



**Instituto Superior de Ciências de Educação da Huíla**

**ISCED-HUÍLA**

**DEPARTAMENTO DE LÍNGUAS E CIÊNCIAS HUMANAS**

**SECÇÃO DE ENSINO E INVESTIGAÇÃO DO INGLÊS**

**INVESTIGATING THE READING COMPREHENSION IN GRADE 11 AT  
“LICEU Nº 1677-26 DE ABRIL - LUBANGO.”**

**AUTORA: JOSEFINA CHILOMBO NUMBI**

**LUBANGO**

**2022**



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Projeto de um Trabalho de Obtenção do  
Grau de Licenciado no Ensino da Língua  
Inglesa

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**LUBANGO**

**2022**

# **DECLARAÇÃO DE AUTORIA**



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**DECLARAÇÃO DE AUTORIA DO TRABALHO DE LICENCIATURA**

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Nesta base, eu, **JOSEFINA CHILOMBO NUMBI** estudante finalista do Instituto Superior de Ciências de Educação da Huíla (ISCED-Huíla) do curso de ENSINO DA LÍNGUA INGLESA, do Departamento de Letras Modernas. Declaro por minha honra ter elaborado este trabalho, só e somente com o auxílio da bibliografia que tive acesso e dos conhecimentos adquiridos durante a minha carreira estudantil e profissional.

Lubango

2022

**Assinatura**

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**JOSEFINA CHILOMBO NUMBI**

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## **DEDICATION**

I dedicate this work to my beloved parents, my dad and my mom, the ones who have done all for me, with respect and admiration, to my brothers and sisters for their unconditional love, and to my lovely son, who inspire me every day.



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## ABSTRACT

The purpose of this study is to investigate the reading comprehension in grade 11 at "liceu nº 1677-26 de abril - Lubango." From my experience as a teacher of English at Liceu 1677-26 de Abril, I could notice that reading is not often part of the English lesson, that is to say that teachers rarely incorporate reading in the English lessons, as a consequence to this problem: a) students reading skills in English are not being developed as they should have, b) students score low mark in reading task of the tests. To accomplish the purpose of the study, a questionnaire was distributed to 3 EFL teachers and 20 students from grade 11 at "Liceu nº 1677-26 de Abril - Lubango." The result of this study found that (a) The main factors affecting students reading comprehension, at "Liceu nº 1677-28 de Abril - Lubango" are Teaching method, tasks, motivation age, personality and sex; (b) The level of reading comprehension used at "Liceu nº 1677-28 de Abril - Lubango" are: literal reading comprehension, inferential reading and critical reading comprehension; and (c) the strategies used by teachers and students at "Liceu nº 1677-28 de Abril - Lubango" are: Interactive reading strategies, cognitive reading strategies, bottom up reading strategies

**Keywords: Reading, Reading Strategy, Reading comprehension**



## Resumo

O objectivo deste estudo consiste em investigar a compreensão de leitura na 11<sup>a</sup> classe no Liceu nº 1677-26 de Abril- Lubango. Pela minha experiência como professora de Inglês no Liceu nº 1677-26 de Abril- Lubango, pude notar que a leitura dificilmente faz parte das aulas de Inglês, quer dizer que os professores dificilmente incorporam a leitura nas aulas de Inglês, tendo como consequência desse problema: a) as habilidades de leitura dos alunos em Inglês não são desenvolvidas como deveriam; b) o baixo aproveitamento nas questões de compreensão do texto nas provas. Para cumprir os objectivos do estudo um questionário foi distribuído para três professores do ensino da língua inglesa, e para vinte estudantes da 11<sup>a</sup> classe do Liceu nº 1677-26 de Abril- Lubango.

O resultado desse estudo mostrou que: a) os principais factores que afetam a compreensão de leitura no Liceu nº 1677-26 de Abril- Lubango, são a metodologia de ensino, questões de motivação, idade, personalidade, género; b) os níveis de compreensão de leitura usados no Liceu nº 1677-26 de Abril- Lubango são: compreensão de leitura literal, compreensão de leitura inferencial, e compreensão de leitura crítica; e c) as estratégias usadas pelos professores e estudantes do Liceu nº 1677-26 de Abril- Lubango são: estratégia de leitura interativa, estratégia de leitura cognitiva, estratégia de leitura de baixo para cima.

**Palavras chaves: Leitura, estratégia de leitura, e compreensão de leitura.**

# **INTRODUCTION**

## INTRODUCTION

Reading is a lifelong skill to be used both at school and throughout life, it is a cornerstone for a child's success in school and, indeed, throughout life (Küçükoğlu, 2013, p. 704).

From the quotation above, it can be said that reading enhance the ability to read well, and one can get opportunities for personal fulfilment and job success. Therefore, it can also be assumed that reading is an essential skill that students need to gain in the early grades because it will be the foundation of learning in all academic subjects throughout their education.

Different research has been done to investigate the concept of reading. Huyeni and Anh (2022) state that, reading is considered an important means for people to communicate with one another in society and the world at all times. Tánczikné, (2017) points out that, better understanding of reading skills can help develop more effective teaching programs. Sanford, (2015) argues that teaching reading is a key element in developing student comprehension. Thus, many teachers lack a solid foundation for teaching these reading comprehension strategies. Therefore, teachers need to be prepared on how to design effective comprehension strategies and how to teach reading comprehension strategies to their students.

Despite its importance, reading is one of the most challenging areas in the education system. The ever-increasing demand for high levels of literacy in our technological society makes this problem even more pressing.

I become interested in writing about this topic, because since I started attending English lessons, I could notice that teacher rarely incorporate reading in their lessons, taking students to face problem during an English reading comprehension, because either on texts or on writing a test even teacher doing a great effort to make students read and comprehend, there always been a great manner. After being able to read and understand English texts my focus now is to investigate the problems and find methods and strategies to enable students be able to read and comprehend texts in English.

From my experience as a teacher of English at Liceu 1677-26 de Abril, I could realize that reading is not often part of the English lessons, that is to say that teachers rarely incorporate reading in the English lessons, as a consequence: a) students reading skills in English are not being developed as they should have; and b) students score low mark in reading task of the tests.

As for the existence studies allocated at ISCED-HUILA, we found many studies, however, only four (4) studies were selected as very important to this study, starting from Vueba (1995), whose study aimed at investigating strategies to develop reading skills at elementary level with grade 8 pupils at 27 de Março school in Lubango. The second study was conducted by Sapalo (2012), who conducted a study on developing reading comprehension skills of grade 12 English Teacher Trainees at EFP-Lubango. Another study was conducted by Domingos (2017), who investigated a study on improving Reading Test-taking Strategies of Grade 10 and 11 Students at Instituto Médio Politécnico da Humpata-IMPH. The last consulted study was undertaken by Sangongo (2020), who conducted a study on the reading strategies employed by 4<sup>th</sup> year teacher trainees at ISCED-HUILA to enhance effective comprehension.

Looking at the above studies, it can be asserted that they are similar because they share the same field which is reading, however, it is noticeable some differences, which is the context, as no one has talked about this topic in the same school.

For any study there is always a drawback, and it is not the exception with this study, however, throughout the study, some drawback has been carried out such as: the school to apply my research instruments, I had also problems with computer skills which made us to consult Chinese services, as finding people with computing skills. another limitation I have found throughout the writing process was the difficult on finding other references on the topic, as a result I had to limit the content.

The purpose of this work is to investigate reading comprehension in an English classroom at Liceu nº 1677- 26 de Abril, Lubango. In order to guide this study three research questions were outlined:

1. What are the factors Affecting Reading Comprehension in an EFL Classroom at Liceu nº 1677-26 de Abril - Lubango.?’
2. What are the levels of reading comprehension used in an EFL Classroom at Liceu nº 1677-26 de Abril – Lubango?
3. What are the Reading Strategies used by Learners in an EFL Classroom at Liceu nº 1677-26 de Abril – Lubango?

This research study aimed to accomplish the following objectives:

1. To identify the factors Affecting Reading Comprehension in an EFL Classroom at “Liceu nº 1677-26 de Abril - Lubango.
2. To describe the levels of reading comprehension used by grade 11 students at Liceu nº 1677-26 de Abril- Lubango.
3. To suggest some Reading Strategies to overcome the factors affecting reading comprehension by grade 11 students at “Liceu nº 1677-26 de Abril – Lubango.

In order to facilitate and to easy understanding of the paper to the readers, keywords will be used, they are not defined bellow, because the paper has a section of defining terminology.

This study applies the descriptive research design. Therefore, in order to achieve the research objectives mentioned before, this research study, was divided into three main chapters. The first chapter focuses on the literature review. The second chapter presents the research methodology used for data collection and the results obtained from the study. The last chapter, discusses and analysis the findings from the previous chapters, followed by its conclusions and recommendations. However, the coming chapter, will narrow its attention on the literature review.



**CHAPTER ONE: LITERATURE  
REVIEW**

## **CHAPTER ONE: LITERATURE REVIEW**

Reading is one of the most important skills for language learners. Therefore, the reading strategies play a vital role for comprehending their reading tasks (Suraprajit, 2019, p.84).

Reading is a fundamental skill that plays a vital role in English learning worldwide. Among various kinds of fields that English is necessary, academic reading is marked to be the core for learning an updated information together with gaining access to the alternative explanation and interpretation. The English reading ability is important for various fields including academic purpose. Therefore, reading effectively and efficiently is the vital ability for successful life (Yukselir, 2014, Nordin 2013, Semtin & Maniam, 2015, as cited in Suraprajit, 2019).

In general, reading ability is of great importance due to various fields of life, including academic purpose.

Concretely, in Angola educational context, reading is a crucial asset for students, as they have attained a certain level of academic achievement. Therefore, reading might be the most vital skill in academic context because most students learn English or acquire information through reading.

This chapter makes an overview on reading comprehension, and it is divided into four (4) parts, the first sections looks at the main terms, the second section addresses to the perceptions of reading comprehension, the third section will have a look on the factors affecting reading comprehension, the fourth section will address the levels of reading comprehension, and lastly, we will give attention on the strategies to cope with reading strategies. Therefore, let us start by defining the main terms.

## **1.1. Defining Terminology**

This sections aims to define the main terminologies by giving a description of each term which are related to teaching reading, as their relation to reading comprehension. The terminologies defined bellow were investigated by different researchers whose purpose was to study and investigate English reading comprehension. thus, let's start, by defining reading.

### **1.1.1. Reading**

The concept of reading has been explored by different authors, for example, Zhang (2016, p.128) defines reading as a process of deriving meaning from the printed words, sentences, paragraphs, or whole text. Hoover and Gough (1990: 132) proposed that reading consists of only two parts, decoding and linguistic comprehension, both necessary for reading success, neither sufficient by itself.

Richard and Schimdt (2010, p. 483) define reading as the processes by which the meaning of a written text is understood. When this is done silently it is known as silent reading. The understanding of that results is called reading comprehension. Reading employs many different cognitive skills, including letter and word recognition, knowledge of syntax, and recognition of text types and text structure. Comprehension that is based on clues in the text is referred to as bottom-up-processing, and comprehension that makes use of information outside of the text is known as top-down processing.

From the above definitions, it can be said that the all definitions refer to a process of inferring meanings. Therefore, for this work we adopt the definition by Ricard and Schmidt because it seems clearer and suitable for the purpose of this work as reading is defined to be a process by which the meaning is comprehended.

### **1.1.2. Reading Strategy**

Reading strategy involves an active and complex process, and play an important role in reading comprehension either in learning a second language or in a mother tongue. Noor (2016) defines reading strategy as specific actions consciously employed by the learner for the purpose of understanding the text they read.

According to Antoni (2010), reading strategy is a process in which it involves ways of processing text which will vary with the nature of the text, the reader's purpose, and the context of situation.

From the above definitions, it can be seen that reading strategy helps the reader to clarify what he/she is reading and to better understand the text and engage the reader with the text. Thus, this study adopts the definition by Noor (2016) because it makes clear the consciousness of the reader to various aspects of seeking information in texts or in words which is in general aspects related to this work.

### **1.1.3. Reading Comprehension**

Reading comprehension is getting increasing attention because modern information-based society requires excellent reading comprehension skills. Learning highly depends on the comprehension of information from text sources (Tánczikné, 2017, p.41). According to Gumede, Cotter, (2012; Bellinger and Diperna, 2011, cited in Gumede, 2018,) today reading comprehension is thought to be an active and intentional practice versus a passive practice as it was years ago.

In this way, reading comprehension, refers to the overall understanding process whereby meaning is constructed within sentence units, between adjacent sentences, and across larger units of text contributing to the meaning of the text as a whole (Cacumba, 2014, p.55). Panel (2000, as cited in Gumede, 2018), defines "reading comprehension as the mastering of set skills such as phonemic awareness, phonics, fluency, vocabulary and comprehension ". Furthermore, Cotter (2012, as cited in Gumede, 2018, p. 28), sees "reading comprehension as a complex process of integrating information, making inferences and constructing meaning ".

