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**EFL INSTRUCTIONAL DISCOURSE FOR READING COMPREHENSION
DEVELOPMENT**

Master's Thesis

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INTRODUCTION

The title of my master thesis is EFL Instructional Discourse for Reading Comprehension Development.

The main purpose of this study is basically to inform the reader about the usage of reading strategies in order to develop reading comprehension and the importance of teaching reading through famous linguistics and psychologists like Grabe and Stoller, Neil J. Anderson, Thomas Scovel or Jeremy Harmer. The thesis was done with an analytical method and famous authors' works were used such as Elizabeth Bernhardt: A psycholinguistic perspective on second language literacy and J. Charles Alderson: Assessing reading.

The subject matter of my thesis is reading strategies as a teaching tool. Nowadays reading strategies and methods became essential parts of foreign language teaching. Due to the new technology, teachers can easily find materials in order to make their reading lessons more interactive and effective

The object matter of my thesis is to observe language learners and language teachers asking them about their opinions and experiences within teaching and learning the English language in order to develop reading comprehension.

The present study analyses students' use of reading strategies and the approaches that teachers use in their lessons. This study seeks to understand how a strategy can help the teacher to raise their students' motivation to read and how the learners can improve their literacy skills through using reading strategies.

This work aims is to describe the implementation of reading strategies in teaching reading comprehension and to present the essence of these strategies. It aims to find out how the reading passages are studied in the English lessons and whether the teachers are aware users of these strategies.

The theoretical value of this paper is written in order to specify the potential relationships between using reading strategies and language acquisition. This relationship is being shown through famous linguistics' and psychologists' works who found that these strategies improve reading skills and with the help of these strategies the learning process can be effective, interesting and enjoyable.

This master thesis has been divided into an introduction, two chapters, a conclusion and a Ukrainian summary.

In order to achieve the above mentioned objectives, the following research questions were formulated:

1. What are teachers' views on the development of reading comprehension?
2. What are the strategies that students may use in reading comprehension?

The first chapter deals with the importance of teaching reading and the need for each individual learner to be able to choose from a wide range of strategies the one that best enhances their literacy development.

In the first part of the thesis, nearly all the available academic literature is presented on the topic and I also try to give an insight into the usefulness of teaching and using reading strategies in order to develop reading comprehension.

The research of my thesis is shown in the second part of the paper. During my research, as a research tool, I used questionnaires. Two questionnaires were designed. The first questionnaire was designed for First-Year English Major Students. The second questionnaire was designed for language teachers.

The paper reports on the findings of a quantitative study of the people who use or have used different kinds of reading strategies within their own learning phase as well as about language teachers who apply or have been applied those strategies in their lessons.

The surveys were completed anonymously. The second chapter presents the results of a quantitative study on language learners' experiences with reading techniques and methods, as well as language teachers' teaching strategies and methods in their classes. The aim was to depict the current state of reading strategies use among first-year bachelor students and to map whether professors consistently employ reading techniques and strategies in their classrooms, as well as the value that can be observed by them.

The practical value of this paper is to show a more creative and enjoyable way of language teaching. Through questionnaires which gave an insight into language learners' and language teachers' personal experiences, it is shown that reading strategies and techniques could make the lesson more interactive and more useful.

I would like to deal with this subject because it is important to see how to make it easier for our students to understand literary texts and develop their reading skills. It is important to be educated on this theme as a future English teacher. This paper is suitable for those kinds of teachers who are interested in using reading strategies and techniques in order to develop learners' reading skills and for those who are language learners and may have difficulties with reading tasks.

PART 1

The aspects of reading comprehension in EFL

Reading comprehension is vital for those students who learn English as foreign language (EFL). As Anderson (2003) has pointed out, reading is an active process in which readers and reading materials collaborate to create meaning.

The theoretical part of the study provides an overview of scientific advances in the development of reading comprehension in EFL classes. This part of the study has dealt with the general concept of reading, the well-known approaches to teaching reading as well as the phases in the teaching of English as a foreign language.

One major theoretical issue that has dominated the field for many years concerns the fact that much of what we know about reading comes from L1 research. Reading is an interactive, socio-cognitive process, which involves 3 participants: a reader, a text and a social context. The reader constantly interacts with the text in order to construct meaning, and this interaction is influenced by his/her past experiences, knowledge of the world and social and cultural context.

1.1 General Concept of Reading

According to Finochiarro and Bonomo (1973), reading is a skill that helps students to familiarize themselves with other people's ideas, compare and contrast them, investigate and evaluate arguments, interpretations, views, or theories, make deductions, predictions, or interpretations, and explore applications and outcomes. Reading in English entails not just reading but also comprehending the content of the book. In English, vocabulary and grammar are also essential. However, the primary purpose of reading is to comprehend the text's concepts. Reading entails coping with written or printed linguistic messages.

It is the process of making sense of written materials. "It is a complex skill, requiring the coordination of interrelated sources of information." It is involving word recognition, comprehension and fluency (Anderson, Hiebert, Scott, & Wilkinson, 1985, p. 6).

The capacity of a reader to accurately detect printed words is known as word recognition. The ability to read, process, and comprehend text is known as comprehension. Fluency is the ability to read a material correctly and quickly.

Much of what we know about reading comes from L1 research. There are several, often conflicting theories, but current research generally views reading as an interactive, socio-cognitive process (Bernhardt 1991), which involves 3 participants: a reader, a text and a social context. This means that the reader constantly interacts with the text in order to construct meaning, and this interaction is influenced by his or her past experiences, knowledge of the world, social and cultural context and purpose of reading.

According to the latest theories in psycholinguistics (Scovel, 1998), reading and listening constitute a parallel interactive process in which context and background information are used already in the recognition of letters and sounds, but “play a particularly conspicuous role in the comprehension of words and sentences” (Scovel, 1998, p.55).

Paran (1990) points out that the more advanced a reader is, the less he relies on guessing, context and background knowledge. He claimed: “Good readers may have greater awareness of context – but they do not need to use it while they are reading” (Paran, 1996, p. 28).

The text is constantly interpreted by the reader. Schema theory asserts that this is the case. The schema theory attempts to describe how readers use prior knowledge to comprehend and extract new information from a text (Rumelhart, 1980). According to the theory, written text does not have meaning on its own. It only directs readers to extract or generate meaning from the prior knowledge's structures or patterns. These structures are called schemata. Top-down and bottom-up processing are two more fundamental concepts that are strongly connected to schema theory.

The use of previous information to forecast the meaning of a reading or hearing text is referred to as top-down processing. Readers, for example, form hypotheses about the content of a book, which they must validate or reject as they read. As a result, an individual's prior knowledge and expectations govern their information consumption.

As Rumelhart (1980) has pointed it out, bottom-up processing, on the other hand, is based on real words or sounds. Students, in other words, create meaning from the simplest elements of language, such as letters, letter clusters, and words. Teachers that promote bottom-up processing place a premium on decoding abilities. They are not interested in assisting students in recognizing what they, as readers, contributed to the text's comprehension.

According to Alderson (2000), both top-down and bottom-up information is important in reading, and the balance between the two varies with text, reader and purpose.

Interactive model

Using both top-down and bottom-up abilities, the interactive model (Rumelhart, 1977) emphasized both what is on the printed page and what a reader adds to it. Teachers that use the interactive method recognize that throughout the reading process, there is interaction between the text and the reader. When learners apply both top-down and bottom-up tactics intentionally, they become excellent strategies for getting the most out of a book.

According to Rumelhart (1977), to comprehend the materials they read, readers employ both word structure knowledge and background information. To decode an unknown word, a learner could employ surface structure systems such as graph phonic, or letter-sound knowledge. To decode the same unfamiliar term, another student could find it simpler to employ deep structural systems like semantic information, such as meaning and vocabulary. Each student connects in their own unique manner. This procedure acknowledges and encourages both kinds of comprehension, recognizing that people receive information in a variety of ways.

Surface structure processing, often known as bottom-up processing, is a sensory component of reading. This comprehension strategy uses letter-sound relationships, lexical or word knowledge, and syntactic or contextual understanding of the text to make sense of previously unknown content. This type of processing can be aided by teaching phonemic awareness and phrase construction skills. Students that rely entirely on surface structural ways to comprehend material may find it difficult to grasp the material.

As claimed by Rumelhart (1977), deep structural processing, often known as top-down processing, is the thinking part of reading. To draw meaning from text, this technique uses lexical knowledge, background information, and social construction. Poor readers who have problems with word recognition but understand the text topic will benefit from this sort of processing. For these students to acquire a broader pool of information from which to draw when confronted with unfamiliar literature, vocabulary education is critical.

The option for differentiation that this approach provides students is the most obvious benefit. To read and analyse literature, students do not need to fit into a specific mold or have the same skill sets. They are encouraged to learn new material and improve comprehension by

utilizing their own talents. Students should be encouraged to share their knowledge with classmates or peers when using this tool in the classroom. This concept allows the reader to contribute his or her own background knowledge to the reading experience and interact with others in order to get meaning and memory from the text.

1.1.1 Reading actively

Reading is not just about sitting and reading in a quiet place.

Grabe (1991) lists 6 skills and knowledge areas that readers activate:

- Automatic letter and word recognition skills
- Structural and vocabulary knowledge
- Formal discourse knowledge
- Background knowledge
- Evaluation skills and strategies
- Metacognitive knowledge and monitoring (i.e. skimming, previewing, formulating questions about information, recognising problems, etc.)

Brown and her colleagues (e.g., Baker & Brown, 1984) studied numerous elements of the relationship between metacognitive skills and efficient reading in first language reading. There has been little, if any, research on second language reading. (Baker, L., & Brown, A. L., 1984)

The two dimensions of metacognitive capacity are (a) cognition knowledge and (b) cognition regulation (Flavell, 1978). The former involves the reader's understanding of their own cognitive resources, as well as the reader's compatibility with the reading context. It is feasible to satisfy the demands of a reading scenario more adequately if a reader is aware of what is required to perform properly. However, if the reader is unaware of his or her own limits as a reader or the intricacy of the work at hand, it is unlikely that the reader would create measures to avoid or recover from issues. (Flavell, 1978)

1. 2 Approaches to Teaching Reading

Learning how to read is one of the most important things a child will do before the age of 10. It is because everything from vocabulary growth to performance across all major subjects at school is linked to reading ability.

Some of the most important and popular approaches are: Phonics Approach, Linguistic method, Multisensory method, Neurological Impress Technique, Language Experience Approach and Reading Comprehension Support. Considering the main advantages of them, discuss briefly one-by-one.

Phonics Approach

This is perhaps the most well-known and extensively utilized method of teaching English reading and writing. It is based on pupils teaching the alphabet first, then learning the letter names and sounds. Students must explicitly educate that letters have names and create sounds. Several phonics programs begin by teaching kids how to recognize letters and their sounds, as well as the letters' names. Students might benefit from a phonics approach to learning letters and sounds. It started with a look at the elements that determine how pupils learn to read, then moved on to word recognition and the importance of phonics. Students learn about letters and sounds in order to rebuild words by combining the letters in the Phonics technique.

2. Linguistics method, most words presented in reading is phonemic ally regular and fit a particular pattern. The assumption is that once the underlying system is discovered, it is easier to break the code. Thus the pupil spends the initial learning period on the smallest letters and learns first how to combine consonants and vowels into almost infinite numbers of three and four letter words.

3. Multisensory method is a way of teaching that engages more than one sense at a time. Using sight, hearing, movement, and touch gives kids more than one way to connect with what they are learning. In order to educate a student to read, words with unusual spellings are introduced as sight words. The link between letters and sounds is not explicitly taught to the student; rather, it is learned through modest word-by-word phonological differences.

4. The Neurological Impress Technique is a type of paired reading in which a student and a teacher (or another expert) read the same book at almost the same time. The teacher reads a

text significantly quicker and louder than the student as both of them follow the text with their fingers while sitting side by side (elbow to elbow). Reading along with a more fluent reader is thought of as "an impress, an etching in of word memories on the natural process" (Heckelman, 1969). In addition, positive reinforcement from the tutor may help build students' self-confidence and enjoyment of reading.

5. The language experience approach (LEA) is a whole-language strategy that emphasizes personal experiences and oral language in order to enhance reading and writing. This method takes into account each student's spoken language ability and personal experiences. Each student's experience is used to write material for reading by the child and the instructor.

6. Reading Comprehension Support

People with learning difficulties who require help with reading comprehension frequently respond well to explicitly taught comprehension techniques like skimming, scanning, and studying. These strategies help in obtaining the gist, after which the cloze procedure is used to focus on the text's elements. The cloze technique is founded on the Gestalt concept of closure and builds on a student's desire to fill in missing components. Every fifth to eighth word in a text is randomly deleted using this procedure. After that, the learner must complete the missing words. This strategy helps students improve their reading abilities and have a better comprehension of not just the meaning of words, but also the structure of the language.

Using Effective Reading Strategies in a Foreign Language

When deciding which teaching methods to apply with a set of learners, the foreign language instructor must also take into account reader strategies that are not always connected to topic schemata. The following are some examples of reading techniques (Carter and Long, 1991):

- use headings and visuals to comprehend a passage,
- skimming,
- scanning,
- summarizing,
- guessing word meanings,
- becoming aware of the reading process, and

- taking risks.

All of these techniques may be adjusted to work with content in a foreign language.

Helping the individual reader find appropriate reading methods based on text factors is another stage in effectively teaching students how to read materials written in a foreign language. Alerting readers to crucial parts of text characteristics that may impact foreign language reading is an essential component of this phase.

A newspaper story about the complexities involved in negotiating a disarmament pact, on the other hand, would need the same reader to prepare significantly differently. The language would be more specialized in this scenario, and the sentence structure would be more complex.

1.3 Cognitive-Based Processing of Reading Comprehension

Based on cognitive processes several theories exist. Internal characteristics of attention are important to understanding, according to the La Berge-Samuels Model of Automatic Information Processing (Samuels, 1994). Internal attention has three properties, according to Samuels (1994). The reader's active endeavor to acquire relevant schemata including letter-sound connections, grammatical knowledge, and word meanings is the first, attentiveness. The second attribute is selectivity, which relates to the reader's capacity to focus on only the information that needs to be processed.

The third characteristic, limited capacity, relates to the reality that our human brain has a finite quantity of cognitive energy accessible for information processing. In other words, understanding will suffer if a reader's cognitive activity is concentrated on decoding and attention is not directed toward integrating, connecting, and combining the meanings of the words decoded. Samuels S. J. (1994) claimed that in information processing, automaticity essentially means that data is processed without much thought.

