



INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO DA HUÍLA
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**TÍTULO: READING STRATEGIES USED BY GRADE 9 ENGLISH AS FOREIGN
LANGUAGE PUPILS AT “COLÉGIO Nº 110º-27 DE MARÇO ANEXA BETEL”**

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**Instituto Superior de Ciências de Educação da Huíla
ISCED-HUÍLA**

**Reading Strategies Used by Grade 9 English as Foreign
Language Pupils at “Colégio Nº 110º - 27 de Março Anexa Betel”**

Trabalho apresentado para a obtenção do Grau de Licenciatura no **Ensino de
Língua Inglesa**

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LUBANGO

2022

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Lubango, 02 de Março de 2022

O Autor

Pedro Ngungui Castilho

CONTENTS PAGE

CONTENTS PAGE

DECLARAÇÃO DE AUTORIA.....	i
CONTENTS PAGE	iii
DEDICATION.....	vii
ACKNOWLEDGEMENTS.....	ix
ABSTRACT.....	xi
RESUMO.....	xiii
INTRODUCTION.....	1
CHAPTER ONE: LITERATURE REVIEW	5
1.0. INTRODUCTION.....	6
1.1. DEFINITIOS OF TERMINOLOGIES	6
1.1.1. EFL Pupils	6
1.1.2. Reading	7
1.1.3. Reading Comprehension	7
1.1.4. Strategies	8
1.1.5. Reading Strategies	8
1.2. THE IMPORTANCE OF READING STRATEGIES TO EFL PUPILS	9
1.3. TYPES OF READING STRATEGIES USED BY EFL PUPIL	11
1.3.1. Problem Solving Reading Strategies	13
1.3.2. Global Reading Strategies.....	13
1.3.3. Support Reading strategies	14
1.4. FREQUENCY OF READING STRATEGIES USED BY EFL PUPILS ...	15
1.4.1. Frequency scale of reading strategies	16
1.5. THE READING STRATEGIES USED MOST BY EFL PUPILS	16
1.5.1. Read slowly and carefully to understand	18
1.5.2. Pay closer attention to reading	18
1.5.3. Re-read the text to increase understanding	18

1.5.4.	Take notes while reading.....	18
1.5.5.	Check to see guesses about the text are right or wrong.....	19
CHAPTER TWO: RESEARCH METHODOLOGY		20
2.0.	INTRODUCTION	21
2.1.	METHODOLOGY	22
2.1.1.	Type of Research	22
2.1.2.	Research Design	23
2.1.3.	Research Context	23
2.1.4.	Participants.....	24
2.1.5.	Population.....	24
2.1.6.	Sampling Techniques Used.....	24
2.1.7.	Period of Study	25
2.1.6.	Research Instruments.....	25
2.2.	PRESENTATION OF RESULTS.....	27
2.2.1.	Types of Reading Strategies Used by EFL Pupils	27
2.2.2.	Frequency of Reading Strategies Used by EFL Pupils	29
2.2.3.	The Reading Strategies Used Most by EFL Pupils	30
2.3.	ETHICAL ISSUES.....	32
2.4.	LIMITATIONS AND DELIMITATIONS	33
CHAPTER THREE: ANALYSIS AND DISCUSSION		36
3.0.	INTRODUCTION	37
3.1.	TYPES OF READING STRATEGIES USED BY EFL PUPILS.....	37
3.2.	FREQUENCY OF READING STRATEGIES USED BY EFL PUPILS ...	38
3.3.	THE READING STRATEGIES USED MOST BY EFL PUPILS	39
CONCLUSION AND RECOMMENDATIONS		41
APPENDICES		44
APPENDIX 1: PUPIL QUESTIONNAIRE.....		45

APPENDIX 2: PUPIL QUESTIONNAIRE (PORTUGUESE VERSION)	48
APPENDIX 3: PRACTICAL ACTIVITIES ON THE TYPES OF READING STRATEGIES USED BY EFL PUPILS.....	51
APPENDIX 4: PRACTICAL ACTIVITIES ON THE MOST READING STRATEGIES USED BY EFL PUPILS.....	54
APPENDIX 5: LESSON PLAN ON TEACHING HOW TO TAKE NOTES WHEN READING.....	56
BIBLIOGRAPHY.....	59

DEDICATION

DEDICATION

I dedicate this research project to my father (in memory) **Joaquim Castilho Quarta** and to my mother **Ana Nakualata**, the sources of my education and for being loving and overprotective parents in life.

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ACKNOWLEDGEMENTS

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ABSTRACT

ABSTRACT

This study aimed to investigate the reading strategies used by grade 9 English Foreign Language pupils at “Colégio N° 110º - 27 de Março Anexa BETEL.” It has been noticeable that pupils from the above-mentioned school tend not to use reading strategies while reading in English. As a consequence, pupils are unable to participate actively in reading; they fail to gain maximum benefit of the reading activities carried out in the classroom and to use them meaningfully outside the classroom setting. For this reason, 57 pupils taking into account their gender, 25 males and 32 females were selected to participate as a sample. A pupil questionnaire was used as a single research instrument for data collection. Accordingly, the main findings revealed that: (1) Pupils have used the three types of reading strategies in generally such as; problem solving reading strategies, support reading strategies and global reading strategies. (2) For EFL pupils, the frequency of reading strategies fell into the high and medium mean used group of the overall reading strategies. (3) The most used reading strategies by pupils are: reading slowly and carefully to understand; when text becomes difficult, re-read it to increase understanding; when text becomes difficult, pay closer attention to reading; taking notes while reading to help understanding; and ultimately, check to see if guesses about the text are right or wrong. With this research project, it is hoped that the findings of the study will provide significant impact to EFL pupils, teachers and curriculum planners to integrate reading strategies in teaching and learning that will lead to effective reading comprehension and subsequently successful in EFL.

Key Words: EFL pupils, reading, reading comprehension, strategies and reading strategies.

RESUMO

RESUMO

Este estudo teve como objectivo investigar as estratégias de leituras utilizadas por alunos de Inglês como Língua Estrangeiras da 9ª classe do “Colégio Nº 110 -27 de Março Anexa BETEL”. Foi notado que os alunos da escola acima mencionada, tendem a não usar estratégias de leitura enquanto lêem em Inglês. Como consequência, os alunos não conseguem participar activamente da leitura, eles deixam de obter o máximo benefício das actividades de leitura realizadas em sala de aula e de usá-las de maneira significativa fora do ambiente de sala de aula. Por esse motivo, 57 alunos levando em consideração o sexo, 25 homens e 32 mulheres foram seleccionados para participar como amostra. Um questionário ao aluno foi utilizado como único instrumento de pesquisa para a recolha de dados. Assim, os principais resultados revelaram que: (1) Os alunos usaram os três tipos de estratégias de leitura em geral, tais como; estratégia de leitura para a resolução de problemas, estratégias de leitura de suporte e estratégias globais de leitura. (2) Para os alunos de Inglês como língua estrangeira, a frequência das estratégias de leitura caiu no grupo das médias altas e moderadas usadas das estratégias gerais de leitura. (3) As estratégias de leitura mais utilizadas pelos alunos são: ler devagar e com atenção para compreender; quando o texto se tornar difícil, preste mais atenção à leitura; tomar notas durante a leitura para ajudar a compreensão; e, por fim, verifique se as suposições sobre o texto estão certas ou erradas. Com este projecto de pesquisa, espera-se que os resultados do estudo proporcionem um impacto significativo para alunos de Inglês como língua estrangeira, professores e planificadores de currículo para integrar estratégias de leitura no ensino e aprendizagem que levem a uma compreensão de leitura eficaz e subsequentemente bem-sucedidos em Inglês como língua estrangeira.

Palavras-chave: alunos de *EFL* (Inglês como língua estrangeira), leitura, compreensão de leitura, estratégias, e estratégias de leitura.

INTRODUCTION

INTRODUCTION

Considering the fact that, *reading* is an activity which is complex and crucial for getting more knowledge, therefore, *reading strategies* help pupils in getting the meaning and understanding while reading (Teevno & Raisani, 2017). Additionally studies have stated that reading strategies are “conscious functions that help the readers in decoding text, comprehending words and constructing interpretations throughout the reading materials” (Zara & Othmani, 2013). Moreover, several studies have investigated the “reading strategies used by EFL pupils”. Authors like Aivazoglou and Grive (2014); Ba and Huan (2017); Bedle (2013); Cekiso and Madikiza (2014); Hatami and Asl (2017); Seyabi and Tuzlukova (2015); Xin (2019); just to mention some. All these authors have explored and influenced this research topic and contributed with their knowledge to this study.

Therefore during my experience as an English language teacher, I have noticed that pupil from grade 9 at colégio nº 110^o-27 de Março Anexa Betel tend not using reading strategies while reading text in English class. What is more, “pupils present low levels of reading strategies knowledge, pupils are unable to participate actively in reading and claim that reading in English is difficult. As a consequence, pupils fail to gain maximum benefit of the reading activities carried out in the classroom and their reading strategies to comprehending text written in English is poor and inefficient”, (Cekiso & Madikiza, 2014; and Teevno & Raisani, 2017). For this reason this study has the following research objectives:

1. To identify the types of reading strategies used by EFL pupils
2. To describe the frequency of reading strategies used by EFL pupils.
3. To propose some reading strategies used most by EFL pupils.

With regard to previous studies conducted at ISCED-Huíla, among then, Sangongo (2020) is the closest one in comparison to our study. Sangongo (2020) focused on investigating the reading strategies employed by 4th year teacher’s trainees at ISCED-Huíla to enhance comprehension. The similarity between this work and the work of Sangongo (2020) is that both discusses about the same topic which is “*reading strategies*”, and the main difference of both studies is the research context, whereby the referred study has “*4th year teachers trainees*

students” as the target population, on the other hand this study focus on “*grade 9 pupil population*”.

Admittedly, on the following page are the research questions that the study accomplishes to answer.

1. What are the types of reading strategies used by EFL pupils?
2. What is the frequency of reading strategies used by EFL pupils?
3. What are the reading strategies used most by EFL pupils?

As an attempt to give answers to the above research questions, the methodology used in this study design is predominantly a *quantitative and descriptive type*, that is, a “study which describes a fact or a problem faced by a group of individuals”. As this study attempt to describe the reading strategies used by EFL pupils, consequently, no hypothesis is described in this study. The participants of this study were 57 pupils, whose selection was convenient sampling. Moreover to collect the data a pupil questionnaire was used as the only single research instrument in this study and whereby some ethical issues were considered before the implementation of the questionnaire. However, before the final version, the study underwent a piloting stage.