All the definitions given above strengthen the idea of interactivity in reading, where readers not only decode words but also display several skills. These reading skills do not develop naturally; the reader has to adapt the part of his/her brain that recognises images to be able to recognise written words. However, for this work the last definition by Gumede (2018, p. 28), is adopted, because it seems suitable, because of the inferences and constructions of meanings which deals with our reality.

#### **1.1.4. Reading Comprehension Strategy**

Considerable research has shown that the use of reading comprehension strategies in the learning of second language has positive effects on students' reading comprehension performance and different description have been made on it. (Noor, 2016), defines "reading comprehension strategy as specific actions consciously employed by the learner for understanding the text they read. Antoni (2010), looks at reading comprehension strategy as the reader activity to understand and to get information from a text with the simultaneous process.

From the definitions above, it can be said that reading comprehension is a process of recognizing and comprehending the written symbols in a text to get the ideas of both explicit and implicit messages and information.

Altogether, is that reading comprehension refers to the critical comprehension level which leads the reader to the making of balanced judgements about the author's style and some other aspects of the text. This work adopts the definition by Noor (2016), because it covers many aspects a reading section might entails to ensure students with appropriate strategy.

In essence to be a good reader the learner must combine all the above terms in order to facilitate the proficiency in reading comprehension. So the combination of the terms takes the learner to use strategies and methods which help in developing reading comprehension.

In conclusion, this section has given a description on the main terms of reading comprehension, and from the several authors, reading comprehension refers to the understanding and processing of a written text as the mastering of different skills to master any text. The coming section addresses to the factors affecting reading comprehension.

#### **1.2. Factors Affecting Reading Comprehension**

There has been a large amount of researchers to investigate the factors which affects the development of reading comprehension. Moreover, this section discusses some factors which influence the development of reading comprehension.

Tánczikné (2014), shares the opinion that, the role of vocabulary, phonological, morphological awareness, metalinguistic knowledge, cognitive and other factors are the main factor influencing reading abilities in reading comprehension. Moreover, Taladngoan, et al (2020), state that the major factors of reading comprehension are: (1) external factors: namely teacher influence, parent influence, and environment; (2) internal factors such as: linguistic knowledge and perceptions.

Specifically, Yang (2016), divides the factors affecting reading comprehension into two categories: **Individual Factors** and **Situational Factors**. Within Individual factors it can be found motivation, age, learning style, personality, sex and intelligence. However, within situational factor there can be found, classroom setting, teaching method and task, (Yang, 2016). Wutthisingchai and Stopps (2015), point that there are multiple factors affecting reading ability such as: internal factors of learning preferences, motivation, teaching techniques, texts and environment.

Nowadays, textbooks for students include not only texts for general understanding but also texts which contain charts, graphs, tables, analyses and balance sheets. Different types of texts require different kinds of strategies. Selecting the purpose of reading makes comprehension easier and more effective. These purposes might include reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate, reading to write, reading to critique texts, reading for general comprehension, (Tánczikné, 2017).

In the above studies, and among various factors, individual factors: motivation, intelligence, age, learning style, gender; and situational factors: teaching methods, task and setting were analysed to be the ones most influence students reading comprehension, and bellow each one is described.

### **1.2.1. Motivation**

Motivation accounts for success in a second language learning. Motivated students are usually enthusiastic, persistent, confident and committed to their learning. Although, there can be little doubt that motivation is a compelling factor in second language acquisition, (SLA), Its effects is obviously to be seen on the success of SLA.

It seems easy to accept the assumption that learning is mostly likely to occur when we want to learn, when we wish to learn. (Yang, 2016).

Therefore, in this study, we emphasize on the effect of motivation on learning strategies, especially in Reading Comprehension. However, the concept of motivation is overlapped with other attributes. Motivation is an important factor in learning strategies. It's necessary to identify the types of motivation that assists the successful acquisition of a second language. Gardner and Lambert (1972, as cited in (Abu-Rabia, 1998) conducted an empirical studies showing the effect of integrative and instrumental motivation in an L2 learning.

In this way, Yang (2016), identifies two types of motivation: **(a)** integrative motivation and **(b)** instrumental motivation. Let us clarify the two types of motivation below:

- ❖ **Integrative motivation:** has been identified as the learner's orientation with regard to the goal of learning a second language. Gardner and Lambert (1972) define integrative motivation as the readiness of the L2 learner to integrate with the other culture and language.
- ❖ **Instrumental motivation:** is normally characterized by the desire to obtain something practical or concrete from the study of a second language. Furthermore, Instrumental motivation is a usual characteristic of second language acquisition, when there is little or no social integration of the learner into a society using the target language (O'Malley, 2005, as cited in Yang, 2016, p. 588). Instrumental motivation reflects the fact that the L2 learner learning the language for mobility purposes, (Gardner and Lambert, 1972).

The strength of motivation can have a conductive effect on the quantity of learning strategies that students employ. Moreover, motivation is one of the most important factors that influence the success of reading comprehension, because it supports students in achieving their goals in the process of learning a language. Students increase their level of motivation if the teacher shows them the importance of the language and how to learn it quickly. Gardner and Lambert (1972) Students attitudes of the L2 learner toward speakers of the target language play an important role in the

process of language acquisition, students who demonstrate integrative motivation toward the TL speakers and their culture were found to be successful in acquiring L2.

Accordingly, since the focus of this chapter was to analyse the factors affecting reading comprehension and their effect on it, from the above discussion we realize that motivation has a great impact on reading comprehension. Therefore, when coming to our context we may deeper with different reasons for why people learn a language, consequently for reading comprehension, some of them tend to learn a language to be integrate in a community whose speaks English and others just because they need to, because it will be helpful when learning about a certain subject.

For example, people who are studying English at Know-How, some of them are learning there because they want to be integrate in the community of those who speak English, to facilitate them when travel to a country with English as an official language, or talk to friends who have English as their mother tongue, on the other hand, there are people who decide to learn English just because it is a subject in the school, or to help with specific subject, propely either they need o find the meaning of a term in a cetain subject.

### **1.2.2. Age**

Age is the variable that has been most frequently considered in discussion of individual differences. This is due in part to the ease with which age is measured. In addition to the empirical investigation of age's correlation with the route of SLA, the rate or success of SLA, there are considerable theories about the effects of age in second langage aquisition, (Yang, 2016, p. 588).

Comparing children to adults, in terms of second language, is that, an adolescent or adult's formal language is related to cognitive development of an older learner's brain. Older learners are in situations which require much more complicated language. They can go about learning linguistic rules by consciously studying, because they pay more attention to some rules when they use the language, on the other hand, meta-awareness as younger children don't wholly lack in, they often use



informal language and they have little care about the correctness of language use because they think language is only a tool to convey meaning. (Yang, 2016, p. 588).

In addition, adults are too timid to naturalize the learning while young children are risk-takers. Therefore, there is greater opportunity for young learners to approach the target language by meaning-focused strategies and risk-taking affective strategies and they seldom compensate their inadequacy of knowledge on the target language with the help of their mother tongue (Yang, 2016, pp. 588-589).

From above it can be said, that age has a great effect on reading comprehension, because there must have some differences when choosing a text, it must have taken into account the age of the students, for example in our context we find texts which are more suitable for children and other which are for adults. Wutthisingchai and Stopps (2015) conducted a study in which they conclude that the text selected were regarded as the most significant variable in influencing students' ability to read in English as comprehending a text, therefore the teacher should select texts that are appropriate for students' levels and interests.

Moreover, when come to choose a text for children, a teacher should try to find a text with pictures, because it will motivate students with low age, different from adults whose preference is long text without figures. Another example is related to the topic, some are suitable for children and other not, for example, the text in which students will read about childhood seems suitable for children. On the other hand, a text in which they will read about good and bad things about jobs, seems suitable for adults.

We can then conclude that the effect of age in second language learning, properly on reading comprehension has a significant meaning, when comparing an adult learner and a young learner we tend to find some differences in the way they acquire the language, or in the way they acknowledge meaning to comprehend a text. An adult is capable of comprehending a text successfully, but there always be differences on some language features than a learner who is learning a language very young.

### **1.2.3. Learning Style**

Learning style is individually characteristic, stable and habitual. It is used to describe perceptual individual approaches to learning, i.e. how to perceive, store, retrieve, or recall information. Cognitive style is a branch of learning style. Among many learning styles, Reid (2009, cited in Yang, 2016, pp. 588-589), identifies six major learning style preferences: visual, auditory, tactile, group and individual differences. Learners' style preferences will influence the kinds of strategies they choose in order to learn new material (Yang, 2016, p.589).

It is clear that the learning style preferences are not fixed according to the change of teaching environment and other factors. As a result, learning is best when the learning opportunity matches the learner's preference. Learners' style preferences will influence the kinds of strategies they choose in order to learn new material (Yang, 2016, p.589).

In addition to this, learning style is an important factor on reading comprehension, because a learner can properly adapt his/her learning style to better understand the text. Therefore, this factor will certainly depend on the strategy the teacher will use on a reading class which may enable the learner to better use the individual style.

From this, we conclude that learning style may also have an effect on reading comprehension, because in a class we find individual differences, there are students who are extroverted and they learn when discussing, talking and share with others, consequently it influences the process of reading comprehension properly when the teacher wants them to work together, or share opinions after reading a text. For introverted students, who learn when working alone, they normally don't use to discuss, and it also has an effect on reading activities.

### **1.2.4. Personality**

Researchers have studied several types of personalities, for example Yang (Yang, 2016, p.590), found the following types of personality: empathy, dominance, talkativeness, but they can't find a clearly defined relationship between personality and strategy use. In this regard, there is immense evidence to prove the close

relationship between personality and strategy use. Therefore, It's intuitive to hypothesize the connection of personality with the choice of strategy use. In the point of many language teachers, the personality constitutes a main factor contributing to success or failure in language learning.

Moreover, a strong supports state that there exist two types of learners, (extroverted learners and introverted learners). Concretely, extroverted learners, will do better in requiring basic interpersonal communication, while introverted learners will do better at developing cognitive academic language ability, (Griffiths 1991, as cited in Yang, 2016, p.590). From this, personality has a significant impact on learning a language acquisition because it enables a learner to freely practice the language and acquire it. Personality is also important because the level a learner practice and use the language has a great effect on reading comprehension. For example, during the reading activity, properly on post-reading where the students need to give feedback and share opinion on what they have read, for example a topic on childhood, extroverted learners will be facilitated for they use to learn when talk and discuss, on the other hand introverted students will be shy to share.

The study shows that the texts selected were regarded as the most significant variable in influencing students' ability to read in English and therefore the teacher should select texts that are appropriate for the students' levels and interests.

#### **1.2.5. Gender**

Gender differences have also been investigated. It is true in every country that the second languages are more popular school subjects among girls.

It's believed that female perform significantly better than male on listening comprehension and dialect discrimination task. Moreover, male and female use learning strategies in Reading comprehension differently, male use more translation strategies than female, while female monitor their comprehension more (Oxford, 2010, as cited in Yang, 2016).

Furthermore, female use conversation input elicitation strategies more frequently than male, because they were more oriented towards social interaction. Bacon,

(1992) concludes that female favor greater overall use of strategies than male. This discovery implies the inclination of using form-focused strategies by female.

From the above ideas it is concluded that gender has also a great impact on learning a second language, particularly on reading comprehension. Gender is also one important factor on reading comprehension, because there are texts which are more interesting for male and other for female, and the type of genre may have an impact, male tend to prefer texts related to science, mystery and female prefer fantasy or romance, so the enthusiasm of them while reading a text on a preference genre, is also relevant when comprehending a text.

#### **1.2.6. Intelligence**

Apart from the sex differences, sometimes a link between intelligence and second language learning has been reported. intelligence is related to the development of second language reading, grammar and vocabulary and it is unrelated to oral productive skills, which suggests that intelligence may be a strong factor when it comes to learn less important language analysis and rule learning, while it plays a less important role of communication and interaction. In the point of objective facts, intelligence will influence the form and the use of learning strategies (Griffiths 1991, in Yang, 2016).

The reason is that some learning strategies require higher intelligence level, of course the lower intelligent students will try to use such strategies, finally they have to abandon the strategies because of the not-well results. In addition, students with high intelligence level can form simultaneously a set of valuable learning strategies by understanding teacher's explanation and summarize their own experiences, and that students with low intelligence level can obtain mechanically learning strategies through repeating teacher's definite help and explanation and can't use them effectively according to the change of learning task and environment. It is important to keep in mind that intelligence is complex and individuals have many sorts of abilities, not all of which are measured by traditional tests (Griffiths 1991, in Yang, 2016).