When the reader is unable to quickly and automatically access the concepts and information held in the schemata, comprehension problems arise.

Rumelhart's (1994) Interactive Approach is another example of a cognitive-based model. Multiple information sources (schemata for letter-sound connections, word meanings,

syntactic linkages, event sequences, and so on) are analyzed at the same time. The inference is that if one source of information, such as word recognition, fails, the reader will rely on information from another source, such as contextual hints or prior experience.

The latter kind of processing is referred to as interactive-compensatory by Stanovich (1980), since the reader uses information from other knowledge sources to compensate for weaknesses in one or more of the knowledge sources. Higher-level stimuli are those that deal with concepts and semantic links; lower-level stimuli are those that deal with the print itself, such as phonics, sight words, and other word-attack abilities (Rumelhart, 1994)

When lower-level processes fail, the reader will rely on higher-level processes, and vice versa, according to the interactive-compensatory model. Stanovich (1980) examines a wide range of studies that show such compensation in both excellent and poor readers.

1.4 Language and Reading

The texts which we read are language texts. Reading is associated with linguistic texts for this reason. There are two answers to the relationship between reading and language in the literature.

The first defines reading as decoding, as Perfetti (1985) glosses it, 'the skill of transforming printed words into spoken words'. This decoding definition offers some arguments. It delineates a restricted performance and allows a restricted set of processes to be examined. However, as Perfetti points out, it has limited application to the demands of actual reading. Moreover, it is not really feasible to view decoding as the initial process which is over by the time other cognitive linguistic processes begin. Goodman (1967) argues that the decoding process involves syntactic, semantic, and pragmatic information in one of the most well-known articles on reading. Finally, a practical, commonsensical view of certain activities should persuade us that decoding cannot be equated with reading. Given the regularity of sound/letter correspondences in the spelling of Spanish, for example, it would be possible, if fairly pointless, to teach an English speaker who knows no Spanish to read aloud from a Spanish text with reasonably good pronunciation, but no comprehension.

The second statement defines reading as the entire set of cognitive activities that a reader engages in while in touch with a text. After considering reading definitions in terms of reading aloud or decoding, Nuttall (1982) decides on the extraction of meaning from written information. Reading, according to Widdowson (1979), is "the process of obtaining linguistic

information through print." And, as an alternative to defining reading in terms of decoding, Perfetti (1985) says that reading might be thought of as thinking directed by print, with reading aptitude defined as the capacity to comprehend text.

1.4.1 Principles of teaching reading

According to Nation (2009), when teaching reading, key principles should be followed to assist students improve their reading abilities. Reading is a worthy effort.

Students should be taught to improve their reading abilities for a variety of reasons:

- To use skimming and scanning actions to look for specific information.
- To learn and develop information about a variety of subjects.
- To be entertained
- To respond to a text and have an opinion on its content

Appropriateness to the level of the learners

Students' reading activities should be tailored to their current level of language skill.

Simplified texts that are somewhat beyond their level should be used by teachers.

According to Nation (2009), if vocabulary knowledge is concerned then "students should read with 98 percent coverage of vocabulary in the text so that they can learn the remaining 2 percent guessing from context." (Nation, 2009, p. 6)

Reading techniques

A reading technique is a way that experienced readers employ to grasp a text. By being aware of these planned methods, students may take entire control of their reading comprehension.

As a result, teachers should teach children how to apply reading strategies such as previewing, goal-setting, prediction, and questioning. Prior knowledge as a springboard, paying attention to the text's structure, predicting words based on context, and reflecting and reacting to the text.

Type of text

Another skill that students should develop is the ability to read a variety of materials. They must be able to identify between emails, reports, stories, newspaper articles, and scientific papers, among other sorts of writing.

A lot of reading

Students should also be encouraged to read widely. Extensive reading allows students to become more fluent and faster when reading a range of literature, which is an important ability for academic success and future careers.

1.5 The vitality of reading comprehension

Nowadays English is acknowledged as the global language of the world. It is also essential for students' academic achievement (Azeroual, 2013), and it has become a requirement in higher education (Najeeb, 2013). Reading is linked to academic performance (Logan et al., 2011; Dabarera et al., 2014) since so much of formal education is based on the ability to read and comprehend (Hulme and Snowling, 2011). As a result, many people, particularly EFL students, find it necessary to read proficiently in English. (Lo et al., 2013). Reading in English, according to Attarzadeh (2011), allows people to obtain published information.

The ability to read is vital (Cain, 2010). Reading is the base for good learning (Cogmen and Saracaloglu, 2009; Moreillon, 2012), and academic reading abilities are essential (Solak and Altay, 2014). Reading is the most crucial skill in foreign language acquisition as a means of obtaining information and expanding academic understanding (McDonough and Shaw, 2003; Talebi, 2013 and Azeroual, 2013).

Reading comprehension is cross-sectional since it has an impact on the entire academic learning process (Gayo et al., 2014). For example, reading comprehension may help expand one's vocabulary while simultaneously enhancing other language abilities like speaking and writing (Patesan et al., 2014). As a result, reading comprehension should be stressed at all levels of schooling.

Because English is the primary language of publications, academic conferences, international business, diplomacy, and sport (Lo et al., 2013), as well as the language of information in scientific research, technology, and medicine (Lo et al., 2013), English reading comprehension is becoming increasingly important in achieving social and cultural success (Najeeb, 2013). Personal success relies heavily on reading comprehension (Vorstius et al.,

2013). People's ability to read successfully determines their scholastic and career achievement (Karasakaloglu, 2012).

Many studies emphasize the significance of reading comprehension and offer various ways for teaching reading comprehension as well as various approaches for gaining and strengthening appropriate reading abilities.

1.5.1 Complexity of reading comprehension

According to research, learners' development of L2 reading comprehension is complicated and difficult. Many researchers have claimed this, including Grabe and Stoller (2002), Hudson (2007), Lipka and Siegel (2012), Norris (2013), Wyatt (2014) and Patesan et al. (2014)

Based on Brown and Broemmel (2011) study, one of the most important issues for EFL learners, particularly those who are below level, is reading comprehension. Textual comprehension might be challenging for English as a second language students.

Lipka and Siegel (2012) distinguish between two categories of comprehension problems: word-level problems and text-level problems. Readers must improve their reading abilities in order to generate meaning from texts.

In order to derive meaning from texts, readers must enhance their reading skills. According to Yoshida (2012), reading comprehension in a second language necessitates a higher level of active engagement with the text than reading comprehension in a first language, because many lower-level processes, such as decoding, are automatically activated when reading in a first language, whereas this is not the case when reading in a second or foreign language. This supports Grabe and Stoller's (2002) claim that second languages differ from first languages in how they construct meaning, making L2 reading more challenging.

1.5.2 Comprehension difficulties

A particular comprehension problem is the second category of reading difficulty. These adolescents have high word recognition abilities but poor understanding. Poor comprehenders show impairments in higher-level abilities when word reading ability and written vocabulary knowledge are controlled, compared to same-age excellent comprehenders. Working memory impairments have also been discovered (Yuill, Oakhill, & Parkin, 1989).

According to research, such adolescents have trouble reading at the text level rather than at the word level. The accuracy, speed, and automaticity of single-word decoding are typically not significantly different between these readers and strong comprehenders (e.g., Siegel & Ryan, 1989b; Yuill & Oakhill, 1991). Yuill and Oakhill (1991) stated in a review of the studies that poor comprehenders' issues occur when low-level processes are intact but higher-level processes, such as inference making, working memory, and story structure knowledge, are required.

1.5.3 Factors that affect L2 comprehension

The difference between L1 and L2 readers is significant (Grabe and Stoller, 2002). Hill (2011) identifies lexical processing (how the brain interprets material), eye movements, cultural familiarity, and first language impacts as some of the important aspects that influence L2 reading comprehension. As shown below, such characteristics have a significant impact in reading comprehension.

Lexical processing is a set of mechanisms that L2 learners use consciously to recognize and access the meanings of word forms in a text (Tily et al., 2010). Processing must be practiced to the point where the lexical information contained in words requires less cognitive attention since it is easily recognized at face value in order to achieve automatic access to words and their meanings (Hill, 2011). Many academics believe that training children to recognize words automatically will increase their fluency (Chang, 2010), as automatic word identification is essential for fluent L2 reading comprehension (Grabe, 2010). Because of the ease of lexical access (i.e., how quickly one can access the meanings of these verbs in the brain), Tily et al. (2010) claim that high-frequency verbs are recognized and processed faster than low-frequency verbs.

Higher levels of L2 reading comprehension, according to Laufer and Ravenhorst-Kalovski (2010), are demonstrated by more fluent reading of frequent words and a higher competency in lexical decoding that lower-level readers lack due to a smaller vocabulary capacity.

Eye-tracking has been a popular issue for researchers interested in understanding how the eyes contribute to information processing on a surface level before considering comprehension (Hill, 2011). Dussias (2010) identified many types of fast eye movements that encode visual information relevant to reading. During eye movement, text must be recognized

rapidly, otherwise the eyes will move on to the next piece of text without fully digesting the word left behind (Rayner and Clifton, 2009; Dussias, 2010).

Reading comprehension is also influenced by cultural awareness, since the perception of a text differs from one culture to the next (Brantmeier, 2003). Cultural awareness and reading comprehension are linked, according to a number of scholars such as Brantmeier (2003) and Erten and Razi (2009).

That is, the more culturally aware a reader is of a culturally focused work, the more probable it is that an L2 reader would grasp it (Hill, 2011). L2 learners tend to make different judgments about the degree of reading difficulty of a work depending on how familiar they are with the cultural content (Brantmeier, 2003). As a result, L2 readers tend to interpret texts with new cultural patterns using their own cultural standards, which can lead to poor comprehension (Erten and Razi, 2009).

L1 has a positive or negative impact on L2 reading comprehension. The usage of L1 is helpful to L2 learners at all levels, according to Seng and Hashim (2006), and L1 mental translation is an integral aspect of the L2 reading comprehension process. There are, however, some concerns about L1 interference with L2 learning where “a previous item is incorrectly transferred or incorrectly associated with an item to be learned” (Brown, 2007:102) During the reading process, interference can have a negative effect to varied degrees, such as the usage of L1 syntax in L2 creation (Hill, 2011). Overcoming such stumbling blocks may need substantial lexical training.

These considerations should be addressed while creating a reading comprehension module and choosing reading materials and exercises for EFL students.

1.5.4 Learners' attitude towards English reading comprehension

Many elements, such as learners' attitudes and motivation, can impact the learning process. One of the most essential things that influence language acquisition is the learner's attitude (Fakeye, 2010).

According to Lee and Schallert (2014), prior reading experience, reading purpose, and reading environment are all important factors in shaping EFL learners' attitudes about reading.

Favorable attitudes contribute to positive behaviors toward courses of study (Kara, 2009), as well as increased reading frequency among students (Ro and Chen, 2014).

Students' negative attitudes regarding reading in English may be attributed to lack of exposure to English print. According to Sparks et al. (2012) and Chang (2012), reading rates and print exposure can influence L2 learning and competency.

1. 6 Types of Reading

Reading is divided into four categories by Grellet (2010): skimming, scanning, extensive reading, and intensive reading. However she also points out that these classifications are not mutually exclusive. In comprehensive reading, students are encouraged to choose what they wish to read for fun and general language advancement, but in intensive reading, teachers choose and guide the reading process to assist students learn specific talents.

Both intensive and extensive reading are important and essential for effective reading. To benefit from their reading, students must have opportunities for both focused and comprehensive reading. (Harmer, 2002; Nuttall, 2005).

1. 6. 1 Intensive Reading

Intensive reading is a method of getting accurate data from short texts. Grellet (2010:4) defines it as an accuracy exercise involving extensive reading. Intensive reading, according to Rashidi and Piran (2011), focuses on lexical and syntactic understanding. According to Nuttall (2005), the purpose of intensive reading is to comprehend not just what the book says, but also how the meaning is formed.

Intensive reading is an excellent way for learners to improve their reading abilities (Nuttall, 2005). In most cases, intensive reading entails approaching the book with the help of a teacher (Yazar, 2013). According to Harmer (2002), teachers must be flexible in their duties while teaching intense reading. The teacher should be a planner of courses, an observer, a feedback coordinator, and a prompter.

As a curriculum organizer, the educator should inform learners of their reading goal and provide them with clear directions on how to reach it and how long they have to complete it. When teachers are disorganized, they enter their lessons without a clear goal for the material, which adds to poor understanding among their pupils. The teacher's job as an observer is to

identify his or her learners' reading development and whether they are performing well individually and collectively.

The instructor can use this as a feedback organizer by asking the students to compare their responses in pairs. The instructor can lead a feedback session to see if the pupils were successful in completing the activity. The instructor can act as a prompter, encouraging pupils to discover linguistic elements in the material they're reading and then clarifying any uncertainty.

Some teachers' lack of proficiency to implement such roles in their courses may reflect poorly on their students' abilities, particularly when students are unaware of the need of acquiring various methods and skills to improve their reading comprehension.

1.6.2 Extensive Reading

Extensive reading, according to Grabe and Stoller (2002), involves reading vast amounts of content that are within learners' language competency. Extensive reading, according to Yamashita (2013), is a reading pedagogy strategy that encourages students to read a lot.

As a source of language practice, vocabulary learning, and skill development, extensive reading allows children to not only become fluent readers, but also to learn new words and expand their understanding of existing terms and phrases. Through a study on some Taiwanese students who were divided into two groups experimental and control, Chen et al. (2013) emphasize the considerable benefit of prolonged reading in increasing EFL learners' reading comprehension, reading attitude, and vocabulary expansion.

There are two motivations for substantial reading, according to Nuttall (2005). The first is factor is that extensive reading is the simplest and most efficient strategy to improve reading abilities. The second factor is that being an educational instrument, extensive reading provides not only a favourable atmosphere for students, but also a source of delight. With that, students become more engaged in reading, allowing them to make the necessary progress in their reading skills development. Extensive helps improve the reading attitude of EFL students. (Yamashita, 2013).

Keene and Zimmermann (2013), on the other hand, suggest that in order to effectively teach reading comprehension and improve comprehension training, teachers should also read

extensively. Reading is a valuable resource for language instructors who want to learn more about challenges in their profession. [Casaneve, 2004]

Extensive reading enhances EFL students because it helps them become better readers and speakers of English. According to Modirkhamene and Gowrki (2011), extensive reading in the second language leads to effective readers who can read texts fluently (and) comprehend them better.

