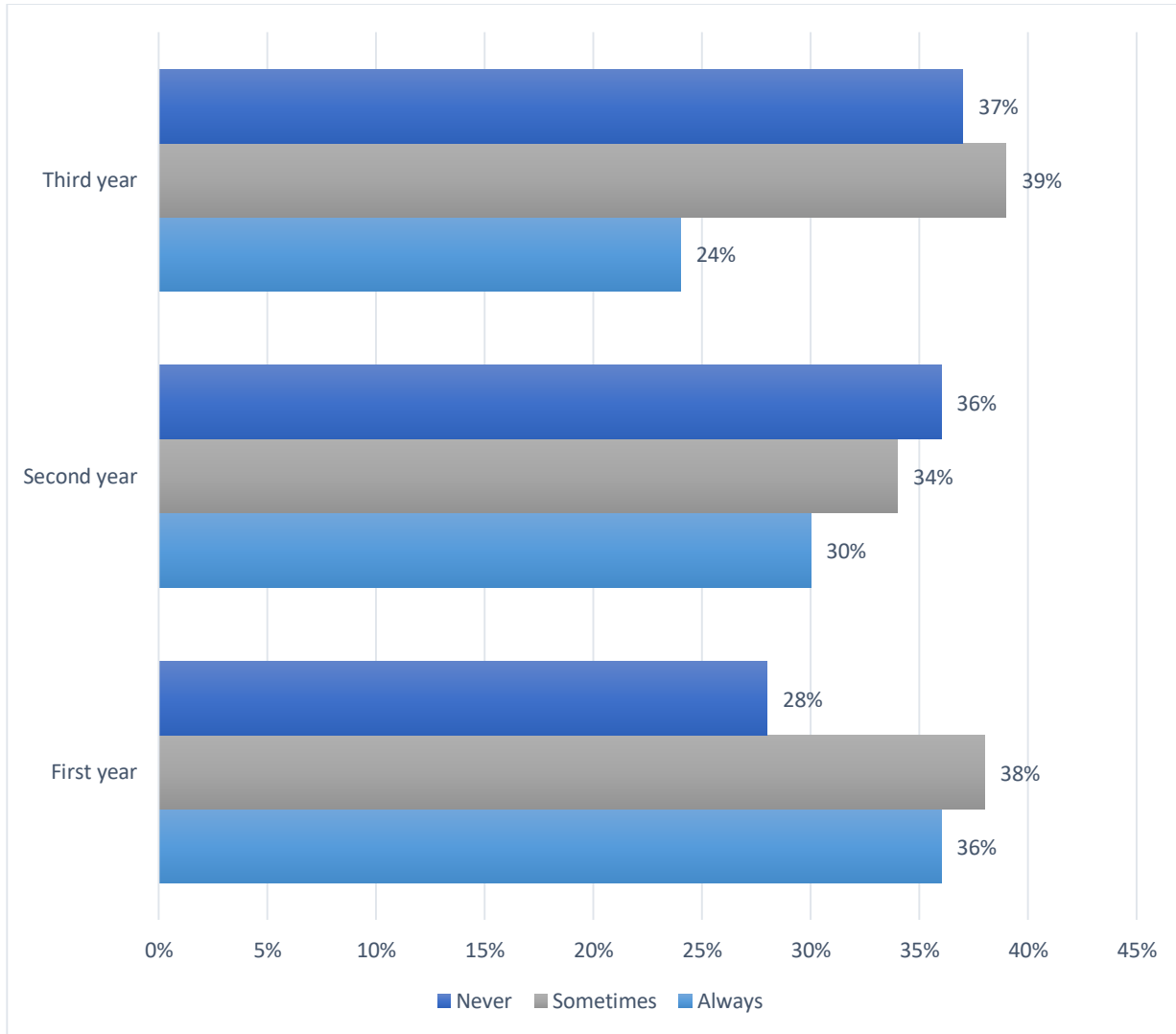
A good introduction determines the topic and signifies the precise focus in a written work. On the other hand, an effective conclusion administers a sense of termination to the essay while further the concepts (Jerry and Leora, 2017). This is why reading them is a good while reading strategy which 25% of first year students claim to do. Diversely, this number is slightly higher with second year students of who 31% read the first and last paragraph, whereas this number raises to 41% with third years students. Introduction and conclusion help readers to recognize the purpose of the piece of writing they are reading.

Figure 10. S10- Guess the meanings of unknown words or phrases.



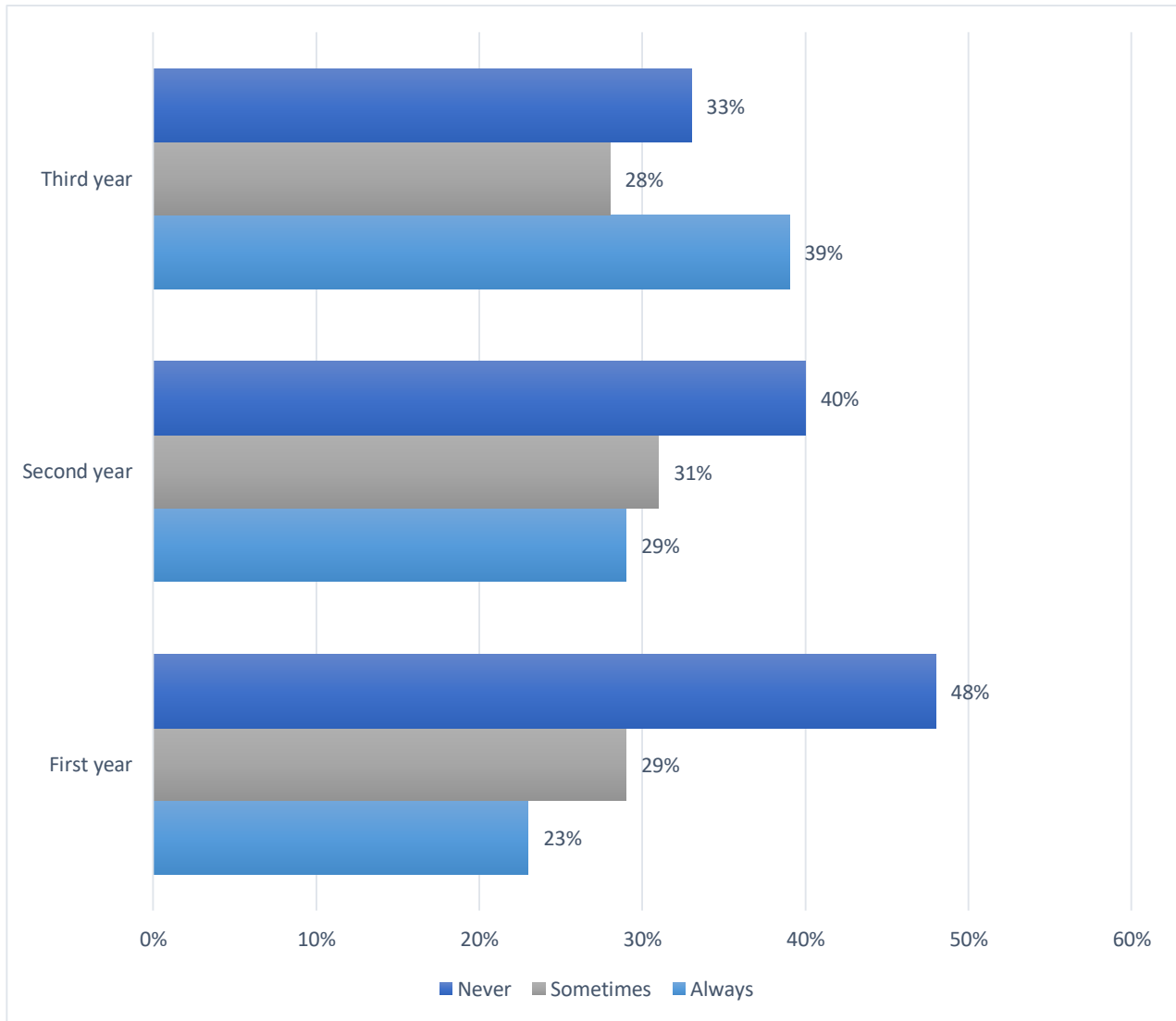
Guessing the meaning of unknown words or phrases might actually help in understanding the text better. Using contextual clues to help has proven to be successful in better reading comprehension. A small number of 17% of first year students and 27% of second year students claim that they always guess the meaning of unknown words or phrases. This number gets higher with third year students of who 42% declare to guess the meaning of any unknown vocabulary.