What has been seen is the process of language learning, is that, intelligence helps learners to acquire the language quickly.

For instance, when students use advance organizers learning strategies in reading comprehension, they should be so intelligent to formulate some questions before reading, which can help them understand the whole passage. In contrast, students with low intelligence only keep their eyes on the lexical items.

### **1.2.9. Classroom Setting**

As the source of variation in the use of learning strategies, Situational factors include many contents among which classroom setting, teaching methods and tasks are the most influential. It is found that there are a number of differences between the learning strategies used by learners in a classroom and in a natural setting (Yang, 2016).

After studying the classroom learners, we find that the classroom learners mention social/affective strategies infrequently. What causes such phenomenon? It is likely that in many classrooms the kind of method affords little opportunity for the use of social/affective strategies. Another reason is maybe that learners pay more attention to metacognitive strategies and cognitive strategies and that rarely use social/affective strategies. What mentioned above has an indirect impact on learning strategy use in reading comprehension. Teachers' methodology is directly hooked with the uses of learning strategies (Yang, 2016).

On the process of learning, classroom setting has a great effect, and talking about reading comprehension it is an important factor for we may deal with social factor and the condition of the classroom itself. For example, here in our context, there are classrooms which do not present good conditions for students, no chairs, consequently students face problems during the lessons properly reading lesson, and the distractions, noise, the illumination of the class, all these affect students when reading a text.

### **1.1.9. Teaching Method**

Teachers' methodology is directly hooked with the uses of learning strategies. For example, if a teacher spends much time explaining the use of words, phrases and sentences in extensive reading class, his/her students tend to use bottom-up theory. What they learn is the meanings of words, phrases and sentences and they can't catch the veracity of content. In contrast, if a teacher tends to convey input to students with grammatical teaching method, his/her students undoubtedly make the best of translation strategy (Yang, 2016).

It means that the strategy teacher uses during the reading class tend to have a great effect on how students comprehend a text and learn a language. According to Wutthisingchai and Stopps (2015) teacher should use a range of techniques to maintain students' attention and provide sufficient background knowledge in order to improve reading comprehension and ability. When teacher take time explaining the use of words, phrases in the class motivate students to use a different strategy. For example, during a reading lesson, some students face difficulties when reading a text, because some teachers do not use to familiarize students with the new vocabularies, in pre-reading it is necessary to make students know the new vocabulary to comprehend the text. Example if students are going to read a text about childhood, in pre-reading the teacher should teach them some new vocabularies found in the text referring to childhood.

### **1.1.10. Tasks**

Research has shown that different tasks, which students face, decide the different uses of learning strategies. In the task of oral training, students are bound to apply all kinds of verbal strategies. There is evidence that task type has a marked influence on students' use of both cognitive and metacognitive strategies. For instance, reading task leads to "translation", "elaboration", "inference", "imagination" as cognitive strategies, and to "selective attention", "self-management" and "advance organizer" as metacognitive strategies. The difficulty of task affects directly the learning strategy use (Yang, 2016).

In daily life, when reading a paper, magazine we do not need to go deeper the reading to get information that is more detailed, instead we use skimming. But when we read a monograph on philosophy, we can't use skimming, otherwise, how can we grasp the gist? Though situational factors do not discretely play role, they interplay with each other (Yang, 2016).

Learning strategies depend on situational factors greatly. Nonetheless, situational factors only constitute one variant influencing learning strategy use. There are such phenomena that some students learn better than others in the same learning environment and that there are still differences in strategy use in the same context. It is the individual factors that affect the students' use of learning strategies.

The type of the task teacher chooses in a reading lesson, tend to have an effect when comes to comprehend a text, for example teacher when designing a task on reading comprehension she/he should take into account the level of inference, and linguistic features, the vocabularies and aspects which affects the reading comprehension.

In short from the several studies done in investigating the factors affecting reading comprehension, we come over an understanding that students normally fail in reading in EFL for different factors, and the impact these factors have when reading a text. Moreover, both individual and situational factors affect the process of reading comprehension and consequently have an impact in the process of learning the second language, consequently it causes lack of motivation when comes to learn the language.

Having discussed about the internal and external factors, we shall move to the coming section which addresses to the level of reading comprehension.

## **1.2. Level of Reading Comprehension**

Many scholars have dedicated their valuable time to undertake the different levels of reading comprehension in EFL classes. For example, a text based on the literal and creative levels than interpretive and critical levels. Moreover, this section addresses to the level of Reading comprehension in EFL classes.

### 1.2.1. Literal Comprehension

The level of reading comprehension in the study of a foreign language is essential for the absorption of knowledge and better acquisition of the language. Literal comprehension level requires the reader to recall facts that are overtly stated in the text. For examples, it is to recall names, things, and areas (Hillerich 1983, cited in Antoni, 2010, p. 41).

Sari (2015), approaches the following levels of reading comprehension: **(a)** Literal level, **(b)** Interpretive level, **(c)** Critical level, and **(d)** Creative level; however, based on the different levels of Reading that was explored, the study also concludes that students get more comprehensive when they face English.

Costa & Gutierrez (2020), and Antoni (2010) share the same list on the level of reading comprehension: (a) literal comprehension, (b) inferential comprehension, and critical comprehension.

Learning a second language or a foreign language implies having some linguistic skills so that the process of its development can be more effective. The ability to read, write, speak and comprehend a foreign language are key points for its domain. The lack of such skills represents some problems that can be detected in the learning process of the language in question. For instance, Richard and Schimdt (2010, p.483) describe Literal comprehension as the process of reading in order to understand, remember, or recall the information explicitly contained in a passage.

Students can summarize the text and verify their own strategies after reading, some strategies including: finding keywords; rereading if the text is or not understood; looking at any accompanying pictures; trying to understand the topic before reading; finding an interesting text to read or skim; studying new vocabulary to build one's own fluency; using one's own prior-knowledge (or schemata); predicting what the text contain; answering the questions that had been posed before reading; finding vocabulary that relates to and clarified the text; and finding unclear points and then translating them. For example, when Jesus Christ used to teach his disciples he tended to teach in parables, and one example was that He said that the the Kingdom



of God, as if a man should cast seed into the ground, from that the disciples should try to understand what the Master intended to say.

### **1.2.2. Inferential Comprehension**

Then, the inferential comprehension level allows the reader to suggest relevant additional information based on the text confronted and personal experience. It refers to understanding what an author meant and what was said, developing general conclusions, inferring main idea, sequencing, making judgment, predicting outcomes, (Antoni, 2010, p. 41). For Richard and Schimdt (2010, p.483) Inferential comprehension is a process of reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.

Just to mention an example, imagine teacher asks students to read a text which describes about Agostinho Neto's life: Agostinho Neto was the first president of Angola, he was born in 17 September 1922 at Icolo e Bengo. The teacher makes the following question: was Agostinho Neto born in North, West or South of Angola, from the details given in the text, students must use their experience, intuition to answer the question, even the text has not expicificaly given the information.

### **1.2.3. Critical Comprehension**

The critical comprehension level leads to the making of balanced judgments about the author's style and some other aspects of the text. It has to do with evaluating or making judgments in four major areas: central issues, support for those issue, language style, and logic used to arrive at conclusions. From this, it may be said that reading comprehension is the reader activity to understand and to get information from a text with the simultaneous process. Three components is involved in this process. which are: the reader, text and activity. These three components relate each other in various stages of Reading comprehension. They are: pre, while, and post reading activities (Hillerich 1983, cited in Antoni, 2010, p. 41). Richard and Schimidt (2010, p.483) define Critical or evaluative comprehension as reading in order to compare information in a passage with the reader's own knowledge and values.

On the critical level, the reader asks himself while reading the text. For example, students while reading a text about celebrations teachers can make questions like: what is your opinion about the events? What do you think the author was thinking while writing the text? What is your opinion about the characters?

Thus, the levels of reading comprehension (literal, inferential, and critical) are determined well from the interaction among those components.

Being so, almost of the time, students direct their reading comprehension within three levels of reading comprehension: (1) literal comprehension, (2) inferential comprehension, and (3) critical comprehension.

In fact, it can be said that the use of levels of reading comprehension during a reading section is very important and influence learners in developing an effective reading comprehension. The level of reading comprehension in the study of a foreign language is essential for the absorption of knowledge and better acquisition of the language, for that, students direct their reading using the levels of comprehension when reading a text.

Therefore, after having dealt with different levels of Reading comprehension, the coming section, will focus its attention on the Reading strategies comprehension.

### **1.3. Strategies for Reading comprehension**

Considerable research has shown that the use of reading comprehension strategies in the learning of second language has positive effects on students' reading comprehension performance. For Gilakjani & Sabouri (2016) the use of reading comprehension strategies assist EFL learners in understanding the texts easily. EFL learners should read more authentic texts to have a better reading understanding.

#### **1.3.1. Cognitive Reading Strategies**

Many experts believe that reading strategies are very important for readers in order to enhance their reading skills. Although experts classify reading strategies differently, it can also be seen that their classification has something in common.

Hence, readers who use reading strategies effectively would be eventually become successful L2 readers. For instance, (Tavakoli, 2012) states that Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. They help learners process and use the language for learning or for accomplishing a task involving the language, e.g., 'watch TV in English, listen to radio/CDs in English, use English computer programs, and find similarities between first and second languages'. Compared with memory strategies, the purpose of cognitive strategies is not simply memorization but instead deeper processing and use of the language.

Anderson (1999, as cited in Suebpeng, 2017), describes, "Cognitive strategies as a mental process directly concerned with the processing of information in order to learn" which consists of three strategies as follows: Comprehending Strategies, Memory Strategies; Retrieval Strategies. However, let us describe each of one accordingly:

- ❖ **Comprehending Strategies:** which consists of several processes which are; "identifying main ideas, author's attitudes or tones, summarizing main information, analyzing author's purposes, guessing the content of a text, translating message into native language, guessing meaning of unknown words using context clues, using dictionary to clarify indirect meaning, and making inferences based on the available information to connecting important ideas in text (Anderson, 1999, cited in Suebpeng, 2017, pp.5-6)."
- ❖ **Memory Strategies:** are making advantage of typographical features such as bold face, italics, pictures, tables or figures in text. Then, re-read the texts and take note, highlighting important information or underlining main ideas. Moreover, recognizing previous words or information and simplifying or paraphrasing information are also help readers remember what they read (Anderson, 1999, cited in Suebpeng, 2017, p.6)."
- ❖ **Retrieval Strategies:** consists on using background knowledge or experiences related to the topic or texts, connecting some new information in text with previously read text, using grammar structures or rules to

comprehend meaning, applying knowledge of word stems, prefixes or suffixes, and recalling reading purposes or task obligation (Anderson, 1999, cited in Suebpong, 2017, p.6).”

An example of cognitive strategies is, during a reading lesson teacher asks students to read the text and identify the main idea. A practical example for grade 11; the teacher asks students to read the text on page 12, which is about childhood and from the pictures and the vocabularies students have once learned they are going to identify the main idea of the text.

Reading different kinds of written texts, help students understand authentic texts, although some texts are not pertinent to their interests. Therefore, EFL teachers should encourage their learners to identify the factor, which can influence them to get a deep understanding about what they read.

From said, it can be seen that reading strategies are described to be one of the most effective methods on reading comprehension. Moreover, cognitive strategy is an essential and very important strategy, which enhance a mental process used by the learner to learn. Therefore, the three strategies described in cognitive strategy, relatively enables the learner to understand and comprehend a text by using different techniques.

### **1.3.2. Metacognitive Reading Strategies**

Another reading strategy is metacognitive, Tavokoli (2012) proposed that ‘Metacognitive is a term used in INFORMATION PROCESSING to indicate an executive function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning after an activity is completed. Metacognitive Reading Strategies function to monitor the cognitive strategies that are called metacognitive strategies. It includes three learning process **(a)** Planning for learning, **(b)** Monitoring of comprehension, and **(c)** Evaluation (Skehan, 1993).

- ❖ **Planning for learning:** is how the readers set the purposes or goals of their reading, and then keep purposes or goals in mind, work out what needs to be

done, after that identify the expectations of reading task and plan about steps before reading, and finally overview the passages before reading.

- ❖ **Monitoring of comprehension:** is checking if comprehension, readers may check their comprehension when receiving across some new information, trying to concentrate attention during reading, noticing when facing some confusions, and double-checking comprehension when encountering ambiguous information.
  
- ❖ **Evaluation of learning:** are approaching levels of text difficulty and reading demands, engaging self-questioning while reading, and evaluating accuracy in reading such as via task completion performance (Skehan, 1993).

Learners should be involved in reading process through the use of various strategies to monitor the meaning of certain texts.