During extensive reading, students can select the books and resources they wish to read. The goal of extended reading is for students to enjoy reading materials without having to answer questions about them, allowing them to read at their own leisure. One strategy to improve comprehension and reading flexibility is to practice reading extensively (Nassaji, 2003).

1.7 Phases in the Teaching of English as a Foreign Language

Elif Leyla Toprak (2009) says that there are three phase technique in reading. The structure of the lesson has an impact on how to teach reading. Any reading lesson plan should, in reality, incorporate three stages:

1. Pre-reading stage
2. While reading stage
3. Post-reading stage

1.7.1 Pre -reading phase

We generate new knowledge by depending on existing information, according to constructivists. It is inadequate to be able to decipher the information from the text. Teachers should inspire students to interpret the text using their own world knowledge and viewpoint. This information is a prerequisite for the production of meaning.

Students are introduced to a certain text using activities that elicit or supply adequate previous knowledge and activate essential schemata. As the debate pushes them to think about the issue or ideas raised in a text, previewing a text with students should pique their attention and help them approach the material in a more meaningful and purposeful manner. The pre-reading process aids students in determining selection criteria for a story's key subject or an essay's main argument.

Discussing the author or text genre, brainstorming, revisiting familiar stories (children reread Cinderella before reading Cendrillon), evaluating pictures and titles, skimming and scanning are all examples of pre-reading exercises (for structure, main points, and future directions).

Because of the following, pre-reading activities are an important aspect of the reading lesson:

- They assist students in being more prepared for the material they would be reading.
- Forming expectations about the work's topic assists students in preparing for the type of language, vocabulary, and even grammar that may be used in the text.
- These activities inspire a desire to study the content in order to learn more about a subject.
- These activities improve students' motivation and interest by developing a desire to learn more about the topic.
- These activities improve students' motivation and interest by developing a desire to learn more about the topic.

The pre-reading stage aims:

- motivate learners and increase their interest in the topic
- for the reading section, include some predicting/guessing tasks
- make advantage of the learners' prior understanding of the subject
- prepare the learners for the reading passage's context
- construct a link between the reading text and the students' prior knowledge and interests

Students are required to do the following in pre-reading activities:

- depending on the text, find solutions to provided questions
- provide their personal thoughts on the subject;
- forecast the rest of the text

The purpose of pre-reading activities are to:

- establish a purpose for reading;
- improve vocabulary so students can complete the reading task successfully;
- predict what they are going;
- establish what they know about a topic.

Teachers should be using the three most important activities to engage students' knowledge about the topic of the text they are about to read at this stage:

1. Brainstorming

Students explore ideas related to the text's theme in groups. Every member of the group contributes to the production of topic-related thoughts. All suggestions must be approved. After producing a sufficient number of ideas, groups arrange their thoughts and construct phrases. Finally, they present their thoughts to the rest of the class. This method can also be carried out as a group exercise.

2. Discussions

The lecturer prepares opposing viewpoints on the text's issue, or simply delivers a quote relevant to the reading's theme. Students discuss and react to these thoughts or quotes in groups. They then produce a brief report that each group's representative will read. Groups react to one another's viewpoints.

3. Predicting

Using several parts of the text, the instructor can prepare the students to guess what the text will be about: Only the title, subheadings, photographs, and/or illustrations accompanying the text are brought to the learners' attention by the teacher. To forecast the subject, they hold a group discussion. Predictions are reported by groups.

1.7. 2 While-reading phase

Students can use while-reading tasks to assist them build reading techniques, enhance their foreign language control, and interpret difficult text sections. It might be challenging to assist kids in using strategies when reading since each student has varying control over and requires various tactics. Nonetheless, the instructor may identify beneficial strategies, explain which ones students should focus on, and provide actual assignments in the form of "guided reading"

activity sheets. Contextual clues, word formation clues, and cognate practice are just a few examples of practice exercises. Others include noticing grammatical functions of new words, assessing reference terms, and anticipating text content; reading for specific bits of information; and learning to use the dictionary efficiently. The goal of these activities is to help learners to deal as they would deal with it as if the text was written in their first language.

These exercises attempt to do the following in addition to leading students toward a greater grasp of the text:

- Linking learners' existing knowledge to the reading's content
- Assisting them in gaining new information
- Educating them on how to handle such communications in the future.

The goal of this stage is to improve:

- learners' comprehension of the author's intent, linguistic structure, and logical order in the reading text
- improving and assisting understanding for the substance of the reading text,
- assisting learners in using their own judgment and inferring talents,
- reminding learners of the value of vocabulary in providing context clues and estimating the meaning of unknown terms,
- assisting learners in utilizing cross-cultural components,
- assisting students in the development of their linguistic and sociolinguistic skills
- learning to generalize about the topic at hand

Here are a few suggestions for activities to do in the while reading stage:

- Skimming

While-reading activity that is an extension of certain pre-reading activities is skimming the text to confirm predictions. Skimming is when you read a section fast to gain a rough understanding of what it's about. It is not necessary for students to read everything. Skimming entails, among other things, the following:

- Reading the title, headings, and subheadings of the document.
- Reading the first paragraph or the introduction.
- Each paragraph's subject sentence should be read.
- Monitoring images, charts, or graphs.
- Paying attention to words or phrases that are italicized or boldfaced.
- Reading the last paragraph.

Scanning

Scanning is the process of reading to locate specific information such as a name, a date, or a number. When you need to discover certain information quickly, you can utilize this strategy.

A teacher could instruct his or her pupils to scan a text for answers to a certain query (s). Our students study the book with these questions in mind, hoping to discover solutions to just these questions. They could dismiss information that isn't relevant to them.

Students can use headers and any other hints to figure out which area of the text has the information they need. In other words, people will have to read selectively and pass over areas of the material that are unimportant to them.

Readers can distinguish between the overall purpose of a passage and the purpose of specific parts of a passage using skimming and scanning strategies, identify category words that restate the passage's purpose, determine the organizational pattern of the passage by recognizing relationships between points made in the passage, and recognize signal words in the passage and identify the organizational patterns they represent using skimming and scanning strategies.

According to Barnhart (2008) a person's stock of words is employed by his or her class of people and occupation. When it comes to those claims, terminology is crucial for everyone who wants to understand what they're reading. Authors' utilized unfamiliar or low frequency terms to express meaning in several instances. Students can determine the meaning of unknown language in a short amount of time by skimming forms of structural signals such as punctuation, repetition, and instances.

Instead of structural hints, scanning teaches pupils how to decipher new words by examining the word pieces such as prefixes, suffixes, and roots. This is the point: ordinary readers really need to know how to grasp precisely unknown terms (without utilizing a dictionary) in order to comprehend literature.

Katheleen (1986) notes that when it comes to making assumptions, “an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader “draw between he observed or known and what he does not know” (Katheleen, 1986, p. 31). Inference is commonly used to guess what the topic being addressed will be before and after the material being read. In reading literature, information is stated both directly and indirectly. Inferences can be drawn by concluding or paraphrasing data. Inference can also produce predictions about a different scenario, such as what happened before or after the reading passage. Readers only skim the first or final sentence of the passage when making this sort of conclusion. By inference, skimming must have been the solution used by readers to maximize their time.

1.7.3 Post-reading phase

When justified, "post-reading" tasks verify students' understanding before leading them to a deeper investigation of the material. Because the goal of most real-world reading is to not memorize an author's point of view or summarize text content, but to peer into another's mind or to integrate new information into what one already knows, foreign language reading must go beyond detail eliciting comprehension drills to help students recognize that different strategies are appropriate for different text types.

Scanning, for example, is a good method for newspaper advertising, but anticipating and following text cohesiveness are good tactics for short tales. Students focus on things they did not grasp or did not comprehend appropriately by discussing what they have learnt in groups. As the class discussion progresses beyond identifying facts to investigating deeper repercussions of the texts, this type of conversation can take the learner directly to text analysis.

Post-reading exercises assist students in synthesizing their knowledge, gaining a better comprehension, and organizing their thoughts and ideas. The following are the objectives of post-reading activities:

- to assist students in applying their learning in comparable readings,

- to assist them in integrating their reading abilities with other language skills such as listening, speaking, and writing,
- to assist them in integrating with a foreign culture,
- to summarize a reading passage using key words and structures,
- to extract the main idea of a paragraph or a reading text using key words and structures,
- to analyze descriptions (outlining and summarizing), and to employ classroom games for reading

The following are some examples of these activities:

Discussion

The passage's content elicits reactions from different groups. Each group presents a summary of their results to the other groups, followed by a whole-class discussion.

Summarizing

Teachers may ask students to write a summary of the major points of a work as a post-reading task. Chambers and Brigham (1989) describe a novel technique for assisting students in summarizing a chapter. This method is known as summary by deletion. This entails the following procedures:

- Students read the material and cross off any sentences that just repeat the primary points.
- All extraneous clauses and words are removed from the core sentences.
- They take out any extraneous words from what's left;
- They use their own terms to replace the leftover words;
- They complete the overview by writing a final draft.

Retelling the story

Retelling the narrative will assist students in discussing the passage's topic. It gives the instructor the chance to include the speaking skill into the reading task.

Think-Pair-Share

This is a great assignment for students to recap what they've learnt and debate it with their classmates. Students outline their opinions on the passage's theme. They then have a discussion with a partner. Finally, they present to the entire class.

Search quest

The teacher urges the learners to perform a search expedition after reading the material to learn more about the issue.

Vocabulary work

Learners are encouraged to focus on newly acquired lexical items in order to achieve cognitive depth of the vocabulary learned. In the paragraph, learners must identify the newly learned terms. They take turns quizzing each other on the components of speech and the meanings of the words. Students select ten words from the text to utilize in constructing ten sentences or composing a piece of writing relevant to the topic.

Peer testing

Students work in groups or couples. They must develop questions based on the content they have just finished reading. Members of each pair or group will be required to respond.

1. 8 Cognitive and Metacognitive strategies

It is the teacher's responsibility to ensure that students are educated in multiple comprehension and reading strategies. Comprehension is a foundational aspect of learning and a multi-layered process. Reading comprehension is also required for a student's ability to engage in text successfully. Experts like Grabe and Stoller (2002), Machado (2010), and Karasakaloglu (2012) argue that if learners do not acquire reading abilities, they would struggle and focus on decoding letters and words rather than meaning and comprehension.

Karasakaloglu (2012) defines reading comprehension methods as activities that allow students to direct their own learning. In reality, differentiating between reading abilities and reading strategies may be challenging, as the identification and nature of reading skills is a major problem in second language reading (Hudson, 2007). Many scholars and educators, for example Nuttall (2005) uses these phrases interchangeably.

Text comprehension is a difficult job that necessitates the use of a variety of cognitive and metacognitive abilities and methods (Matsumoto et al., 2013). It seems to be worth noting that learners should use a combination of these tactics to master reading. This is supported by Staden (2011), who emphasizes the need of combining reading comprehension tactics.

According to Huang and Newbern (2012) metacognitive methods, on the other hand, are higher order cognitive abilities since they oversee other cognitive skills. The reason for it is the fact that meta-cognitively aware readers know what to do when they are having difficulty learning. Ahmadi et al. (2013) suggests that metacognitive reading strategy awareness has become one of the most effective ways to facilitate students' reading comprehension in the field of foreign language studies. Kang (2014) agrees with this viewpoint and believes that teaching kids suitable metacognitive reading abilities will help them become proficient readers.

Some of the learning tactics employed by Spanish and Russian groups of EFL students are identified by O'Malley and Chamot (1999). Foreign language students employ cognitive methods such as translation, rehearsal, note-taking, replacement, and contextualization to learn a foreign language.

Egbert and Petrie (2008) divide strategies into three categories: meta-cognitive (planning for, checking, or evaluating the success of a learning activity), cognitive (rehearsal, organization, inference, or summarizing), and social/effective (planning for, checking, or evaluating the success of a learning activity) (cooperation, questioning, self-talk).

Egbert and Petrie (2008) and Ghafournia (2014) point out the importance of intentional choice and execution of the proper technique to a specific learning activity. Good students are skilled in matching methods to the task at hand, but less successful students lack meta-cognitive knowledge about task requirements, which aids in selecting the most appropriate solutions. Ghafournia (2014) agrees, stating that the more efficient a reader is, the more consciously and efficiently he or she employs reading methods.

1.8.1 Cognitive skills

Academics like Grabe and Stoller believe that developing reading skills and strategies is essential. Grabe and Stoller (2002) claimed that students have to develop their reading comprehension skills in order to become proficient readers. It is worth noting, however, that different language experts describe different levels of reading ability. Among the reading

abilities listed by Harmer one can find predicting, guessing word meaning, scanning, skimming, reading for general understanding as well as interpreting texts and critically analysing texts (2002).

Madhumathi and Ghosh (2012) add to this set of reading abilities by mentioning the use of mental pictures, envisaging, asking questions, and evaluating understanding. Alderson (2000) underlines the need of using a variety of reading skills for different types of texts, such as identifying and using remembered bits in enumerative texts and skimming and scanning in directed materials like newspapers and communications. Instructional materials need decoding and classifying abilities, but literary literature requires inferring, guessing, and interpreting skills. Linguists have recognized the following main reading skills:

Skimming

Nuttall (2005) defines skimming as "glancing rapidly through a text to determine its gist or main idea" (p. 49). When individuals are looking for specific information, they can save time by skimming. Skimming as a more in-depth action necessitates a broad view of the text and suggests a high level of reading confidence (Grellet, 2010). Skimming aids expert readers in extracting basic information from a text, whereas scanning aids them in locating particular information, according to McDonough and Shaw (2003). Skimming appears to be an important reading comprehension skill since it allows you to rapidly obtain a broad idea of the material (Grabe and Stoller, 2002).

Scanning

According to Patesan (2014), scanning is a method of extracting information from a text. It entails searching for certain words/phrases, figures, names, or dates associated with a given event. Nuttall (2005) have defined scanning as "glancing quickly across a text either to hunt for a specific piece of information or to acquire an early assessment of whether the material is suited for a certain purpose," according to Nuttall (p. 49).

When a reader is skilled at scanning, it is simple for him or her to eliminate irrelevant material, saving time and effort. Scanning can assist students in passing tests, but it does not ensure complete comprehension of a material.