Figure 11. S11- Skip unknown words.



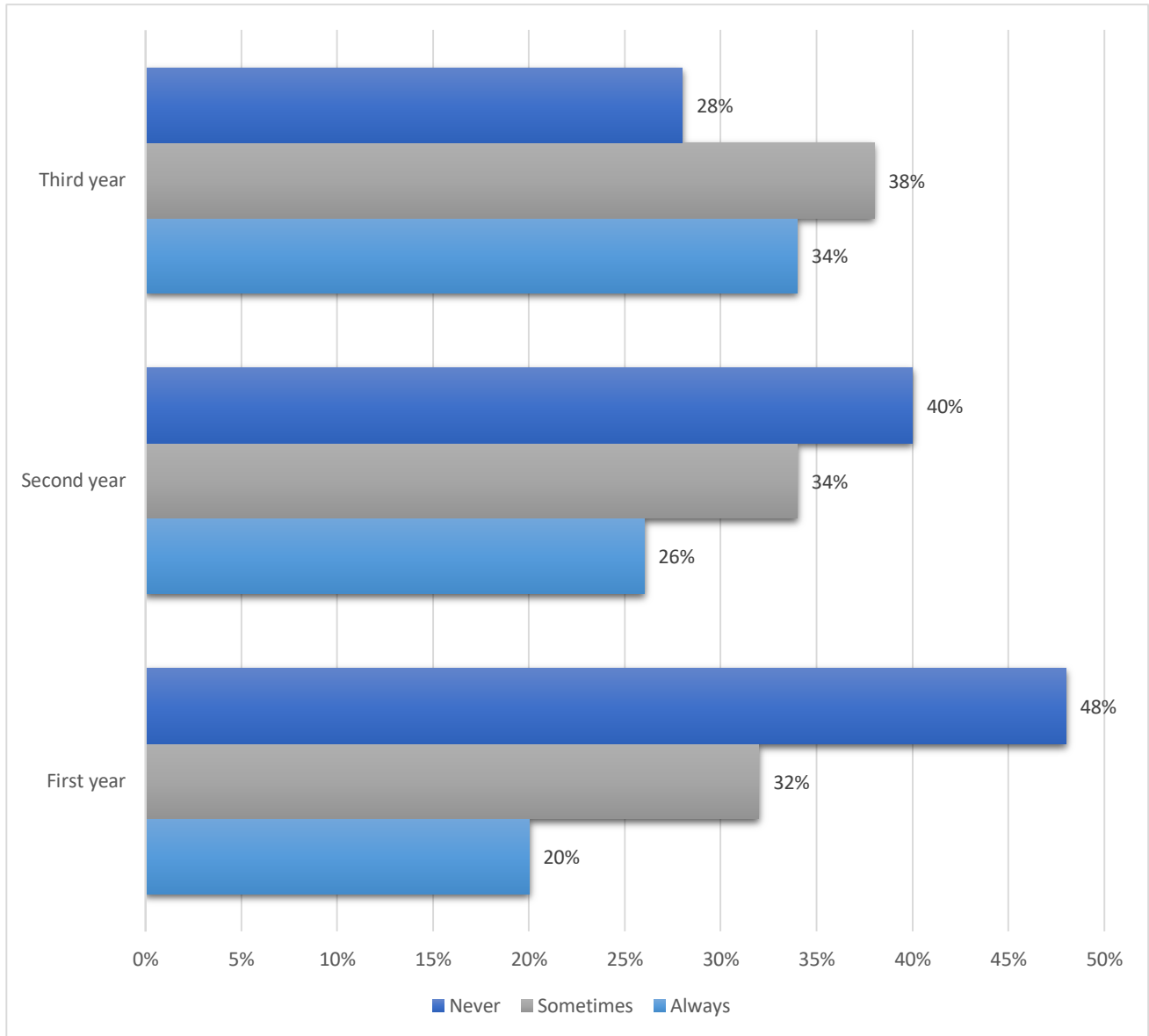
If students who are not native speakers of a language, English in this case, skip unknown words or phrases, the text they read makes no sense then. Unlike other results that show a raise of third year students, here we can notice a decrease of 24% of these students who always skip unknown words. Contrarily, 30% of second year students and 36% of first year students always skip unknown words.

Figure 12. S12- Use contextual clues to help me understand the text better.



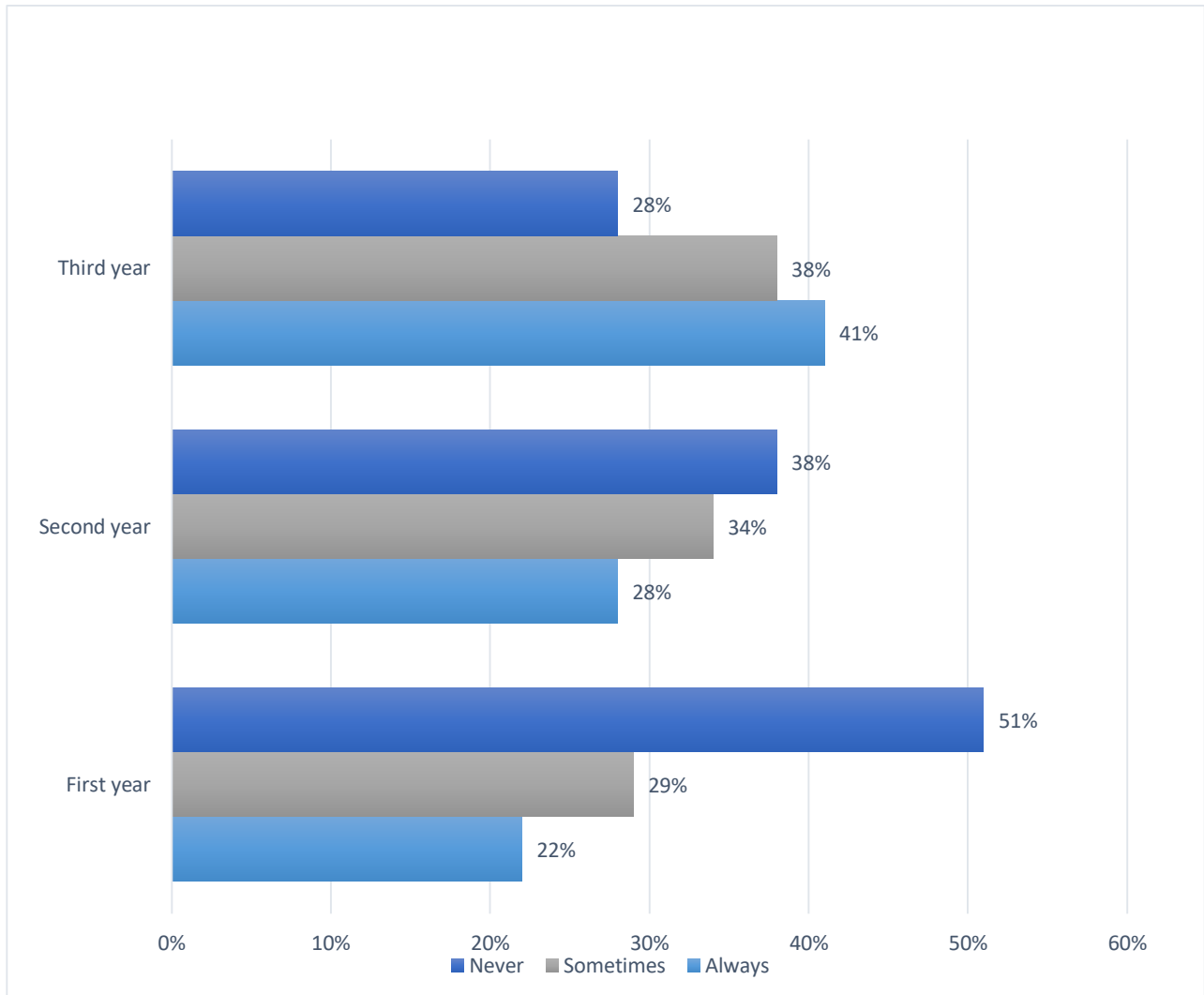
23% of first year students and 29% of second year students always use contextual clues to comprehend the text better. 39% of third year students on the other hand always use contextual clues for better text understanding. The hints the author gives in a text can be a great help in understanding the text better. Synonyms, antonyms, definitions and explanations are some kinds of contextual clues.

