Investigating Reading Strategies Used by Teachers at the Departments of English, Universities of Duhok and Nawroz

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ABSTACT

This paper aims at investigating the employment of reading strategies by EFL teachers in their EFL classes at the Departments of English, Universities of Duhok and Nawroz. In order achieve the aims of the study and answer its questions a 5-point Likert scale questionnaire adopted from Oxford et al, (2004) was given to 10 EFL teachers; 6 females and 4 males, from the departments of English at the colleges of Languages and Basic Education at University of Duhok and Nawroz university. The questionnaire consists of 40 reading items grouped into three categories of (pre-reading stage, while-reading stage, and after-reading stage) that cover all the possible reading strategies used in EFL classes. It has been found out that all teachers are well aware of the reading strategies. However, the Global Reading strategies are preferred over the Support-reading strategies and Problem-solving strategies by teachers. Moreover, the participant teachers believe that all reading strategies are important to be used in EFL reading classes. Finally, there were no statistically significant differences between the teachers regarding their use of the reading strategies as far as gender is concerned.

KEYWORDS: academic reading, gender difference, reading strategies (RS), teaching of reading comprehension, teachers' beliefs, TESOL.

1. Introduction

An equally important skill among other language skills is the skill of Reading. "It is a complex skill which occurs with combination of attention, memory, perceptual processes, and comprehension processes" (Kern, 1989: 135-149). Reading is viewed by Carrell (1989: 121-134) "as possibly the most crucial academic skill because most students in academic settings study a second language, notably English, to read for information". Therefore, it is essential for EFL learners to read as many English books, magazines and articles as possible every day if they want to enhance their world knowledge and cope with new technological advancements in order to develop their reading skills that in turn contributes to developing their language competency. Nowadays, reading is considered one of the most important aspects in people's life, and it is seen as a primary approach in academic contexts. This might be due to the reason that reading lays the groundwork and foundation for synthesis and critical thinking and evaluation skills (Yukselir, 2014). Since, English is a globally recognizable language around the globe where many countries are having it as their 2nd or 3rd language, it is essential for language learners and teachers to make use of all language skills including reading. Moreover, reading can assist people overcome linguistic deficiencies and improve their reading achievement for this reason (Zhang, 2008).

1.1 Aims of Study

This paper aims at finding out the reading strategies used by EFL teachers. It further aims at identifying the gender differences, if any, between the EFL teachers at university level in terms of using reading strategies in their EFL classes.

1.2 Research Questions

This paper tries to give answers to the following questions:

1. Is the sample of university teachers aware of reading strategies?
2. What type of reading strategies does the sample of teachers use?
3. What are the sample of EFL teachers' beliefs regarding the reading strategies employed through the reading stages?
4. Does teachers' gender play a role in the use of different reading strategies?

1.3 Significance of the Study

The results of this study will be valuable to applied linguists, English language learners, and teachers. The study will make students aware of the value of using RS, particularly when they come across difficult or complex written texts that could impede their ability to understand language. This will help students improve their reading skills, which will in turn help them improve their language skills. The findings of this study will give EFL instructors important ideas on the value of implementing RS in the classroom and how these techniques might help students improve their language comprehension skills. The study will also inspire educators to employ and promote more reading tools in the classroom to improve students' language proficiency.

2. Theoretical Background and Previous Studies

2.1 Theoretical Background

This section provides an account of the reading skills, types of reading and the importance of reading strategies in EFL learning and teaching.

2.1.1 Reading Skill

Reading is "the process of receiving and interpreting information encoded in language form via the medium of print" (Urquhart & Weir, 1998:22). Moreover, according to Johnson (2008:3), reading is "the technique of using text to create meaning". Learners' reading skills are important because they help them understand what they are e reading based on their prior and existing knowledge. The purpose of reading in EFL classes is to increase and enhance learners' vocabulary, to know how words, phrases, clauses and sentences collocate in order to make a text, and to improve text comprehension as well as writing skills.

2.1.2 Types of Reading

There are five types of reading, namely intensive reading, extensive reading, reading aloud, silent reading, and library reading.

1. Intensive reading is the activity of extracting brief texts for specific information. This type is evidently more concerned with accuracy than with quantity (Grellet, 1986).

