Perspectives of Reading Strategies in EFL

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Abstract

This descriptive study aimed to get in-depth information about the students' perspectives towards vocabulary, reading in English, and the reading techniques they use, if any, to do so. The present research was conducted with 65 teenagers, 33 males, and 32 females, from 14 to 18 years old in a private school in Cuenca-Ecuador whose proficiency level of English was between A1 (beginner) and C1 (advanced) according to the Common European Framework of Reference (CEFR). Quantitative and qualitative data were collected through a Google Forms survey during a live Zoom session. Results showed that learners have difficulties reading a passage mainly because of the lack or poor vocabulary knowledge and because they feel anxious or stressed due to pronunciation difficulties. The results also revealed that learners were not familiar with different reading strategies, which may harden the reading task.

This research is addressed to EFL teachers who want to get more in-depth information about learners' perspectives toward reading in English. The present study could serve as a first approach to the pupils' needs concerning strategies that facilitate reading comprehension and vocabulary acquisition in the educational context.

Keywords: EFL, High School, perspectives, reading strategies, vocabulary.

Resumen

Este estudio descriptivo tuvo como objetivo obtener información en profundidad sobre las perspectivas de los estudiantes hacia el vocabulario, la lectura en inglés y las técnicas lectoras que utilizan los estudiantes, si acaso alguna. La presente investigación se realizó con 65 adolescentes, 33 hombres y 32 mujeres, de 14 a 18 años de un colegio privado de Cuenca-Ecuador, cuyo nivel de dominio del inglés se encontraba entre A1 (principiante) y C1 (avanzado) según el Marco Común Europeo de Referencia (CEFR, por sus siglas en inglés). Los datos cuantitativos y cualitativos se recopilaron a través de una encuesta de Google Forms durante una sesión de Zoom en vivo. Los resultados mostraron que los estudiantes tienen dificultades para leer un pasaje principalmente debido a la falta o escaso conocimiento del vocabulario y porque se sienten ansiosos o estresados debido a dificultades de pronunciación. Los resultados también revelaron que los alumnos no estaban familiarizados con las diferentes estrategias lectoras, lo que puede dificultar la tarea de lectura en el segundo idioma.

Esta investigación está dirigida a profesores de inglés como lengua extranjera que desean obtener información más detallada sobre las perspectivas de los alumnos hacia la lectura. El presente estudio podría servir como un primer acercamiento a las necesidades de los estudiantes en cuanto a estrategias que faciliten la comprensión lectora y la adquisición de vocabulario en el contexto educativo.

Palabras clave: inglés como lengua extranjera, bachillerato, perspectivas, estrategias de lectura, vocabulario.

Perspectives of Reading Strategies in EFL

Students in Ecuador often struggle to learn English as a foreign language (EFL, Obiajulu, 2017). This reality has been visible globally, and research proves this fact (Cabrera et al., 2019; Kuhlamn & Serrano, 2017; Obiajulu, 2017).

EFL students, specifically, have experienced some problems when learning the new language, one of the skills that often represents a challenge is reading. Obiajulu (2017) explained that "reading has been a major setback for beginners since they [students] hold the attitude that English is never pronounced the same way it's written" (p. 186).

Some of the most common difficulties in reading are reading comprehension, grammar, and vocabulary. According to Nagy (1988), acquiring vocabulary is essential to comprehend a text; not knowing the meaning of most of its words will severely harden the reading task (p. 9). The complexity of the terms in a text determines how well a reader can comprehend it.

As stated by Li et al. (2019), to build a strong vocabulary, it is necessary to learn a significant number of words, a task that could be particularly challenging for English learner students (p.1). Once learners improve their vocabulary, they will be more likely to identify key elements and link them to create a better and deeper understanding or comprehension of a text (McNamara, 2007). Koda (2005, as cited in Chandran & Shah, 2019) explained that comprehension only occurs when students can link the new knowledge with their existing knowledge to create a sequence and background of the text on their minds (p.1). If EFL students lack vocabulary, they, as a result, will have a lower reading comprehension than expected.

Another aspect to consider when talking about reading is grammar; according to Jahangard et al. (2011), students will understand an unfamiliar text better if they know

some general structures. However, the authors pointed out that weak reading skills in EFL students are mainly due to the lack of vocabulary. In the same study, it is mentioned that there has not been enough investigation about how grammar influences reading comprehension.