Prediction

As Nuttall (2005) points out, the relevance of prediction resides in activating schemata and working alongside the writer to solve problems using one's own experience. As Mohamed (2016) has highlighted prediction happens when the reader applies his or her own knowledge and experience to the text, making it simple and painless for them to decipher the meaning. Prediction is an aspect of the top-down process, according to Johnson (2001). A reader's prior knowledge or experience aids them in anticipating what the writer will say next. According to Grellet (2010), using grammatical, lexical, and cultural signals might assist readers predict what will happen next.

An effective reader relies heavily on prediction and does not need to read every single line of the book. Prediction begins with a text's title and continues throughout the reading process. Even if a prediction is incorrect, it causes the reader to reflect on the issue since prediction is valuable even when it is unsuccessful (Nuttall, 2005)

Effective readers rely on their ability to foresee what will happen next at all times. To arrive at the acceptable meaning of the text, they employ just the most basic indications from the text. Teachers should urge their students think about the issue, use important phrases from the book, and ask themselves questions about the numerous ways the text may evolve, according to Grellet (2010) and Cuperman (2014). When appropriate, utilizing illustrations might assist kids in anticipating what will happen next (Harmer, 2002)

Johnson (2001) suggests, on the other hand, that cloze activities, in which learners are given a text with some words missing, can aid in the development of predictive abilities. Prediction is one of the talents that instructors may readily improve and develop in their students, even in elementary school. It is critical for teachers to refrain from beginning a reading lesson by writing or telling their pupils the title of the reading work, rather than showing them visuals or providing hints to engage their creativity and allow them to begin predicting.

Inferencing

Inferencing is the reader's obligation to infer information when a book does not explicitly declare it. Inferencing is thus tied to the process of recreating the writer's unspoken thoughts. Readers can deduce the meaning of these unknown pieces using syntactic, logical, and cultural cues (Grellet, 2010). As a result, the goal of inferencing is to assist readers in filling in the blanks and going beyond the literal meaning of words in a text to build a complete picture (Hogan et al., 2011).

According to Hudson (2007), the four factors that can aid learners in reading comprehension are: knowledge of word meaning, drawing inferences from the content, finding answers to questions answered explicitly or in paraphrase in the passage, weaving together ideas in the content, and drawing inferences about the meaning of a word from context.

According to Nuttall (2005), inferencing has a significant impact on text interpretation, aids students in reading texts more rapidly, and makes reading more pleasurable due to its problem-solving nature, which appeals to most people and requires students to utilize their brains. Students should utilize common sense, reasoning capacity, and understanding of the world and different cultures to successfully deduce a piece of information from a given text.

Previewing

Previewing is defined by Grabe and Stoller (2002) as "a pre-reading practice that introduces students to essential elements of a book," which helps students set expectations about what and how information is organized (p. 263).

Previewing is a simple method for a reader to determine where the necessary information is likely to be found (Grellet, 2010). It entails the use of a text's title, table of contents, index, appendix, author or publisher's preface, chapter and paragraph headers or subtitles, information on the back cover, abstracts of journal articles, acknowledgment, and so on.

This essential talent saves students time by directing them to the intended and exact information they seek. Instead of spending a lengthy time reading an entire book in order to get certain information, students can look at the table of contents or the text on the back cover to determine whether or not they need that book.

Recognising Text Organisation

Recognizing text organization entails being able to recognize the internal structure of sentences as well as textual patterns, which can assist the reader estimate the potential values of phrases, which can aid in the interpretation of difficult texts.

Text structure, according to Lo et al. (2013), "refers to the way the writers organise information in text". Zarrati et al. (2014) distinguish between two types of textual information: content information and structural information. While content information is used to build a meaningful mental picture of a text, structural information is used to organize

the content and so assist the process of making sense of a text. As a result, understanding the structure of a text is crucial for comprehension. (Hudson, 2007; Cain, 2010)

It seems to be simpler to understand tough phrases when we know how the text is organized and how the concepts are connected (Nuttall, 2005). Readers who are unable to recognize how a reading text is organized and how the concepts in a text are formed will most likely find it to be a challenge.

According to Mobalegh and Saljooghian (2012), cohesion is one of the factors that determines how well-organized a passage is. Reference, substitution, ellipsis, conjunction, and lexical cohesion are the five types of cohesive links identified. Reference is the act of interpreting something in a text by referring to something else; substitution is the act of replacing one item with another; ellipsis is the act of omitting a non-essential item in a text; conjunctions are devices that express specific meanings; and lexical cohesion is the act of choosing vocabulary. Reading comprehension is aided by consistency of thought and understanding of text structure and organization.

Shared Assumptions

It is necessary for the reader and the writer to have certain characteristics in order for communication to take place (Nuttall, 2005). Sharing the code is a must since it is illogical to read a text written in a language one does not understand. Vocabulary is another crucial area in which the writer and the reader should collaborate. Other aspects such as attitudes, beliefs, values, culture, and customs are included in shared assumptions, and if they are common or same, they can help people grasp a text better.

The development of reading abilities is obviously influenced by shared assumptions between the writer and the reader; that is, the more assumptions the writer and the reader share, the more successful the reading is. This competence is relevant to the reader's previous knowledge and the schema process.

1.8.2 Metacognitive skills

Metacognitive reading techniques are of relevance because they dictate how readers organize their interactions with the text and which tactics to employ to attain good reading comprehension (Ahmadi et al., 2013).

Metacognitive reading methods appear to be helpful in increasing students' reading abilities and aiding EFL reading comprehension. The main metacognitive reading strategies are planning, monitoring and evaluation.

Planning

Planning, according to Ahmadi et al. (2013), is the process of conceiving and organizing the actions necessary to accomplish a desired outcome. Planning, as a reading skill, aids readers in selecting the most effective reading techniques.

Monitoring

Monitoring is a method of gathering and analyzing data. In general, it is the capacity to recognize what has been done correctly or incorrectly, as well as the ability to integrate new information with old knowledge (Yang, 2002). Comprehending monitoring "involves the capacity to reflect on one's own understanding and includes the ability to notice discrepancies within a text," according to Hogan et al. (2011).

Grabe and Stoller (2002) argue that readers should keep track of their reading habits to see if they are comprehending and interpreting information in a text correctly. Monitoring improves reading comprehension, according to Snowling and Hulme (2005) and Vorstius et al. (2013). Snowling and Hulme (2005) found a link between poor reading comprehension and poor monitoring performance.

The goal of monitoring is to increase a project's efficiency and effectiveness. It makes it easier to keep the project on track. It is an invaluable tool for keeping track of what you're reading. (Ahmadi et al., 2013, pp.237,238).

It allows students to assess if their skills and resources are enough. According to Vorstius et al. (2013), good comprehension monitoring necessitates the ability to recognize situations in which text coherence cannot be formed and, as a result, requires suitable steps to remedy the problem.

Students should acquire and practice this method while reading texts because if they do not, their reading comprehension will suffer. Through error detection exercises, self-querying, and questioning the author, teachers may assist their students in monitoring themselves in reading classes.

Evaluation

According to Ahmadi et al. (2013), evaluation is defined as “appraising the conclusion and regulatory processes of an individual’s learning”. (p. 238)

Students improve their reading comprehension by analyzing the plan and accomplishment of text reading. Teachers may help students improve their evaluation skills by alerting them about their mistakes. This is suggested by Akyol et al. (2014), who emphasize the usefulness of this approach in the presence of a suitable atmosphere and direction.

Linguistic abilities

The reading comprehension process is hampered by linguistic deficiencies, according to Nassaji (2003), and poor language ability leads to inefficient text processing. The reader's language skill and their reading ability are inextricably linked. Word-level and text-level processing are examples of linguistic talents that aid reading comprehension. Text-level processes, on the other hand, are linked to knowledge of grammatical structures and schemata, which aid readers in comprehending a reading text as a whole.

Processing and awareness of phonological knowledge

Phonological processing or awareness is a crucial component of readers' lexical recognition abilities (Blythe et al. 2015). It's a vital aspect of reading comprehension (Lipka and Siegel, 2012). Phonological processing is defined by Willis (2008) as “identifying the individual sounds that make up words (phonemes) and subsequently identifying the words that the sounds combine to make”. (p.162). Phonological awareness refers to the capacity to recognize phonemes in spoken language and to be sensitive to the phonological structure of words (Boer et al., 2014).

Beginning readers use phonological decoding (an effortful and conscious identification of words by linking the written letters of a word with their spoken sounds) during phonological processing, according to Blythe et al. (2015), whereas experienced readers use phonological recoding (a rapid and nonconscious activation of abstract phonological codes).

When reading silently, however, phonological activation is implicit, automatic, and faster than when reading aloud, which necessitates slow overt articulation of words and requires deliberate phonological coding (Alario et al, 2007).

Melby-Lervg et al. (2012) found that letter-sound knowledge is a crucial ability that is linked to phonological awareness and learning to read. In printed word identification and reading development, phonological processing works alongside orthographic processing (Blythe et al., 2015). They are intertwined because phonological processing is necessary for the creation of an orthographic vocabulary (Sprenger-Charolles et al., 2003).

PART 2

Research

The present study analyses students' use of reading strategies and the approaches that teachers use in their lessons. This study seeks to understand how a strategy can help the teacher to raise their students' motivation to read and how the learners can improve their literacy skills through using reading strategies.

During my research, as a research tool I used two questionnaires. The first questionnaire was designed for English major students. The second questionnaire was designed for language teachers.

The questionnaires were made anonymously. This chapter reports on the findings of a quantitative study on the experiences of language learners using reading strategies and methods as well as on the teaching strategies and methods used by language teachers in their classes. The aim was to represent the present situation of the usage of reading strategies within first year bachelor students and to map if teachers permanently use reading methods and strategies in his or her classes, the usefulness which can be seen by him or her.

2.1 Background of the study

Nowadays reading strategies and methods became essential parts of foreign language teaching. Due to the new technology, teachers can easily find materials in order to make their reading lesson more interactive and effective. During my research one of the aims was to explain the usefulness of reading strategies the respondents' experiences on learning and teaching English reading with different kind of methods. Based on the results of the survey, it is clearly noticeable that a learning phase could be more in effective if the learner applies reading strategies.

2.2 Participants

The paper reports on the findings of a quantitative study of the people who use or have been used different kind of reading strategies within his or her own learning phase as well as about language teachers who apply or have been applied those strategies in his or her own lesson.

In the first questionnaire which was designed for language learners 30 students participated in this survey, eight out of thirty are men and twenty-two of them are women. They participants'

common feature is that all of them are language learners all of them are English major students at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. In this chapter of the research their reports will be cited, however their names are not their original names, but pseudonyms in order to preserve their anonymity. The following tables demonstrate basic information about the participants: their gender and age.

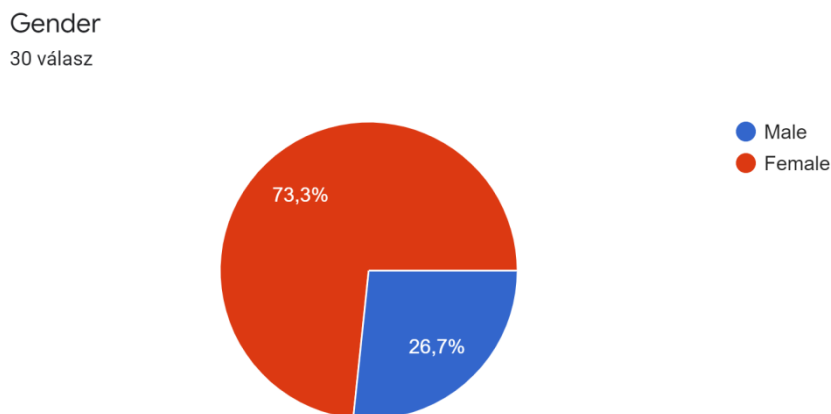


Figure 1: Gender distribution

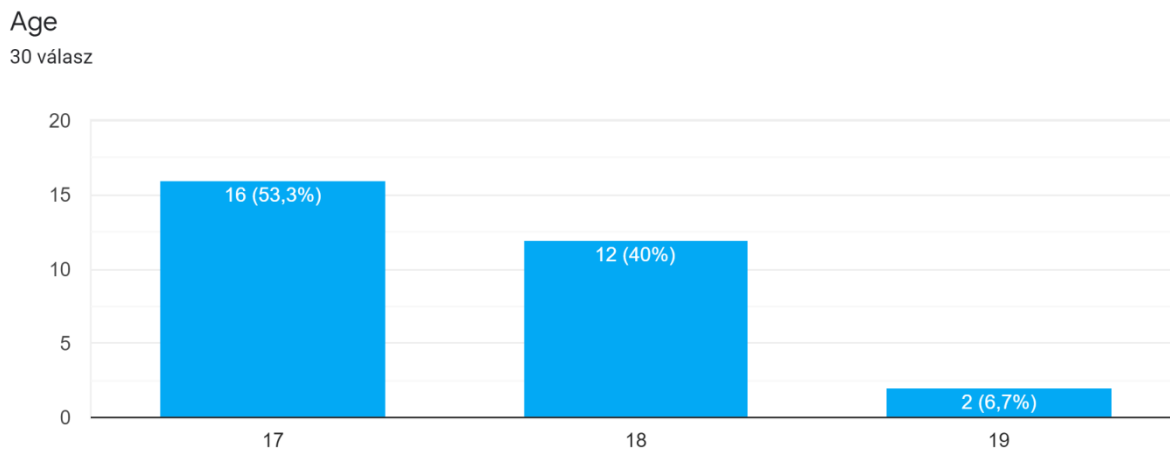


Figure 2: Age distribution

The second questionnaire was designed to language teachers. The aim was to map their current usage of reading strategies in their reading lessons as well as their opinion in some important aspect related to teaching reading. The following tables demonstrate basic information about the participants: their age, total time of teaching English and their highest qualification.

2.3 Research Tool

All the detailed data was assembled by the quantitative method of questionnaire. All the verbal data was analysed using the method of analysing questionnaires. A questionnaire is a research tool that consists of a series of questions that are used to gather data from respondents. These instruments use an interview-style structure and incorporate either written or oral questions.

Questionnaires could be self-administered researcher-administered. Self-administered questionnaires are more prevalent due to their ease of use and low cost, although researcher-administered questionnaires provide more in-depth information.

Self-administered questionnaires can be presented in person or by mail, and can be delivered online or in paper and pen formats. All of the questions are standardized, so that everyone gets the same questions with the same language.

Questionnaires performed by researchers can assist you in ensuring that the respondents are representative of your intended population. It provides for explanation of ambiguous or unclear questions, and it has a high response rate because it is more difficult to deny an interview when respondents are given personal attention.