Regarding the significance of the study, theory and research have suggested the importance of investigate reading strategies used by EFL pupils. Consequently, being aware of using reading strategies, pupils may not have too many problems in reading comprehension. What is more, researchers have proposed some reading strategies to EFL pupils in order to give insight to teachers in identifying pupils’ preferences of particular reading strategies and exert more efforts to train pupils to utilise appropriate reading strategies for a successful reading comprehension. Therefore, it may benefit the participants (teachers and pupils), policy makers, other researchers and me as the researcher.

To achieve the objectives of this research project, this study is divided into three main chapters. The first chapter reviews the related literature on the reading strategies used by EFL pupils. The second chapter refers to research methodology used in the collection of the data and consequently the obtained results. The third and last chapter, analyses and discusses the obtained results,

taking into consideration the first and the second chapters, and finally presents the conclusions and recommendations.

On the following page is chapter one, where we are going to review the literature concerning to the research questions of the study.

CHAPTER ONE: LITERATURE REVIEW

CHAPTER ONE: LITERATURE REVIEW

1.0. INTRODUCTION

The purpose of this chapter is to review the existing literature on reading strategies used by EFL pupils. In fact, “reading help students to enrich their vocabulary, improve speaking fluency and it also help in mastering the target language” (Aivazoglou & Griva 2014). According to Sharma(2015) “the habit of reading can become a healthy addiction that can boost students learning autonomy of all the skills student learn, reading is arguably one of the most important learning skill”.

Therefore in this chapter were going to define some terminologies, explain the importance of reading strategies, describe the types of reading strategies, discuss the frequency of reading strategies and the reading strategies used most by EFL pupils. Now we are going to look at each of the section in turn, starting from the definitions of terminologies.

1.1. DEFINITIOS OF TERMINOLOGIES

Concerning to this section, we define some of the terms that were employed in this study, and the importance of these terms to the study are also explained and elaborated. To be more precise, five theoretically terms (EFL pupils, reading, reading comprehension, strategy and reading strategies) that reflects our purpose in this study will be defined.

1.1.1. EFL Pupils

Some authors have proposed various definition of this terminology. As far as this terminology is concerned, we are going to define EFL pupils as “young age learners from six to thirteen years old” (Hägglom, 2006). In addition, Tergujeff (2013, p. 82), categorises *EFL* pupils from “primary level to secondary level their ages vary from five to eighteen years old”. Similarly, Ba and Huan (2017, p. 139) define EFL pupils as “learners between the age ranges from three to eighteen who are learning a foreign or second language”.

This research, humbly defines EFL pupils as “secondary school learners who are learning a foreign language their ages ranges from 12 to 18 years old”. After

knowing what EFL pupils are all about, now we are going to define the word reading.

1.1.2. Reading

Various researchers have proposed different perspectives of this concept. With this regard, (Bernhardt's 2005) have defined reading in two models. The first model is the *simple view of reading (SVR)* which states that "reading is a combination of two distinct components: decoding and linguistic comprehension". The second is the *psycholinguistic* model that involves "conceptual ability, processing strategies, and background knowledge". Moreover, Grabe (2009, p. 14-17), states that reading is a "series of intellectual processes on which include many process such as, comprehension, interactive, flexible, purposeful, evaluative, learnable, and linguistic process". Furthermore, Li (2010, p. 185) outlines that reading can occur on two different levels; first, "*reading* may mean, looking at a written text in order to understand its contents (silent reading) and second, *reading* may refers, to speaking or reciting a written text aloud (oral reading), this can be done with or without an understanding of the contents".

This study adopts the operational definition suggested by Li for being more accessible, inclusive, and reflects the scope of this research study on which he states that the expression of *reading* refers only to "looking at a written text to understand its contents" Li (2010, p. 185). Done with the definition of reading, now we are going to define the word reading comprehension.

1.1.3. Reading Comprehension

Theorists define reading comprehension as complex, multifaceted cognitive skill drawing on many knowledge sources and processes ranging from "lower level processes, such as decoding", to "higher level ones involving, integration of text ideas with the reader's prior knowledge", on which intrinsically interact to yield comprehension, (Grabe, 2009). Furthermore, according to Xin (2019, p. 9), views reading comprehension as a "process on which the learner has to interact with the reading material, interpret the meaning of the reading materials by using his or her schemata and also by applying appropriate reading strategies during the reading process".

Considering the definitions from the authors mentioned above, we could define *reading comprehension* as the result of looking at a written text in order to understand its contents. Next, we are going to provide the definition of strategies.

1.1.4. Strategies

Regarding to *strategies* here several researchers attempts to give their definitions about it. Accordingly, Mokhtari and Sheorey (2002, p. 433) define strategies as a “deliberate, conscious procedure used by readers to enhance text comprehension”. Similarly, Richards and Schmidt (2010, pp. 559-560) define strategies as a “set of procedures employed by readers, which serve as a way of reaching a goal”. For, Rattanamong (2015, p. 2) state that strategies are “techniques that students apply consciously when reading”. This means that pupils are aware when using strategies, it helps to accomplish a task or goal, whether in a short term or over a long period. Strategies can be taught, identified, as well as demonstrated on how and when to use them, (Bedle, 2018, p. 12).

As defined above by the authors, in this study, we can sincerely define strategies as “conscious procedures, techniques and actions perform by pupil to accomplish certain task in a short or long term. They can be taught, identified, as well as demonstrated on how and when to use them”. Let us now define reading strategies.

1.1.5. Reading Strategies

Various researchers have proposed definition of this expression. According to, Richards and Schmidt (2010, p. 485) define *reading strategies* as “the ways of accessing the meanings of texts which are employed flexibly and selectively and are often under the conscious control of the reader”. Moreover, Ba and Huan (2017, p. 140) conceptualized reading strategies as “the process that teachers show learners how to approach a particular text and make sense of what they are going to read for comprehension”. Additionally, for Thuy (2016, p. 52) explained that reading strategies refers to “the mental operations involved when readers purposefully approach a text and make sense of what they read”. Furthermore,

Afflerbach et al (2008, cited in Ho & Shah, n.d, p. 271), defined reading strategies as a “deliberate, goal directed, attempts to control and modify the reader’s effort to decode text, understand words and construct meanings of the text”. Beside, reading strategies also indicate, “how readers conceive a task, what textual clues they attend to, how they make a sense of what they read and what they do when they do not understand the text” (Ho & Shah, n.d, p. 271).

Therefore, from the above definitions, we can infer that reading strategies are “ways, processes, and mental operations, deliberate and goal-directed that pupils use in order to approach a particular text and make sense of what they are going to read for comprehension”.

Having concluding the section of defining terminology, we now move to the next section, which is about the importance of reading strategies to EFL pupils.

1.2. THE IMPORTANCE OF READING STRATEGIES TO EFL PUPILS

Being discussed the definitions above; it is needful to look at the importance of reading strategies to EFL pupils. Some authors have discussed on its importance and, trying to find out the effectiveness of using reading strategies for pupils in an EFL classroom.

Thereupon, many researchers have state that reading strategies play important role in improving pupils’ reading comprehension and may help pupils to overcome their reading problems (May 2010; Cekiso & Madikiza 2014). Reading strategies also has been crucial in the “operations or steps utilized by pupils not only to make the acquisition, storage, retrieval, or use of information easy and successful during the reading process but also to make reading easier, faster, more enjoyable, more self directed, more effective and more transferable to new situation” (Gilakjani, 2016, p.181).

For (Baker & Boonkit, 2004), reading strategies are also applicable to learning to read. In reading situations, “facilitate reading tasks; make learning to read more effective, enhance reading comprehension and overcoming reading failure”. In addition, reading strategies also constitute a mental process and personal preference involve in the process of learning to read, and are mainly processing information in an effective way in order to achieve successful outcomes for reading comprehension, (Chamot, 2005).

What is more, reading strategies help in enhancing and developing reading comprehension, and indeed are very effective for pupils who show lack of knowledge in the domain of reading, as well as those with lower reading skill” May (2010, p.16). Moreover, Hung and Ngan (2015, p.11) explained that, “when readers encounter comprehension problems, they actively make use of strategies to overcome their difficulties”. Furthermore, Kazemi et al (2013, p. 2333) argued, “In foreign language settings, learning English is one of the main goals for many pupils to that end; pupils must know how to use reading strategies to be able to comprehend text information”.

For summary, we can say that reading strategies play an important role in reading comprehension. Research studies have demonstrated that foreign language learners’ successful comprehension does not happen automatically. It depends mostly on the intentional reading strategies used. A successful pupil is aware of reading strategies use; they make use of reading strategies more frequently than less successful pupils.

After presenting the importance of reading strategies to EFL pupils, in the next section on the following page, we are going to discuss the types of reading strategies used by EFL pupils.

1.3. TYPES OF READING STRATEGIES USED BY EFL PUPIL

The foregoing section discussed the important of reading strategies to EFL pupils, however, the current one looks at the types of reading strategies used by EFL pupil. To date, different types of reading strategies have been identified in this study.

According to Geissel (2014, p. 2) the types of reading strategies used depend on a number of factors such as; “study theoretical framework, the measures used to examine reading strategies, and the strategy properties that are of interest to the reader”. Given that, in this study we used the survey of reading strategies (SORS) by Sheorey and Mokhtari (2001), on which they categorise reading strategies into the following types: “global reading strategies”, “problem solving reading strategies”, and “support reading strategies”. On the other hand, Yousefian (2015, p. 195), have reveals two main pairs of reading strategies, which appear to be interchangeably: “metacognitive reading strategies with global reading strategies”, and “cognitive reading strategies with problem solving reading strategies”.

For the purpose of this study, four previous studies such as; (Aivazoglou & Griva, 2014, Elhoweris et al 2011, Ho & Shah n.d, and Xin 2019). That are most important to this study were reviewed. With this regard, in this section we are going to review the literature on the types of reading strategies used by EFL pupils

Firstly, Aivazoglou and Griva (2014) have stated that the types of reading strategies used are “problem solving reading strategies, followed by global reading strategies and support reading strategies”. In addition, skilled readers were found to use reading strategies more effectively, and appeared to be more flexible in transferring strategies from L1 to FL compared to less-skilled readers.

Secondly, Elhoweris et al (2011) Stipulated that the types of reading strategies used were “problem solving strategies, followed by global reading strategies, and support reading strategies. Additionally, the five strategies reported used the most were “previewing text before reading”, “using text features (e.g., tables)”, “trying to stay focus on reading”, “underlying Information in the text”, and “paraphrasing for better understanding”. On the other hand, the least five reported used strategies were “using reference materials”, “taking notes while reading”, “finding relationship

among text Ideas”, “noting text characteristics”, and “analyzing and evaluating the text”.