Research has shown that emotions play a big role during reading activities (Bohn-Getter & Rapp, 2014; Daley et al., 2014). Bohn-Getter and Rapp (2014) explained that learners are affective beings whose emotions can influence their learning. If students feel conformable with the activities and strategies utilized to improve their reading skills, they will be more likely to improve them and succeed.

Diverse descriptive studies have been done within the reading skill; some authors have focused on cognitive strategies (Alrabah & Wu, 2018; Katib, 1997; Üstünbaş, 2019). Two of them have used the think-aloud protocols (Katib, 1997; Üstünbaş, 2019), and the other, Alrabah and Wu (2018), collected data through the Metacognitive Awareness of Reading Strategy Inventory (MARSI). These descriptive studies have been conducted in an EFL context with college students; however, none has been carried out in Cuenca.

This descriptive study was conducted in a private school in Cuenca – Ecuador; 65 teenagers from ages 14 to 18 were asked about the different strategies they use when reading, through a Google Docs survey. A consent form was sent to the learners' parents or guardians; only those students that fulfill the age range and have the letter form signed were included in the sample.

Literature Review

Reading skills often represent a challenge for EFL learners due to some of its components. Some authors such as Nagy (1988), Jahangard et al. (2011), and Zhang (2012) explained that pupils often struggle with reading comprehension because of the

lack or weak knowledge of vocabulary and/or grammar structures. Nagy (1988) stated that vocabulary is one of the main setbacks when learning a new language. Students cannot understand a text if they do not know most of the words that compose it. For Zhang (2012), reading comprehension depends heavily on knowing the meaning of the words in a text. The author pointed out that there are two crucial factors to consider when learning vocabulary: the size and the depth; even when it is necessary to know a fair amount of vocabulary, it is also essential to understand its meaning deeply; otherwise, it will not be possible to improve vocabulary skills.

As stated by Nagy (1988), there are two reasons why vocabulary instruction often fails; the first one refers to light or not in-deep instruction. When vocabulary words are not learned in-depth, they will not remain in the learner's mind for a long time. The second cause for failure, according to the same author, is because learners often want to know the meaning of each word in the passage; inferring some terms can help the student comprehend the text without going back to the dictionary at every moment (p11).

Grammar also plays an essential role in reading comprehension; the lack of grammar knowledge contributes to reading failure (Zhang, 2012). Jahangard et al. (2011) noted that pupils could better understand an unfamiliar text if some grammatical structures are provided first.

Zhang (2012) mentioned two kinds of grammatical knowledge; an implicit one, where learners may follow some grammatical structures similar to their L1 rules, something that usually does not require a lot of effort; and an explicit one, which can be defined as linguistic rules. Both structures are coexistent, and both are necessary to improve reading comprehension.

In any language, words are not presented in isolation. They are structured in sentences or paragraphs; that is why it is important to know some basic linguistic rules to understand a text's meaning better. When learning English as a foreign language, students need guided instruction to pick up the new language rules to improve reading comprehension. Nonetheless, some authors (Jahangard et al., 2011; Linde, 2008) have noted that there has not been enough research about the extent to which grammar influences reading comprehension.

Considering the components of the reading skill and the struggles learners face when practicing it, some strategies have been researched to see the effect they have on learners.

Skimming

Skimming is a speed reading technique in which students look for general information in the text without reading the whole passage. Pupils are asked to use this strategy, especially when they have to read extensive texts in a limited time (Mambua, 2020). When skimming, students look for the text's overall or main idea instead of focusing on specific details. That is why Yusuf et al. (2017) recommended selecting keywords or phrases and reading the first and last sentences of the paragraphs; usually, each section's main idea is there.

Scanning

Scanning is also a speed reading technique (Mambua, 2020) where students move their eyes faster than usual to find specific information about a passage (Yusuf et al., 2017). While in the skimming technique, students look for the text's overall idea, for the scanning strategy, pupils search for specific information as to names, places, dates, among others. The purpose of this strategy, according to Yusuf et al. (2017), is to extract specific details of a text without reading the whole passage.

Summarizing

Consistent with Taylor (1982), students often struggle when reading because they do not recognize the text structure; some learners may not identify the main ideas or details described in a passage. Students cannot remember everything they have read; when apprentices summarize the text, they are more likely to recall information. Huan and Ngan (2017) pointed out that students need to filter the passage looking for important ideas and discard the unimportant ones to make a good summary. When summarizing, students synthesize the original text and create a new and original material, often using their own words, which can help them better understand the written passage. Mouri (2020) explained that summarizing is a strategy where learners create a synopsis of the text using the main point of the story and omitting details.