Questionnaires can include open-ended or closed-ended questions or a combination of both. Closed-ended questions restrict your responses, but open-ended questions allow for a wide range of responses.

Closed-ended, or restricted-choice, questions provide respondents with a limited number of options from which to choose. For gathering data on category or quantitative factors, closed-ended questions are best.

Nominal or ordinal categorical variables are available. Interval or ratio variables are examples of quantitative variables.

During the collection of the first questionnaire data the following questions were discussed:

First Aspect: Students' attitudes towards English reading comprehension

1. I find English reading comprehension easy.
2. I read additional material (stories, magazines etc. written in English) outside class.

3. I use English-English dictionaries.
4. When reading, I translate from English into my mother tongue.

Second Aspect: Students' reading skills and use of strategies

1. Before I start reading, I try to guess what the text will be about.
2. I can read a large text quickly to get an overview of the content.
3. While reading, I can find out the main idea of a text.
4. I can distinguish the main ideas from the supporting details.
5. I use context clues to better understand what I read.
6. I try to skim the text to look for the key sentences of a passage.
7. When reading in English, I do not pay attention to the grammatical structures of the sentences.
8. When reading, I read carefully and pay attention to every word and sentence.
9. After reading, I can summarise a text I have read.

Third Aspect: Students' attitudes towards reading lessons

1. The teacher gives me the opportunity to choose the topics of the reading texts.
2. The teacher speaks only in English in class.
3. The teacher asks me to use only English when discussing the text in class.
4. The teacher divides the reading lesson into pre-reading, while-reading and post-reading activities.
5. The teacher explains the background of the text before we start reading.
6. The teacher gives me a list of further reading that I can read by myself.

The second questionnaire which was designed for language teachers included questions about their highest qualification, their gender and the total time of teaching English. Moreover, the questionnaire included seven open-ended questions and two multiple choice questions.

The open-ended questions were the following:

1. Do you choose the reading material according to the interest of the students?
2. What techniques and activities do you implement in a reading class?
3. What are the difficulties that you face in teaching reading comprehension? How do you deal with them?
4. What language do you use most in class? What about students?

5. In your opinion, what causes the students' most problems in reading comprehension?
Why?
6. What do you think the ideal number of students in a reading class should be?
7. How do you raise your students' motivation to read?

The two multiple choice questions were the following:

1. What sources do you use when you select reading material?

- Authentic material
- Student Books
- Other:

2. When students come across unfamiliar words, how do you support them?

- tell them the meaning
- ask them to guess the meaning by using clues from the text
- advise them to consult a dictionary
- other:

2.4 Findings

Using strategies as a teaching English reading method as a foreign language to learners has been recommended by various authors. Reading strategies are primarily intended to improve text comprehension. Teaching reading skills is crucial because it demonstrates to learners how successful readers think. In this chapter of the research their reports will be cited, however their names are not their original names, but pseudonyms in order to preserve their anonymity. The findings are shown by the questions and the answers for them one by one.

During the collection of the first questionnaire data the following questions were discussed in three dimensions. The first dimension was about the students' attitudes towards English reading comprehension. The second dimension was about the students' reading abilities and strategy use. The third dimension was about the students' attitudes toward reading instruction and teaching strategies. This questionnaire took approximately 10 minutes to fill in. Their answers were conducted via Google Forms.

The second questionnaire was designed to the language teachers who are currently teaching English in secondary school or at the university. They were informed with the aims and

objectives of the research as well as the fact that their real name revealed unknown. This questionnaire took approximately 15 minutes to fill in. Their answers were conducted via Google Forms. They answered to the questions based on their own opinion.

2.4.1 Students' attitudes towards English reading comprehension

In this dimension four statements were investigated. They were answered by 30 first year English Major Students. This first dimension dealt with the students' attitudes towards English reading comprehension.

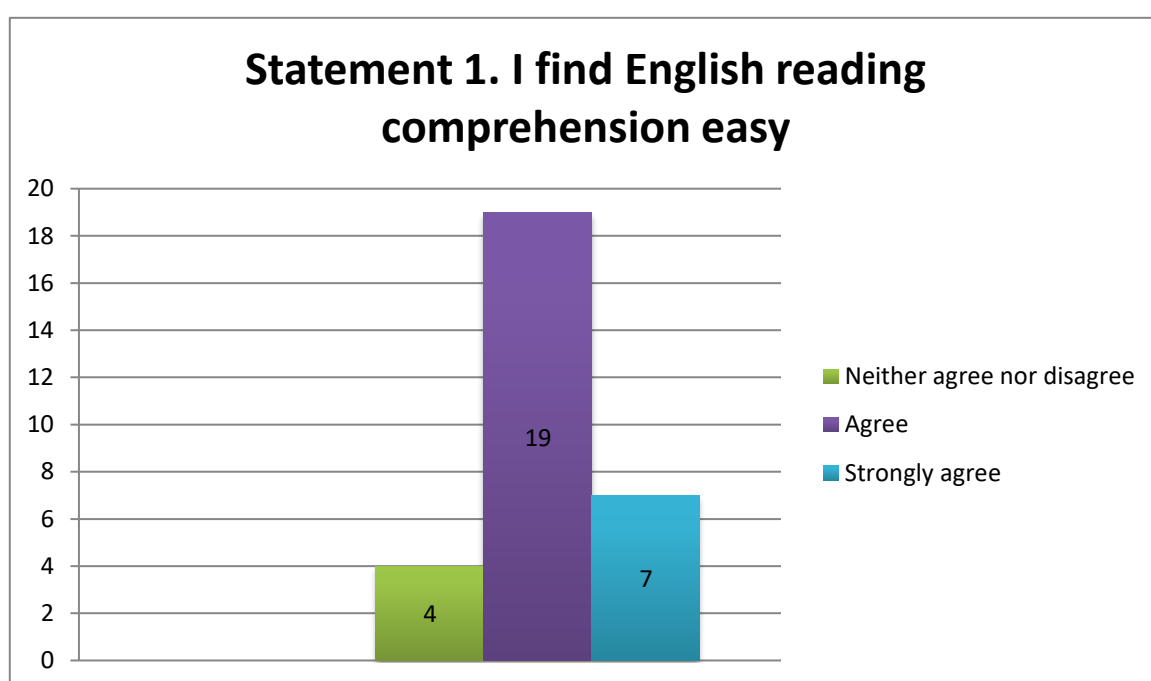


Figure 3: I find English reading comprehension easy

The first statement was about the simplicity of any English reading comprehension. From the table we could see that the overwhelming majority of the respondents' agree with this statement. Seven respondents answered „strongly agree”, nineteen respondents answered „agree” and only four respondents chose the neutral answer „neither agree nor disagree”.

The second statement within this dimension was about the students' willingness to spend time reading English during their spending time. From the table we could see that here the opinions are wider than with the previous statement. Firstly there are four students who are disagreed with this statement that means may that do not feel the need for spending more time in learning English. The results of the answers of the second statement shows that the vast

majority of the learners read additional materials out of class, as thirteen of them „strongly agree”-d with the statement and twelfth of them „agree-d”.

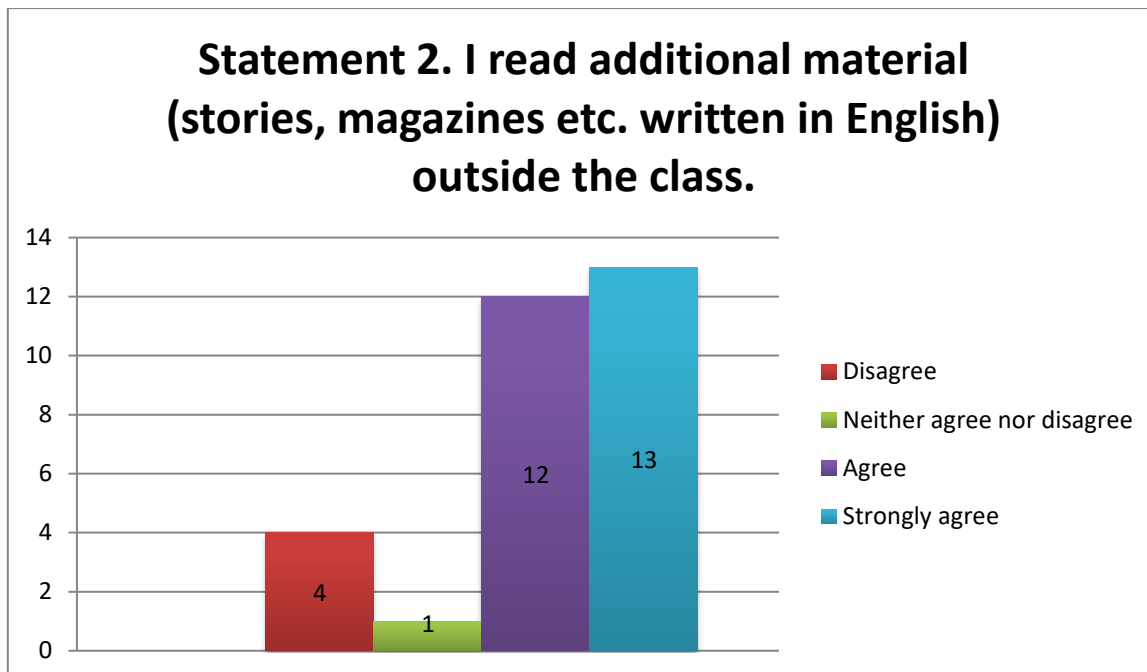
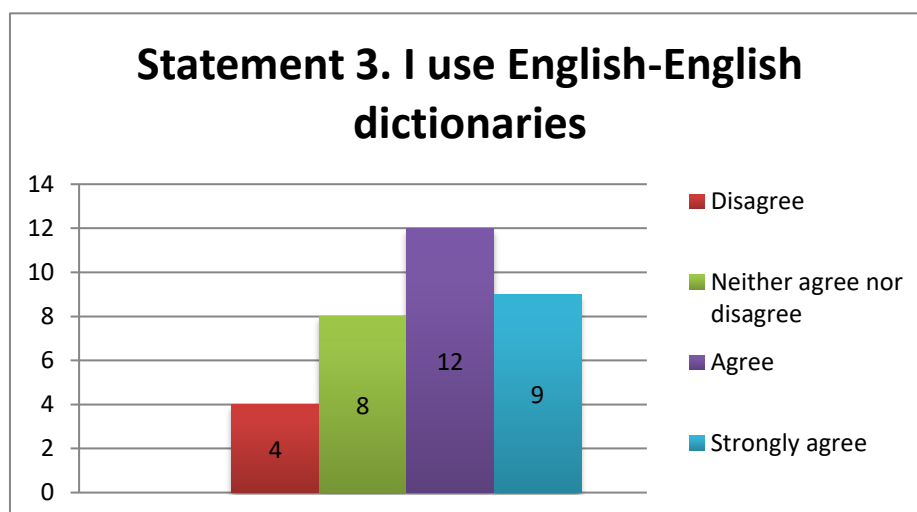


Figure 4: I read additional material (stories, magazines etc. written in English) outside class.

The third statement was about usage of English-English dictionaries. The main advantage of monolingual dictionaries is that they provide more comprehensive information about the target language. This information can contain extra definitions for a target term, more samples of how the word is used in context, and relevant information about the word's grammatical behaviour embedded in these examples. Finally, there is a view among English teachers that utilizing a monolingual dictionary enhances a student's second language acquisition process. However, not all teachers share this viewpoint. The table below shows the percentage of the respondents who use only an English-English dictionary.



The fourth and final statement within this dimension is the following „When reading, I translate from English into my mother tongue.” This is the statement where we could see the largest variety of answers. From the figure below, we can see that all of the 5 scales have at least 4 respondents. The majority of the respondents are not translating from English into their native language. The respondents were first year students at college; they have just started learning English. However all together there are 12 students who are not translating the English text into their mother tongue. There are students who beside of the fact that they are freshmen’s do not translate from English into their mother tongue.

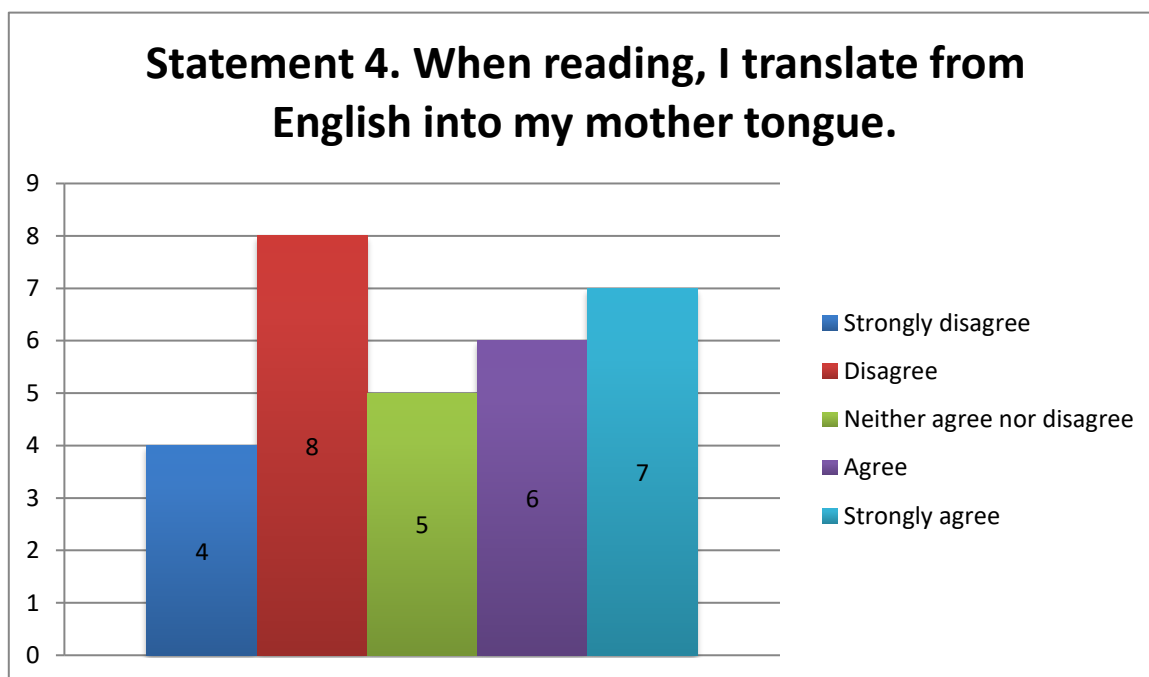


Figure 5: When reading, I translate from English into my mother tongue

2.4.2 Students’ reading abilities and strategy use

Because within this dimension there are nine statements I could not show the responses one by one in charts. For that reason, I have created a table with the help of the IBM® SPSS® Statistics software. This is a statistical software platform which offers advanced statistical analysis.