Thirdly, Ho and Shah (n.d.) have investigated about the awareness of the type of reading strategies employed by students in reading English academic materials. The survey of reading strategies (SORS) was the instrument used to collect data from 165 students of a sub-urban secondary school in Kapit. The findings revealed that for global reading strategies, students tend to employ “the technique of using table, figures and pictures in the text and contextual clues” to increase their understanding in what they read. Next, for problem solving reading strategies, students employ “the technique of reading slowly and carefully” to make sure they understand what they read. As for the support reading strategies, the students stated, “they go back and forth in the text to find relationships among ideas in it” to help them understand what they read.

Fourth and lastly, Xin (2019) carried out a study on which aimed to determine the different reading strategies use by Malaysian ESL readers. The finding showed that pupils have preferred first problem-solving strategies which states “I try to guess the meaning of unknown words or phrases” followed by global reading strategies which states “I preview the text to see what it’s about before reading it” and lastly, support reading strategies.

In summary, these studies above, showed clearly, what types of reading strategies in general context EFL pupils use. Therefore, these findings are considered theoretical, methodologically useful and supportive for this study. As a result, from the above studies, here are the types of reading strategies to be considered mainly: problem solving reading strategies (PROB) followed by global reading strategies (GLOB), and support reading strategies (SUP).

In summary, these studies above, showed clearly what types of reading strategies in general context EFL pupils use. Therefore, these findings are considered theoretically, methodologically useful and supportive for this study. As a result, from the above studies, here are the types of reading strategies to be considered mainly: “problem solving reading strategies (PROB) followed by global reading strategies (GLOB), and support reading strategies (SUP)”.

1.3.1. Problem Solving Reading Strategies

As far as this issue is concerned, Thuy (2016, p. 58) explained that these strategies are related to “actions and procedures that the readers use while working directly with the text. Moreover, Seyabi and Tuzlukova (2015, p. 39), add that the actions may include “rereading a text for better understanding”, “adjusting reading speed”, “guessing the meaning of words”, and “identify ideas when reading”. According to Yousefian (2015, p. 195) the terms “problem solving reading strategies” and “cognitive reading strategies” are used interchangeably to refer to one type of reading strategies and contain 8 items that appear to solving problems when the text becomes difficult to read.

In brief, we can say that the terms “problem solving reading strategies” and “cognitive reading strategies” represent just one type of reading strategies. It aimed to assist pupils to comprehend what they are reading and solving certain problems in understanding textual information. For now, let us move on to the “global reading strategies”.

1.3.2. Global Reading Strategies

After have discussed the first type of reading strategies, we are now going to focus on the second type of reading strategies, which are “global reading strategies”. According to Yousefian (2015, p. 195) on which defines global reading strategies are “those intentional carefully planned techniques by which learners monitor or manage their reading”. Furthermore, Mokhtari and Reichard (2002) referred that “global reading strategies is used interchangeably with the term ‘metacognitive reading strategies’, as one of the types of reading strategies. In addition Xin, (2019, p. 13) explained that, “these strategies assist learners in understanding the general meaning of what you are reading”. Moreover, Li (2010, p. 185) stated that “these strategies aimed at setting the stage for the reading act and contain 13 items; include evaluating what to read, noting text characteristics, guessing what the material is about”.

In short, the two terms “global reading strategies” and “metacognitive reading strategies” represent just one type of reading strategies that aimed to assist pupils

toward a global analysis of text and understanding the general meaning of the reading. For now, let us move on to the “support reading strategies”

1.3.3. Support Reading strategies

After having dealt with the second type of reading strategies, let us turn to the third and last type of reading strategies, which are “support reading strategies”. As to this type of reading strategies, Cacumba (2014, p. 64) defines as “mechanisms intended to aid the reader in comprehending the text such as using a dictionary, taking notes, underlining the text to better comprehend it”. Additionally, Xin (2019, p. 13) postulate that “these strategies also includes reading the text aloud, paraphrase, asking self-questions to find answers in the text when text becomes difficult will help in remembering and understanding the reading materials”. Furthermore, Thuy (2016, p. 58) state that “these strategies provide the support mechanisms intended to aid the reader in comprehending the text, contains 9 items and primarily involves the use of outside reference materials”

In other words, we can say that “support reading strategies” are items that we use to guide us in comprehending the text. These items might include the use of a dictionary, a pen or pencil to take notes or underline the passage you are reading, exercise or notebook, etc.

In summary, this section attempted to identify and provide a brief review of “the types of reading strategies used by EFL pupils” carried out by previous authors in others context. Moreover, it was found that pupils mainly use “problem solving reading strategies, followed by the global reading strategies and the supportive reading strategies.

We are now moving to the next section on the following page, which is about literature review on “the frequency of reading strategies used by EFL pupil”.

1.4. FREQUENCY OF READING STRATEGIES USED BY EFL PUPILS

To begin with, this current section has to do with the frequency of reading strategies used by EFL pupils. In this paper, frequency refers to “particular degrees on which reading strategies are used by pupils” (Ling, 2011, p. 5).

First, Li (2010) has done research on which aimed to find out “the frequency of reading strategies do the students use in their reading processes” The instrument adopted in the study were a questionnaire of metacognitive awareness of reading strategies inventory (MARSII). The results showed that five strategies fell in the high frequency usage group, while 18 strategies fell in the medium frequency usage group and seven strategies fell into the low frequency usage group.

Second, Cekiso and Madikiza (2014) also have demonstrate the frequency of reading strategies do the learners use before, during and after reading. Before reading stage learners used with high frequency two reading strategies such as “I look for important information in the text” and “I try to draw on my knowledge of the subject to generate questions about the text”. During reading stage two with high frequency reading strategies were used “I distinguish between information that I already know and new information” and “I note what I am interested in or bored by within the text”. After reading stage, majority of the reading strategies were shown by the low frequency used.

Thirdly and ultimately, Chen and Chen (2015) have conducted a research on which they aimed to examine the frequency of the use of EFL reading strategies by high school students. The instrument used in this study was the survey of reading strategies (SORS) and the participants consisted of 1,259 students from 34 high schools in Taiwan. The findings show that “22 students reported high-frequency reading strategies, 8 students reported moderate frequency reading strategies and no low frequency reading strategies reported”.

In summary, it was found that the frequency of reading strategies used by pupils was categorised as “high frequency”, “medium or moderate frequency”, and “low frequency”. Let us now consider the frequency scale of reading strategies.

1.4.1. Frequency scale of reading strategies

In this study, as defined by Ling (2011, p. 2) frequency refers to “extent to which the participants employ different reading strategies”. The analysis of the frequency of reading strategies used by the participants in this study is based on the scale drawn by Oxford (1990; as cited in Ling 2011, p. 5), which stated that the frequency scale of the reading strategies can be classified as “*high, medium or moderate and low frequency*”.

According to Oxford (1990), *high frequency* indicates that “mean score of the reading strategies are always or almost being used by the participants and are represented by the big numbers on the scale setting”. For the *medium or moderate frequency*, indicates that, “the mean score of the reading strategies are sometime being used by the participants and are represented by the average numbers on the scale setting”. While for the *low frequency*, indicates that “the mean score of the reading strategies are never or almost never being used or generally not being used by the participants and are represented by small numbers on the scale setting”.

After focusing on the frequency scale of reading strategies, we are now going to turn to the next section, which is about “the reading strategies used most by EFL pupils”.

1.5. THE READING STRATEGIES USED MOST BY EFL PUPILS

The previous section has referred to the frequency of reading strategies used by EFL pupils hence; this current section has to do with “the reading strategies used most by EFL pupil”. Accordingly, some researchers suggest that pupils have a preference in using some reading strategies during the reading process. For the time being, some studies were conducted on this issue. A review of some studies namely Li (2010), Eloweris et al (2011), Aivazoglou & Griva (2014), Cacumba (2014), Hatami & Asl (2017), and Sangongo (2020) is presented below.

Regarding the reading strategies used most by EFL pupils, Li (2010, p. 188) conducted a study that aimed to explore the reading strategies EFL students use. The results show that students “read slowly and carefully” to understand the

reading, “go back when losing concentration” “reread for better understanding”, “read aloud when text gets hard”, discuss to check understanding” and lastly “ask oneself questions”.

As stated by, Elhoweris et al (2011, p. 188) have found that “previewing text before reading”, “using text features (e.g., tables)”, “trying to stay focus on reading”, “underlying Information in the text”, and “paraphrasing for better understanding”. Were the reading strategies used most.

Similarly, In a study by Aivazoglou & Griva (2014, p.55) the most preferable reading strategies used most by EFL primary school students were the following: “trying not to lose concentration”, “paying closer attention or re-reading text when it becomes difficult”, “adjusting reading rate”, “background knowledge” and “use of figures in a text”.

Furthermore, Hatami & Asl (2017, p.1225), have found that “pay closer attention to the reading”. “take notes while reading”, “read the text aloud”, “reread to increase understanding”, “underline or circle information in the text”, “ask questions about the text” and get back on track when losing concentration”, where the reading strategies used most by students.

On the other hand, similar findings have also been reported in ISCED-Huíla studies. Namely, Cacumba (2014, p. 145) conducted a study on which the results in terms of individual reading revealed that “pay close attention to reading”, “guess the meaning of unknown words”, “read slowly and carefully”, re-read for better understanding”, “go back and forth in the text” and ask oneself questions”, were the most often reading strategies used. In the same line, Sangongo (2020, p. 50) carried a study that identifies the reading strategies employed most by teacher trainees. The outcomes showed that “paying close attention to reading”, “re-reading for better understanding”, “finding the main idea”, “evaluating what to read”, and “skimming and scanning” were the most reading strategies used.

To sum up, taking into account the literature reviewed by the authors mentioned above, we can present some reading strategies suggested as the most useful by EFL pupils. They are as follow: “read slowly and carefully to understand”, “pay

closer attention to the reading”, “re-read to increase understanding”, “take notes while reading”, and “checking guesses about the text are right or wrong”. Thus, we can now describe each reading strategies used most by EFL pupils when reading.

1.5.1. Read slowly and carefully to understand

This reading strategy as stated by Karoline et al., (2013, p.13) explains “the process of decreasing the reading speed and paying attention to every single unit of words, from time to time moving the eyes forward and backward”. Majority of the study revealed high awareness of reading slowly and carefully which ensure that students understanding of what they are reading. It is claimed that “reading speed will definitely affect their understanding towards the reading text. Slow reading affects comprehension positively while speedy reading affects negatively” (Karoline et al., 2013).