Decoding

Decoding could be seen as "word recognition"; students can make meaning of a text when they can decode orthographical information (Gough & Tunmer, 1986; Johns et al., 2018). To improve reading skills, pupils first need to read isolated words accurately, something that usually is done in silence. For Perfetti (1984) decoding, it is not only the ability to translate print letters into sounds but into the language itself. Isolated letters or even words do not create a language; they need to be connected to create meaning (p.41).

Encoding

Opposite to decoding, encoding refers to the ability to transform sounds into words (spelling). Brady (1997) noted that "in the verbal memory, inefficient or inaccurate formation or phonological representation might limit resources available for recall or might result in a less durable memory trace" (p.22). If pupils struggle to encode

the sound of a language to transform it into words, they, as a result, will experience problems when reading.

Decoding and encoding are related; while decoding refers to the processing of written words into sounds, encoding focuses on the words' spelling, meaning conveying sounds into written words. Both start with a phonological awareness or understanding of the phonemes of a specific language.

Reading Aloud

Some teachers find reading aloud (RA) interesting even though it has been considered a not recommended strategy since it might be against the communicative teaching methodology (Gibson, 2008). Even when reading aloud is highly encouraged in L1, it does not seem to have the same acceptance when learning a new language. Nevertheless, students often experience a similar process as the one experienced by a child learning to read in his first language (Dhaif, 1990).

Gibson (2008) presented some of the common arguments against RA; for example, this technique could be seen as a dull or boring activity, used to consume important class time in which students feel anxious or overwhelmed because they are afraid of making pronunciation mistakes. However, the author has also noted some of its benefits; for instance, the connection between graphemes and phonemes, something that cannot be reinforced in silent reading. When students read aloud, they practice these connections, and they have to opportunity to improve their pronunciation skills.

Prior Knowledge when Reading

Prior knowledge refers to the existing information learners have about a determined topic; Ozuru et al. (2009) used the term topic-relevant prior knowledge to talk about previous information about specific topics when reading and its importance in reading comprehension. Various authors (Baldwin et al., 1985; Guthrie, 1981; Ozuru,

2009) have researched the correlation between pupils' prior knowledge and reading compression skills. In 1981, Guthrie mentioned that students comprehend a text better when they are interested in it, probably because they know more about the topic. Nonetheless, after a study, Baldwin et al. (1985) determined that there was no relation between these two variables (topic interest and prior knowledge), probably because the study was carried out with high school students who have to read material whether they like it or not. The author explained that perhaps in adults, the results could have been different.

Even when the authors defer about the relationship between prior knowledge and topic interest, they agreed that prior knowledge has positive impacts when reading; it facilitates and enhances reading comprehension.

Purpose for Reading

When reading, students have to process symbols (usually words) to create meaning out of it (Sangia, 2018). According to Sangia (2018), reading can be considered a powerful tool because it provides specific information about a wide range of topics; that is why it plays a vital role in education. O'Reilly et al. (2018) explained that the purpose of reading influences the way learners comprehend a text. The authors differentiated two kinds of goals when reading, study, and entertainment purposes. Learners who read for study purposes retained more information than learners who read for entertainment.

Organization of Texts

Meyer (1987) and Taylor (1982) agreed that students' reading comprehension improves when they know how a passage is structured because they may have a clearer idea of the text's purpose. Students can also use similar text structures to organize their thoughts, saving time instead of looking for new or different structures to organize

schemas. Pupils who read a well-organized text will better understand it and recall the read information more quickly than learners who have read a not well-organized passage (Meyer, 1987, p. 66.). Hebert et al. (2016) exposed that text structure instruction benefits different levels, but it could be more useful for students of different reading abilities.

Methodology

Design

The current study is a descriptive one that uses a quantitative approach to identify what strategies, if any, are used by high school students when reading. For Grimes and Schulz (2002), descriptive studies are the first approach to new inquires or new research topics. This research tries to answer questions as who, when, what, why, and where.

This study uses a quantitative approach, meaning that numerical data was collected through a survey. It was then analyzed to evidence the different reading techniques used by students in a private school in Cuenca-Ecuador whose English level according to the CEFR is between A1 and C1.

The specific research questions are:

Do participants read in English?

Do they use reading strategies?

What are their perspectives towards vocabulary?

What are their perspectives towards reading in English?