This second dimension tries to find out whether learners use any reading strategies and what their reading habits are. Regarding the nine statement, there are statements about the use of guessing, skimming, scanning, analysing etc. The results are collected in the following chart.

N	Statements	Mean
1	Before I start reading, I try to guess what the text will be about.	3.16
2	I can read a large text quickly to get an overview of the content.	3.9
3	While I am reading, I can find out the main idea of a text.	3.5
4	I can distinguish the main ideas from the supporting details.	4.3
5	I use context clues to better understand what I read.	3.83
6	I try to skim the text to look for the key sentences of a passage.	3.26
7	When reading in English, I do not pay attention to the grammatical structures of the sentences.	3.53
8	When reading, I read carefully and pay attention to every word and sentence.	3.53
9	After reading, I can summarise a reading text.	4.3
Overall mean of the dimension of students' reading abilities and strategy use		3.70

Figure 6: Mean of the dimension of students' reading abilities and strategy use

The above seen chart shows the means of each statement's answers. From the result we may have some conclusions. There are two outstanding results, these are the two 4.3 means for the statements „I can distinguish the main ideas from the supporting details.” and „After reading, I can summarise a reading text.” These are the two statements when there are the biggest consistencies within the group of learners. It shows the predominance of those students are capable of summarizing a text after finishing reading and those who are able to distinguish between the main and supporting ideas. Again, the vast majority of the learners can read a large text quickly to get an overall idea of the text. The lowest mean value is for the statement „Before I start reading, I try to guess what the text will be about”. It may show that they do not have enough time trying to guess what the text will be about or it may happen that they are not interested of guessing before reading.

2.4.3 Students' attitudes toward reading instruction and teaching strategies

The last dimension investigates learners' attitudes toward the instructions given by the teacher in a reading lesson and toward the strategies used by language teachers. Within this dimension there were 5 statements, for each statement learners could again answer with choosing a number from the 5 point Likert scale.

The first statement was about the freedom of choice, whether the teacher negates the students' freedom to choose the topics they want to read about in class.

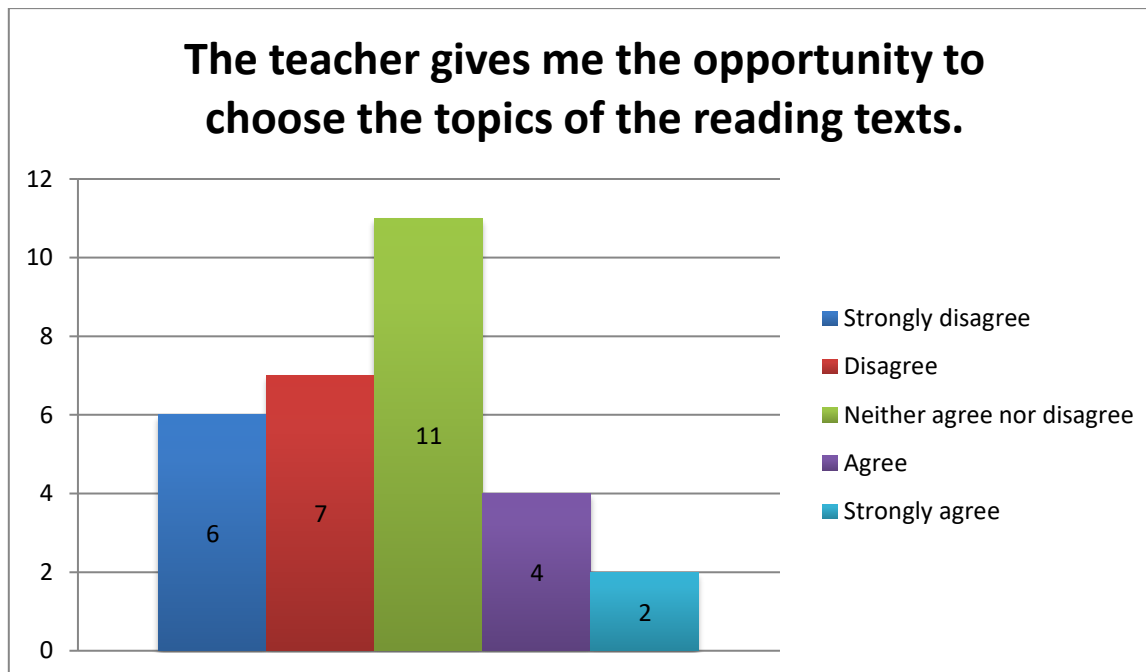


Figure 7: The teacher gives me the opportunity to choose the topics of the reading texts

The answers are quite ambivalent as a whole group could think very differently from one question. I should highlight that the answers were collected within one group; the respondents are first year English major students. Even though they are learning in the same environment, six of them are strongly disagree that the teacher gives them the chance to select the topics of the reading texts, while two of them strongly agree that they should be given the opportunity to choose a topic. The highest value (11) is for the neutral statement „neither agree nor disagree”. It may show that there are some periods in learning when they are allowed to choose a topic but other times they are not.

The next statement was about language used by the language teacher. It is essential in learning a language that the teacher should not use his or her mother tongue during the lesson, only the second language. One of the principles of the well-known Direct Method is that there are no use of first language only the target language. The following chart shows that the vast majority of learners agreed on the fact that the teacher uses only English in class.

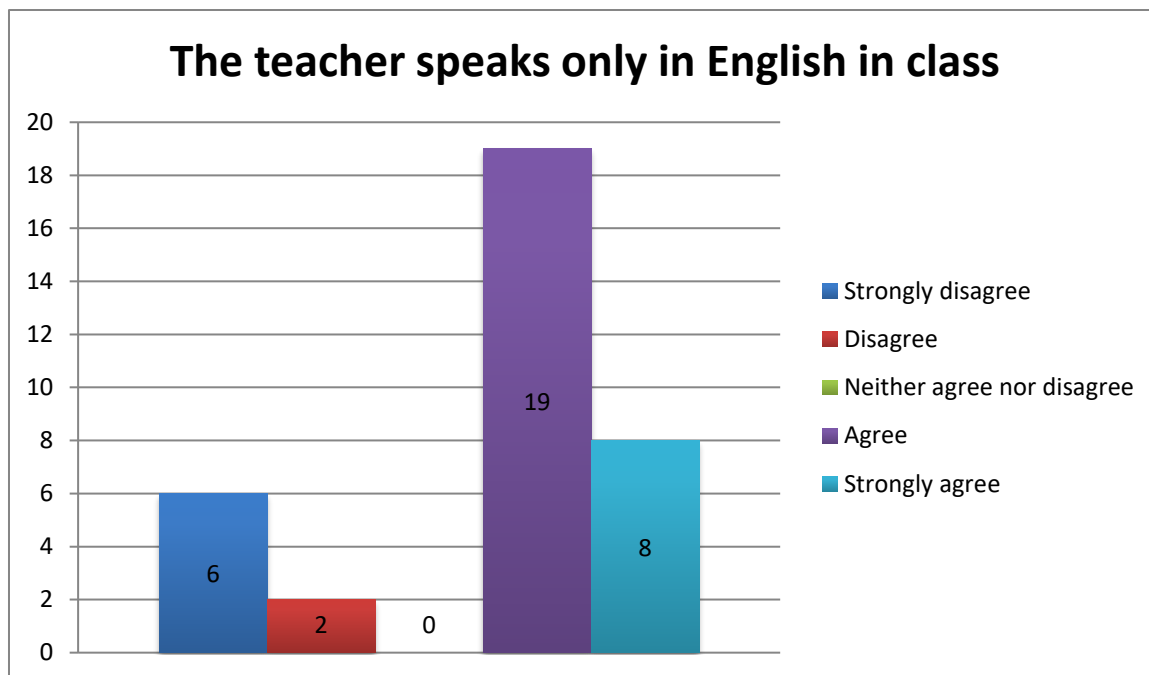


Figure 8: The teacher speaks only in English in class

The next statement is very similar to the previous one, only one exception that in this statement the learners language use is examined. It is scientifically proved that the more they use a language the more likely they could acquire it.

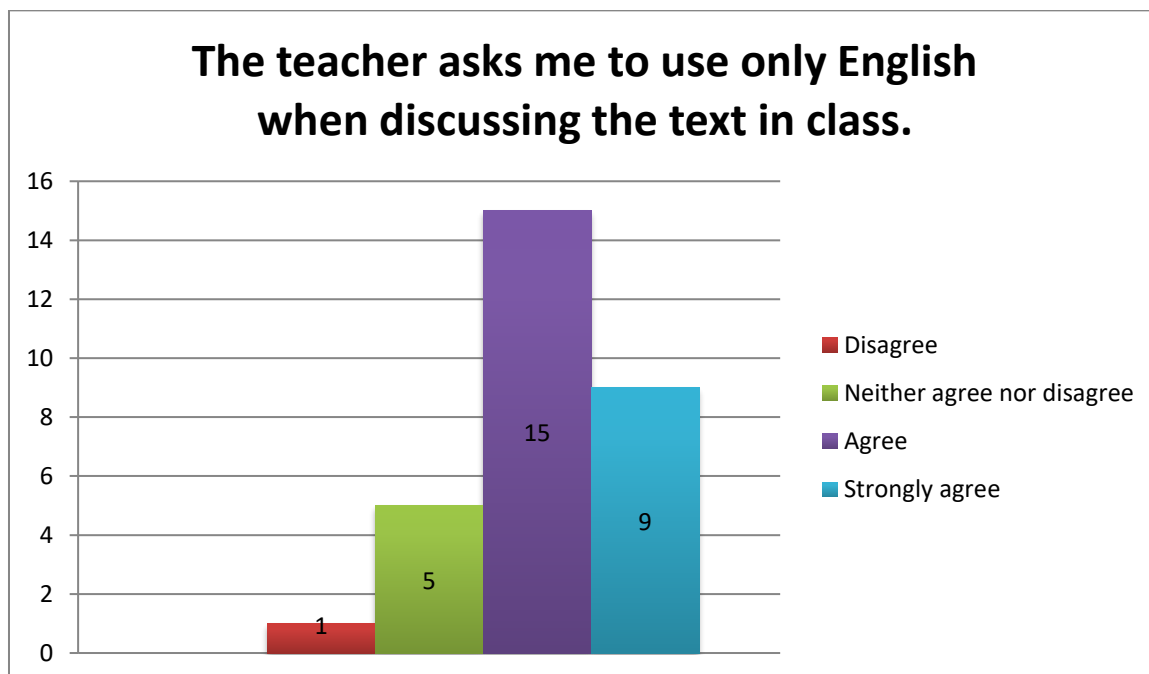


Figure 9: The teacher asks me to use only English when discussing the text in class

It can be seen from the chart that the teacher is aware of the fact that it is very essential for the learners to use the target language. All together 24 respondents out of 30 agreed or strongly agreed on the statement that their teacher encourages and asks them to use English in discussing the text.

In the theoretical part of my study, I have written about the reading phases (pre-reading, while-reading and post-reading phases) in more detail. Within the next statement the question was about the usage of these phases. Whether the teacher are consciously use these three phases within his or her lesson and if the he or she draws attention to them.

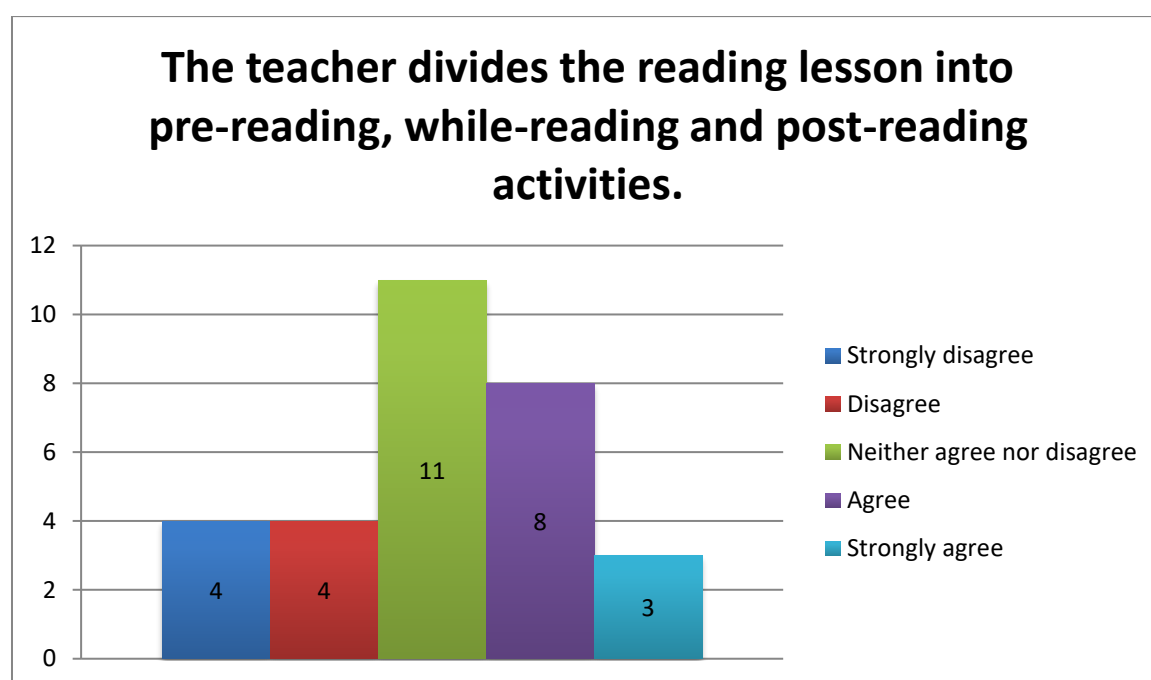


Figure 10: The teacher divides the reading lesson into pre-reading, while-reading and post-reading activities

The answers are very diverse, as all of the values got at least 3 answers. From the fact that eleven student choose the neutral „neither agree nor disagree” option, I venture to conclude that even the teacher divide the lesson for these 3 phases it is not conscious enough to make it appear to learners that these are small separate sections of the lesson.