In addition, metacognitive strategies include “checking the outcome of any attempt to solve a problem, planning one’s text move, monitoring the effectiveness of any attempted action, testing, revising, and evaluating one’s strategies for learning”. In other words, metacognitive strategies are used to plan, monitor and regulate the reading as it occurs (Brown, 2001 as cited in Suebpeng, 2017, p.6).

It means that metacognitive strategies are used to monitor the cognitive strategies in which the learner will firstly set purposes or setting goals before reading the text, secondly checking comprehension and evaluate himself/herself to the state the text has been understood.

A concrete example of metacognitive reading strategies; for example, students after reading a text they tend to evaluate themselves by asking and give answers either they have memorized or not what they have read, it may be cold self-evaluation. Another example, after read for a text, normally students in our context use to write or ask and answer themselves questions relating to what they have read, it is normally cold studyguide.

### 1.3.3. Bottom - Up Reading Strategies

Bottom - up reading strategies, emphasize skills and explain reading as decoding of individual sounds to derive the meaning of words. As Cacumba (2014:55) puts it Bottom-up processes mainly attends to meaning at word and sentence level, by emphasizing the ability to de-code or put into sound what is seen in a text (phonics). In this approach, reading is a matter of getting the meaning by recognizing letters and words.

The perception attached to this approach is that once a reader has gone through the processing steps and mastered the various skills, meaning would be obtained. Anderson (2000) states that the Bottom - up approach posits that the reader begins with the printed word, recognizes graphic stimuli, decodes them to sound, recognizes words and decodes meaning. there are 5 steps in Bottom - up reading strategies such as; **(1)** Letter and sound recognition; **(2)** morpheme and word recognition, **(3)** identification of grammatical structures; **(4)** sentence structures and **(5)** comprehend the full text. Furthermore, Bottom - up models typically consist of lower-level reading processes. The readers can increase their ability to comprehend the text by looking at the very micro- elements, such as the fact that we tend to insert a “w” sound between certain vowels; or they could be at a more “macro-” level, such as searching for synonyms within a text (Nunan 2003, cited in Suebpeng, 2017).

These steps are typically associated with describing the word by word, sentence by sentence patterning of the text by the reader to create meaning. The bottom-up theory rests on the central notion that reading is basically a matter of decoding a series of written symbols into their aural equivalents; translating from one symbolic representation (letters/graphemes) to another (sounds/phonemes) to derive meaning (Nunan 1991, Alexander & Fox 2008, as cited in Suebpeng, 2017).

For example, teacher asks students to read the text about childhood and underline all unfamiliar words students find in the text, then ask them to use a dictionary and find the meaning of each word they have underline, from the meaning of the words, students come to the meaning of the text.

In fact, Bottom-up reading strategies focus on decoding individual sounds, so it means that the strategy monitors the learner to comprehend a text by getting the meaning of the words, sentences by decoding symbols. Moreover, bottom-up reading strategy enables individual to translate written symbols into language and use it to recognize letters.

#### **1.4.4. Top - Down Reading Strategies**

The Top-down reading strategies is the opposite of Bottom-up reading strategies, it is a process in which readers examines the text, make assumptions, confirm or reject them, make new hypotheses, and so on. In other words, the reader rather than the text is the key of the reading process. Moreover, the schema theory of reading also based on the cognitive view of reading. Schemata has been described as "building blocks of cognition," used in the process of comprehending information, retrieving data from memory, organizing text and the flow of the cognitive system. if our schemata are incomplete and unsuccessful in providing an understanding of the incoming information from the text, we will not be able to process and understand the text effectively (Rumelhart, 1985 as cited in Suebpeng, 2017).

The interaction of the reader and the text is the main aim of the process. With top down processes readers give meaning to text based on their experiential background and their prior knowledge. The readers read the text for information and contrast it with their world knowledge, helping to make sense of what is written (Davies 1995, as cited in Cacumba, 2014)

A good example of top-down process, teacher writes the title of a text students are going to read, and make questions on what students know about the topic. After that students read the text and make a mindmap according to the text. for example: teacher writes the tittle childhood on the board and ask students questions such as: what do you understand by childhood? Do you remember any activity you use to do as a child?

In the top-down Reading strategies, the readers bring other knowledge sources into the reading process. Rather than perceiving readers as passive decoders of meaning,

as in the bottom-up explanation, readers are seen as reconstructing meaning from text.

### **1.3. 5. Interactive Reading Strategies**

Instead, an explanation of reading that integrates both approaches seems to be a more plausible approach.

Interactive reading strategies is the reading strategies which describes a process that moves both bottom up and topdown, depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the Reading (Aebersold and Field,1997, as quoted in Suebpong, 2017).

Interactive Reading places an emphasis on the interaction between the reader and the text. They are not linear but rather cyclical views of the reading process in which textual information and the reader's mental activities have a simultaneous and equally important impact on comprehension (Gascoigne 2005, in Suebpong, 2017)."

The interaction of the reader and the text is central to the reading process. The reader interacts with the text by forming hypotheses and making predictions, instead of decoding words, the reader uses goals and expctations to derive meaning from the text.

Interactive reading strategies assumes that the process of translating printed or written text to meaning involves making use of both prior knowledge and print. It is the most recent set of reading strategies, in which comprehension is considered the result of bottom-up and top-down elements; these reading strategies theorized an interaction between the reader and the written text (Aebersold and Field, 1997, Stanovich, 1980 cited in Suebpong, 2017)."in addition interative reading strategies focus on a combination of both bottom-up and top-down strategies. Its main characterictic is to recognize the importance and need of both strategies and apply them to comprehend a text.

One example of interative reading strategies is the game of dialogic reading; teacher asks students to read the text about celebrations on group, and each one assumes the



role of a character and interpret the story. It is a more intense reading which develops a team spirit. Another example is while students are reading they normally take notes and try to interact with the narrator, and make statements like: I do not agree, why, excellent.

In short, reading strategies help readers obtain the information of the text by decoding word by word, and sentence by sentence, and provide information required by activating the prior knowledge to overcome a text, to decode, whatever information as purposeful by the text, book or teacher's instructions.

Throughout this chapter some aspects which are relevant to the study in process were discussed. Namely, the definitions of the main terminologies related to reading comprehension, the description of the factors affecting reading comprehension, a discussion on the levels of reading comprehension, and the description of the strategies necessary for reading comprehension. The conclusions drawn are:

First, on the description of factors affecting reading comprehension, individual and situational factors are described to have a great effect on reading comprehension. On individual factors aspects such as motivation, age, learning style, personality, sex and intelligence are described to play a significant role and be crucial for understanding a text. On situational factors, classroom setting, teaching methods and tasks are also aspects which due to social factors, the condition students find in a classroom, the methodology teachers use to teach reading, are factors that in a great extent affect students reading comprehension. From those factors teachers should select texts which motivates students to read and those which interest them in order to get them involved in reading, as in the tasks given during a reading lesson.

Second, on the discussion of the levels of reading comprehension, it is concluded that, students usually when reading a text, they direct their reading on using literal, inferential and critical levels, for they are useful and essential for absorption of knowledge and in language acquisition. From this teacher should know how to get students involved in the levels which are from their cognitive level.

Third, from the studies made and discussions, we conclude that, the reading comprehension strategies, have a positive effect on students reading comprehension,

and they influence students in understanding the texts easily. Strategies such as cognitive, metacognitive, bottom-up, top-down and interactive strategies, facilitate the reader in acquiring information from the text they read by decoding words, sentences and also provide information from experiences and prior knowledge.

The theoretical, and the illustrations described in this chapter will serve as bridge to the next chapter which is research methodology.

# **CHAPTER TWO : RESEARCH METHODOLOGY**

## CHAPTER TWO: RESEARCH METHODOLOGY

The previous chapter has made a literature review on Reading Comprehension and the following conclusions were drawn:

First, during the description of factors affecting reading comprehension, individual and situational factors are described to have a great effect on reading comprehension. On individual factors aspects such as motivation, age, learning style, personality, sex and intelligence are described to play a significant role and be crucial for understanding a text. On situational factors, classroom setting, teaching methods and tasks are also aspects which due to social factors, the condition students find in a classroom, the methodology teachers use to teach reading, are factors that in a great extent affect students reading comprehension. From those factors teachers should select texts which motivates students to read and those which interest for them in order to get them involved in reading, as in the tasks given during a reading lesson.

Second, on the discussion of the levels of reading comprehension, it is concluded that, students usually when reading a text, they direct their reading on using literal, inferential and critical levels, for they are useful and essential for absorption of knowledge and in language acquisition. From this teacher should know how to get students involved in the levels which are from their cognitive level.

Third, from the studies made and discussions, we conclude that, the reading comprehension strategies, have a positive effect on students reading comprehension, and they influence students in understanding the texts easily. Strategies such as Cognitive, metacognitive, bottom-up, top-down and interactive strategies, facilitate the reader in acquiring information from the text they read by decoding words, sentences and also provide information from experiences and prior knowledge.

The present chapter, is going to present the main outcomes obtained from the research instruments.

## **2. Research Methodology**

This section describes the research methodology used for data collection in order to answer the following questions: **(1)** – What are the factors Affecting Reading Comprehension in an EFL Classroom at “Liceu nº 1677-28 de Abril - Lubango.’? **2.** What are the Reading Strategies used by Learners in an EFL Classroom at “Liceu nº 1677-28 de Abril - Lubango.’?

The present section is divided into 6 main parts: Research Context, Participants, Period of Study, Ethical Issues, Type of Research and Research Methods.

### **2.1. Research Context**

The current study was conducted out at “Liceu nº 1677-26 de Abril – Lubango. The high school is located in Lubango, in João de Almeida quarter. The institution depends totally to “*Escola Secundária do Nambambi*”. (Decreto Executivo nº 73/15 de 26 de abril). The school was designed to achieve some objectives such as: 1. To prepare students who wants to go to university and to help them on choosing the area they wish to work on.

The school consists of 26 classes, which students from 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades, (of ciências Físicas e biológicas, Ciências Económicas e Jurídicas and ciências Humanas) are enrolled. The school works in three different periods (morning, afternoon and evening), It is important to mention that the English language is taught in all these grades, three sessions per week. Although teachers may resort to internet sources to enrich their teaching, the main textbooks being used are *Ingles 10<sup>a</sup> / 11<sup>a</sup>, Reforma Educativa (by Ana Sousa, Fernando pinto and others), and Step by Step 12<sup>a</sup> classe*. Having looked at the context of the study, we are now moving to the other section about participants.

### **2.1.2. Participants**

The participants of this study consisted of 3 EFL teachers and 20 grade 12 students respectively.

Therefore, it is important to mention that the sample population consisted of 256 from grade 11, students, from which 20 students from grade 11 were selected using systematic sampling technique, which consists in dividing the sample frame into a number of segments called intervals, from which one element of an interval is selected, in this case each tenth element of each interval

As for the teachers sampling technique, all the 3 teachers participated on the study. Due to the reduced number of the teachers, it was not necessary to sample them (Kumar, 2011, p. 190).

### **2.1.3. Period of Study**

Every scientific study takes attention a duration, therefore, the current research study has been planned in January 2021. After designing the questionnaires, a pilot study involving two teachers from ISCED was done in order to analyse it and make eventual changes or adjustments. After the piloting and adjustments were done, the final version of the questionnaire was submitted to the participants, at the beginning of March 2022.

### **2.1.3. Ethical Issues**

During the process of data collection some aspects regarding the ethical issues were taken into account (Creswell, 2003 and Dörnyei, 2007). That is, the confidentiality of the participants, voluntary participation, availability, informed consent, were all guaranteed and preserved.

Both teachers and students, who were involved in the study, were previously informed and they participated voluntarily. No one was forced or bribed to answer the questionnaires.

#### **2.1.4. Research Design**

Having looked at the points related to ethical issues that we have followed during our study. This study is a descriptive research which studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group, whereas diagnostic research studies determine the frequency with which something occurs or its association with something else (Kothari,2004, p.37). This study is descriptive, because it tends to describe the many aspects related reading comprehension and the reading strategies used by learners at Liceu n° 1677-26 de Abril.

#### **2.1.5. Type of Research**

In this research, quantitative data was collected with the used instruments. Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity, (Kothari, 2004, p.3).

#### **2.1.6. Methods**

The study collected data from teachers and students via questionnaires, which, according to Richard & Schmidt (2010, p. 478), are a “group of topics designed to be answered by a respondent”. In addition, questionnaires allow the researcher to gather information in an objective, precise and efficient manner.

#### **2.1.7. Teacher Questionnaire**

This subsection describes the way in which the teachers’ questionnaire was designed. All of the 3 (three) teachers have completed the questionnaires

#### **2.1.8. Design of Teacher Questionnaire**

Before the submission of the final version, the questionnaire went through a piloting phase. Two trainers from ISCED have helped making the necessary changes to the questionnaires.