1.5.2. Pay closer attention to reading

According to Liu (2013, p.325), this strategy means, “deciding what to read closely and what to ignore by assessing the degree of understanding a text”. Pupil focus the attention to skip unknown words or phrases considered not important to the reading comprehension. Pupil need to be in a conducive place for reading, be in their peak period of attention, set goals and make connections all over the text, reading forward and backward (Huangr & Nisbet 2015, p. 209).

1.5.3. Re-read the text to increase understanding

As defined by Grabe (2009. p. 211), rereading is “to read the text again until you comprehend it”. Student need to read the text repeatedly to understand the meaning. This process involves “the need to go through the text again, to reach the reader’s goal and respond to the reading question”.

1.5.4. Take notes while reading

According to (Cubukcu, 2007, p.104) this strategy may include “look for the main idea”, “use words to understand”, “limit the number of words”, “restate, delete, combine words”, “organize with headings”, “using symbols, colours, and webs to organize”. Moreover, it also helps readers to monitor their understanding and to organize information clarify.

1.5.5. Check to see guesses about the text are right or wrong

This strategy mean to “figure out what is going to happen next in the text by using the ability to deduce the meaning of sentences from context and inference” (Cubukcu 2007, p. 100). The reader uses the context clues; words, sentences surrounding the unknown words or phrases to guess the meaning of the text through inference (Liu, 2013, p. 325).

In summary, the present chapter has south to explore the available literature on reading strategies. The overall conclusions drowned from this chapter are listed below.

First, there are three main types of reading strategies; “global, problem solving and support reading strategies and pupils can valuable benefit from them if used efficiently”.

Second, EFL pupils tend in fact face reading difficulties such as “comprehension, decoding, concentration” etc., making them poor prospective readers.

Third, fortunately there is a substantial number of reading strategies, pupils can use to help them be effective reader and thus facilitate the reading process.

Fourth and last, pupils tend to employ strategies in different ways and more frequently than other the lower scoring pupils. That is to say, that “problem” is the least used strategy

The succeeding chapter (i.e., Chapter Two) concentrates on *Research Methodology*.

CHAPTER TWO: RESEARCH METHODOLOGY

CHAPTER TWO: RESEARCH METHODOLOGY

2.0. INTRODUCTION

To start with, it seems important to make a clarification of the terms *research*, and *research methodology*. *Research*, in the words of Nunan (1992, p.3) can be understood as a “systematic process of inquiry consisting of three elements or components: a) a question, problem or hypothesis, b) data and c) analysis and interpretation problem, while *research methodology* is the systematic theoretical analysis of the methods applied to a field of study to get data for the identified problem”. Singh (2006, p. 79) argue that “methodology involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusions...provides the tools and techniques by which the research problem is attacked...consists of procedures and techniques for conducting a study”. In addition, methodology can be understood as science of studying how research is done scientifically Kothari, (2004, p.8). For this reason, in the present section, we shall concisely describe the methodology we have used.

In order to accomplish the purpose of this current section, in this chapter will present a description of the research methodology employed in this study. It is divided into four main sections. The first section outlines, “the research methodology employed to undertake the research”. The second section presents “the results that we have obtained from the research instrument (Pupil Questionnaire)”. The third section deals with “ethical issue” and lastly, the fourth section incorporates “limitations and delimitations of the present study”.

For now, on the following page we are going to describe the first one, which is methodology employed in present study.

2.1. METHODOLOGY

In this section, we deal with the main aspects related to “research methodology” used in this study. Richards & Schmidt (2010, p. 341) defined the term methodology, as “the study of the practices and procedures used in teaching, and the principles, beliefs that underlie them”. Furthermore, Singh (2006, p. 79) argued that “methodology involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusions”. Moreover, it also provides “tools and techniques by which the research problem is attacked, consists of procedures, techniques for conducting a study and can be understood as a science of studying how research is done” Kothari, (2004, p.8).

This section is divided into six distinct subsections. First, the context of research is described; second, the participants are describe; third, the period of study is outlined; fourth, ethical issues are considered; fifth, research design is outlined, six and last, the methods and procedures for data collection are also described. For now, we move to the next subsection, which deals with the types of research.

2.1.1. Type of Research

Variety types of research have been suggested. According to Creswell (2012, p. 295) has given the distinction of two types of research, “experiment research” and “correlation research”. In an experiment, “you test an idea to determine whether it influences an outcome or dependent variable”. Whereas in correlation is a “statistical test to determine the tendency, pattern for variables or sets of data vary in consistently” (p. 338).

Additionally, Kothari (2004) pointed out three types of research (i.e. exploratory research, descriptive and diagnostic research, and hypothesis testing research). Moreover, Kothari (2004, p. 35) argued that “the main purpose of exploratory research is that of formulating a problem for more precise investigation”. While descriptive researches are “those studies which are concerned with describing the characteristics of a particular individual or group” (p. 37). On the other hand, hypotheses testing research, also known as experimental studies are “those where the researcher test the hypotheses of causal relationships between variables” (39).

Therefore, it can be inferred that, in the present study we are going to conduct via descriptive research, due to the description of characteristics of a particular group of students, without stating any hypothesis. In other words, the focus of this study is neither to prescribe nor to experiment but to observe and interpret findings associated with the topic in question. After considering the research design, let us then consider the research context.

2.1.2. Research Design

As pointed out by Yin, (2003) research design is a “plan that guides research from the questions to the conclusions, includes collecting, analyzing, interpreting, evidence and application of set criteria for interpreting the findings”. Furthermore, Punch (2006, p. 48) asserts that the design is “the basic plan for a piece of empirical research and include five main ideas, strategy, conceptual framework, who or what will be studied, and the tools and procedures to be used both for collecting and analyzing empirical material”.

Regarding the types of data to be collected, it is very crucial to refer to “qualitative design” and “quantitative design”. As pointed by several authors, qualitative design refers to “the different procedures adopted by the researcher to enquire about meanings, concepts, definitions and description of phenomena; in other words, it means any research that do not involve numerical data. Conversely, quantitative design refers to how these data will be measured and analysed using statistical procedures or any research, which is based on numerical data; in other words, it means any research that involves statistic and numbers. (Cacumba, 2014; Creswell, 2008 and Dorney, 2007).

2.1.3. Research Context

The study was conducted at “Colégio Nº 110^o-27 de Março Anexa Betel, Lubango,” a public school located in “Luta Continua” neighborhood. It was built in 1998 and it comprises 8 classrooms. Once the government could not fulfill with all needs in education in Lubango, the school was built in an attempt to play an important role in education and help our educational sector. Currently there are about 429 students enrolled in the school (from grade 7 to grade 9). All teachers are Angolan and there are about 27 from all levels that the school comprises, and

the school works in two periods (morning and afternoon). Having dealt with the research context, now we move to the next subsection.

2.1.4. Participants

The present study was done in a great collaboration from the pupils at “Colégio Nº110-27 de Março Anexa Betel, Lubango”. The participants were 57 grade 9 pupils subdivided in two classes: “Class A and Class B”. The period of both classes “A and B” is in the morning. The pupils’ age ranges from “13 to 18 years old”, although pupils have some years in English language learning experience their level still beginner. Both grades have “two lessons per week”, which makes an academic time of “two hours per week”.

2.1.5. Population

Concerning the population, Richards & Schmidt (2010, p. 443) defined population as “a set of items, individuals...that share some common and observable characteristics and from which a sample can be taken”. The study had about 137 population enrolled in the grade nine classes. We found that its difficult working with the whole population, for that reason, we have restricted it into a manageable group, that is, 57 pupils from the morning classes, class A and class B. There were about 26 to 31 pupils in each class, 32 females and 25 males. Most pupils have already English since grade 7; therefore, most of them have 1 to 3 years in English language learning experience.

2.1.6. Sampling Techniques Used

Regarding the sampling techniques used, as stated by Richards & Schmidt, (2010, p. 506) sampling is “any group of individuals that is selected to represent a population”. In addition, Dörnyei, (2007, p. 96) defines sample as “the group of participants whom the researcher actually examines in an empirical investigation”. According to Cacumba (2014, p. 113) there are two groups of sampling techniques, “probability and non-probability sampling”. Probability sampling is defined as “complex and expensive procedures that are beyond the means of applied linguists, (e, g., random sampling)” Moreover, Dörnyei (2007, p. 97) has explained that non-probability sampling “consists of a representative sample using

resources that are within the means of the ordinary researcher, (e.g.: quota sampling).

This study incorporated convenience sampling that involved 57 pupils corresponding to 41% of the school population (137 students). This study was done among the grade 9 EFL pupils at “COLÉGIO Nº 110º-27 DE MARÇO ANEXA BETEL” to investigate the reading strategies used by these pupils whom are the foreign language learner and generally well exposed to English only at school. Due to the proximity and the availability, convenient sampling was chosen to ensure that the questionnaire were easily and effectively distributed and collected from all respondents Ho and Shah (n.d, p. 274). Now we are going to the next subsection, which is about the period of study.

2.1.7. Period of Study

The present study was arranged in June 2019 in order to obtain my Licenciatura degree in English language teaching. However, after four years of studying challenge and very gratifying training course, it has been a great experience and helpful in planning this research study. On the other hand, In order to accomplish our research objectives and answer our research questions, we have used only one research instrument (pupil questionnaire), on which we have administrated in October 2020. That is to say the pilot study was administered in the first two weeks of October 2020 and collected it after one week. At this point, the pilot study lasted for about three weeks. For that to happen, we conducted the research instrument as described in the following subsection.

2.1.6. Research Instruments

According to Tavakoli (2012, p.277), defines research instrument as “any device or useful tool which is used to collect data to answer the research questions be it an interview, a test, or a questionnaire which can be presented in written, audio, or visual format”. The instrument adopted in this study was a “questionnaire”, which can be defined as “form for data collection, which includes questions or statements to which the subject is expected to respond, often anonymously” (Roque 2019. p. 84). Questionnaire was adopted as the research instrument of this study because of “its usefulness regarding data collection and is considered as one of the most

essential tool for data gathering due to its feasibility in terms of precision, accurateness, and objectivity” (Kossengue 2017, p. 31).