2. Extensive reading is the act of reading a lengthy material for leisure (Grellet, 1986).This type emphasizes quantity over accuracy more than any other. It is done to gain a general understanding of the entire material.

3. Reading aloud is when a text is read aloud and clearly. This type of reading highlights the advantages of reading and increases the listener's enthusiasm for books and desire to read (Mooney, 1990). Examples of this kind of reading include listening to poetry, dialogue, and other kinds of texts.

4. Silent reading, which is the type of reading that happens without making sounds noticeable to others (Elizabeth 2004: 287- 288). This type of reading is used in EFL classes in order to increase students' reading proficiency and fluency.

2.1.3 Categories of Reading Strategies

Reading strategies are divided into three main groups, namely global reading strategies, problem-solving reading strategies and support reading strategies. These three categories of reading strategies were first introduced by Mokhtari and Sheorey (2002), who made use of a Survey of Reading Strategies (SORS) in order to measure students' reading awareness of texts.

1. Global strategies, such as previewing and predicting, relate to those strategies that are consciously planned to track the reading process.

2. Problem-solving strategies are acts that readers use to more effectively comprehend challenging texts. These strategies include interpreting word meaning from context cues and visualizing the text's substance.

3. Support reading strategies are those fundamental strategies that help readers understand the material by consulting a dictionary, making notes, underlining, or highlighting relevant language (Mokhtari & Sheorey, 2002).

2.1.4 Models of Reading

This section focuses on four main models of reading: the bottom-up model, the top-down model, the Interactive model, and Krashen's model.

1. The bottom-up model, here written and printed texts are emphasized. This kind of reading model is based on explicit instructions.

2. The top-down model aims to get students to concentrate more on understanding a passage's core theme rather than on understanding every single word.

3. The Interactive model is a combination of the bottom-up and top-down models.

4. Krashen's model presents the "comprehensible input" hypothesis, which claims that language acquisition occurs when language learners comprehend what they hear and/or read.

2.1.5 Important of Teaching Reading

Reading instruction is crucial in EFL classrooms in order to give students the knowledge they need to advance their learning processes. These abilities are particularly crucial for learners since they enable them to overcome language reading challenges like understanding a text, and grammatical and vocabulary issues. In order to promote student's independence and language development, it is suggested that teaching reading skills in EFL contexts is an excellent way for establishing a learning environment that is learner-centered.

2.1.6 The Reading Challenges

In recent years many studies have suggested grammar, vocabulary, understanding literature, and prior knowledge as the main reading challenges encountered by EFL learners; (Chawwang, 2008). Gunning (2002), for example, found out that Thai EFL learners had challenges in comprehending English literature due to inadequate vocabulary. Syntactic issues present another difficulty for students in EFL reading classes, especially when it comes to issues like the ambiguity of a sentence and/or a text, concord and tenses. Finally, lack of prior knowledge also plays a role in obstructing the process of comprehending a reading text.

2.2 Previous Studies

The following is a brief review of a few studies related to the concepts and aims of the current study.

Bamanger and Gashan (2014) examined the beliefs of EFL teachers regarding the use of reading strategies. The participants were 27 Saudi EFL teachers who taught English at different schools in Riyadh. A 5-point Likert scale questionnaire based on the work of Chou (2008) was used for the purpose of analyzing the teachers' beliefs. The study has come up with the following results: The most crucial reading instruction strategies in a descending order were "To guess the meaning of the ambiguous vocabulary", followed by "To explain vocabulary items" then "To scan the text" and "To ask questions to check the comprehension

of the text". Finally, "To translate words into Arabic" was the least important one. The study conclusion was that teachers thought that all the reading strategies were important for developing EFL learners reading comprehension. The findings also suggested that in order to change classroom practices, teachers' first need to change their beliefs about these practices.

Deregözü and Üstün (2021) conducted a research on reading strategies used by prospective foreign language teachers studying at an English and German as a foreign language department of an education faculty in Osmaniye Korkut Ata University in Turkey. They tried to explore the variable differences teachers may have when implementing RS such as gender, department, educational experience and proficiency level. The sample of the study was 160 Turkish teachers majoring in English and German languages. The findings of the study revealed that there were statistical differences regarding gender, but there were no statistical differences regarding the departments of their major. At the same time, significant statistical differences were found within both educational experiences and teachers' proficiency levels. The study suggested the use of explicit reading instructions.