Thus, the questionnaire suffered the following changes: the number of questions and some language aspects. It means that, initially the questionnaire had 10 questions and after the pre-testing phase it remained with 8 questions, because two of them were deleted. The changes were: **(1)** Age turned to **(1)** what is your age? **(2)** Gender turned to **(2)** what is your gender?

After making sure the questionnaire was clear and understandable, the final version was completed. (See appendix A for teacher's questionnaire) final version.

### **2.1.9. Procedures**

The questionnaire was given out to 3 (three) English language teachers from at "Liceu nº 1677-26 de Abril - Lubngo."

The questionnaire provides a clear explanation about the purpose of the study. It also guarantees the confidentiality of the participants.

That is, we arranged with them as follow: we have made clearer with the procedures in order to avoid inconvenience. The respondents responded the questionnaire on the same day. However, to answer and return the questionnaire the respondents made it in approximately 30 minutes.

### **2.1.10. Student Questionnaire**

The questionnaire was designed in two versions (English and Portuguese). That is because the respondents in question do not have enough English knowledge to understand.

### **2.1.11. Design of the Student Questionnaire**

The student questionnaire, applied for a pilot phase. The questionnaire was improved by two teachers from ISCED-HUILA.

Therefore, the questionnaire was improved in terms of the number of the question and in the structure of the question and in grammar aspects. It means that, initially the questionnaire had 10 questions and after the pre-testing phase it remained with 8



questions, because two of them were deleted. The changes were: **(1)** Age turned to **(1)** what is your age? **(2)** Gender turned to **(2)** what is your gender?

The final version of the questionnaire was designed and then applied soon after the piloting phase **(See Appendix B of the final version of students Questionnaire)**.

#### **2.2.12. Procedures**

An explanation was provided by the researcher in order to ensure that the questions were all clear to the respondents. The ethical issues such as confidentiality and informed consent were all taken into consideration.

It is important to mention how we arranged with the students, that is, we arranged with them as follow: we have made clearer with the procedures in order avoid inconvenience, they set in their room, we explained how they should answer all the question, and within 25 minutes' students have answered it, and then, we collected the questionnaire **(See Appendix B for student questionnaire)**.

#### **2.2.13. Research Results**

The previous section described the procedures and the steps taken into consideration for conducting the research. The current section is going to introduce the findings obtained from the research. The findings are presented through tables, diagrams and graphs.

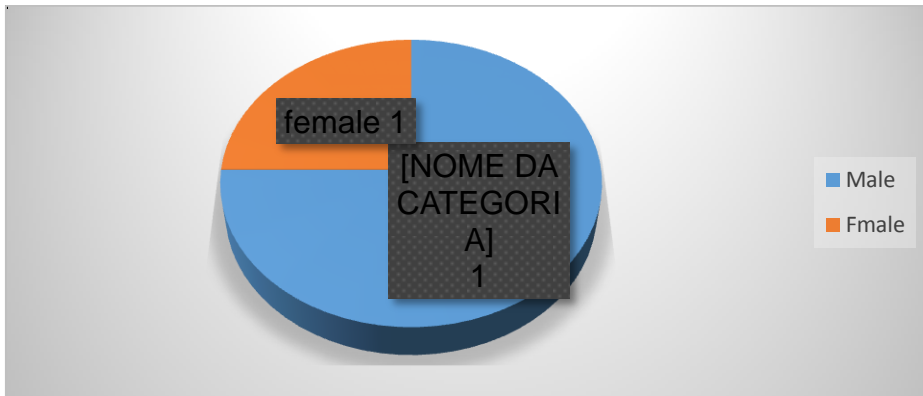
#### **2.2.14. Teachers Questionnaire**

This subsection, is going to present and report the gathered information. To achieve it objectivity, 3 (three) EFL teachers, as it was mentioned before, have filled in the questionnaires. The teacher questionnaire consisted of seven closed-form questions and one open-ended question. The aim of the questionnaire was to obtain information from teachers to support our study.

**Question 1:** What is your gender?

The aim of this question was to know the gender of the teachers.

From the graph it can be seen that 2 of the teachers are male, while 1 teacher of the teacher is a female

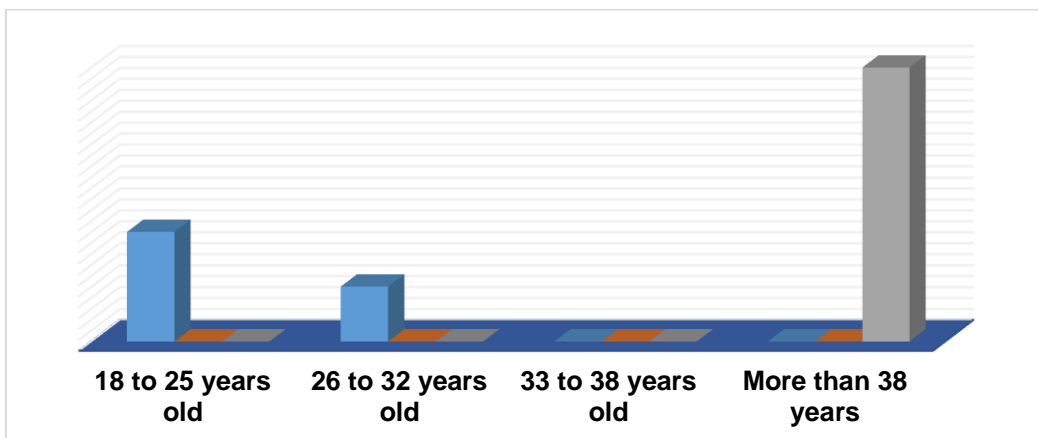


**Graph 1: Teacher's gender**

**Question 2:** What is your age range?

The aim of this question was to know the teacher's age.

From the available data it can be observed that two (2) of the teachers's age, ranges from 33 to 38 years old while one of teacher's age range on more than 38 years old.



**Table 2: Teacher's Age**

### Question 3: What is your academic level?

The third question aimed at knowing the teachers' academic level.

From the table it can be seen that 2 of the teachers have a high school degree while 1 of the teacher has a bachelor degree.

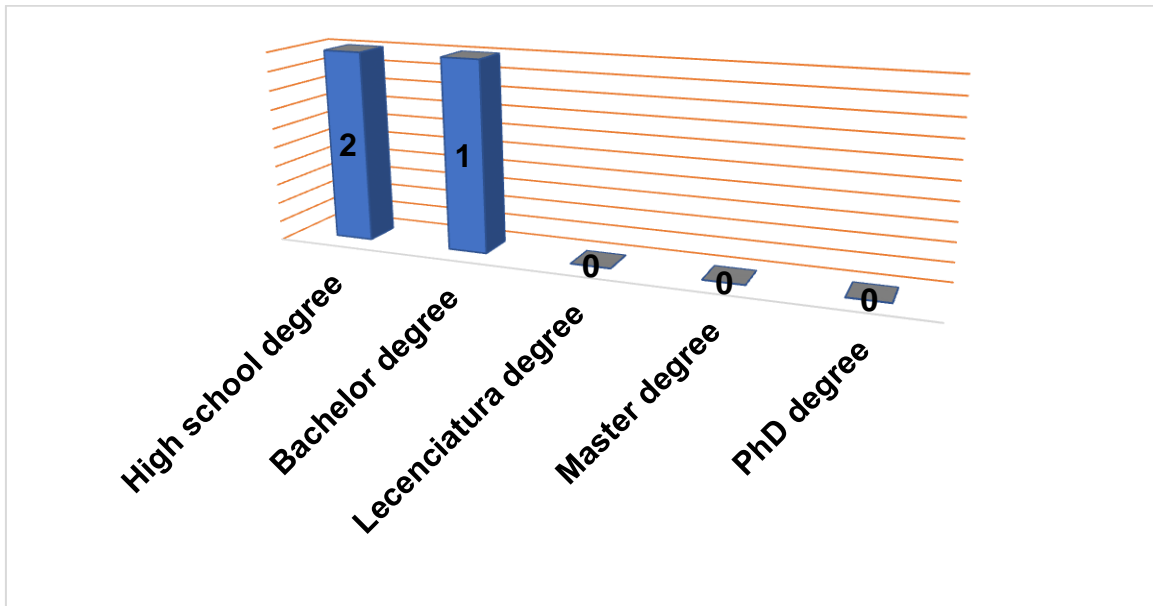
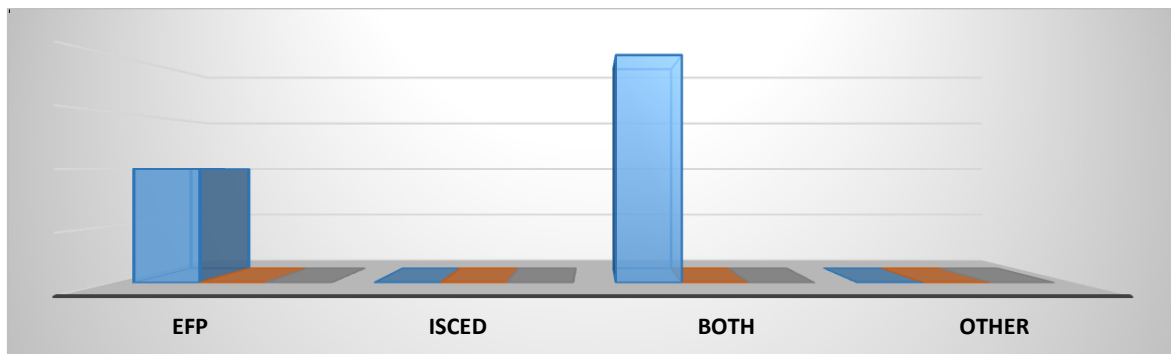


Table 3: Teacher's academic level

### Question 4. Where have you been trained as a teacher of English?

The graphic shows that all the 2 (two) of teachers have both institution (EFP and at ISCED HUILA).



Graphic 4: Teacher's teaching Experience

**Question 5: What are the factors that affects your reading comprehension?  
(please tick your option)**

The aim of this question was to know the factor affecting students' reading comprehension.

From the table it can be seen that 3 of the teachers stated that teaching method affects much student's reading comprehension, while two of the teachers reported that tasks always affects student's reading comprehension. Therefore, 2 of the teachers pointed that motivation often affects student's reading comprehension. Seemilarly, two teachers stated that age, learning style, personality sex, rarely affects student's reading comprehension.

Factors		Never	Rarely	often	Always
<b><u>1.Individual factos</u></b>					
<b>a</b>	Motivation	1	0	2	0
<b>b</b>	Age	1	2	0	0
<b>c</b>	Learning Style	0	2	1	0
<b>d</b>	Personality	1	2	0	0
<b>e</b>	Sex	0	2	1	0
<b>f</b>	Intelligence	0	0	0	0
<b><u>2.Situational factos</u></b>					
<b>g</b>	Classroom Setiing	0	1	1	1
<b>h</b>	Teaching Method	0	0	0	3
<b>i</b>	Task	0	0	1	2

**Table 1: factors affecting Reading comprehension**

**6. What level of reading comprehension do you use during reading? (Please tick your option)**

The aim of this question was to know from the teacher the level of reading comprehension their students use during the reading lesson.

From the table below it can be seen that all of the 3 teachers often use literal comprehension, 2 teachers rarely use inferential comprehension and critical comprehension.

Levels		Never	Rarely	often	Always
<b>a</b>	Literal Comprehension	0	0	3	0
<b>b</b>	Inferential Comprehension	0	2	1	0
<b>c</b>	Critical Comprehension	0	2	1	0

*Table 2: Level of Reading comprehension*

**7. What strategies do you use for reading comprehension (please tick your option)?**

This question aimed at knowing the strategies teachers use when dealing with reading comprehension. This question was an open ended question, therefore, no comment was left out in the questionnaire.