Participants

A sample of 65 students from the first to the third year of baccalaureate from a private school in Cuenca – Ecuador, between ages 14 to 18, were recruited to answer a survey about the reading strategies they use when reading in English. Only those who fit

the age range specified were included in the sample. Special Education Needs (SEN) students were also included to see if they use any strategies when reading in the foreign language. Participants were only excluded if their parents expressed their unwillingness to allow their sons/daughters to participate in the survey or if the learners were not willing to participate.

Instruments

For this study, a survey was conducted to discover the students' perspectives about vocabulary and the techniques they use when reading in English. The survey was sent through Google Forms during a live class using Zoom; due to the current global situation of the Coronavirus Pandemic. Students took between 10 to 15 minutes to answer it.

The survey showed a legend that presented the study and its aims; here was also specified that the participation was voluntary. In the first part, the form collected demographic information through 13 questions. Learners were asked about the type of institution they studied in, their age, gender, course or school year, nationality, ethnicity, religion, socio-economic class, language, level of English, access to technology, internet access, and technology knowledge. In the second part, students were asked six open-ended questions about their reading abilities and their feelings. A Likert scale chart was also presented with 14 questions, which could be answered with "to a great extent," "most of it," "some," a little bit," or "none."

Data Analysis

Most of the information on the instrument was quantitative; however, six questions provided qualitative responses (open-ended questions). Once students had answered the survey, all responses were collected and downloaded into an Excel spreadsheet.

For the quantitative data, each item was analyzed and tabulated to get the mean or the average score. To analyze the open-ended questions, the author divided the answers into main categories depending on the number of similar responses (Appendixes 1 and 2).

Ethical Considerations

All ethical issues were considered for the research (Kaewkungwal & Adams, 2019); a signed consent form was sent to each parent asking for permission to conduct the study; also, students were asked for verbal consent to participate in it. In the consent form, the interviewer explained the study's purpose and asked for permission to apply the survey.

Students' names will remain anonymous to protect their identity and avoid vulnerability in the study. All responses were confidential, and they were only used to fulfill the purpose of this research.

Results

This section shows the outcomes of the survey and answers the four research questions proposed in the study. Even though the results were quantitative, the researcher included some quotes from the open ended questions to clarify the student's perspectives towards reading in English.

The instrument gathered demographic information and showed that the respondents' average age was 17 years old; 33 were male and 32 female. Most of the learners were Ecuadorian; however, there were students from USA (2), Colombia (1), and Spain (1); the general language among the learners was Spanish; and the majority (46) of the respondents identify themselves as mestizos; 17 preferred not to answer that question.

Catholicism was the main religion practiced by the participants (32), followed by Jehovah's Witnesses (16); other religions were a minority. Most of them (59) belong to a middle socio-economic class.

Most of the students perceived their English level as basic (29) or intermediate (29); when they were asked about their English background, twenty-one (21) pointed out that they have only been exposed to English at school from their childhood. Fourteen (14) of the answers evidenced speaking difficulties while learning the new language, and some other answers pointed out writing (10), listening (10), pronunciation (10), reading (6), vocabulary (6), or grammar (2) difficulties.

Some students (8) also mentioned good teachers' methodologies as a positive impact to learn the new language. Among the minor results, students replied that some of them had learned English in different institutes (4), through apps (2), or through music/movies (2). Five (5) of the learners admitted rather liking the language or not having experienced learning difficulties.

All of the participants confirmed having access to internet at home. Fifty-one of them said they had access to a laptop, while 44 mentioned having a smartphone; 22 checked the desktop answer, and 20 learners had a tablet; 16 of the participants had a laptop, a smartphone, and a tablet with an internet connection at home. Respondents identified their technical knowledge as intermediate (25), followed very close by 23 learners whose answer was a basic knowledge of technology.

Research question 1: Do participants read in English?

Forty-two (42) learners marked "Yes," 19 of them chose "No," and nine wrote "sometimes." The most common answer for those students who said "Yes" was because

they liked the language (12), followed by reasons such as to increase knowledge (9) or

because they understand the texts they read (8). Among the minor "Yes" answers,

students mentioned the usefulness of the language (3) and reasons like improving

vocabulary (2) or the language itself (2).

Some relevant reasons provided by the students who declared not reading in

English were the lack of vocabulary (3) or not understanding the reading passages (3).

Some learners explained that reading was difficult (2) and others admitted not being

interested in reading at all (2).

The participants who stated reading in English "sometimes" provided reasons

like not understanding the whole idea of a text (4) and reading the subtitles while

watching movies (2).

Research question 2: Do they use reading strategies?