Figure 13. S13- Use English grammar to help understand the text better.



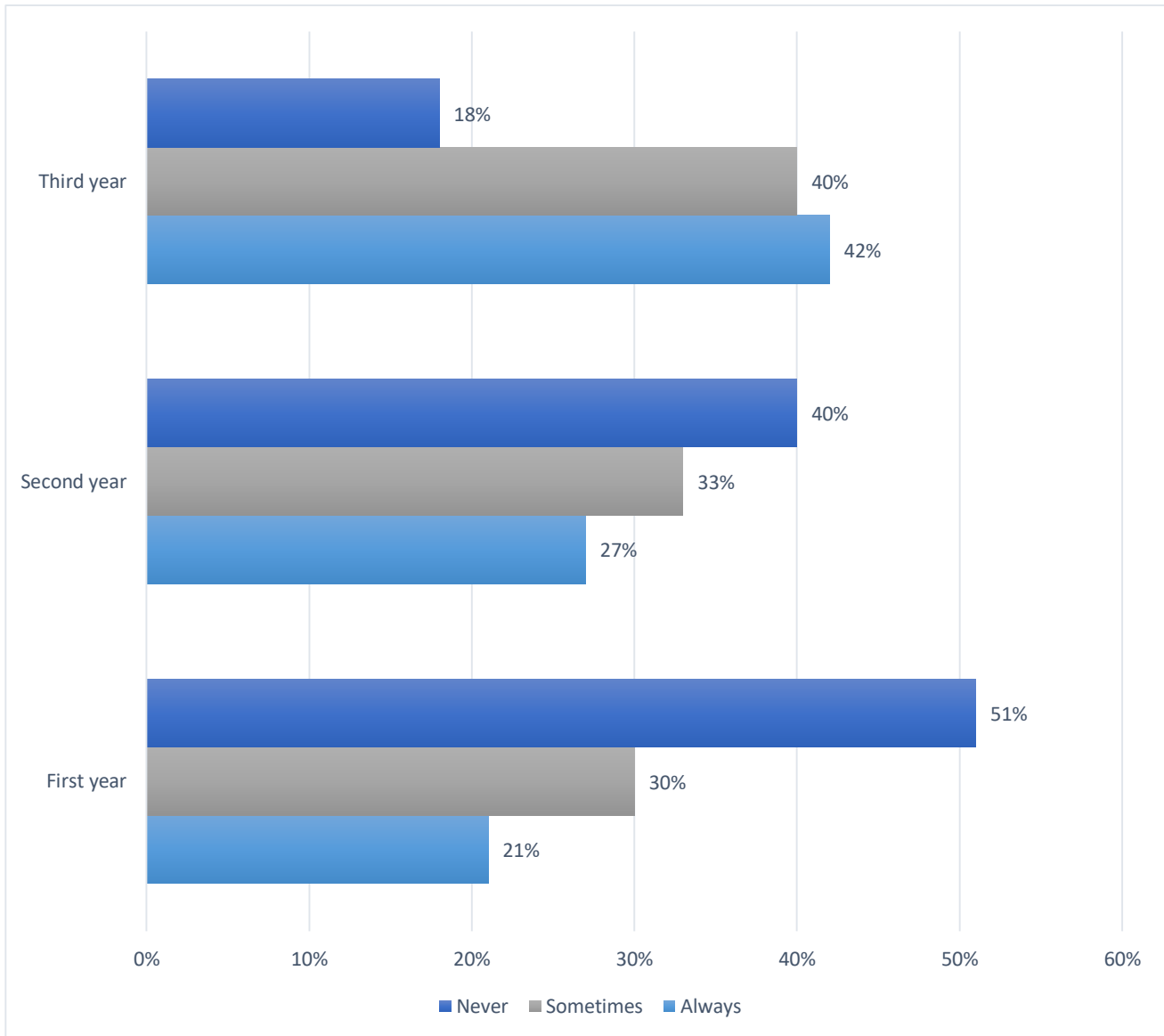
Being a matter of importance in every language not only in English, grammar plays a huge role in every part of it. Regarding the statement use English grammar to help understand the text better 20% of first year students responded that they do this, 26% of second year students use grammar to understand the text better and 34% of third year students do this as well. Grammar helps understand better the structure of a text and the way it is organized coherently.

Figure 14. S14- Skim the text quickly to get the general ideas.



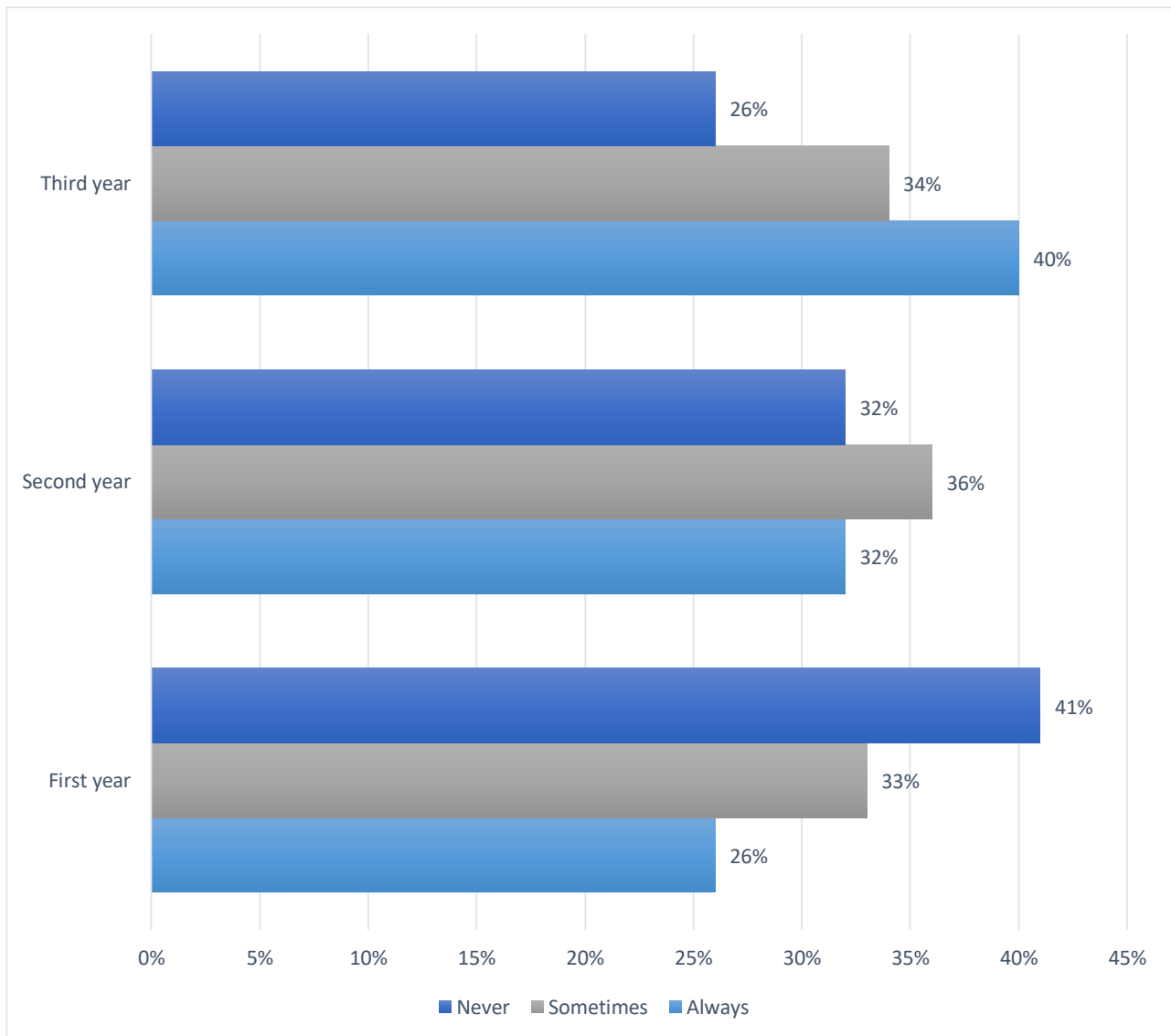
As we can see from the chart above, it is noticeable that first year students are not aware of skimming since only 22% of them always use it. While on the other hand 28% of second year students always use skimming as a strategy and this occurrence flourishes with third year students whom 41% of them always use skimming to get the general ideas of a text. Skimming the text is eminent if readers do not want to waste time reading large texts, but wish to get the general ideas of them.