Hence, the questionnaire used in this study was pupil questionnaire adapted from the Survey of Reading Strategies developed by Mokhtari and Shoerey (2002). The SORS is an instrument intended to measure the type and frequency of reading strategies that adolescent and adult ESL/EFL students perceive they use while reading academic materials in English as defined by Mokhari and Shoerey (2002). This research study used one with 32 strategies, each of which use a 3-point, Likert-type scale ranging from 1 (I never do this), 2 (I only occasionally do this), and 3 (I always do this). Pupils were asked to read each strategy and circle the number that applied to them. The higher the number (i.e. the mean) that pupils indicate applies to them, the more frequent the use of the particular strategy is reflected. The SORS measures three broad categories of reading strategies: global reading strategies, problem-solving strategies, and support strategies.

Regarding the structure of the pupil questionnaire, contains information on two areas: (Part one) background information about the participants' (pupils' age, gender, grade, and experience in learning English) and (Part two) the Survey of Reading Strategies (SORS) which consider pupils' opinion about the reading strategies used by grade 9 English Foreign Language. In addition, the pupil questionnaire consisted of four questions distributed across three pages (**see Appendix 1 English version and Appendix 2 Portuguese translated version**). Furthermore, it was necessary to design a questionnaire for pupils in order to collect the expected information for the purpose of the study; therefore, the process consisted of two phases.

The first draft of the pupil questionnaire underwent slight changes on account of the recommendations provided by the supervisor, having allowed its improvement that is, at first it Included 34 questions, two of which were thought to be somewhat irrelevant. Afterwards, in order to make sure that the research instrument was understandable and consistent enough (Freeman 1994, p. 7) to help us collect the data needed to carry out the study. Secondly, the formatting of the columns on the table altered from 7 to 4 columns, third, the wording of strategies was organized in

alphabetic order and finally, the questionnaire was carefully translated into Portuguese (**see Appendix 2**).

Having looking at the Methodology of this study, we now turn to the next section, which is about “the presentation of results”.

2.2. PRESENTATION OF RESULTS

Having dealt with research methodology (that is, context of research, participants, period of study, research design as well as the methods and procedures followed for data collection) in the previous section. In the present section, the results obtained are presented through tables. As Mackey and Gass (2005, p.181) put it “once data are collected, it is necessary to organize them into a manageable, easily understandable, and analyzable base of information” accompanied by a brief description. Let us now focus on the results from the instrument resorting to the first research questions of this study.

2.2.1. Types of Reading Strategies Used by EFL Pupils

As mentioned above, here we present the findings obtained from the first research question, which deals with the “types of reading strategies used by EFL pupils”. In order to present the result of “the types of reading strategies used by EFL pupils”, a table consisting of thirty (32) strategies was used. The overall results obtained from the pupil questionnaire (SORS), in term of each strategy as well as types of strategy (i.e. global reading strategies, problem solving reading strategies and support strategies SUP) are presented in the next page on the following table (**2.1**). Raw scores are given, ranging from 1 to 3, according to reported likert scale used whereby, **N**=Number of pupil and **M**= Mean.

Types	Strategy	N	M
Global Reading Strategies	Having purpose for reading	31	2.31
	Think to understand the reading	31	2.35
	Preview the text before reading	31	2.27
	Thinking about the content of text fits reading purpose	31	1.97
	Noting text characteristics (e.g. length and organization)	31	2.38
	Deciding what to read and what to ignore	31	2.17
	Using tables, figures, and pictures to increase understanding	31	1.88
	Using context clues to understand the reading	31	2.28
	Using typographical features(e.g. bold face and italics) to identify key information	31	1.42
	Analysing and evaluating information presented in the text.	31	2.32
	Checking understanding when crossing new information	31	2.39
	Guessing the content of text when reading	31	2.03
	Checking if guesses about the text are right or wrong	31	2.52
	Problem Solving Reading Strategies	Reading slowly and carefully to understand the reading	31
Getting back when lose concentration		31	2.4
Adjusting reading speed according to the reading		31	2.27
Paying closer attention to the reading		31	2.62
Stop time to time and thinking about the reading		31	2.13
Picturing or visualising information to remember the reading		31	2.29
Reread the text to increase understanding		31	2.63
Guessing the meaning of unknown words		31	2
Support Reading Strategies	Taking notes while reading	31	2.57
	Read aloud to understand when text becomes difficult,	31	2.18
	Underlining or circling information in the text to remember	31	2.44
	Using reference materials (e.g., dictionary)	31	2.27
	Paraphrasing to understand the reading	31	2.1
	Going back and forth in text to find relationship among ideas	31	2.28
	Summarising the reading	31	2.42
	Asking self questions to answer in the text	31	2.21
	Translating English into native language	31	1.75
	Discussing the reading with others to check understanding	31	2.21
Thinking in both English and mother tongue	31	1.6	

Table 2.1. Types of Reading Strategies used by EFL pupils □

The table 2.1., show that on a “scale of 1 to 3”, the means of the strategies range from a “high of 2.87 to low of 1.42”. The means for “global reading strategies” range from “2.39 to 1.42”. For the “problem solving reading strategies”, the means range between “2.87 to 2”. While for the “supporting reading strategies”, the means range are from “2.57 to 1.6”. Moreover, of the three types of reading strategy, problem solving reading strategies average scores were highest (2.87), followed by supporting reading strategies (2.57) and global reading strategies (2.39). However, we can conclude that of the three types of reading strategies, pupils prefer first “problem solving, followed by supporting and global reading strategies”. Now we are going to present the result of the second research question.

2.2.2. Frequency of Reading Strategies Used by EFL Pupils

In order to show the frequency of reading strategies used by EFL pupils, Oxford and Burry-Stock (1995 cited in Cacumba 2014, p. 128) identified “three types of usage for general language learning, namely high, medium, and low frequency”. Therefore, results obtained on the frequencies of high, medium and low use of strategy types and overall use are presented in the following Table 2.2.

Use.	Global readig strategies		Problem solving reading strategies		Support reading strategies		Overall reading strategies	
	N	%.	N	%.	N	%	N	%
High	16	51.61	26	83.87	20	64.52	23	74.19
Medium	15	48.39	5	16.13	11	35.48	8	25.81
Low	----	-----	----	-----	----	-----	----	-----
Total	31	100	31	100	31	100	31	100

Table 2.2: Frequency of reading strategies used by EFL pupil

From the table 2.2., we can firstly interestingly note that the large majority (51.61%) of participants reported “high usage frequency of global reading strategies”. On the other hand, (48.39%) of the respondents fall under “medium frequency usage of global reading strategies”. While no “low frequency usage of global reading strategies” was registered for pupils. Secondly, as for the problem solving (83.87%) of respondents indicated “high usage frequency”. Conversely, only (16.13%) of respondents have shown “medium usage of problem solving”. Thirdly, as for the support reading strategies, (64.52%) of respondents prefer “high

frequency usage” and about (35.48%) fall under “medium frequency usage”. The next subsection is the result of the third research question.

2.2.3. The Reading Strategies Used Most by EFL Pupils

As mentioned above, here will be presenting the research result about the third research question of the study, which is about “the reading strategies used most by EFL pupils”. Following the results from research questions one and two, hereby we are going to present the strategies, either global, problem or support reading strategies that are most used by EFL pupils in general and propose these strategies

Table **2.3.**, provides the five top (bold) and bottom five (bold) mean averages of five individual reading strategies used by EFL pupils arranged in descending order (that is, most used strategy to least used strategy), as reported by the pupils who participated in this study.

Type	Strategy	N	M
PROB/ COG	I read slowly and carefully to make sure I understand what I am reading	31	2.87
PROB/ COG	When text becomes difficult, I re-read it to increase my understanding	31	2.63
PROB/ COG	When text becomes difficult, I pay closer attention to what I am reading	31	2.62
SUP	I take notes while reading to help me understand what I read	31	2.57
GLOB/ MET	I check to see if my guesses about the text are right or wrong	31	2.52
SUP	I underline or circle information in the text to help me remember it	31	2.44
SUP	I summarize what I read to reflect on important information in the text	31	2.42
GLOB/ MET	I check my understanding when I come across new information	31	2.39
GLOB/ MET	I review the text first by noting its characteristics like length and organization	31	2.38
GLOB/ MET	I think about what I know to help me understand what I read	31	2.35
GLOB/ MET	I critically analyze and evaluate the information presented in the text.	31	2.32
GLOB/ MET	I have a purpose in mind when I read	31	2.31
PROB/ COG	I try to picture or visualize information to help remember what I read	31	2.29
GLOB/ MET	I take an overall view of the text to see what it is about before reading it	31	2.27
PROB/ COG	I adjust my reading speed according to what I am reading	31	2.27
SUP	I use reference materials (e.g., dictionary) to help me understand what I read	31	2.27
GLOB/ MET	I use context clues to help me better understand what I am reading	31	2.26
SUP	I go back and forth in the text to find relationship among ideas in it	31	2.26
SUP	I ask myself questions I like to have answered in the text	31	2.21
SUP	I discuss what I read with others to check my understanding	31	2.21
GLOB/ MET	When reading, I decide what to read closely and what to ignore	31	2.17
SUP	When text becomes difficult, I read aloud to help me understand what I read	31	2.16
PROB/ COG	I stop from time to time and think about what I am reading	31	2.13
PROB	I try to get back on track when I lose concentration	31	2.4
SUP	I paraphrase (restate ideas in my own words) to better understand what I read	31	2.1
GLOB/ COG	I try to guess what the content of the text is about when I read	31	2.03
PROB/ COG	When I read, I guess the meaning of unknown words or phrases	31	2
GLOB/ MET	I think about whether the content of the text fits my reading purpose	31	1.97
GLOB/ MET	I use tables, figures, and pictures in text to increase my understanding	31	1.86
SUP	When reading, I translate from English into my native language	31	1.75
GLOB/ MET	I use typographical features like bold face and italics to identify key information	31	1.42
SUP	When reading, I think about information in both English and my mother tongue	31	1.6

Table 2.3: Reading strategies used most and least by EFL pupils

As Table 2.3 displays, the 31 EFL pupils reported a mean strategy ranging from a high of 2.87 to a moderate 1.6. The most used reading strategies were three PROB reading strategies: “reading slowly and carefully to understand the reading”, “reread increase understanding”, and “paying closer attention to the reading”. Follow by one SUP reading strategy: “taking notes while reading”. In addition, one

GLOB reading strategy: “checking if guesses about text are right or wrong”. On the other hand, the least used strategies reported were three GLOB reading strategies: “thinking about the content of text fits reading purpose”, “using tables, figures, and pictures to increase understanding” and “using typographical features (e.g., boldface and italics)to identify key information”. Follow by two SUP reading strategies: “translating English native language” and “think in both English and mother tongue”.