Alomair and Almethen (2021) investigated the impact of gender on reading comprehension from teachers' perspectives. The participants were 10 Saudi female teachers having at least two years of experience teaching both male and female primary students from international schools. Semi-structured interviews with 15 open-ended questions were used to serve as the main research tool. Thematic coding was used to analyze the data. The findings showed a variety of gender-related variables that had an impact on comprehension. Different maturation rates, social and cultural influences, and behavior tendencies were some of the gender-related variables that impacted the participants' choice of reading strategies. The participants also discussed some of the methods they had taken to try to close the gender gap in their classes as well as some of the difficulties they had encountered.

3. Methodology
3.1 Research Design

The current study is a descriptive analysis that looks at how EFL teachers at university level use reading strategies in EFL

classes. The data were collected by a questionnaire that was given to 10 EFL teachers working at the University of Duhok and Nawroz University.

3.2 Participants

Ten EFL teachers; 6 female and 4 male, from the departments of English, colleges of Languages and college of Basic Education, at University of Duhok and Nawroz University in Duhok city in Kurdistan Region of Iraq participated in this study. They were the only teachers of reading skills and reading comprehension at the above mentioned departments.

3.3 Data Collection Instrument

A 5- Likert scale questionnaire adopted from Oxford et al, (2004) was used in collecting the data. It consisted of 40 reading items, which were grouped into three reading categories; pre-reading stage, while-reading stage, and after-reading stage. The first stage of pre-reading comprised 13 items (1-13), the while-stage comprised 20 items number (14-34), and the

Table 1: *Reliability statistics of Teachers' variables and questionnaire items*

Cronbach's Alpha	Number of Items
.685	40

4. Results and Discussions

In this section, the research findings are discussed using figures and tables based on the four research questions:

after-reading stage comprised 5 items (35-40). Cronbach alpha was used for checking the reliability of the questionnaire and as suggested by (Whitley, 2002; Robinson, 2009). SPSS statistics (version 29) and Microsoft Excel tools were used for the statistical data analysis. Moreover, Metacognitive Awareness of Reading Strategies Inventory (MARSI) questionnaire by Mokhtari and Reichard (2002), which measures the three categories of reading strategies including (1) Global-reading strategies (GLOB), (2) Support-reading strategies (SUP), and (3) Problem-solving strategies (PROB) was used. It is worth mentioning that the teachers' questionnaire was valued as reliable at a rate value of (0.685). On the other hand, the validity of this questionnaire was modified and established after it was evaluated by six professional jury members as it can be seen in table number 1.
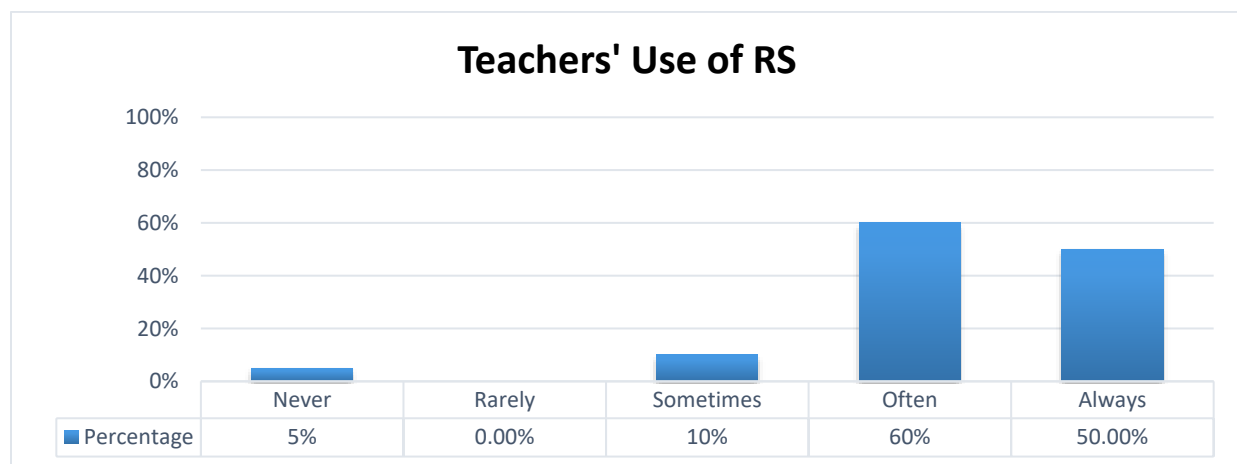
Research question # 1:
'Are the university teachers included in the study aware of reading strategies?'