Figure 15. S-15- Scan the text for specific details.



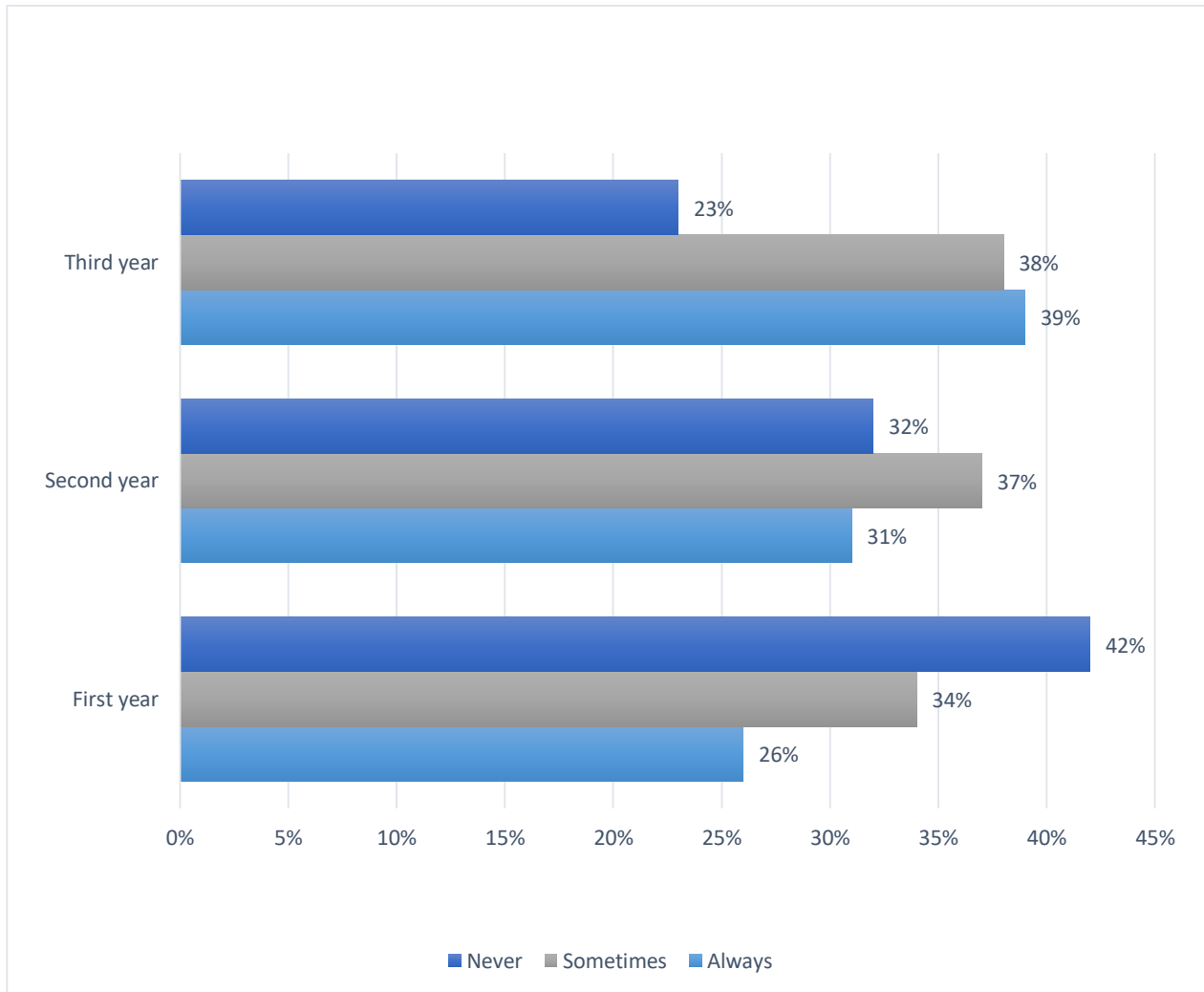
Scanning is also substantial when it comes to reading strategies. Third year students happen to use scanning more compared to other years. 18% of first year students always use scanning, then an increase is remarked in the second year whom 40% of them use scanning. And last but not least, 51% of third year students always use scanning for specific details. When readers only need specific details like names, dates, definitions, they use scanning as a facilitator.

Figure 16. S-16 Analyze what the writer meant or tried to say.



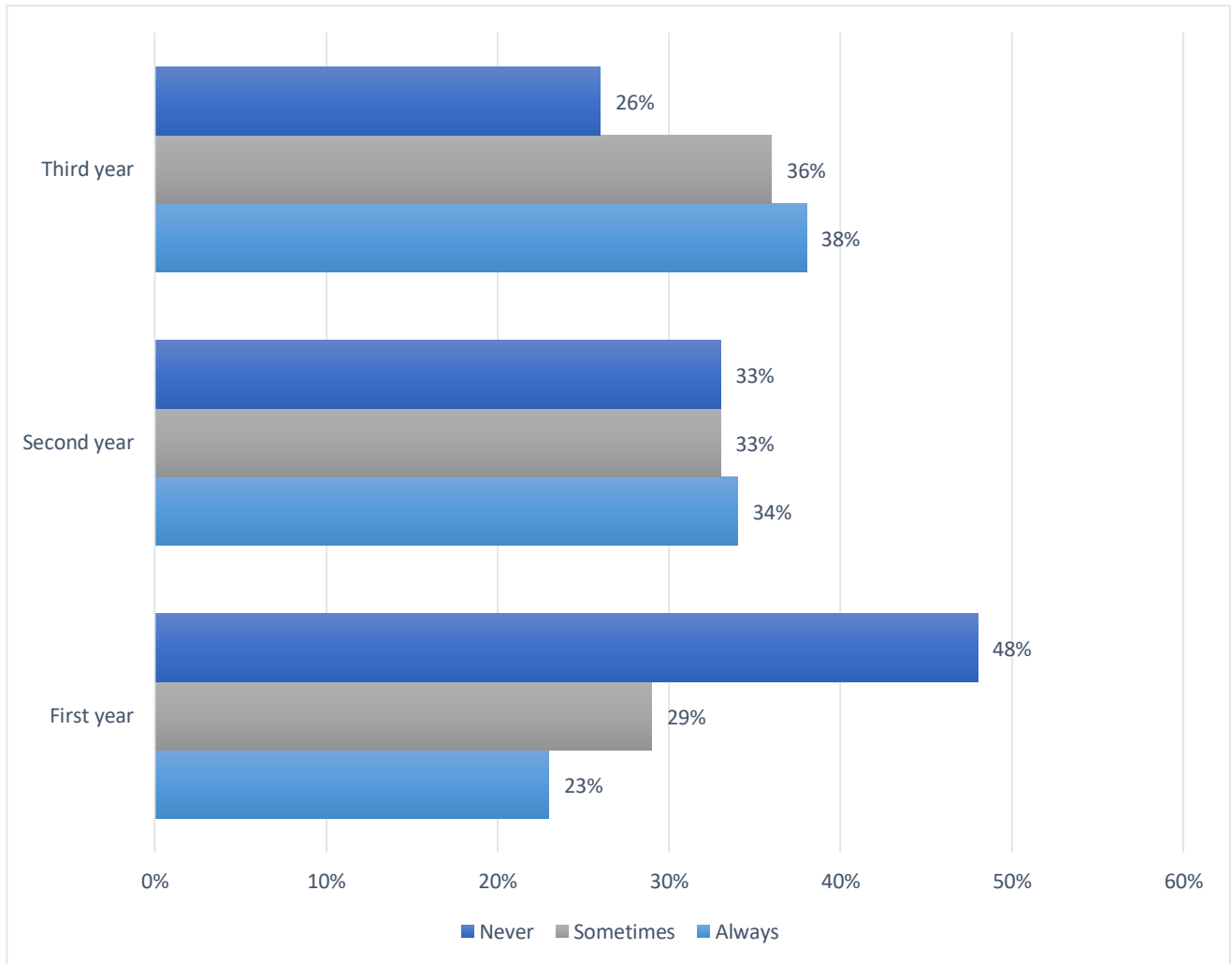
When reading a text one should always look for what the author implied. 26% of first year students always analyze the implication made by the author, 32% of second year students as well. While with third year students the number increases to 40% of them that analyze the author's implications. The writer's opinion should be analyzed and processed if students as readers want to interpret the meaning of the text.