In sum, this section was concerned with the presentation of the results obtained from the three research questions (what are the types of reading strategies used by EFL pupils? what is the frequency of reading strategies used by EFL pupils? In addition, what are the reading strategies used most by EFL pupils?). The next section looks into some other matter pertained to research methodology such as “ethical issues, the limitation, and delimitation of the study.

2.3. ETHICAL ISSUES

The last section we have focused our attention to the presentation of the results obtained from the research instrument (pupils’ questionnaire), then the present section is dedicated to the Ethical Issues. As defined by Tavakoli (2012), ethical Issues are guidelines or sets of principles for good professional practice, which serve to advise and steer researchers as they conduct their work (p.198).

To carry out this research study it was necessary to preserve the identity and privacy of the respondents. Therefore, the data collection was done in accordance with a list of ethical issues by Creswell (2008; Oppenheim, 1992; Nunan, 1992; Dornyei, 2003; Punch, 2006 as reported in Cacumba, 2014, p.119).In following page are the list of six general ethical principles which also was adapted in this research study:

- ✓ **Principle 1:** There must not be any harm for the respondents because of their participation in the research.
- ✓ **Principle 2:** Respondent's privacy should always be respected, and there must not be any pressure for

them to participate on the research and they should be aware of the prime information about the study so that they can provide “their informed consent” about the data.

- ✓ **Principle 3:** Respondents should be aware of the prime information about the study so that they can provide “their informed consent” about the data.
- ✓ **Principle 4:** It should be better if all the respondents are people with “sufficient authority,” that is to say that, people cannot be forced to take part in research.
- ✓ **Principle 5:** There must be a high degree of confidentiality concerning to the provided information from the respondents – the collected data should be kept in secret between the researcher and respondents.
- ✓ **Principle 6:** The study should provide benefits both for the researcher as well as for the participants – there must not be any kind of harassment.

After focusing on the ethical issues conducted in this study, we are now going to the next section, which is “limitations and delimitations”.

2.4. LIMITATIONS AND DELIMITATIONS

Considering the ethical Issues carried out in this study, now this section we are going to deal with limitations and delimitations of the study. It is important to mention the fact that during the process of writing this paper, we have encountered many limitations and delimitations as it is illustrating on the following page:

First, most of the studies conducted in the same research topic (Reading Strategies in EFL) were focused in higher levels only few of them were related to lower levels, thus made difficult on finding research related materials on the same topic.

Second, the language proficiency of the pupils (beginner level) because most of the low proficiency (beginner level) pupils were unable to understand the word in each statement on the questionnaire therefore the researcher had to explain certain word. This would have affected the validity of the results.

Third, the pupils may also interpret statements in the questionnaire differently as it is based on individual's understanding, with rigid fixed choice. Therefore, the findings and responses may be limited too.

Fourth and last limitation, this study is limited by the relatively small sample size; a more reliable larger sample should be used in future to make the results more reliable, Magogwe (2013, as cited in Xin, 2019, p. 53). This is said to be so because this research study only involved 57 participants, which was confined to only one school. A bigger sample-covering pupil from various schools and setting is recommended.

Fifth and the last was the limitation imposed by the restriction of the COVID-19.

Being discussed the limitations of the study; let us now turn our attention in its delimitations.

With regard to the delimitations, it has been delimited to our research purpose, which is investigating the reading strategies used by grade 9 English as foreign language pupils at “Colégio Nº 110º-27 de Março Anexa BETEL”. Meaning that, this study is confined to teachers and pupils from the above-mentioned institution, which is our focus. However, generalization can be made to some others contexts. Moreover, all the findings are from participants of this singular institution, and confined only to the research context whereby this study was undertaken.

In summary, this chapter aimed to find results on the “reading straggles used by grade 9 English as foreign language pupils”, therefore and to achieve this goal, one research instrument was adopted, namely “pupils questionnaire”. Thus, the results presented from pupils' questionnaire concluded that pupils have used the three types of reading strategies in generally, namely, “problem solving, support and global reading strategies”.

On the other hand, the result also revealed that the findings are crucial for EFL teachers so that they may be aware that “pupils should be taught to use the different types of reading strategies that are more flexible in their pedagogical selection and incorporate various reading strategies in the English lesson”.

Furthermore, it is very crucial for the teachers to note that reading strategies are “important for pupils’ reading in English. With that so, pupils need to be exposed to various types of reading strategies that can be practically and effectively used in reading to enhance their reading comprehension”.

CHAPTER THREE: ANALYSIS AND DISCUSSION

CHAPTER THREE: ANALYSIS AND DISCUSSION

3.0. INTRODUCTION

In this chapter, the major aim is to analyse and discuss the data obtained throughout the previous chapters. Done through the preceding chapters on which we have described the literature review and research methodology employed to conduct this study, as well as the presented results obtained from our research instrument (pupil questionnaire). Therefore, this chapter sets to analysis and discusses the, three research questions: (1) what are the types of reading strategies used by EFL pupils? (2) what is the frequency of reading strategies used by EFL pupils? (3) what are the reading strategies used most by EFL pupils? The discussion follows the research questions order.

Our main concern in this chapter is to analyse and discuss the results of the three research questions of the study. To achieve this, the current chapter is divided into three main sections. The first section analyses and discusses the results on the types of reading strategies used by EFL pupils; the second one analyses and discusses the frequency of reading strategies used by EFL pupils; and the third one analyses and discusses the reading strategies used most by EFL pupils. Being so, we will also consider the similarities and differences between what experts say and what the respondents of the present study say about the same issue. For now, let us start analyses and discuss the first research question, which is about the types of reading strategies used by EFL pupils.

3.1. TYPES OF READING STRATEGIES USED BY EFL PUPILS

This section examines the types of reading strategies based on the results obtained by the Pupil Questionnaire.

The results obtained through table 2.1, “pupils reported being high or medium mean value users of the three types of reading strategies” Second, from the three types of reading strategies, “no strategies were reported to be used with low mean value”. Third, of the three types of reading strategy, “problem solving reading strategies scores highest mean value, followed by supporting reading strategies and global reading strategies”.

As mentioned in the literature review that “the types of reading strategies used by EFL pupils are problem solving reading strategies, followed by global reading strategies and support reading strategies” (Aivazoglou & Griva 2014).

One possible explanation for these findings can be anchored in Cacumba (2014, p. 146) who argued that “cognitive strategies also known as problem solving strategies are typically found to be the most popular strategies with language learners”. Additionally, Cacumba (2014, p. 156) suggested that, “pupils need to use cognitive reading strategies that will help them solve problems when reading a text”.

Furthermore, André (2018, p. 90) stated that “skilled readers use problem solving reading strategies to increase and monitor reading comprehension as it can be involved into a form of strength to assist the reading process, they activated these types of reading strategies first to make their reading more efficient and more effortless”.

The obvious conclusion we can come to is that “pupils prefer problem solving reading strategies, followed by support reading strategies and global reading strategies”. For now, let us turn our attention to the analyses and discussion on the frequency of reading strategies used by EFL pupils.

3.2. FREQUENCY OF READING STRATEGIES USED BY EFL PUPILS

This subsection aimed at analyzing and discussing the findings on the frequency of reading strategies used by EFL pupils at “COLÉGIO Nº 110º-27 DE MAARÇO ANEXA BETEL”.

To begin with, the findings from the Tables 2.1 showed that a majority of EFL pupils claimed to be “high frequency mean users of all the reading strategies”. For EFL pupils, “the frequency of reading strategies fell into the high and medium mean used group of the overall reading strategies”. However, no low frequency mean used group of the overall reading strategies reported.

Moreover, we can also find that “problem solving reading strategies reported the highest frequency mean used, followed by support reading strategies, and global reading strategies”.

This finding is in agreement with LI (2010)⁹ and Chen & Chen (2015) in which “EFL students reported high and moderate frequency mean in all reading strategies”. According Mkhtari & Reichard (2002), a high and moderate frequency mean shows that “the participants are always or sometimes using the reading strategies. These findings may be attributed to the awareness on the types of reading strategies used that EFL students have while reading”.

Therefore, we are now turning to the next subsection, which is about analyzing and discuss the reading strategies used most by EFL pupils.

3.3. THE READING STRATEGIES USED MOST BY EFL PUPILS

This section aimed to analyse and discuss the third and last research question related to the reading strategies used most by EFL pupils.

In Table 2.3, the result reveals, firstly that “there is a reasonable awareness of all the reading strategies”. In fact, it seems rather evident that most strategies are nearly of the same importance to pupils.

As to the most used reading strategies, EFL pupils “read slowly and carefully to understand”, “when text becomes difficult, they re-read it to increase understanding”, “pay closer attention to reading”, “take notes” and “check guesses about the text are right or wrong”.

In this regard, the results are consistent with the literature review as the findings of the study go with the ones carried by Aivazoglou & Griva (2014) has demonstrated that “L2 readers tend to read more slowly and carefully to be sure, going back when losing concentration, rereading for better understanding and so on” The possible explanation for these results might be that “L2 readers tend to read more slowly because they encounter numerous challenges such as, unknown words and cultural references when reading” (Alhaqbani & Riazi, 2012). This seems to

support Andrés (2018) argument on which he stated that “L2 learners adapt their reading by slow down and making sure or keeping track of their reading”.

On the other hand as to the least used reading strategies, EFL pupil “think about the whether the content of the text fits reading purpose”, “use tables, figures, and pictures in text to increase understanding”, “use typographical features like bold face and italics to identify key information”, “when reading, they translate from English into native language” and “when reading, they think about information in both English and mother tongue”. However, the possible explanation for this finding can be anchored on Zhang (2009) who argument that “the use of some reading strategies depends on the context. In other words, each context requires different uses of reading strategies. For instance, “L2 readers are not able to use a dictionary/translator in mother tongue while reading English text in the classroom; therefore they may not use the reading strategies” (André, 2018, p. 100).

To summarise, this chapter was structured in three main parts, first analysed and discussed the “types of reading strategies used by EFL pupil, the second one, analysed and discussed the frequency of reading strategies used by EFL pupils and third and last one, analysed and discussed the reading strategies used most by EFL pupils”.

Therefore, we can infer that the relationship between our findings and the finding from authors described in the literature review has been slightly accomplished. That is in both studies, “chapter one and chapter two the connection between them (I.e., ours and the authors on the literature review) were put together in order to find their relationship, similarities and differences.

Consequently, due to the results on the base of the methodology and instruments employed in the study, it can be said the study is valid because could collect the supposed data. Concerning to the results, it can be said to be reliable because answered the three research questions. Now we are going to present the general conclusions of this work and come to the equivalent recommendations of this study.