When participants were asked if they could skim and scan a text, eight explained

that they could do it sometimes, eight mentioned that they had to translate the text to do

it, and 13 answered "No"; however, none explained each strategy's process. The results

showed that students are not familiar with these reading techniques.

The same happened when participants were questioned about the elements of a

summary. The answer's mean was 3, 34, meaning that they have some knowledge about

summarizing but, they are not utterly familiar with this reading technique.

Research question 3: What are their perspectives towards vocabulary?

Thirty four (34) learners expressed that their vocabulary knowledge in English

was intermediate, 16 participants identified their vocabulary level as basic and, 11 said

that their vocabulary was fairly good or good enough to understand simple texts in the foreign language.

Pupils explained that learning vocabulary was complex because they do not understand or remember the meaning of the new words (15). Several students mentioned pronunciation difficulties (12); others stated the lack of practice (8), and some others expounded that English is not pronounced the same way it is written (6); certain words sound the same but have different meanings. A minority of learners (6) declared that the vocabulary is too broad and challenging for them to learn (4).

Research question 4: What are their perspectives towards reading in English?

A Likert scale was used to get more in-depth information about the learners' perspectives towards their experience while reading in English; 14 questions were asked where students could answer "To a great extent," "Most of it," "Some," "A little bit" or "None." The following chart shows the results and the mean for each one of the questions.

Table 1

Liker scale results

Item	Mean:
I can understand a long, complex text.	3.28
I understand single phrases at a time.	4.12
I understand a long text with the first reading.	2.94
I understand a long text by rereading it.	3.92
I can skim.	2.86

I can scan.	2.89
I know the elements of a summary.	3.34
When I read I translate all the words.	3.03
I identify the type of texts I read.	3.02
I know the organization of the text.	2.86
I use my prior knowledge when I read.	3.42
I can classify words of a reading according to their function in context of the reading: noun, verb, adverb, adjective, among others.	3.15
When I read, I observe punctuation pauses	3.46
When I read, the punctuation helps me understand the text.	3.49

The questions about skimming and scanning techniques show an average of 2.86, and 2.94, two of the lowest results, which means that learners are not acquainted with these reading techniques. The item "I know the organization of a text" also shows an average score of 2.86, meaning that students do not know the different types of text and do not recognize them when reading in English. The participants declared understanding a single phrase at a time, but they admitted not being familiar with the texts' organization or the speech parts.

For the last four open ended questions, students wrote down their feeling towards reading in English; most of them (20) explained that they translate the words when reading, and some others get bored (19), feel anxious/stressed (17), or do not understand the written passage and most of its words(10). However, 12 participants stated that they enjoy reading in English.

The participants took an online test to determine their English level according to the Common European Framework of Reference (CEFR). The majority of them

(58.46%) are on an A1 Beginner level while 29.23% are at a B1 Intermediate level. There has not been a significant difference between males and females in each group; the numbers are similar.

Some students with an A1 level manifested that reading in English is difficult because of the vast vocabulary or pronunciation; they also mentioned difficulties in other skills like listening and speaking. When asked about their English background, an A1 learner explained:

"I can't pronounce or write in English well. There are things that I understand but not everything. I've been studying English for about seven years. I never liked it because they didn't know how to teach me well."

On the other side, students with a B1 level explained that they have studied the language since they were kids. The responses do not show significant difficulties when it comes to English skills; however, some students agreed that speaking is complicated for them. These participants said that they had learned English through songs, books, and videos.

A student answered this:

"I have studied (English) since I was six years old. I have not encountered any difficulties since I like the language, and it is easier for me to understand it; however, my pronunciation is not the best."

There are differences between the responses of both groups; A1 level students seem no to enjoy learning and reading in English as much as B1 level learners. A1

learners have explained that they do not understand most words and phrases; this could be why they do not like the language as much as the other group.

Discussion

The survey results responded to the four research questions proposed for this study. Regarding the first one, about whether or not participants read in English, it was evident that, as stated by Obiajulu (2017), "reading has been a major setback for beginners since they [students] hold the attitude that English is never pronounced the same way it is written." Students from different CEFR levels explained that pronunciation is difficult when reading. The words and letters do not sound the same as in their native language; therefore, most learners mentioned having difficulties when they read in English.

Concerning the second research question about the reading strategies learners use, if any, when reading in English, the results showed that students were not familiar with them. Participants were not capable of describing the skimming and scanning techniques; Yusuf et al. (2017) recommended learners to select keywords and reading the first and the last sentences of the paragraphs to get the main idea of each section. Only one of the learners responded, "look for keywords," but he did not explain the skimming process.