Figure 17. S17- Take notes while reading to help me understand what I read.



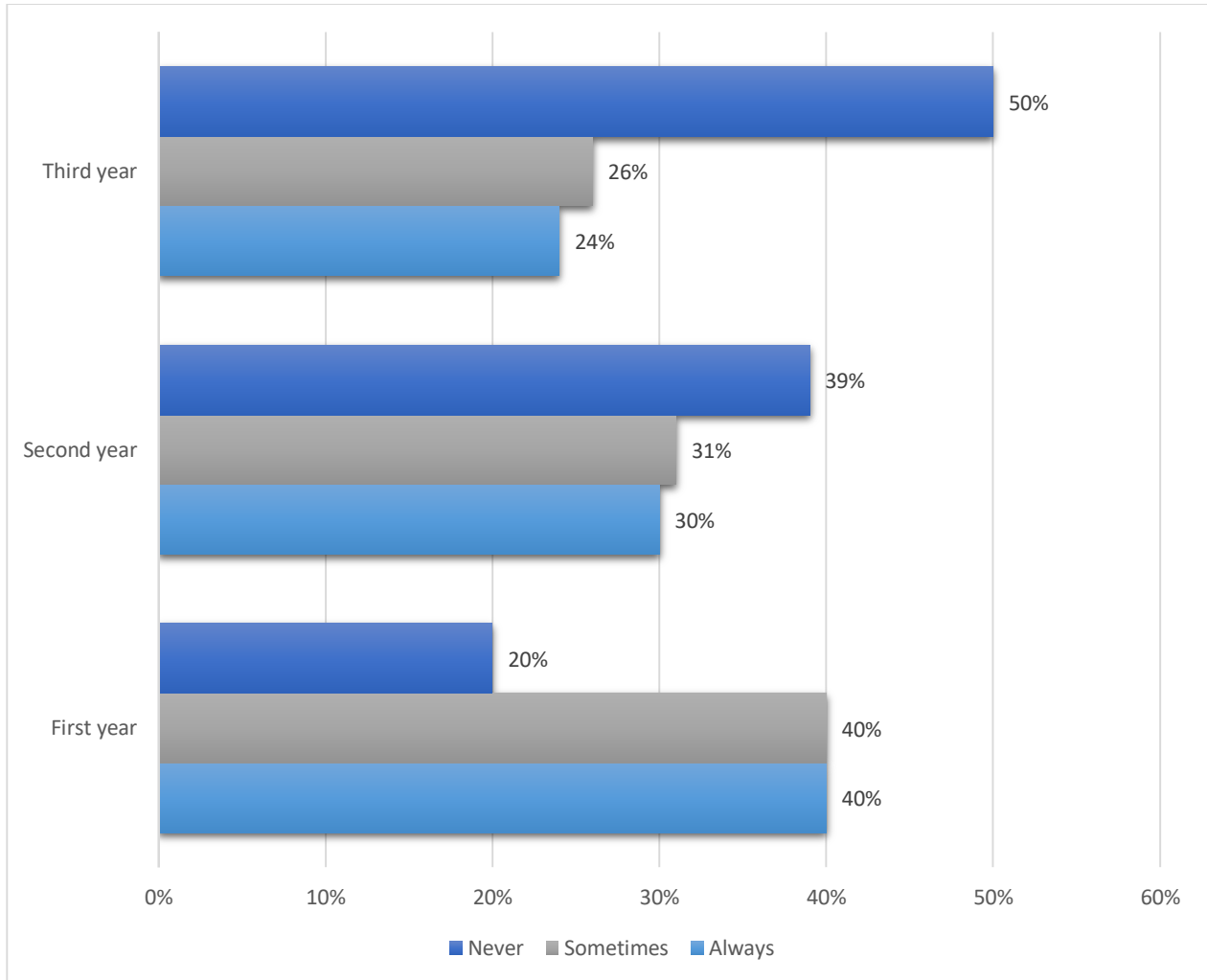
Note taking is considered to be helpful in the process of reading and understanding. If students are taught how to take notes while reading, it would facilitate the process of remembering the main points and details of the text. Only 26% of first year students always take notes while reading a text, which happens to be very important. There is an increase on the second and third year who 31% of second year students and 39% of third year students always take notes while reading.

Figure 18. S18- Write a summary of the main information in the text.



Statement eighteen is about writing a summary of the main information in the text that only 23% of first year students always undertake. 34% of second year students and 38% of third year students always write a summary of the main information in the text. Summaries are a gathering of thoughts students or readers might get from the text. The good part about them is that they are written in students own words and sentences. Hence, this aids the reader to organize the text according to their ideas.

Figure 19. S-19 Translate the text from English to Albanian.

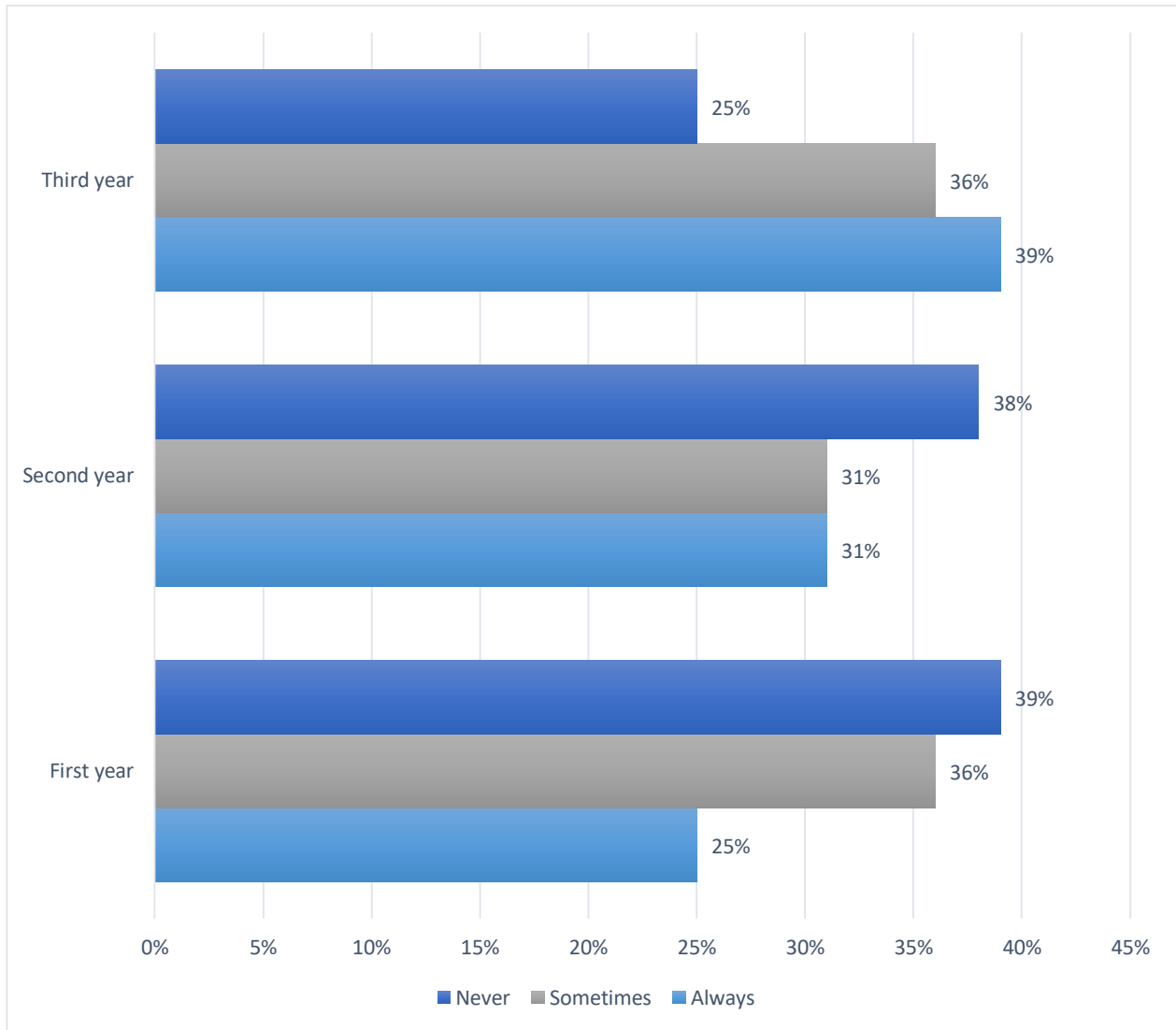


40% of first year students and 30% of second year students always translate the text from English to Albanian in order to understand it better. On the other hand, only 24% of third year students always see this action as appropriate to do. In order for second language students to communicate better in spoken and written English, they should be taught to use translation into their native language less. At this point, they will improve reading comprehension skills and reveal the meaning of the text correctly.