The last but not least statement was about explaining the background of the text before start reading it. Background knowledge serves as scaffolding, allowing students to better absorb and recall content when they build on what they already know. Students may draw conclusions with the support of background information, which improves critical thinking abilities and makes reading more pleasant. They are more likely to develop a lifetime reading habit if they can absorb the subject and relate it to their own experiences or prior knowledge.

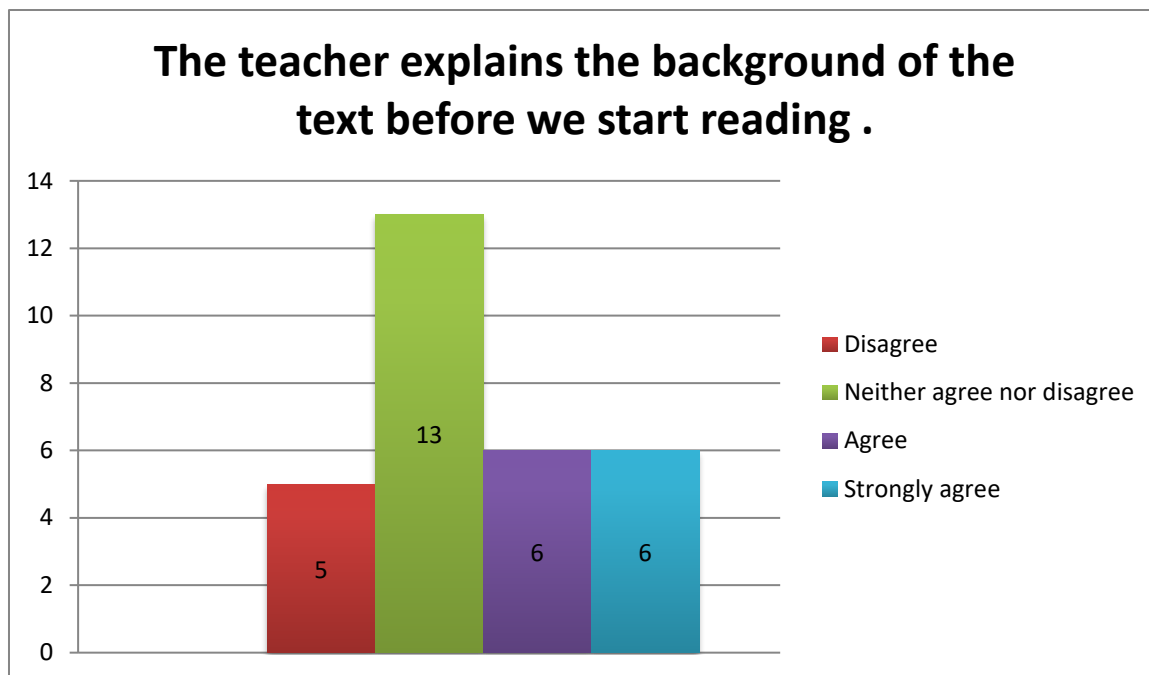


Figure 11: The teacher explains the background of the text before we start reading.

From the results we can see that most of the students do not have exact opinion of this issue. The neutral „neither agree nor disagree” option received the most (13) responses.

The answers to the last statement are very similar to the previous one. The last statement was about whether the students are given a further reading list to read at home or to get deeper knowledge of the topic.

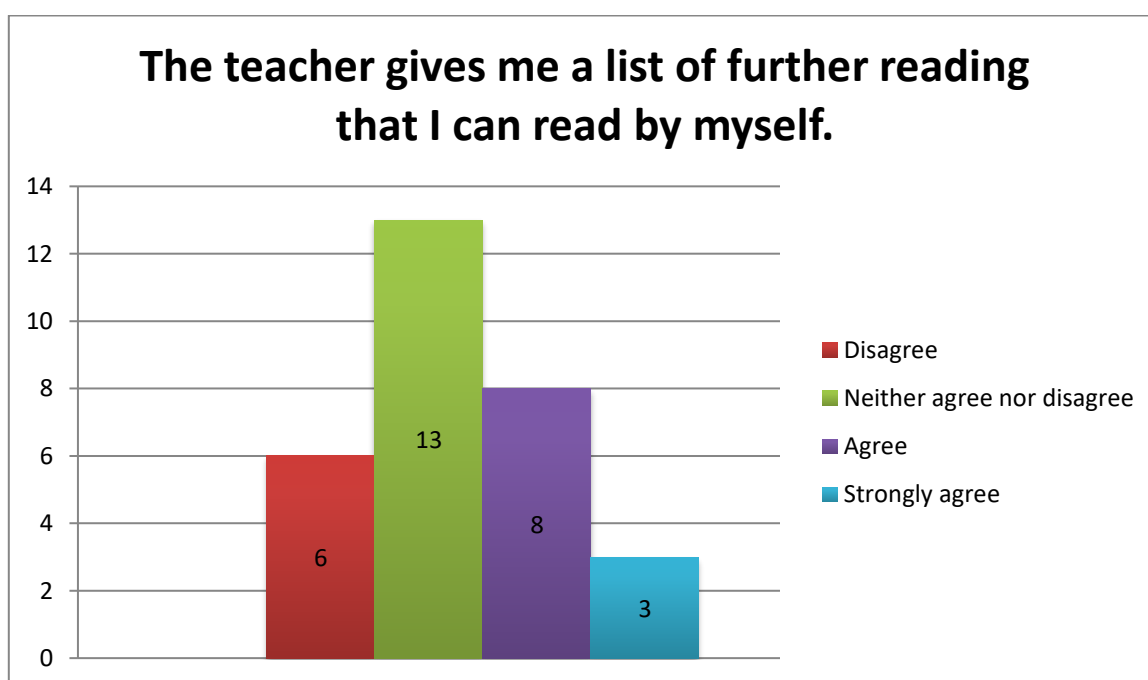


Figure 12: The teacher gives me a list of further reading that I can read by myself

The results show again the neutrality of learners. There are more students who are agreed or strongly agreed with this statement, all together there are eleven of them. There are six respondents who choose the „disagree” option when answering to this statement. A great majority of the learners choose the neutral „neither agree nor disagree” option which may mean that sometimes their teacher provides them with a further reading list to read on their own.

2.4.4 Results of the questionnaire designed for language teachers

The second questionnaire was designed for language teachers. This questionnaire, again because of the war, was conducted via Google Forms. The beginning of the questionnaire included questions about their highest qualification, their gender and the total time of teaching English. Moreover, the questionnaire included seven open-ended questions mainly about the techniques and activities they implement in their reading class, the difficulties that they face in teaching reading. The questionnaire also included two multiple choice questions. The first was about the sources they use when they select reading material. The second was about the support given by the teacher when students come across unfamiliar words. The following tables demonstrate basic information about the participants: their pseudonyms, their gender and their age of experience in teaching English.

Pseudonym	Highest qualification	Age of experience in teaching
Elizabeth	PhD	26
Susan	BA	5
Amy	MA	19
Nicole	MA	5
Stephen	MA	6

Regarding to the first question which was the following: „Do you choose the reading material according to the interest of the students?” there were four short answers and two detailed one. The four short answers were the same, all of the four respondents replied that they choose the reading material according to the interest of the students.

Amy replied in a more detailed way, she said: „I try to choose it according to their interest, but sometimes I find it difficult to find the appropriate.” It shows that it is not always easy to find the appropriate task which is at the same time interesting too.

Nicole also replied in a more detailed way, she said: „I choose the material according to the curriculum, but I also take into account the interests of the students.” It shows that Nicole tries to fit as closely as possible to the curriculum, but also take into account the needs of the learners.”

Regarding to the second question, which was the following: „What techniques and activities do you implement in a reading class” there were two shorter and four longer answers. All of the respondents mentioned the well-known cloze and true or false activities, as well as skimming and scanning.

Amy said more about this issue, I will quote her answer: „I encourage students to have a conversation with the text by jotting notes on the text while reading, highlight or underline new words. Annotations can include: highlighting heading and subheadings, asking questions, drawing pictures, summarizing paragraphs.” Amy mentioned a lot of activities and techniques that a teacher could use in a lesson. Interestingly enough, she mentioned drawing pictures which could be very helpful for learners almost in any time.

Considering the third question, which was the following: „What are the difficulties that you face in teaching reading comprehension? How do you deal with them?”, all of the answers were quite long. It shows that it is a present-day issue and the fact that teachers could face with difficulties in teaching reading comprehension. As for the difficulty a teacher may face in teaching Elizabeth mentioned the lack of attentiveness and impatience:

„Some students are not attentive enough when they read the instructions of the task. Others are not patient enough to read either the text or the provided options.”

Susan sees this issue from another point of view. She mentioned the difference between the written form and pronunciation as of the biggest difficulties. The spoken and written forms of a language tend to coincide on one or more levels and may affect one another, such as when the word 'through' is spelt 'thru.' People may come to pronounce the 't' in 'often' even if it was traditionally lost in spelling pronunciation.

Amy raises the attention to the diversity of students: „There are different students in the class. Several children have disabilities; students often have reading and attention difficulties. She added that she consider vocabulary teaching as very helpful and creating mind-maps or putting a few questions can help to prepare for the reading and solve the problems.

Nicole indeed as Amy mentioned the usefulness of asking different questions throughout the reading task. Nicole added that she also tries to discuss with the students what they have read. She encourages her students to make predictions about what will be said in the text and they analyse the keywords.

Stephen mentioned that usually there are two main difficulties. One is that students soon lose interest; the second is the words which are unfamiliar for them.

The fourth question was about the language used in the classroom, whether be a teacher or a student. The question was the following: „What language do you use most in class? What about students?” The answers are shown below in a chart.

N	Respondents	Language used by the teacher	Languages used by the learners
1	Elizabeth	English	English
2	Susan	English	Mainly English, sometimes Hungarian.
3	Amy	English	Usually English
4	Nicole	English/Ukrainian	Ukrainian
5	Stephen	English	Hungarian

As we can see, Elizabeth, Susan and Amy try to use English language during their lessons. Susan added that the students usually use English but sometimes they also use their first language (Hungarian)

Amy replied in a more detailed way, she said that the language which is being used is depends on the age of the student.

Students need some support to use English instead of their native language.

Nicole said that she tries to use English as much as possible during lessons, but she is also used to using Ukrainian when she notices that there is a need for it. Stephen was the only respondent who said that beside of the fact that he uses English; the students speak on their mother tongue (Hungarian).

Regarding to the fifth question, which was the following: „*In your opinion, what causes the students' most problems in reading comprehension? Why?*” There were only one longer response; the others were about mentioning the main cause of problems.

In Elizabeth's opinion inattentiveness causes the students' most problems in reading comprehension. As for Susan, she said that unfamiliar words can cause problems that is why she advises her students to consult a dictionary.

Amy sees this issue from another point of view. She mentioned that one of the causes is that „They hardly ever read books or anything on their native language.” In Amy's opinion it is harder to convince them of the usefulness and importance of reading in a foreign language if they don't really read in their own mother tongue.

Nicole mentioned three causes: poor decoding and word recognition skills and limited vocabulary knowledge. Stephen mentioned mainly there are two problems: „firstly they lose focus, and then they do not learn words.”

In the sixth question, I asked respondents what sources they use when they select reading material. It was a question with multiple choices. The respondents could choose from 3 options: *Authentic material*, *Student Books* or *Others*.

There were only one respondent who chose the others option, because the respondent both uses authentic material and Student Books. Again, Stephen was the only one chose Student Books option. The remaining three answers were all the same. Amy, Nicole and Susan chose the authentic material option. The following chart shows the results:

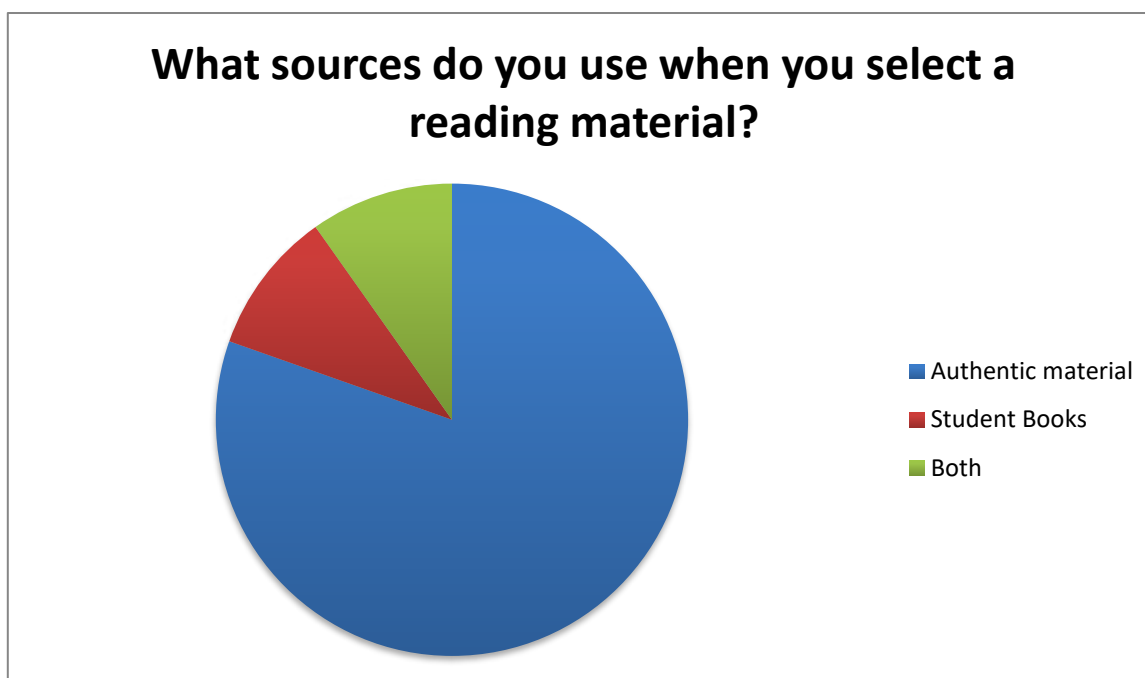


Figure 13: What sources do you use when you select a reading material?

The seventh question was about the ideal number of students in a reading class. I asked the questionnaire-fillers about their opinion, what do they think the ideal number of students in a reading class should be. In this question everybody has the choice to write their small answers. Elizabeth asked the rhetorical question: *Is there an ideal number for that?* Indeed we can hardly find in any school curriculum that the ideal number is 5 or 10 etc.