CONCLUSION AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

The present study sought to identify the reading strategies used by grade 9 English Foreign Language Pupils at “COLÉGIO N° 110º-27 DE MARÇO ANEXA BETEL”. Considering the accounts both chapters (1, 2 and 3) the present study has the following conclude remarks:

1. “EFL pupils claimed to be aware and perceive the use of the reading strategies, in other words, they may apply all the types of reading strategies to achieve comprehension”.
2. Of the three types of reading strategies, “EFL reported tendency to use more problem solving reading strategies, followed by support reading strategies and then global reading strategies”.
3. The data obtained indicate that EFL pupils mostly used reading strategies were, first, “they read slowly and carefully to understand”. Second, “when text becomes difficult they re-read it to increase understanding”. Third, “they pay closer attention to reading”. Fourth, “they take notes while reading”. Lastly, “they check to see if guesses about the text are right or wrong”.
4. EFL pupils in generally are “frequently reading strategies users, the frequency of reading strategies fell into the high and medium mean scores”.

Drawing on the conclusions and on the limitations of this study, it is recommended that:

1. EFL pupils should use all the “types of reading strategies to achieve comprehension” (**see Appendix 1 and 2**).
2. EFL pupils should use more “problem solving reading strategies, followed by support reading strategies and the, global reading strategies” (**see Appendix 3**).
3. EFL pupil should: “read slowly and carefully to understand”, “when text becomes difficult, re-read it to increase understanding”, “pay closer attention to reading”, “take notes while reading”, and “check to see if

guesses about the text are right or wrong” as the most reading strategies used (**see Appendix 4**).

4. Teachers should expose pupils to the literature to apply more reading strategies usable in EFL contexts (**see Appendix 5**).

As for the final conclusion, we believe that some aspects related to the topic of the research study have not been clearly discussed, due to some weaknesses and limitations. Therefore, generalizations from the “Colégio N°110°-27 de Março Anexa BETEL, Lubango to the others Lubango setting must be done with caution due to the fact that the participants of this study cannot represent the total population from all EFL pupils teaching context in Lubango.

APPENDICES

APPENDIX 1: PUPIL QUESTIONNAIRE



INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO
ISCED-HUÍLA
DEPARTAMENTO DE LETRAS MODERNAS
SECÇÃO DE INGLÊS

APPENDIX 1: Investigating the Reading Strategies Used by Grade 9 English as Foreign Language Pupils at “Colégio N° 110° - 27 de Março Anexa BETEL”

Pupil Questionnaire

Dear Pupils,

In order to get my *Licenciatura* degree on ELT, after finishing the 4th year of the course in English Language Teaching course at ISCED-HUÍLA, I kindly ask your special favor of answering this questionnaire. The main objective of this questionnaire is to find out your opinions concerning on “**the Reading Strategies used by Grade 9 English Second Language Pupils.**” Please fill in this questionnaire and all the information that will be gathered through this questionnaire, will be treated confidentially and information will be kept confidentially. Your participation is greatly appreciated. Thanks for your help in anticipation.

Yours Sincerely,

Pedro Ngungui Castilho

Part One: Background Information about the Learners

1. Age. Please tick (✓)

a) 13-15 _____

c) 20 or more _____

b) 15-20 _____

2. Gender. Please tick (✓)

a) Male _____

b) Female _____

3. How long have you been learning English? Please tick (✓)

a) 0-3 years _____

b) 3-5 years _____

c) 5-10 years _____

**Part Two: Learners opinion about Reading Strategies used by Grade 9
English Second Language Pupils**

1. Reading strategies

How often do you use each of these reading strategies when you read any text?
Please circle the appropriate column:

Types of strategies	Strategies	Frequency of use		
		1. Never	2. Occasionally	3. Always
Global Reading Strategies	I have a purpose in mind when I read	1	2	3
	I think about what I know to help me understand what I read	1	2	3
	I take an overall view of the text to see what it is about before reading it	1	2	3
	I think about whether the content of the text fits my reading purpose	1	2	3
	I review the text first by noting its characteristics like length and organization	1	2	3
	When reading, I decide what to read closely and what to ignore	1	2	3
	I use tables, figures, and pictures in text to increase my understanding	1	2	3
	I use context clues to help me better understand what I am reading	1	2	3
	I use typographical features like bold face and italics to identify key information	1	2	3
	I critically analyze and evaluate the information presented in the text.	1	2	3
	I check my understanding when I come across new information	1	2	3
	I try to guess what the content of the text is about when I read	1	2	3
	I check to see if my guesses about the text are right or wrong	1	2	3
Problem solving Reading Strategies	I read slowly and carefully to make sure I understand what I am reading	1	2	3
	I try to get back on track when I lose concentration	1	2	3
	I adjust my reading speed according to what I am reading	1	2	3
	When text becomes difficult, I pay closer attention to what I am reading	1	2	3
	I stop from time to time and think about what I am reading	1	2	3
	I try to picture or visualize information to help remember what I read	1	2	3
	When text becomes difficult, I re-read it to increase my understanding	1	2	3
	When I read, I guess the meaning of unknown words or phrases	1	2	3

Support Reading Strategies	I take notes while reading to help me understand what I read	1	2	3
	When text becomes difficult, I read aloud to help me understand what I read	1	2	3
	I underline or circle information in the text to help me remember it	1	2	3
	I use reference materials (e.g., dictionary) to help me understand what I read	1	2	3
	I paraphrase (restate ideas in my own words) to better understand what I read	1	2	3
	I go back and forth in the text to find relationship among ideas in it	1	2	3
	I summarize what I read to reflect on important information in the text	1	2	3
	I ask myself questions I like to have answered in the text	1	2	3
	When reading, I translate from English into my native language	1	2	3
	I discuss what I read with others to check my understanding	1	2	3
	When reading, I think about information in both English and my mother tongue	1	2	3

Adapted from: Aivazoglou and Griva (2014); Cacumba, (2014); Ho and Shah (2015); and Thuy, (2016)

APPENDIX 2: PUPIL QUESTIONNAIRE (PORTUGUESE VERSION)



INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO
ISCED-HUÍLA
DEPARTAMENTO DE LETRAS MODERNAS
SECÇÃO DE INGLÊS

QUESTIONÁRIO PARA ALUNOS

Caros alunos,

Para obter meu diploma de *Licenciatura em Ensino da Língua Inglesa*, depois de terminar o 4º ano no ISCED-HUÍLA, solicito um especial favor para responder a este questionário. O principal objectivo deste questionário é descobrir suas opiniões sobre "as estratégias de leitura usadas pelos alunos da 9ª classe de inglês como língua estrangeira". Por favor, preencha este questionário e todas as informações fornecidas através deste questionário, serão tratadas confidencialmente e as informações serão mantidas em sigilo. Sua participação é muito apreciada. Obrigado por sua ajuda em antecipação.

Com os melhores cumprimentos,

Pedro Ngungui Castilho

Parte Um: Informações Básicas sobre o Aluno

1- Idade. Marque (✓)

a) 13-15 _____

b) 16-18 _____

2. Género. Marque (✓)

a) Masculino _____

b) Feminino _____

3. Há quanto tempo você aprende Inglês? Marque (✓)

a) 0-3 Anos _____

b) 3-5 Anos _____

c) 5-10 Anos _____

Parte Um: Informações Básicas sobre o Aluno

1- Idade. Marque (✓)

a) 13-15 _____

b) 16-18 _____

2. Gênero. Marque (✓)

a) Masculino _____

b) Feminino _____

3. Há quanto tempo você aprende Inglês? Marque (✓)

a) 0-3 Anos _____

b) 3-5 Anos _____

c) 5-10 Anos _____

Parte Dois: Opinião do Aluno sobre as Estratégias de Leitura usadas pelos Alunos da 9ª classe de Inglês como língua estrangeira.

4. Estratégias de leitura

Com que frequência que você usa cada uma dessas estratégias de leitura quando lê algum texto? Circule o número apropriado:

1. Nunca

2 De vez em quando

3. Sempre

Tipos de estratégias	Estratégias	Uso da frequência		
		1	2	3
Estratégias globais	Tenho um propósito em mente quando leio.	1	2	3
	Penso no que sei para me ajudar a entender o que leio.	1	2	3
	Eu faço uma visão geral do texto para ver do que se trata antes de lê-lo.	1	2	3
	Eu penso se o conteúdo do texto se encaixa no meu propósito de leitura.	1	2	3
	Eu reviso o texto primeiro observando suas características como comprimento e organização.	1	2	3
	Ao ler, decido o que ler com atenção e o que ignorar.	1	2	3
	Eu uso tabelas, figuras e imagens em texto para aumentar minha compreensão.	1	2	3
	Eu uso pistas de contexto para me ajudar a entender melhor o que estou lendo.	1	2	3
	Eu uso recursos tipográficos como negrito e itálico para identificar informações importantes.	1	2	3
	Eu analiso e avalio criticamente as informações apresentadas no texto.	1	2	3
	Verifico meu entendimento quando encontro novas informações.	1	2	3
	Tento adivinhar sobre o que é o conteúdo do texto quando leio.	1	2	3
	Eu verifico se minhas suposições sobre o texto estão certas ou erradas	1	2	3

Estratégias de resolução de problemas	Leio devagar e com cuidado para ter certeza de que entendi o que estou lendo.	1	2	3
	Tento voltar à pista quando perco a concentração.	1	2	3
	Eu ajusto minha velocidade de leitura de acordo com o que estou lendo.	1	2	3
	Quando o texto se torna difícil, presto mais atenção ao que estou lendo.	1	2	3
	Paro de vez em quando e penso no que estou lendo.	1	2	3
	Tento imaginar ou visualizar informações para ajudar a lembrar o que li.	1	2	3
	Quando o texto fica difícil, eu o releio para aumentar minha compreensão.	1	2	3
	Quando leio, acho que o significado de palavras ou frases desconhecidas	1	2	3
	Leio devagar e com cuidado para ter certeza de que entendi o que estou lendo.	1	2	3
	Tento voltar à pista quando perco a concentração.	1	2	3
	Eu ajusto minha velocidade de leitura de acordo com o que estou lendo.	1	2	3
	Estratégias de apoio	Faço anotações enquanto leio para me ajudar a entender o que leio.	1	2
Quando o texto fica difícil, leio em voz alta para me ajudar a entender o que leio.		1	2	3
Sublinho ou circulo as informações no texto para me ajudar a lembrá-las.		1	2	3
Eu uso materiais de referência (por exemplo, dicionário) para me ajudar a entender o que leio.		1	2	3
Eu parafraseio (reafirmo as ideias com minhas próprias palavras) para entender melhor o que leio.		1	2	3
Eu vou e volto no texto para encontrar a relação entre as ideias nele.		1	2	3
Eu resumo o que li para refletir sobre informações importantes no texto		1	2	3
Eu me faço perguntas que gostaria de ter respondido no texto		1	2	3
Ao ler, traduzo do inglês para minha língua nativa		1	2	3
Discuto o que li com outras pessoas para verificar meu entendimento		1	2	3
Ao ler, penso nas informações em inglês e na minha língua materna		1	2	3