III. Post-reading strategies.

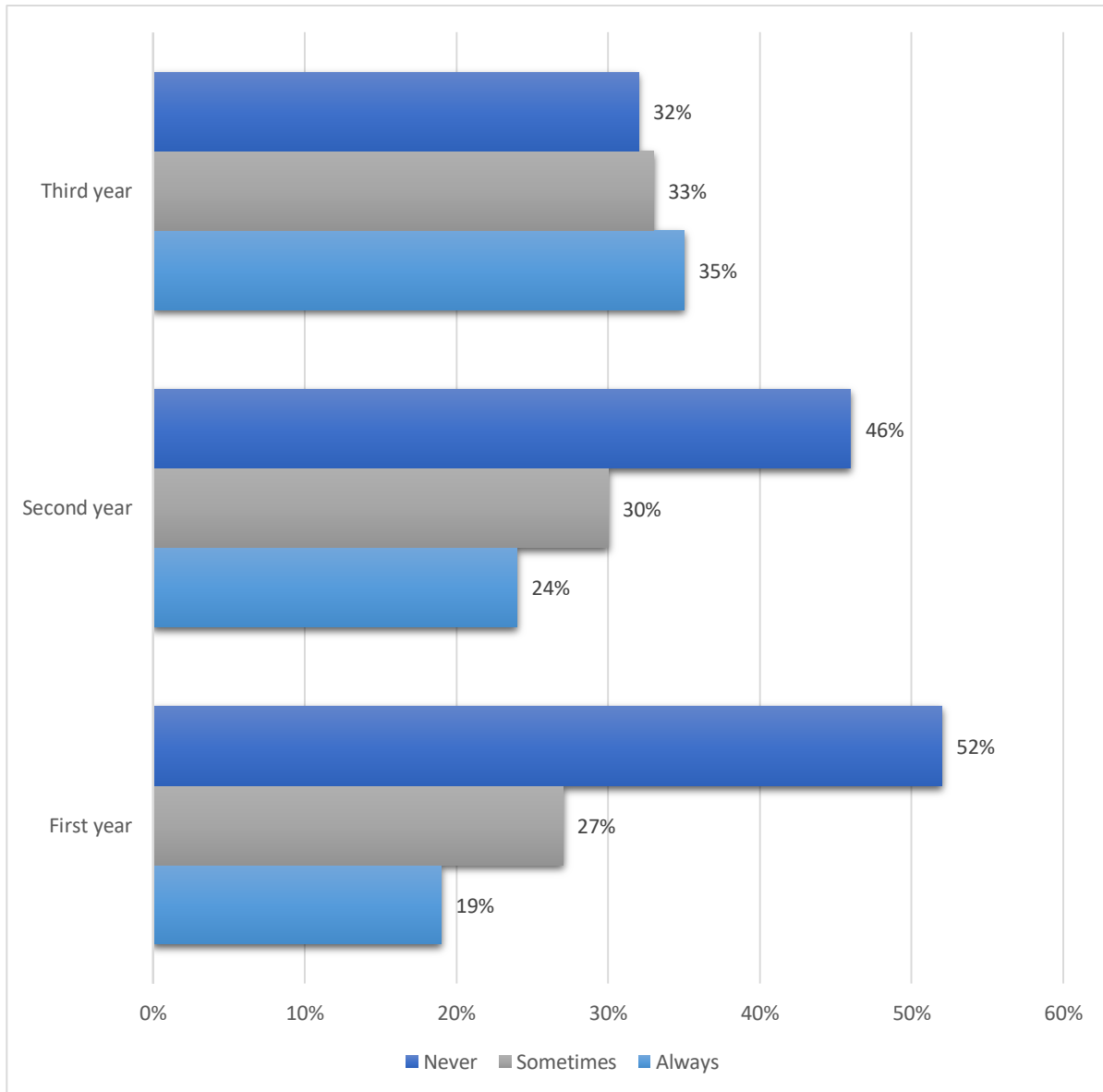
Post-reading strategies are as important as the other reading strategies. They portray a huge role when it comes to understand a simple or a literary text. Their significance lays on their help towards a better reading comprehension by the readers. Paris, Wasik and Turner (1991) remark that the after reading stage is the time to evaluate whether the target was attained or not if the reader settled a reading target or objective. After they have read the text, readers can assess that they either understood the text or not. The after reading period is the time readers can summarize or paraphrase the crucial ideas that were caught if they understood and perceived the meaning behind the text (Aebersold & Field, 1997). The post-reading period can be considered as the most significant part of reading because it is the point that certifies whether the main ideas have been inferred. Grellet's (1981) study carried out that after the period of reading the texts the readers have to divide the appropriate ideas from the inappropriate ones. Hence, if during the reading period readers might have thought of other content of the text, now they have to make a distinction between the correct meanings and incorrect meanings of the text. The proper ideas have to be elaborated further, whereas the improper ideas have to be left out. Post reading strategies are very beneficial to develop other strategies as well, most predominantly speaking strategies. Ibrakhimovna (2016) remarks that post-reading skills are used to interpret what the reader has acquired by using speaking skills. Additionally she adds that students get to know different cultures and by using key words and other structures, they are able to depict the meaning of the text. The use of post-reading skills is undoubtedly recommended. Below you shall find the results obtained from the English Department students.

Figure 20. S-20 Re-read the text once or more if I do not understand it.



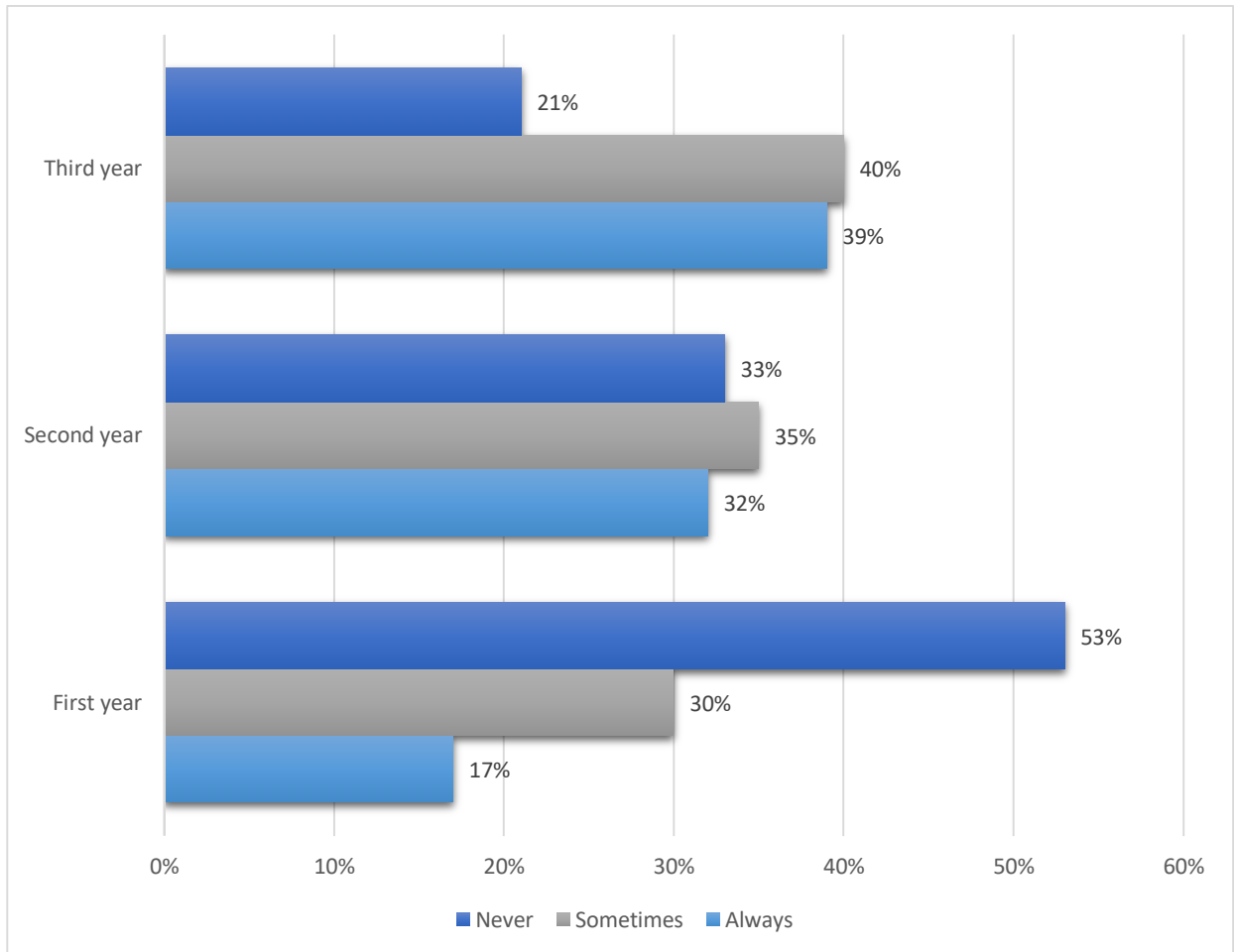
In regard to the statement re-read the text once or more if I do not understand it, 25% of first year students claim to always do this. On the contrary this number gets higher with third year students who 39% say to always do this. Re-reading is essential if students do not understand the text immediately because they might have missed some contextual clues or ideas while reading the text.