Regarding to the remaining answers all of them are suggesting that the ideal number is below 10 as Susan has wrote eight, Amy has wrote 10, Nicole has wrote that the ideal number is between 5 and 10 and finally Stephen has responded that in her opinion the ideal number is 5.

The last open question was the following: „How do you raise your students' motivation to read?” There has been various studies dealing with motivation and learning a language. Motivation can be considered as one of the most difficult task for the teacher. Therefore, everyone has their own idea of how to cope with it.

Elizabeth has mentioned graded readers, she responded: „I suggest graded readers at the beginner and pre-intermediate levels and novels in the original at intermediate level and above from which students can choose.” Learners are motivated by graded readers because they help them improve their reading fluency and expand their vocabulary and grammatical understanding.

Susan tries to use „interesting reading materials” which may arouse the interest of students.

Amy believes that „funny, interesting stories” can entertain and at the same time educate them.

Nicole replied: „By preparing different, interesting worksheet stories and also by building connections. Topics and reading materials that bridge students’ personal lives with their school lives increase their motivation for reading.”

Stephen has read short stories for the learners or in the higher level he told them to read short stories on their own. In the upper classes he encourages the learners to read novels based on their taste.

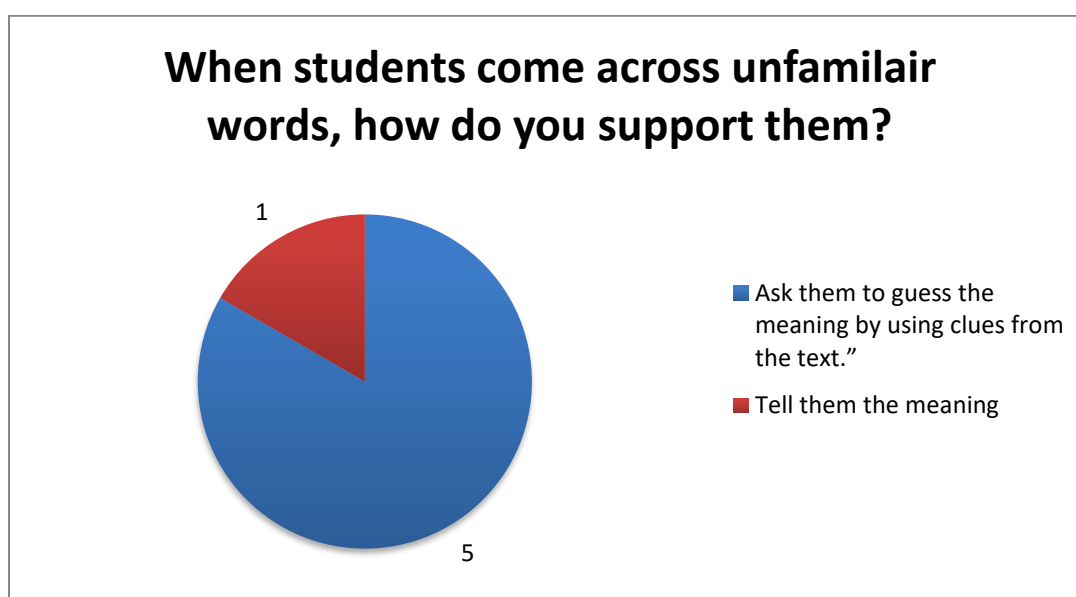


Figure 14: When students come across unfamiliar words, how do you support them?

From the graph above we can see that for the last question which the following was: „When students come across unfamiliar words, how do you support them?” all of the respondents answered the same answer except only one respondent. All of the respondents, except Stephen, has chosen the option: „Ask them to guess the meaning by using clues from the next.” Some questions earlier, Stephen was the only one who responded that his learners have been using the Hungarian language instead of the English. The following chart shows the results of this question.

2.5 Discussion and Interpretation of the Results

The research was divided into two parts as two questionnaires were designed, one for students and one for teachers. The questionnaire which was filled by the students has consisted of 19

statements which can be answered with using the 5 point Likert scale. These statements were arranged in three dimensions. The first dimension deals with the students' attitudes towards English reading comprehension. The second dimension deals with the students' reading abilities and strategy use. The third dimension deals with the students' attitudes toward reading instruction and teaching strategies.

The results which can be drawn from the answers for the first dimension show that most of the students are eager to read additional materials out of the class. It can be stated that for the vast majority of English Major Students the English reading comprehension does not cause serious problems. The majority of the respondents are not translating from English into their native language. However all together there are 12 students who are not translating the English text into their mother tongue. There are students who beside of the fact that they are freshmen's do not translate from English into their mother tongue. From the results, it can also be clearly seen that for the vast majority of learners concern English reading comprehension simple.

Regarding to the second dimension the following conclusions can be drawn. The result shows that the predominance of students is capable of summarizing a text after finishing reading and they are able to distinguish between the main and supporting ideas. Again, the vast majority of the learners can read a large text quickly to get an overall idea of the text. The result may also show that students do not have enough time trying to guess what the text will be about or it may happen that they are not interested of guessing before reading.

The findings of the third dimension's responses suggest the essentiality of background knowledge considering a reading task. When students build on what they already know, background knowledge acts as scaffolding, helping them to better absorb and retain material. Students may develop conclusions with the help of background knowledge, which helps them think critically and makes reading more enjoyable. If they can assimilate the material and apply it to their own experiences or existing knowledge, they are more likely to create a lifetime reading habit.

The findings of the second questionnaire are more complex. Individual language teachers were asked about their teaching habits, the approaches or strategies used by them regarding to teaching reading. Although the answers were varied, one thing they had in common was that all participants do their best to make reading enjoyable for their students, and that they provide their students with all the advice and help they need. The language teachers pointed

the difficulties a language teacher may face and the challenges they had encountered during their years of teaching.

Based on the surveys the following pedagogical implications can be drawn:

1. EFL students may benefit from reading strategies since it helps them become better readers and speakers of English.
2. As a technique of collecting information and improving academic knowledge, reading on of the most important skill in foreign language acquisition.
3. Language teachers may face in teaching reading the lack of attentiveness and impatience from students.

CONCLUSION

I have written my master's thesis about the reading comprehension development in EFL classes. During my research I have conducted two questionnaires. The following conclusions can be drawn about the topic and about my survey.

To begin with, there is a substantial amount of scholarly research on this subject, indicating that it may be a significant topic throughout the world. Many well-known authors were referenced in my research, and their recognized perspectives on the same issues were revealed. Nowadays reading strategies and methods became essential parts of foreign language teaching. Due to the new technology, teachers can easily find materials in order to make their reading lesson more interactive and effective.

One of the aims of this paper is to explain the usefulness of reading strategies the respondents' experiences on learning and teaching English reading with different kind of methods. Based on the results of the survey, it is clearly noticeable that a learning phase could be more in effective if the learner applies reading strategies. The second aim of this paper is to examine the present situation of the usage of reading strategies within first year bachelor students and to map if teachers permanently use reading methods and strategies in his or her classes, the usefulness which can be seen by him or her.

From the theoretical part, we can conclude that the correct choice of strategies can make the teaching and learning process not only effective but interesting and enjoyable. Teachers can use these strategies to teach reading to improve students reading competence and this will lead students to be more active and creative during the lesson.

The paper reports on the findings of a quantitative study of language learners and language teachers, who use reading strategies in their learning process or as a language teacher in their language lessons. All together 35 people participated in this survey, thirty first year English Major Students and 5 English language teachers. All data were collected using the quantitative method of questionnaire survey.

Both research questions were answered in the research. Teachers' views on the development of reading comprehension are discussed in more detail in Part Two. The teachers try to find suitable tasks for the learners in order to teach them in a more interesting way. From the second research question, which related to the strategies students can use in reading

comprehension, we can conclude that students consciously use reading strategies and that the vast majority of respondents strive to improve their reading skills.

Based on the research we may conclude that it is the teacher's responsibility to ensure that students are trained in various comprehension and reading strategies. Comprehension is a fundamental aspect of learning and a multi-faceted process. Reading comprehension is also a prerequisite for a student to successfully engage with a text.

Helping individual readers find appropriate reading methods based on textual factors is another step in effectively teaching students to read materials written in a foreign language. An essential part of this stage is to make readers aware of important textual features that can influence the reading of a foreign language.

The language teachers' responses indicate the importance of background knowledge in a reading task. When students build on what they already know, background knowledge acts as a scaffold and helps them to absorb and retain the material better. Students can use background knowledge to draw conclusions, which helps them think critically and makes reading more enjoyable. If they can take the material and apply it to their own experiences or existing knowledge, they are more likely to develop a lifelong reading habit.

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РЕЗЮМЕ

Назва моєї магістерської роботи: „Іншомовний навчальний дискурс у розвитку читання”.

В наш час стратегії та методика читання стали невід’ємною частиною навчання іноземними мовами. Завдяки новітнім технологіям викладачі легко можуть знайти матеріал, за допомогою якого уроки читання можна зробити інтерактивнішими та ефективнішими.

Основна мета дослідження загалом полягає в тому, щоб поінформувати читача про використання читацьких стратегій в інтересах розвитку розуміння змісту, а також про важливість викладання читання за допомогою таких знаменитих лінгвістів та психологів, як Grabe та Stoller, Neil J. Anderson, Thomas Scovel чи Jeremy Harmer. Робота була виконана методом аналітики з використанням робіт таких відомих фахівців, як Elizabeth Bernhardt та J. Charles Alderson.

В даному дослідженні проаналізовано використання читацьких стратегій учнями та інтерпретації викладачів на уроках. Мета дослідження, зрозуміти, яким чином та чи інша стратегія може допомогти викладачу підвищити мотивацію читання і, яким чином, учні можуть розвивати свою читацькі здібності використовуючи стратегії читання.

Ця робота поділяється на наступні частини: вступ, два розділи, висновок, та підсумки українською мовою.

Перший розділ займається важливістю навчання читати, а також тим, що кожен учень повинен бути здатним обрати з широкого спектру стратегій ту, яка найбільше сприяє розвитку його читацьких здібностей.

В першому розділі презентована практично вся профільна наукова література, крім цього, в ньому, в інтересах розвитку розуміння прочитаного матеріалу, я намагаюся показати користь від навчання та використання стратегій читання.

В другій частині, мною презентовані дослідження, проведені під час виконання цієї роботи. Під час досліджень, як засіб цих досліджень, я використовувала опитувальники. Мною було заплановано два опитувальника. Перший був підготовлений для першокурсників факультет

підготовлений для першокурсників факультету англійської філології. Другий був передбачений для викладачів.

Робота звітує про результати квантитативного дослідження тих, хто у власній навчальній фазі використовує або використовував різні стратегії читання, а також тих вчителів – філологів, які використовують чи використовували ці стратегії під час своїх уроків.

Робота звітує про результати квантитативного дослідження, яке було зроблено в колі таких учнів – студентів філологічного факультету та вчителів – філологів, які в процесі навчання чи викладання користувалися стратегіями читання. В опитування взяли участь всього 35 осіб, серед яких 30 студентів-першокурсників філологічного факультету та 5 викладачів-філологів.

З теоретичної частини можна зробити висновок, що правильний вибір стратегії читання робить процес викладання та навчання не тільки ефективним, а може зробити його цікавим і приємним. Викладачі можуть використовувати ці стратегії в ході лекцій для того, щоб покращити компетенції читання студентів, що робить студентів більш активними та креативнішими під час лекцій.

На підставі дослідження можна зробити висновок, що викладач несе велику відповідальність в освоєнні учнями різноманітних стратегій читання та розуміння прочитаного тексту. Розуміння тексту є основним аспектом навчання і являється багатограним процесом. Розуміння прочитаного тексту є передумовою успішного виконання студентами завдань пов'язаних з конкретним текстом

APPENDIX A

Reading: Strategies & Methods

Dear respondent!

I am conducting a study on the reading strategies and methods of language learners. To complete this research, I need your voluntary participation in this survey. If you are willing to participate in this study, please respond to the statements in this survey. This is an anonymous survey.

Your valuable response will help us in the completion of this project.

Gender

- Male
- Female

Age

Please indicate your level of agreement with the provided statement. (5- Strongly agree, 4- Agree, 3- Neither agree nor disagree, 2- Disagree, 1- Strongly disagree)

Statements	5	4	3	2	1
I find English reading comprehension easy.					
I read additional material (stories, magazines etc. written in English) outside class.					
I use English-English dictionaries.					
When reading, I translate from English into my mother tongue					
Before I start reading, I try to guess what the text will be about.					
I can read a large text quickly to get an overview of the content					
While reading, I can find out the main idea of a text.					
I try to skim the text to look for the key sentences of a					

passage.					
When reading in English, I do not pay attention to the grammatical structures of the sentences.					
I use context clues to better understand what I am read					
While I am reading, I can find out the main idea of the text					
I can distinguish the main ideas from the supporting details.					
When reading, I read carefully and pay attention to every word and sentence.					
After reading, I can summarise a text I have read.					
The teacher gives me the opportunity to choose the topics of the reading texts.					
The teacher speaks only in English in class.					
The teacher asks me to use only English when discussing the text in class.					
The teacher divides the reading lesson into pre-reading, while-reading and post-reading activities.					
The teacher explains the background of text before we start reading.					
The teacher gives me a list of further reading that I can read by myself.					

Thank you for taking the time to participate in this survey!

APPENDIX B

Teaching Reading

Dear respondent!

My name is Andrea Kohutics. I am an English Major student at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education.

I am conducting research on the teaching strategies and methods used by language teachers. To complete this research work, I need your voluntary participation in this survey. This is an anonymous survey.

Your valuable response will help me in the completion of this project.

Gender

- Male
- Female

What is your highest qualification?

- BA
- MA
- PhD
- Others

How many years of teaching experience do you have?

Do you choose the reading material according to the interest of the students?

What techniques and activities do you implement in a reading class?

What are the difficulties that you face in teaching reading comprehension? How do you deal with them?

What language do you use most in class? What about students?

In your opinion, what causes the students' most problems in reading comprehension? Why?

What sources do you use when you select reading material?

- Authentic material
- Student Books
- Others

What do you think the ideal number of students in a reading class should be?

How do you raise your students' motivation to read?

When students come across unfamiliar words, how do you support them?

- tell them the meaning
- ask them to guess the meaning by using clues from the text
- advise them to consult a dictionary
- others:

Thank you for taking the time to participate in this survey!

NYILATKOZAT

Alulírott, Kohutics Andrea angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1.

Kohutics Andrea