Adaptado de:

Aivazoglou and Griva (2014); Cacumba, (2014); Ho and Shah (2015); and Thuy, (2016)

APPENDIX 3: PRACTICAL ACTIVITIES ON THE TYPES OF READING STRATEGIES USED BY EFL PUPILS

Global reading strategies

What Teachers do	What Pupils do
Before	
<ul style="list-style-type: none"> Select a subject-related textbook or electronic resource. Create a text search hand out. Use some prompts to guide pupils to particular features of the text (e.g., "List the major topics in this textbook." "Locate information about early trade unions.") Read the prompts out loud, if needed 	<ul style="list-style-type: none"> Ask clarifying questions about the prompts and the task. Read the task prompts and note the features of text that might be useful in completing the task.
During	
<ul style="list-style-type: none"> Ask pupils to work in pairs to complete the search within a specific time frame. Have partners share their findings with another pair 	<ul style="list-style-type: none"> Read and respond to the prompts. Record findings. Share and compare findings. Use cooperative group skills to complete the task.
After	
<ul style="list-style-type: none"> Discuss which items were easy and which items were challenging to find. Ask pupils to suggest which features of text were very helpful and not very helpful, and which features should be added to the text. 	<ul style="list-style-type: none"> Identify the easy and challenging prompts. Identify the features of text they used and explain how they helped or hindered their task.

Problem solving reading strategies

What Teachers do	What Pupils do
Before	
<ul style="list-style-type: none"> Read the assigned text to pupils, asking them to try and see in their minds what the words are saying. Share some mind pictures derived from the text. See Teacher Resource, Visualizing from Text. Invite some pupils to share the pictures in their heads. Engage pupils in a class discussion about the importance of visualizing text in their minds – to get the idea the words are trying to convey. Give pupils an example of how 	<ul style="list-style-type: none"> Listen carefully to the text, trying to picture the words.

<p>important the picture/concept idea is by sharing the example of coniferous trees – if pupils can picture a pine tree for coniferous, and then they have the concept of trees that are ever green.</p>	
During	
<ul style="list-style-type: none"> ▪ Provide additional text samples. See Pupils Resource, Practise Visualizing from Text. ▪ Ask pupils to work individually to create mind pictures from the text. ▪ Ask each <u>pupils</u> to join with three other pupils to compare their mind pictures. 	<ul style="list-style-type: none"> ▪ Read silently and make notes about mind pictures that emerge from the words in the texts. ▪ Compare and discuss their mental images. ▪ Ask questions of each other to determine why the mental images may differ.
After	
<ul style="list-style-type: none"> ▪ Engage pupils in whole-class discussion about the kinds of things that may have triggered their mind pictures or mental images – e.g., understanding of a specific word, personal experience, something read previously, a movie or television show. ▪ Confirm that individuals may have some very different pictures in their minds, based on differing personal experience. Some of those pictures will be accurate and some inaccurate, and so pupils should confirm their picture with other details or elements of the text, as described below. ▪ Remind pupils that textbook features (such as diagrams, pictures, or a glossary) may help them create more accurate and detailed mind pictures 	<ul style="list-style-type: none"> ▪ Contribute their responses to class <u>discussion</u>. ▪ Take notes about the features of text that may help them create pictures in their minds from text.

Support reading strategies

What Teachers do	What Pupils do
Before	
<ul style="list-style-type: none"> ▪ Make an overhead transparency of 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ a course-related reading selection to model the process of taking notes. Use a blank transparency as a notebook. ▪ Preview the text with the class, noting features of the text and using them to form questions and responses such as: -What does this heading tell me? (Write down the title as the topic) -What form of writing is this? (Write down the form such as magazine article and the date) -What does this subheading tell me? -What do I already know about this section topic? (Write down some points) ▪ Read the prompts out loud, if needed 	<ul style="list-style-type: none"> ▪ Preview the text and note strategies that others use to preview a text.
During	
<ul style="list-style-type: none"> ▪ Continue modelling reading and making notes. Read the text aloud, stopping after each section or paragraph to identify keywords. Ask pupils to suggest key words and phrases. ▪ Model how to use keywords and phrases to create a summary or point-form notes in your own words. ▪ Model rereading sections to clarify notes or ask questions about the text such as: -What part of this section is most important? -What does the author want me to know about this topic? -What did I find interesting about that part? -What other questions do I have? -Does this remind me of anything else I have read about or seen? ▪ Model using the questions to generate the content for the point-form notes or summary. 	<ul style="list-style-type: none"> ▪ Listen and observe the teacher modelling. Create their own notes based on the teacher's class example. ▪ Identify key words and phrases in the reading selection, and paraphrases important information. ▪ Ask questions about the reading selection.
After	
<ul style="list-style-type: none"> ▪ Ask pupils to read a short passage on the same topic and make notes. ▪ Have partners or small groups share and compare notes. Pupils use partner's ideas to change or add to their notes. ▪ As a class, discuss effective note-making strategies ▪ Create class reference materials such as visual organizers, word charts, and note-making prompts. 	<ul style="list-style-type: none"> ▪ Read passage and use note-making strategies to record important ideas and information. ▪ Use other's notes to add to or refine their own. ▪ Identify note-making strategies and resources to use in the future..

Adapted from:

Think Literacy: Cross-Curricular Approaches, Grades 7-12. (2008). Retrieved from <https://www.omea.on.ca.thinkliteracy.pdf>.

APPENDIX 4: PRACTICAL ACTIVITIES ON THE MOST READING STRATEGIES USED BY EFL PUPILS

Pre-reading stage:

- Have a purpose in mind when I read.
- Think about what I know to help me understand what I read.
- Take an overall view of the text to see what it is about before reading it.
- Think about whether the content of the text fits my reading purpose.
- Review the text first by noting its characteristics like length and organization.
- When reading, I decide what to read closely and what to ignore.
- Use tables, figures, and pictures in text to increase my understanding.
- Use context clues to help me better understand what I am reading.
- Use typographical features like bold face and italics to identify key information.
- Critically analyze and evaluate the information presented in the text.
- Check my understanding when I come across new information.
- Guess what the content of the text is about when I read.
- Check to see if my guesses about the text are right or wrong.

While reading stage:

- Read slowly and carefully to make sure I understand what I am reading.
- Get back on track when I lose concentration.
- Adjust my reading speed according to what I am reading.
- When text becomes difficult, I pay closer attention to what I am reading.
- Stop from time to time and think about what I am reading.
- Picture or visualize information to help remember what I read.
- When text becomes difficult, I re-read it to increase my understanding.
- When I read, I guess the meaning of unknown words or phrase.

Post-reading Stage:

- **Take notes while reading to help me understand what I read.**
- When text becomes difficult, I read aloud to help me understand what I read.
- Underline or circle information in the text to help me remember it.
- Use reference materials (e.g., dictionary) to help me understand what I read.
- Paraphrase (restate ideas in my own words) to better understand what I read.
- Go back and forth in the text to find relationship among ideas in it.
- Summarize what I read to reflect on important information in the text
- Ask myself questions I like to have answered in the text
- When reading, I translate from English into my native language
- Discuss what I read with others to check my understanding
- When reading, I think about information in both English and my mother tongue.

Adapted from:

Saricoban, A. (2002). Reading Strategies of Successful Readers Through the Three Phase Approach. *The Reading Matrix*, 2(3), 1-16.

APPENDIX 5: LESSON PLAN ON TEACHING HOW TO TAKE NOTES WHEN READING

Subject: English

Topic: Note taking when reading

Grade: 9

Students' level: Beginners

Aim: To teach students how to take notes when reading

Activities	Teachers task	Pupils task	Aim
Before reading	<p>Preview the text with the class, by noting the features of the text and using them to form questions and responses such as:</p> <p>What does the title of the text tell me? (Write down the title on the board)</p> <p>What the title is talking about? (Write down on the board)</p> <p>What does the first sentence tell me?</p> <p>What do I already know about this title? (Write down some points)</p>	<p>-Preview the text and write on the note book what teach is saying.</p> <p>-Write down the title on the note book</p> <p>-Write down on the note book</p> <p>-Write down on the note book</p> <p>Write down on the note book</p>	<p>-to show how to preview the text with pupils</p> <p>-to explain about the title</p> <p>-to check understand about the title</p>
During reading	<p>Continue modelling reading and making notes.</p> <p>Read the text aloud, stopping after each section or paragraph to identify Key words.</p> <p>Ask students to suggest key words and phrases.</p> <p>Model how to use keywords and phrases to create a summary or point to form notes in your own words.</p>	<p>Listen and observe the teacher modelling.</p> <p>Identify key words and phrases in the reading selection, and paraphrases important information.</p>	<p>To make the class paying attention on reading</p> <p>To see if pupils are able to identify the key words or phrases on the text</p>

	<p>Model rereading sections to clarify notes or ask questions about the text such as:</p> <p>What part of this section is most important?</p> <p>What does the author want me to know about this topic?</p> <p>What did I find interesting about that part?</p> <p>Have I read about or seen?</p> <p>Model using the questions to generate the content for the point to form notes or summary.</p>	<p>Create their own notes based on the teacher's class example</p> <p>Ask questions about the reading selection</p> <p>Listen and observe the teacher modelling</p>	<p>To check understanding</p>
<p>After reading</p>	<p>Ask students to read a short passage on the same topic and make notes.</p> <p>Have partners or small groups share and compare notes. Students use partner's ideas to change or add to their notes.</p> <p>As a class, discuss effective note-making strategies.</p> <p>Create class reference materials such as visual organizers, word charts, note-making prompts</p>	<p>Read the passage and make notes</p> <p>Use other's notes to add to or refine their own.</p> <p>Identify note-making strategies and resources to use in the future.</p>	<p>To make pupils practise on how to make notes.</p> <p>To share and compare their notes with others</p> <p>To give pupils opportunity on how to make effective note strategies</p>

Adapted from:

Strategies for Improving Middle Level Students' Reading and Writing Skills, Grades 6-8, pp. 46-55. Retrieved from <https://www.omea.on.ca.thinkliteracy.pdf>.

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