Figure 21. S-21 Make notes on the main points as I remember them.



Notes happen to be eminently helpful when it comes to remembering what one has read. 19% of first year students always make notes on the main points, this number slightly increases with second year students to 24%. Thus, the number gets even higher with third year students from who 35% always make notes on the main points after reading.

Figure 22. S- Evaluate my plans or goals for reading.



After reading I evaluate my plans or goals for reading, was the last statement of the survey. 17% of first year students declared to always do this, 32% of second year students as well. On the other hand this number increased evidently with third year students to 39% of them who always evaluate their plans or goals for reading.

The presented results show that the majority of the first year students do not use reading strategies with the exception of translation which is used by the majority. With the second year students we have an increase on the number of students using previewing & predicting,

skimming, scanning, and summarizing. However, the number of students using translation decreases. As for the third year students, the number of students using previewing & predicting, skimming, scanning, and summarizing moves up whereas translation is used by only a small number of students (24%). Thus, we can conclude that the students of the English Language and Literature in the University of Prishtina are introduced to the reading strategies while on their second year of studies where we can see an increase on the number of students using reading strategies, while on the third year this number only continues to rise.

5. Discussion

The target of this study was to discover what kind of reading strategies do students of the English Department use, and also to analyze the usage of reading strategies between the first, second and third year students. According to the survey, the main goal was to find out if students are introduced with reading strategies while attending university. Based on the findings, it has been noticed that there is a difference in the strategy usage between these three years, since the majority of the first year students responded to not use previewing and producing, skimming, scanning or summarizing. It is evident that students use translation mostly when dealing with difficult texts. While comparing the second year students to see how much they use reading strategies, it immediately shows a change in the numbers. A great number of the second year students developed reading strategies and decreased the use of translated texts. With the third year students, the number of using reading strategies obviously increased. The majority of third year students are using reading strategies with the exception of translation which is used by 24% of students. These findings are consistent with reading strategies. However, the collected data of

this research specify that the majority of the first year students do not use reading strategies; there is a small number of them who use reading strategies which is probably due to the fact that every student has different ways of dealing with a text. Additionally, it is believed that students use reading strategies but they are not aware that they are actually using them. For most of the participants, it was difficult to answer the questions because they were not even informed if reading strategies are important and will be part of their studies. Therefore, it is obvious that the English Department of the University of Pristina is preparing students by equipping them with the required reading strategies, in order to be able to cope with difficult texts.

5.3. Conclusion

Like every other skill reading is crucial in academic life and it has to be treated as so. As mentioned above reading strategies are essential to students and should be taught to them by schools and universities for better reading comprehension. The purpose of this study was to find out how much University of Prishtina prepares students with reading strategies. The research that was conducted is a quantitative one. In order to collect data Likert scales were given to students of the English Department at the University of Prishtina. By the data and the results given it is easily observed that there are changes between the three years in the English Department. First year students are not aware of reading strategies and even the ones who use them do not know what they are or mean. Slightly better are the second year students who are now familiarizing with reading strategies. Lastly, third year students are the ones who use and identify reading strategies the best. The findings of this study revealed that at the beginning of their studies, students are not aware of what reading strategies are neither are they aware how

to use them. According to the research data, they are presented to reading strategies on their second year of studies. On their third year of studies students even now what they are, their distinction and, how and when to use them. Altogether, this is a result of how reading strategies are being taught at the Department of English Language and Literature of the University of Prishtina and maybe this is because of their teaching plans and methods. This research hypothesized that students of University of Prishtina are not taught all the required reading skills, and they are not aware of the three reading strategies kinds until their final years of studies, moreover it also theorized that students do not know how and when to use reading strategies, except skimming and scanning. With reference to the three research questions which have been posed, all of them are answered as follows: firstly, the English Department of the University of Prishtina is preparing students with reading strategies. Secondly, students are presented with strategies in their second year of studies and they considerably improve them in their third year of studies, the strategies that are used the most are pre-reading and while reading strategies. Lastly, students only understand and use reading strategies correctly in their third year of studies. Moreover, at the conclusion of this study, the hypothesis is partially confirmed and the research questions are completely answered. For the most part students have to be equipped with all the skills required to have a better language acquisition.

5.4. Limitations

In general the achievement of this research paper did not encounter difficulties. However, the researcher is aware that there are certain things that limited this study. One limitation of this research is that some students refused to fill in the Likert scales. Some did not give answers to a

particular statement included in the scales. It should be mentioned that there is no certainty whether the students have been honest when filling the survey, although they were assured that the survey was anonymous and would be used for solely scientific stud, so that they can be sure to freely answer the questions.

5.5. [Suggestions for further research](#)

Reading, writing, listening and speaking are the essential parts of a language. Therefore, they have to be studied in details so the learning of a language would not be impossible. For a further research it would be good to study writing, listening or speaking or even the four of them together. This way a language learner would have a chance to notice the differences and similarities between the four skills.

Reference list:

- Aebersold, J. A., & Field, M. L. (1997). *From reader to reading teacher: Issues and strategies for second language classrooms*. New York: Cambridge University Press
- Ahmadi, M. & Ismail, H. & Kabilan, M. (2013). The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension. *English Language Teaching*. 6.10.5539/elt.v6n10p235.
- Alderson, J. (1984). Reading in a foreign language: a reading problem or a language problem? In J. Alderson and A. Urquhart (EDS.), *Reading in a Foreign Language* (pp. 1-24). London: Longman.
- Anderson, N. J. (2005). L2 learning strategies. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 757–771). Mahwah, NJ: Lawrence Erlbaum
- Attard, A. (2009). A Study on the Implementation of the Bologna Process at the University of Prishtinë/Priština-OSCE. Department of Democratisation. Higher Education Section.
- Bernhardt, E. B. 2003. 'New directions in reading research: Second language perspectives.' *Reading Research Quarterly*, 37(4): 112-117.
- Block, E. (1986). The comprehension strategies of second language readers. *TESOL Quarterly*, 20, 163-494.
- Brandao, A., & Oakhill, J. (2005). "How do you know this answer?" – Children's use of text data and general knowledge in story comprehension. *Reading & Writing*, 18(7-9), 687- 713.
- Carell, P. (1989). Metacognitive awareness and second language reading. *Modern Language Journal*, 73, pp.121-34.

Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. Routledge.

Cohen, L., & Cowen, E. (2010). *Literacy for children in an informational age: Teaching reading, writing, and thinking*. Belmont, CA: Thompson

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Chen, K.T.C., & Chen, S.C.L. (2015). The use of EFL reading strategies among highschool students in Taiwan. *The Reading Matrix: An International Online Journal*, 15(2), 156-166.