Strategies		Never	Rarely	Often	Always
<b>a</b>	Cognitive Reading Strategies	0	0	3	1
<b>b</b>	Metacognitive reading Strategies	0	2	1	1
<b>c</b>	Bottom Up reading strategies	1	0	3	0
<b>d</b>	Top down reading Strategies	0	1	2	0
<b>e</b>	Interactive reading Strategies	0	0	0	2

**Table 3: Strategies Teachers use for Reading comprehension**

From the table we can see that 2 of the teachers always use interactive reading strategies while all of them often use cognitive reading strategies bottom up reading strategies. Only 1 teacher reported that he never uses bottom up reading strategies

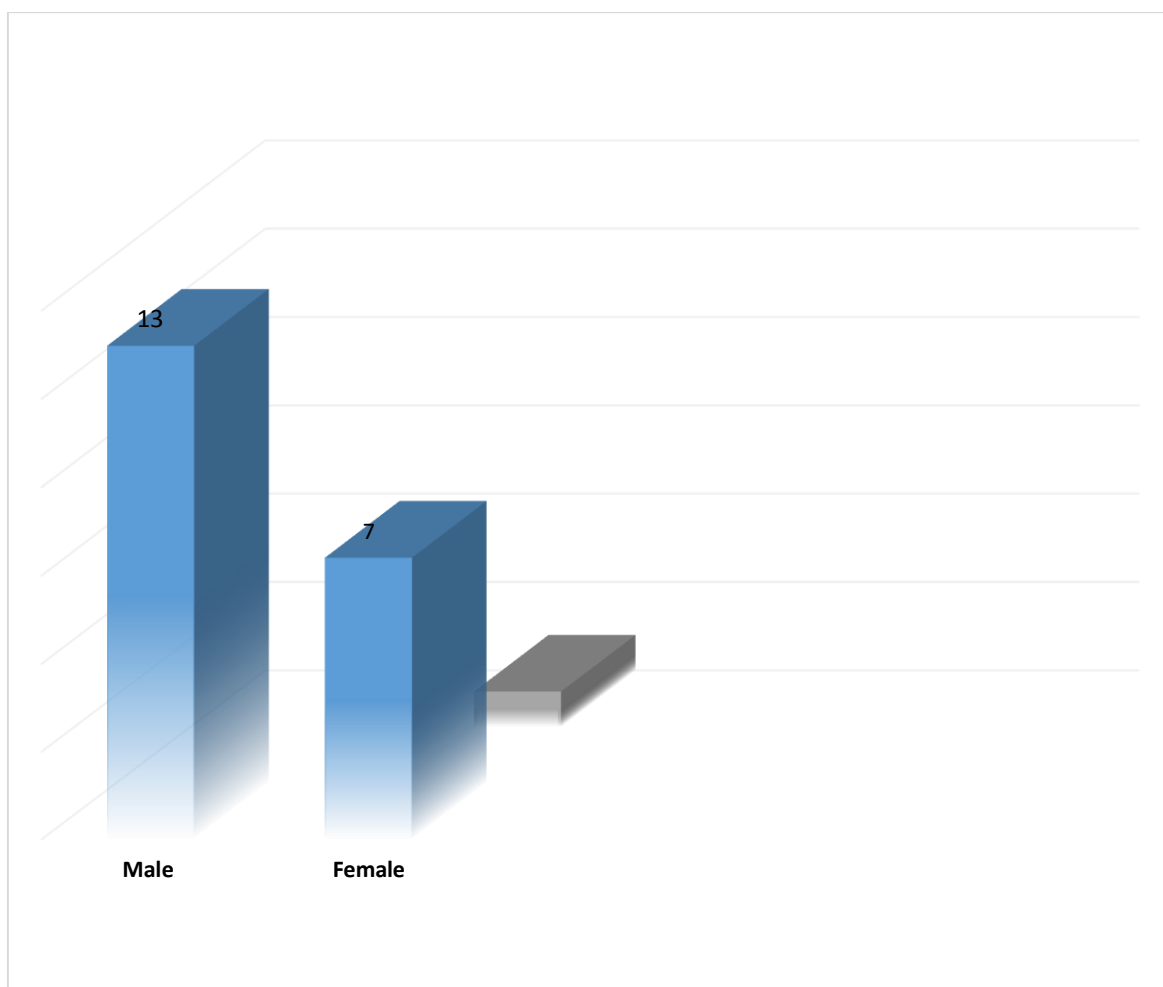
## 2.2. Student Questionnaire

This subsection is going to present the results of the student questionnaire 20 students have received and filled the questionnaire

**Question 1:** What is your gender?

The aim of this question was to know the gender of the students.

From what can be seen above, 13 students are male and 7 students are female.

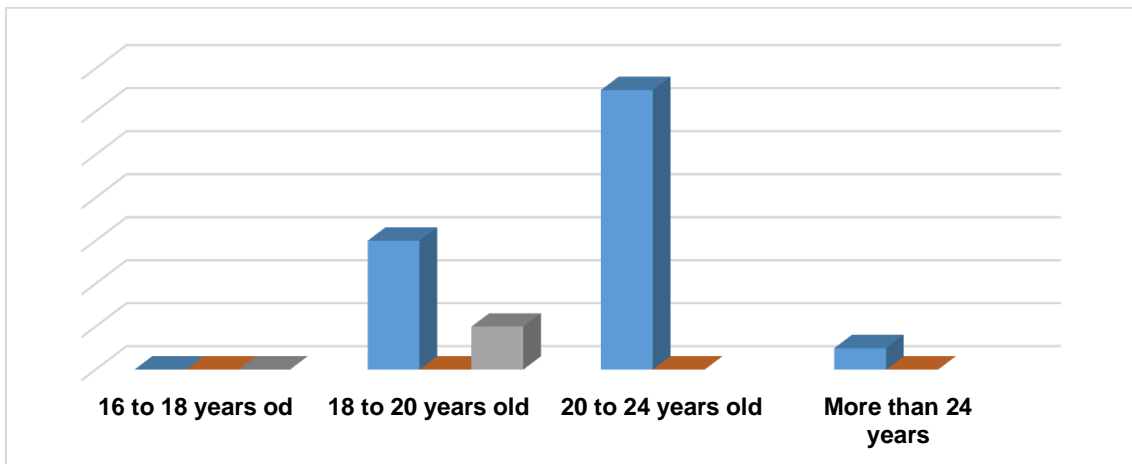


**Table 8: Students' gender**

**Question 2: What is your age range?**

The aim of this question was to know students age range

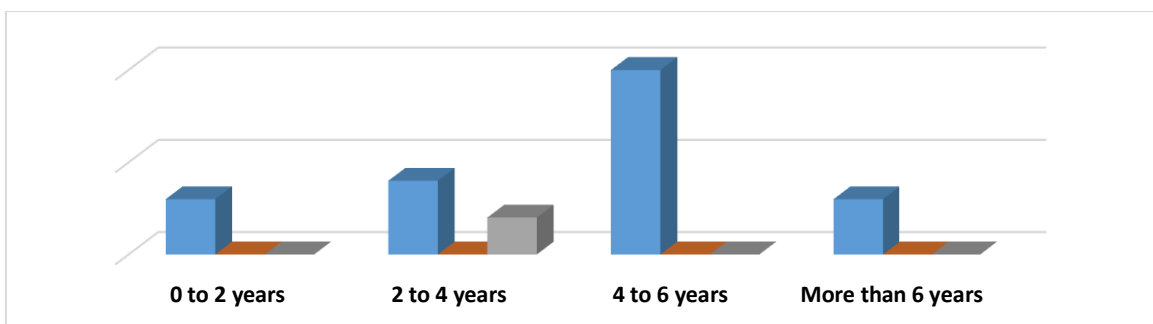
From the graphic below it can be observed that 6 of the students, their age ranges from 18 to 20 years old, while 13 of them range of more than 24 years old.



**Table 6: students' age**

**Question 3: For how long have you been learning English?**

The aim of this question was to know for how long students have learning English.



**Table 10: students' experience**

From the table, it can be seen that 3 of the students have been learning English from 0 to 2 years while, 4 of the students have been learning English from 2 to 4 years,

Moreover, 10 of the students have been learning 4 to 6 years Netherless, 3 students have been learning English for more than 6 years.

**2. What are the factors that affects your reading comprehension? (please tick your option)**

The aim of this question was to know the factors affecting students reading comprehension

Factors			Never	Rarely	Often	Always
<b><u>1.Individual factors</u></b>						
<b>a</b>	<b>Motivation</b>	<b>Respondents</b>	4	5	5	6
		<b>Percentages</b>	20%	25%	25%	30%
<b>b</b>	<b>Age</b>	<b>Respondents</b>	9	7	2	1
		<b>percentages</b>	45%	35%	10%	5%
<b>c</b>	<b>Learning Style</b>	<b>Respondesnts</b>	6	8	2	3
		<b>percentages</b>	35%	45%	10%	15%
<b>d</b>	<b>Personality</b>	<b>Respondents</b>	7	10	0	1
		<b>Percentages</b>	35%	45%	0%	5%
<b>e</b>	<b>Sex</b>	<b>Respondents</b>	4	9	4	3
		<b>Percentages</b>	20%	45%	20%	15%
<b>f</b>	<b>Intelligence</b>	<b>Respondents</b>	1	0	1	0
<b><u>2.Situational factors</u></b>						
<b>g</b>	<b>Classroom Setiing</b>	<b>Respondents</b>	6	6	7	1
		<b>Percentages</b>	30%	30%	35%	5%
<b>h</b>	<b>Teaching Method</b>	<b>Respondents</b>	3	4	7	6
		<b>Percentages</b>	15%	20%	35%	30%



i	Task	Respondents	5	1	7	7
		Perceinatges	25%	5%	35%	35%

**Table 11: factors affecting students Reading comprehension**

From the table it can be seen that 7 of the students corresponding to 32% report that tasks always affect their reading comprehension, seemilarly 6 of them corresponding to 30% points that motivation and teaching methods are the factors affecting reading comprehension,7 students corresponding to 32% points out to classroom setting, teaching method ans tasks has being the factors affecting their reading comprehension. However, 10 students, corresponding to 45%reported that personality affects their reading comprehenhion, and 9 others students corresponding to 41% report that sex is one of the factor that affects their reading comprehension, others 9 students corresponding to 41% say that age never affects their reading comprehension, while others, 7 students corresponding to 32% report that personality never affects their reading comprehension.

**3. What level of reading comprehension do you use when reading? (Please tick your options).**

Levels			Never	Rarely	Often	Always
a	Literal Comprehension	Respondents	2	2	7	9
		Percentages	10%	10%	35%	45%
c	Inferential Comprehension	Respondents	4	5	9	1
		Perceinatges	20%	25%	45%	5%
d	Critical Comprehension	Respondents	5	4	6	4
		Perceinatges	25%	20%	30%	20%

**Table 12: Level of Reading comprehension**

The aim of this question was to know the level of reading comprehension students use while reading a text.

From the table it can be seen that 9 of the students corresponding to 45% responded that they always use literal comprehension, others 9 students corresponding also to 45% often use inferential reading comprehension followed by others 6 students corresponding to 30% states that they often use critical comprehension.

**7. What strategies do you use for reading comprehension (please tick your option)?**

The aim of this question was to know the strategies students use for reading comprehension.

Strategies				Never	Rarely	Often	Always
a	Cognitive Strategies	Reading	Respondents	3	2	4	11
			Percentages	15%	10%	20%	55%
b	Metacognitive Strategies	reading	Respondents	3	10	6	1
			Percentages	15%	50%	30%	5%
c	Bottom Up strategies	reading	Respondents	5	11	3	1
			Percentages	25%	55%	15%	5%
d	Top down Strategies	reading	Respondents	2	4	7	7
			Percentages	8%	16%	36%	36%
e	Interactive Strategies	reading	Respondents	1	0	8	11
			Percentatges	5%	0%	40%	55%

**Table 13: Strategies students use for Reading comprehension**

From the table it can be seen that 11 of the students corresponding to 55% reported that they always use cognitive reading strategies, interactive reading strategies, and others 8 students corresponding to 40% pointed that they often use interactive reading strategies while 7 of the students, corresponding to 35% reported that they often use top down reading strategies, seemilarly to others 6 students corresponding to 30% often use metacognitive reading strategies. However, it can be seen that 55%

corresponding to 11 of the students pointed that they rarely use bottom up reading strategies, and 10 of the others students corresponding to 50% stated that they rarely use metacognitive reading strategies. Moreover, 5 of the students corresponding to 25% reported that they never use bottom up reading strategies, as 3 of the students corresponding to 15% said that they never use cognitive reading strategies as well as metacognitive reading strategies.

Question 8: Please, feel free to add any comment regarding the factors affecting Reading comprehension.

This chapter presented the results of data obtained from the research questionnaire and student's questionnaires, on the factors affecting reading comprehension. The chapter has first described the research methodology utilized in the research study; secondly, it has presented the results from the two instruments; followed by the considered ethical issues.

Having presented the results from teachers and students questionnaires, the coming chapter is about analyses and discussion of the main results.

# **CHAPTER THREE: ANALYSES AND DISCUSSION**

## **CHAPTER THREE: ANALYSIS AND DISCUSSION**

The previous chapter has made out a description of the methodology applied in order to collect data from teachers and students' questionnaire. The present chapter seeks to analyse, discuss and compare the results with the ones referred to in the literature review. In order to achieve this objective, this chapter is divided into three main parts, the first one deals with the factors affecting Reading Comprehension the second section discusses the level of Reading Comprehension and the last section discusses the strategies for Reading Comprehension.