When they were asked about summarizing, the average response was some knowledge about this technique; thus, students have difficulty filtering the passage looking for essential ideas, discarding unimportant details (Huan & Ngan, 2017). According to Taylor (1982), students often struggle when reading because they do not recognize the text structure; when apprentices summarize the text, they are more likely to recall information.

For the third research question on the learners' perspectives about vocabulary, it was palpable that, as Nagy stated in 1988, vocabulary is a significant setback when learning English. Students referred to their lack or poor vocabulary as a cause for not reading in English on the open questions. Zhang (2012) explained that reading comprehension depends on the learners' vocabulary knowledge; if they do not have a good vocabulary, the reading passages will be considered challenging and tedious. Participants explained that they feel anxious and stressed when reading in the foreign language because they cannot understand most of the text words.

The fourth question about the participants' perspective toward reading in English had different answers; some of the learners, who stated not reading in English, attributed this to pronunciation difficulties. Authors like Dhaif (1990) and Gibson (2008) mentioned several benefits of the reading aloud (RA) technique: the connection between graphemes and phonemes, something that cannot be reinforced in silent reading. If students read aloud, they practice these connections, and they have to opportunity to improve their pronunciation skills.

Finally, learners considered the teacher's role as an essential factor while learning English; some answers reveal that useful teaching techniques have been applied. Others show that teachers did not know how to teach the language. The learners used words as "like" or "do not like" to refer to the language, and some others, have described their learning as "difficult"; these terms shows that, as stated by Bohn-Getter and Rapp (2014), learners are affective beings whose emotions can influence their learning. If pupils feel conformable with the teacher's activities and strategies they will be more motivated to learn.

Conclusions

Once the survey results were compared with the literature review, the conclusion was that for most learners reading in English is a difficult task. The main reasons for this outcome are the lack of or poor vocabulary and pronunciation difficulties. Students also mentioned feeling anxious and stressed when they were asked to read in the foreign language because they did not understand the whole passage; or could not identify the main idea of the text, something that makes them nervous in class. Even students whose English level was higher (B1) admitted having some pronunciation and reading comprehension difficulties.

Concerning reading strategies, it was evident that most learners were not familiar with these methods; the questions about skimming, scanning and summarizing did not get full answers or explanations about the actual techniques.

To conclude, it is necessary to point out the importance of this descriptive study as a first approach to the participants' needs; only if teachers consider the necessities students have, they would meet them. In this specific case, it was palpable that learners were not acquainted with different techniques to read and comprehend a text, which may harden the reading task. If students learn different ways to read a passage, they will probably be more likely to comprehend it.

This descriptive study could serve as a first step towards an action research about reading strategies that facilitate reading comprehension and vocabulary acquisition in the educational context, which could benefit students and teachers.

Limitations

This study presented some limitations. The survey was conducted through Zoom on a specific day and time authorized by the school's principal. Due to the short periods students have to receive classes on-line, it was not possible to reschedule a new date for those learners that were not able to attend the first calling.

There were a total of 84 students from the first to the third year of baccalaureate; seven parents stated, in the consent form, not wanting their teenagers to be part of the research. Sixty-five (65) students took the survey, and 12 did not participate because they did not join the class on the designed day for this purpose because of connectivity problems.

Recommendations

The present study was carried out online due to the coronavirus pandemic; students were asked to answer a survey using Google Forms. However, because of connectivity problems, not all the students were able to answer the form.

For further studies, it is recommended to include questions in the survey document as "what kind of books/ texts would you like to read in English?" this question will give more in-depth information about the participants' interests and will show a path for further innovations. If students are interested in comics, teachers could introduce this material to class; the same could be done if they are interested in science or fiction books. Recalling Bohn-Getter and Rapp (2014), students are emotional beings; they learn better when they like the activities or, in this case the passages they are asked to read.

Another question that could be included in the survey could be "Name and describe the reading techniques you are familiar with, if any." A teacher could use this information to identify what techniques are familiar to learners and start teaching them some others; if students can identify and describe the methods, they will be more likely to apply them to a text.

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Appendix 1

Excel Spreadsheet: Survey Results

Available upon request.

Appendix 2

Google Forms Survey Results

Available upon request.

Appendix 3

School's authorization for the study

Available upon request.

Appendix 4

Consent Letter sent to parents

Available upon request.