Dreyer, C., & Nel, C. (2003). Teaching reading strategies and reading comprehension within a technology-enhanced learning environment. *System*, 31(3), 349-365.

Drew, I. and Sørheim, B. 2004. *English teaching strategies: Methods for English teachers of 10 to 16 year olds*. Oslo: Det Norske Samlaget.

Erickson, B. L., Peters, C. B., & Strommer, D. W. (2006). *Teaching first-year college students*. San Francisco, CA: Jossey-Bass.

Flavell, J. H. (1981). Cognitive monitoring. In W. P. Dickson (Ed.), *Children's oral communication skills* (pp. 35-60). New York: Academic Press.

Freedman, L., & Plotnic, J. (2017). *Introductions and conclusions*.

Retrieved from: <https://advice.writing.utoronto.ca/planning/intros-and-conclusions/>

Grabe, W., & Stoller, F.L. (2002). *Teaching and researching reading*, Longman, London.

Grellet, F. (1981). *Developing reading skills*. Cambridge: Cambridge University Press.

Harvey, S. & Goudvis, A. (2000). *Strategies that work*. Main: Stenhouse Publishers.

Hermida, J. (2009, September). The importance of teaching academic reading skills in first-year university courses. *The international journal of research and review*, 3, 20-30.

Retrieved from: <https://www.mansfield.edu/fye/upload/Academic-Reading-Skills.pdf>

Hunt, R. A. (2004). Reading and writing for real: Why it matters for learning. *Atlantic Universities' Teaching Showcase*, 55, 137-146.

Ibrakhimovna, K. G. (2016). Benefits of Implementation of Pre-, While and Post Reading Activities in Language Learning. *International Scientific Journal*, 4.

Johnson, B., & Christensen, L. (2008). *Educational research: Quantitative, qualitative, and mixed approaches*. Sage.

Karami, H. (2008). *Reading strategies: What are they?* , University of Tehran.

Khaokaew, B. (2012). *An investigation of explicit instruction on EFL reading of undergraduate English majors in Thailand*. Luton: University of Bedfordshire .

Krashen, S. (1985). *The input hypothesis: issues and implications*. London: Longman

Larson, J. & Marsh, J. (2005). *Making literacy real: Theories and practices for learning and teaching*. Thousand Oaks, CA: Sage

Lancy, D. F. 1994. 'The Conditions that support emergent literacy' In Lancy, D.F. (ed.), *Children's Emergent*

Literacy: From Research to Practice. Westport, CT: Praeger

Le, N. T. C. (2009). Learner autonomy and EFL learning at the tertiary level in Vietnam (Doctoral thesis).

University of Victoria, Wellington, New Zealand

Mikulecky, B., & Jeffries, L. (2004). Reading power. United States: Pearson, Longman.

Mokhtari, K., & Reichard, C.A. (2002). Assessing students' metacognitive awareness of reading strategies.

Journal of Educational Psychology, 94(2), 249-259.

Nagy, J., & Habók, A. (2018). Attitudes and behaviors related to individual and classroom practices: An

empirical study of external and internal factors of ICT use. *Libri*, 68(2), 113–124.

doi:10.1515/libri2017-0099

Nolan, T. E. (1991). Self-questioning and prediction: Combining metacognitive strategies. *Journal of*

Reading, 35 (2), 132-138.

Noor Zainab Abdul Razak & Siti Norashikin Amir. (2009). A Study On Students' Perception Of Reading

Strategies While Comprehending An Academic Text By UTM Students. Malaysia: Faculty of

Pendidikan.

O'Malley, J., and Chamot, A. (1990). Learning strategies in second language acquisition. Cambridge, UK:

Cambridge University Press.

Ostler, S. (1980). A survey of academic needs for advanced ESL. *TESOL Quarterly*, 14, pp. 489-502

Paris, S. G., Wasik, B. A. & Turner, J. C. (1991). The development of strategic readers. In R. Barr, M. L. Kamil,

- P. Mosenthal & P. D. Pearson (Eds.), *Handbook of reading research Volume II* (pp. 609-640). New York: Longman.
- Peterson, R.A. (2005). Problems in comparative research: The example of omnivorousness, *Poetics*, 33(5), 257-282.
- Rosenblatt, L. (1982). The literary transaction: Evocation and response. *Theory Into Practice*, 21(4), 268-277. doi: 10.1080/00405848209543018
- Sloat, E. A., Beswick, J. F., & Willms, D. J. (2007). Using early literacy monitoring to prevent reading failure. *Phi Delta Kappan*, 88(7), 523-529. Retrieved from <http://journals.sagepub.com>
- Sukamolson , S. (2007). *Fundamentals of quantitative research*. Bangkok: EJTR.
- Teale, W. 1986. 'Home background and young children's literacy development.' In Teale, W.T. and E. Sulzby (eds.), *Emergent Literacy: Writing and Reading*. Norwood, NJ: Ablex.
- Tinto, V. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition* (2nd ed.). Chicago: University of Chicago Press
- Wang, J., Spencer, K., Minjie, & Xing, M. (2009). Metacognitive beliefs and strategies in learning Chinese as a foreign language.
- Wirotanan, J. (2002). *Reading Strategies of University EFL Thai Readers in Reading Thai and English Expository Texts*. Pittsburgh: University of Pittsburgh.
- White, C. (1993). *Metacognitive, Cognitive, Social and Affective Strategy Use in Foreign Language*

Learning: A Comparative Study. New Zealand: University of Massey.

Wong, B. (2011). Learning about learning disabilities. Burlington: Elsevier Science. Retrieved from

<https://ebookcentral.proquest.com/lib/wmichlibebooks/detail.action?docID=294624>

Vygotsky, L. (1934/1986). Thought and language. (A. Kozulin, Trans. and Ed.). Cambridge, MA: The MIT

Press.(Original work published 1934).

Appendix:

Dear students, I am a master student of English Language Teaching at South East European University. I am at present conducting a research on 'students' perceptions on reading strategies'. I would like to invite you to participate in this study by filling out Likert scales with reading strategies. Your responses will help me establish where students such as yourselves might need help with academic reading to improve their reading performance at university. All information in the survey is completely confidential and will be used solely for the purpose of this research. I would like to express my thankfulness to all the participants for your contribution towards this study. It will not take you more than 5 minutes to answer.

Circle your year of studies: 1st year 2nd year 3rd year

Read each statement and circle the number (1, 2, or 3) which applies to you.

1 = (never); 2 = (sometimes); 3 = (always);

Before reading the text, I

- | | | | |
|--|----------|----------|----------|
| 1. Plan what to do before I start | 1 | 2 | 3 |
| 2. Have a purpose in mind | 1 | 2 | 3 |
| 3. Focus on the key words of the title | 1 | 2 | 3 |
| 4. Think what I already know about a topic | 1 | 2 | 3 |
| 5. Look at any pictures/illustrations | 1 | 2 | 3 |
| 6. Think about what information the writer might present | 1 | 2 | 3 |

While reading the text, I

- | | | | |
|--|---|---|---|
| 7. Read every sentence slowly and carefully to understand the text | 1 | 2 | 3 |
| 8. Read the first sentence of each paragraph | 1 | 2 | 3 |
| 9. Read the first paragraph and last paragraph (introduction/conclusion) | 1 | 2 | 3 |
| 10. Guess the meanings of unknown words or phrases | 1 | 2 | 3 |
| 11. Skip unknown words | 1 | 2 | 3 |
| 12. Use contextual clues to help me understand the text better | 1 | 2 | 3 |
| 13. Use English grammar to help understand the text | 1 | 2 | 3 |
| 14. Skim the text quickly to get the general ideas | 1 | 2 | 3 |
| 15. Scan the text for specific details | 1 | 2 | 3 |
| 16. Analyze what the writer meant or tried to say | 1 | 2 | 3 |
| 17. Take notes while reading to help me understand what I have read | 1 | 2 | 3 |
| 18. Write a summary of the main information in the text | 1 | 2 | 3 |
| 19. Translate the text from English into Albanian | 1 | 2 | 3 |

After reading the text, I.....

- | | | | |
|---|---|---|---|
| 20. Re-read it once or more if I do not understand it | 1 | 2 | 3 |
| 21. Make notes on the main points as I remember them | 1 | 2 | 3 |
| 22. Evaluate my plans or goals for reading | 1 | 2 | 3 |