### **3.1.1. Factors Affecting Reading Comprehension**

The role of vocabulary, phonological, morphological awareness, metalinguistic knowledge, cognitive and others are the main factors influencing reading comprehension (Tánczikné, 2014). There are many factors that affect reading comprehension. The reader's background, classroom tasks and strategies he employs are among the major factors. During the reading process, the reader uses different kinds of strategy to facilitate comprehension. (Yang, 2016). Furthermore, many other factors can affect the students reading comprehension such as: low prior knowledge (i.e., poor general knowledge), lack of breadth in vocabulary, and poor working memory (Sanford, 2015).

Thus, the results of the teachers reveal that 3 of the teachers stated that teaching method affects much student's reading comprehension, while two of the teachers reports that tasks always affects student's reading comprehension. Therefore, 2 of the teachers pointed that motivation often affects student's reading comprehension. Similarly, two teachers stated that age, learning style, personality sex, rarely affects student's reading comprehension.

As for the students' results, (35%) of the students' points that tasks always affect their reading comprehension, similarly (30%) of them points that motivation and teaching methods are the factors affecting reading comprehension, (35%) students reveals that classroom setting, teaching method and tasks has been the factors affecting their reading comprehension. However, (50%) students, points that personality affects their reading comprehension, and (45%) others students reported

that sex is one of the factor that affects their reading comprehension, others (45%) students asserts that age never affects their reading comprehension, while others, (30%) student's points to personality as never affecting their reading comprehension.

From both teachers and student's questionnaire results, there seems to have similarities on the point that Teaching method affects much student's reading comprehension, tasks affects student's reading comprehension, motivation often affects student's reading comprehension, as well as age, personality and sex.

In respect to the above similarities, one can say that these similarities are due to the fact that teaching method may not be in accordance of the students, thus, teachers might vary their teaching method so that it may interest the motivation of their learning. For example, teacher can mix the method of reading, if one-day students read a novel text, in another day or lesson they may be put in a scientific reading portray. This is also taken into consideration in kind of tasks. By variation teacher will encounter the motivation of the students in reading according to their personality, age and sex. Furthermore, students may identify their interest if their teacher vary their tasks, and teaching method.

Among the various factors affecting students' reading comprehension, motivation factor is seen to be the one most influence students either in Second Language Acquisition, or particular in reading comprehension. Motivation most affect students readings comprehension, because normally students tend to creat interests when they want to learn something, concretely a language, and those interests are either internal or external, lead to motivate them to learn. Therefore if teachers start motivate students and create them interest during a reading lesson, they will develop their reading comprehension. One way to do this can be talk about particular country whose first language is English, make students read text in English which are related to their country culture.

One other factor which influence stydents' proficiency in reading comprehension seem to be related with the texts teacher chooses and the activities during reading lesson. In order to help students teacher should ind a way to vary ativitie in chich every students participate. For example, as there different type of personality, introverted and extroverted students, in while reading teacher should vary, either

reading silently as reading aloud and in post-reading the activities should also be variable so that every student feels comfortable to participate.

Another reason is the type of texts a teacher gives to students, in that way a teacher should take into account the sex when choosing a text. For example, if men tend to be interested in reading about action, mystery, and women prefer romanticism, fantasy, a teacher can take into account this and find texts which interest students and motivate them to read.

Some other factors which most affect students' reading comprehension are personality and sex,

Therefore, from the above interpretation, it can be concluded that the main factors affecting students' reading comprehension, are Teaching method, tasks, motivation, age, personality and sex.

After analysing and discussing about the factors affecting students' reading comprehension, this section discusses and interprets the results on the level of reading comprehension from both teachers and students.

### 3.1.2. Level of Reading Comprehension

Reading Comprehension proficiency is often distinguished, according to the reader's purposes in reading and the level of reading comprehension used. Costa & Gutierrez (2020), and Antoni (2010) have found different levels of reading comprehension. However, these mentioned experts match on the sense that the levels of reading comprehension are: **(a)** Literal level, **(b)** Interpretive level, **(c)** critical level, and **(d)** creative level. Thus, the results from the teacher's questionnaire, reveals that 3 teachers often use literal comprehension, 2 teachers rarely use inferential comprehension and critical comprehension.

However, the results from students' questionnaire reveals that (45%) of the students' points that they always use literal reading comprehension, others (45%) students often use inferential reading comprehension followed by others (30%) students who states that they often use critical comprehension.

In accordance to Bilbao, Donguila and Vasay (2018), is that the level of reading comprehension of the students in reading is considered heterogeneous since the overall standard deviation is for any students' motivation of reading habits, furthermore, there can be said literal level, inferential or interpretive level, evaluative level, and the creative level are another level student have.

Therefore, more than the level of reading comprehension reading comprehension is a complex intellectual process that includes two main abilities, mastery the meaning of words and to think about verbal concepts.

In contrasting the similarities and differences on the both groups result is that both groups asserts that literal reading comprehension is most used and critical reading comprehension.

From these similarities, it can be said that teachers might use these type of reading level (literal reading comprehension and critical reading comprehension), in order to achieve the objectivity of a certain reading lesson and to make students understand a certain reading text. In contrast, students might have ticked in these levels because of their reading background; these levels may facilitate them to understand a certain text. Moreover, the inferential reading level, is almostly used by students, therefore, it can be asserted that students might use this kind of reading level due to some words which easies them to understand them a certain text. For example, it is easier for students to understand cognate words, because they are closed to Portuguese language.

Some reasons leading to the problem on reading comprehension, as the use of the level of reading comprehension is the reason that for the students level on English knowledge there is a certain difficult when students tend to use these levels during a reading lesson. For instance, lack of material from the students, usually in an English lesson most of the students do not have the material, and leading to the difficult in a reading lesson, they normally have to sit and read with one or other who has the material, and some do not even have contact with the text.



Another reason is language knowledge which are not enough to students to use the levels of reading comprehension, and frequently students tend to think on their mother tongue, and not being able to use these levels.

From the similarities, it can be concluded that the level of reading comprehension are: literal reading comprehension, inferential reading and critical reading comprehension.

Having discussed about the level of reading comprehension the coming section looks at the strategies teachers for reading comprehension.

### **3.1.3. Strategies for Reading comprehension**

The previous section has analysed and discussed the level of reading comprehension, thus, this section will discuss the strategies of reading comprehension in EFL classes.

Considerable research has shown that the use of reading comprehension strategies in the learning of second language has positive effects on students' reading comprehension performance. The use of reading comprehension strategies to assist students in understanding the texts easily is of much importance in Language Learning Therefore, EFL learners should read more authentic texts to have a better reading understanding (Gilakjani & Sabouri, 2016).

The results of the teachers' questionnaire indicate that 2 of the teachers always use interactive reading strategies while all of them often use cognitive reading strategies bottom up reading strategies. Only 1 teacher reported that he never uses bottom up reading strategies.

Moreover, the student's questionnaire results reveals that (55%) of the students' points that they always use cognitive reading strategies, interactive reading strategies, and others (35%) students asserts that they often use interactive reading strategies while (30%) of the students, state that they often use top down reading strategies, similarly to others (30%) students who often use metacognitive reading strategies. However, (55%) of the student's points that they rarely use bottom up

reading strategies, and 10 of the others students stated that they rarely use metacognitive reading strategies. Moreover, (25%) of the students reported that they never use bottom up reading strategies, as (15%) of the students said that they never use cognitive reading strategies as well as metacognitive reading strategies.

From the encountered similarities and differences, it can be concluded that the reading strategies used by teachers and students are as follows: Interactive reading strategies, cognitive reading strategies, bottom up reading strategies.

There are different reasons for why students and teachers chose these strategies. Firstly, one reason is because students frequently use speaking in an English lesson instead of reading. From our context we may find that frequently teachers incorporate speaking rather than reading, taking them to the difficult in reading comprehension and in the use of strategies of reading comprehension.

In order to improve this, teachers should involve students in interactive reading as finding tasks leading students to interact in what they have read as involving cognitive strategy in a reading lesson.

Another reason is the task teachers choose, because some of them are not from their cognitive level, creating them difficulties in understanding or interacting in post reading, and other factors are the lack of enough vocabulary knowledge. From this teacher should find tasks which are from their cognitive knowledge, and try to teach the vocabulary before the reading section. Other aspect is that the tasks chosen must deal with students' context, it means that when the teacher chooses a text for a reading lesson, he/she must take into account students' area, as they are in a specific area, texts should be related to what they are studying. For example for students of physical and biology, the texts should be those which have to deal with these areas of study.

Throughout this chapter, the findings of this study have been interpreted and discussed, and the following are the main conclusions.

First, the main factors affecting students' reading comprehension, at "Liceu nº 1677-28 de Abril - Lubango" are Teaching method, tasks, motivation, age, personality and sex.

Second, the level of reading comprehension used at “Liceu nº 1677-28 de Abril - Lubango” are: literal reading comprehension, inferential reading and critical reading comprehension.

Third, the strategies used by teachers and students at “Liceu nº 1677-28 de Abril - Lubango” are: Interactive reading strategies, cognitive reading strategies, bottom up reading strategies.

## **CONCLUSION**

Due to the low level of reading skills required to students in general, reading comprehension is still a problem in many students of the Angolans school. Thus, if school board invest in material to accessibly teach reading comprehension, students will have enough reading skills to comprehend any test.

This work investigated the Reading Comprehension Strategies at “Liceu nº 1677-26 de Abril – Lubango. Therefore, this issue is dealt with in three interrelated chapters. Thus, the first chapter dealt with the literature review, some existence works which guided this research. The second chapter described the research methodology used on the research paper. The third and the last chapter dealt with the interpretation and discussion of the main findings of the research.

From the problem encountered, three research questions were formulated:

1. What are the Factors Affecting Reading Comprehension in an EFL Classroom at Liceu nº 1677-28 de Abril - Lubango?
2. What are the levels of reading comprehension used in an EFL classroom at Liceu nº 1677-28 de Abril - Lubango?
3. What are the Reading Strategies used by teachers and students in an EFL Classroom at Liceu nº 1677-28 de Abril – Lubango?

To attempt to answer the research questionnaires were used to gather data, designed in the light of the topic under investigation and supported by the information provided in the existing literature review in chapter one.

Therefore, the results of the study led us to the following conclusions:

- (a) The main factors affecting students reading comprehension, at Liceu nº 1677-26 de Abril - Lubango are Teaching method, tasks, motivation age, personality and sex.
- (b) The level of reading comprehension used at Liceu nº 1677-28 de Abril - Lubango are: literal reading comprehension, inferential reading and critical reading comprehension.
- (c) The strategies used by teachers and students at Liceu nº 1677-28 de Abril - Lubango are: Interactive reading strategies, cognitive reading strategies, bottom up reading strategies.

The above conclusions led us to the following recommendations:

1. Teachers in an EFL classrooms should implement reading in their lessons, as practice reading comprehension, for that teachers should teach and vary their methods due to the heterogeneity of the classes: **(See Appendix IV)**.
2. Teachers should explore more others levels of reading comprehension and enable learners use them during the reading lessons, in order to facilitate the proficiency on reading comprehension **(See Appendix V for others levels of reading)**
3. Teachers in EFL classroom are recommend to implement different activities and strategies to increase students reading comprehension as enabling students do different exercises in and outside the classroom, and they should also use strategies which help students bring to mind their prior knowledge before a reading section **(See Appendix VII for activities of reading Strategies)**
4. Teachers should accomplish tasks which involves language and help learners to use the language, thinking about the learning process, and use their prior knowledge so that they can develop their own competency in reading comprehension **(See Appendix VII for activities of reading Strategies)**

For further research, we would like to suggest, the following topic: **(a) Implementing Reading Strategies through oral communication.**



# **APPENDICES**

## APPENDICE I: TEACHER QUESTIONNAIRE



Instituto Superior de Ciências de Educação  
ISCED-HUILA  
Departamento de letras modernas  
Secção de Inglês

Dear teachers

I am Josefina Numbi, a student registered in the fourth year at ISCED-HUILA in Ensino da Língua Inglesa.

Currently I am conducting a research on the Reading comprehension strategies, a work for my licenciatura degree. The main purpose of my research is to find out reading strategies used by EFL students and teachers' strategies in teaching reading comprehension at Colégio 414. With this questionnaire I would like to get feedback regarding your teaching experience in respect of the strategies you use to teach reading comprehension.

Your participation is optional and will remain a secret, however your contribution is extremely important to my research, and I will appreciate if you can help.

Yours sincerely  
Josefina Numbi

### **PART 1. Biographical data**

- 1. What is your gender? (Please circle your choice)**
  - a. Male
  - b. Female
- 2. How old are you? (Please circle your choice)**
  - a. 18 to 25 years old
  - b. 26 to 32 years old
  - c. 33 to 38 years old
  - d. More than 38
- 3. a teacher decides to use texts written by native speakers, the teacher must also help students bring to mind their prior knowledge before assigning reading tasks. What is your academic level? (Please circle your choice)**
  - a. High School degree
  - b. Bachelor degree
  - c. Licenciatura degree
  - d. Master degree
  - e. PhD degree
- 4. Where have you been trained as a teacher of English? (Please circle your choice)**

- a. EFP
- b. ISCED
- c. Both
- d. Other(s) (please specify) \_\_\_\_\_

**5. PART TWO: TO WHAT EXTENT DO THE FACTORS BELOW AFFECT YOUR STUDENTS IN READING COMPREHENSION?**

Factors		Not at all	Very little	Some what	Very much
<b>Individual factos</b>					
<b>a</b>	Motivation				
<b>b</b>	Age				
<b>c</b>	Learning Style				
<b>d</b>	Sex				
<b>e</b>	Intelligence				
<b>f</b>	Other(s) Please, Specify				
<b>Situational factos</b>					
<b>g</b>	Classroom Setiing				
<b>h</b>	Teaching Method				
<b>i</b>	Task				
<b>j</b>	Other(s), please, Specify				

**Table1: Factors affecting Reading comprehension**

**6. What strategies do you use when teaching Reading Comprehension?**

Strategies		Not at all	Very little	Some what	Very much
<b>a</b>	Cognitive Reading Strategies				
<b>c</b>	Metacognitive reading Strategies				
<b>d</b>	Bottom Up reading strategies				
<b>e</b>	Top down reading Strategies				
<b>f</b>	Interactive reading Strategies				
<b>g</b>	Other(s), please, Specify				

**Table 2: Strategies Teachers use for Reading comprehension**



**Further comment.** Please, feel free to add any comment, suggestions concerning the reading comprehension

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## APPENDIX II. STUDENT QUESTIONNAIRE



**Instituto Superior de Ciências de Educação  
ISCED-HUILA  
Departamento de Letras Modernas  
Secção de Inglês**

Dear Students

I am Josefina Numbi, a student registered in the fourth year at ISCED-HUILA in Ensino da Língua Inglesa. Currently I am conducting a research on the Reading comprehension strategies, a work for my Licenciatura degree. The main purpose of my research is to find out reading Comprehension strategies used by EFL students and teachers' strategies in teaching reading comprehension at Colégio 414. With this questionnaire I would like to get feedback regarding your teaching experience in respect of the strategies you use to teach reading comprehension.

Your participation is optional and will remains a secret, however your contribution is extremely important to my research, and I will appreciate if you can help.

Yours sincerely  
Josefina Numbi

### **PART 1. Biographical data**

#### **1. What is your gender? (Please circle your choice)**

1. Male
2. Female

#### **2. How old are you? (Please circle your choice)**

- a. 16 to 18 years old
- b. 18 to 20 years old
- c. 20 to 24 years old
- d. More than 24\_\_\_\_\_

#### **3. For how long have you been learning English? (Please circle your choice)**

1. 0-2 years
2. 2-4 years
3. 4-6 years
- More than 6\_\_\_\_\_

6. PART TWO: TO WHAT EXTENT DO THE FACTORS BELOW AFFECTS YOUR STUDENTS IN READING COMPREHENSION?

Factors		Not at all	Very little	Some what	Very much
<b>Individual factos</b>					
a	Motivation				
b	Age				
c	Learning Style				
d	Personality				
e	Sex				
f	Intelligence				
	Other(s) Please, Specify				
<b>Situational factos</b>					
g	Classroom Setiing				
h	Teaching Method				
i	Task				
j	Other(s), please, Specify				

**Table 4: Factors affecting Reading comprehension**

7. What strategies do you use when Reading Text ?

Strategies		Not at all	Very little	Some what	Very much
a	Cognitive Reading Strategies				
c	Metacognitive reading Strategies				
d	Bottom Up reading strategies				
e	Top down reading Strategies				
f	Interactive reading Strategies				
g	Other(s), please, Specify				

**Table 5: Strategies Teachers use for Reading comprehension**

8. **Further comment.** Please, fell free to add any comment, suggestions concerning the reading comprehension



## **APPENDIX III: METHODS FOR HETEROGENEOUS CLASSES**

### ✓ **Reassessing Old Paradigms**

- “Coping” with a range of student learners versus structuring our teaching and learning around heterogeneity.
- “Classroom management” about control, discipline, compliance versus learning communication as where students have a stake in their own learning.
- One-way communication on to students (e.g., lectures) versus interactive roles for teachers (e.g., facilitating, demonstrating, and modeling).
- “Sage on the stage” versus “guide on the side” (for activities that involve questioning, problem-solving investigating).

### ✓ **Appropriate Learning Environments**

- Organized classrooms that run smoothly.
- Created by teachers who see the classroom through students’ eyes.
- Where teachers keep a close eye on student behavior and who deal with off-tasks.
- Where information is communicated clearly, and tasks are broken down step-by-step.
- Feature teachers who teach appropriate academic and social skills expectations.
- Where students have choices about tasks and responsibility for their own learning.
- Take into account students’ learning styles, on spans and intelligences.

### ✓ **Brief Look at the Adolescent Brain**

- Corpus Callosum: Thought to be involved in problem solving and creativity. During adolescence, fibers thicken and process information? on with increasing efficiency.

- Basal Ganglia: Helps the prefrontal cortex organize information.
- Amygdala: Emotional center of the brain—primal emotions: fear, rage, fight/flight/freeze, strong likes/dislikes. Teens rely heavily on the amygdala, responding more with their “gut.”
- Prefrontal Cortex: Responsible for executive functioning

✓ **Perils of One-Size-Fits-All**

- Three principles from brain research:
- emotional safety, appropriate challenges, and self constructed meaning suggest that a one-size-
- fits-all approach to classroom instruction teaching is ineffective for most students and harmful to some."

✓ **Each brain must make its own meaning of ideas and skills.**

- What enables academically diverse students to make sense of essential understandings and skills?
- • Teaching based on concepts and the principles that govern them:
- learners can better construct frameworks of meaning, see the relationship between the parts and the whole, relate the subject to his or her own life, use the ideas more readily, and retrieve and remember ideas/information better.
- Struggling learners can focus on what is most important and powerful in the curriculum, while advanced learners can extend their understanding in a meaningful way.
- Brain learns best when it "does," (not when it "absorbs"). Challenge students to think at a high level to solve challenging problems.

✓ **Components of Differentiated Classrooms**

- Teachers find out about students' current readiness, interests, and learning profiles. Teachers use this information to provide varied
- Learning options and build learning experiences around
- The important concepts of the content.

- Students use essential skills to address open-ended
- problems designed to help them make sense of key
- concepts and principles.
- Teachers often present several learning options at
- Different degrees of difficulty to ensure appropriate
- Challenge for students at varied readiness levels.

**Adapted from:**

Konigsberg, L. (2005). *Strategies for Managing a Heterogeneous Classroom*

## **APPENDIX VI: OTHER STRATEGIES /ACTIVITIES OF READING STRATEGIES**

### **1. Graphic Organizers**

Graphic organizers are useful in the sense that “a picture is worth a thousand words” (Sam & Rajan, 2013). It is a visual model that has been used to organize, classify, and rearrange textual information in a very simple way that makes it easy to be remember and understood (Dye, 2000; Kim et al., 2004; Liliana, 2009; Muniz, 2015). That organization can be done through the “use of lines, arrows, and a spatial arrangement that describe text content, structure, and key conceptual relationship” (Darch & Eaves, 1986, p. 310). Representation of information through the graphic organizer can take different forms, such as semantic maps, concept maps, flowcharts, Venn diagrams, web, framed outlines, and story mapping (Bromley, Irwin-DeVitis, & Modlo, 1995; Dexter & Hughes, 2011; Kim, Vaughn, Wanzek, & Wei, 2004; Kim, Vaughn, Wanzek, & Wei, 2004). Although graphic organizers may take different forms, their common goal is to facilitate the students’ understanding through visualizing textual information.

### **2. Collaborative Strategic Reading**

Collaborative strategic reading is another strategy that has been widely used to improve students’ reading comprehension. It encourages students’ engagement in reading activities to extend their own learning and enhance the learning of their peers by working in small heterogeneous cooperative groups and engaging in peer discussion (Klingner, Vaughn, Boardman, & Swanson, 2012; Klingner, Vaughn, & Schumm, 1998; Klingner & Vaughn, 1999). Its main aim is “to teach students four specific comprehension strategies they can use with all informational and expository texts they read” and to assist them in developing strategic.

### **3. Peer-Assisted Learning Strategy**

Peer-assisted learning strategy is another evidence-based strategy that is beneficial for increasing reading comprehension for all students, including those who have learning disabilities. It is a commonly known instructional method used to enhance students’ reading comprehension through engaging in a peer-tutoring activity. In this



method, teachers pair a skilled reader with an unskilled reader and allow them to cooperatively engage in different reading activities that are designed to improve reading comprehension. When implementing this

strategy, teachers assign each student with a specific role to play, either tutor or tutee, while engaging in pre-structured reading tasks and activities. Students in each group have an opportunity to exchange the roles while working together on the reading activity. By allowing students to exchange roles, both tutor and tutee have an opportunity to practice the same responsibility that their partner will learn and practice the required skills to effectively perform.

#### **4. Story-mapping**

Story-mapping is another evidence-based reading strategy that has been widely used to enhance students' reading comprehension. It is a cognitive intervention that requires students to fill a pre-structured template with story grammar components as headings to visualize, organize, understand textual information from a story. The template works as a framework to guide students' attention in order to identify the story grammar elements while reading and writing them on the provided template (Boulineau, Fore, Hagan-Burke, & Burke, 2004; Mathes, Fuchs,

& Fuchs, 1997; Onachukwu, Boon, Fore, & Bender, 2007; Swanson & De La Paz, 1998; Stetter & Hughes, 2010; Stagliano & Boon, 2009; Zahoor & Janjua, 2013). Although story-mapping may take different forms, such as a diagram or graphic organizer, it should contain basic story grammar elements, such as the title, characters, time, setting, conflict, major events, solution, conclusion, and moral of the story in order to guide students to organize, record, and comprehend information about a story (Grünke, Wilbert, Jürgen, & Kim, 2013; Daqi, 2007; Mathes, Fuchs, & Fuchs, 1997; Stein & Glenn, 1979; Stagliano & Boon, 2009; Wade et al., 2010). Improving the students' abilities to successfully identify all these story components plays a critical role in making a connection between the important events in the story, which can lead to a better understanding of the text.

## 5. Self-questioning

Self-questioning is an affective metacognitive reading strategy developed to develop reading comprehension in all students with and without learning disabilities across different grade levels. It is an intervention reading approach that requires students to actively engage in reading process by frequently stopping and asking themselves several questions about the reading in order to monitor their own comprehension and meaning construction of the text.

Asking questions while involving in the reading process provides students with an opportunity to think about what are they reading, be active and independent readers, and be able to appropriately reflect on their reading (Mahdavi & Tensfeldt, 2013; National Reading Panel, 2000; Rosenshine, Meister, & Chapman, 1996; Rouse, Alber-Morgan, Cullen, & Sawyer, 2014; Taylor, Alber, & Walker, 2002;). Although self-questioning has been proved to improve reading comprehension for all students, it may take various forms. There are two forms to generate questions while implementing self-questioning strategy in order to increase students reading comprehension: student-generated questions and teacher-generated questions. Generally, self-questioning strategy requires students to develop their own questions during and after the reading process. Requiring students to generate their own questions and answers to them allows students to monitor their comprehension, locate important information, better understand the text, and retain knowledge that they gained from the text.

However, the low reading abilities of some learners, including at risk students and students with learning disabilities, may negatively impact their ability to create their own questions while reading. Therefore, teachers may decide to provide them with a list of questions to use during and after the reading in order to direct and facilitate their reading comprehension. Overall, the student-generated question method is mostly used with students without disabilities, while teacher-generated question is used with students with disabilities (Rouse, Alber-Morgan, Cullen, Sawyer, 2014; Swanson & De La Paz, 1998; Taylor, Alber, & Walker, 2002). Regardless of the form that self-questioning may take, teachers should select the most appropriate form based on their students' learning abilities and explicitly teach it to them.

Adapted from:

Almutairi, R. N. (2018). "Effective Reading Strategies for Increasing the Reading Comprehension Level of Third-Grade Students with Learning Disabilities" Dissertations. A dissertation submitted to the Graduate College in partial fulfillment of the requirements for the degree of Doctor of Education Special Education and Literacy Studies Western Michigan University 3247. Available at <https://scholarworks.wmich.edu/dissertations/>.

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