To answer this research question, one first needs to take a look at the following figure:

Figure 1: *Teachers' Use of Reading Strategies*

	Never	Rarely	Sometimes	Often	Always
Percentage	5%	0.00%	10%	60%	50.00%

The results shown in the above figure indicate that the two extreme points of the scale, "always" and "often," appeared to be where the

40 items yielded the highest scores. The data also reveal that the highest score—60% usage level or 24 times usage rate—goes to the point of

the scale "often", while the point of the scale "always " comes second with 50% usage or frequency ratio of 20 times usage level. This result indicates that the first research question can be answered categorically "yes"; teachers are aware of the use of reading strategies. It can also be said that teachers are aware of the significance of reading strategies since they are aware of the effects these strategies can have on their students' ability to comprehend the text . This understanding may be attributed to the fact that the sample of teachers included those who were teaching the "Reading and Writing" modules, which familiarized them with such strategies because they would eventually need to impart them to their students.

The findings relevant to this question are consistent with those of Solak and Altay (2014), who looked at the reading strategy used by prospective English teachers in Turkish ELT context. They further invalidate hypothesis number one which states that teachers are not well aware of the importance of such strategies as the study's findings have demonstrated that every participant used every strategy wisely enough.

Research question # 2:
'What type of reading strategies do EFL teachers use?'

The examination of the teachers' response revealed that, as shown in Table (2) below, the teachers used three categories of reading strategies; support reading strategies, problem-solving strategies, and global reading strategies.

Table 2 *RS Reported being used the Most and the Least by EFL Teachers*

IN	Statement	ST	NP	M	STD
1	I ask students to look at the title and guess the subject of the text.	GLOB	10	4.7	0.48
21	I encourage students to use context as parts of words (prefixes, suffixes, and stems) to work out the meaning of unknown words.	GLOB	10	4.6	0.7
37	I ask comprehension questions about the text.	GLOB	10	4.5	0.71
12	I encourage students to increase the speed in silent reading.	PROB	10	3.4	0.52
38	I give students a quiz about the text.	SUP	10	3.2	1.03
24	When reading, I translate from English into the students' native language.	PROB	10	1.7	0.68

Note. IN = Item number, ST = Strategy type, Number of participants, M = Mean value, STD = Standard deviation.

The findings in the table above show that most teachers preferred using global reading strategies to other categories of reading strategies. They have effectively used the cognitive and metacognitive methods, as well as the top-down and bottom-up strategies. Regarding the order of the strategies, the table reveals that the ones listed in items (1, 21, and 37) are the ones that are most frequently employed and as follows:

Item No. 1. "I ask students to look at the title and guess the subject of the text."

This pre-reading item belongs to the top-down, global reading strategy, and cognitive reading strategy groups and is positioned in the pre-reading stage. Based on the mean and standard deviation values indicated in Table 2 above, this item was the most frequently used item?

Item No. 21. "I encourage students to use context as parts of words (prefixes, suffixes, and stems) to work out the meaning of unknown words."

The while-reading stage is where this item is located. It belongs to the category of the bottom-up strategy, problem-solving strategy, and cognitive reading strategy. Based on the mean and standard deviation values displayed in Table 2 above, this item was the second-most frequently used one.

Item No. 37. "I ask comprehension questions about the text."

This item is within the after reading stage. It belongs to the categories of the top-down, metacognitive, and global reading strategies. The mean and standard deviation values provided in Table 2 above show that this item was the third most frequently utilized item.

On the other hand, items (12, 38, and 24) include the following strategies as part of their ranking of the least used ones:

Item No. 12. "I encourage students to increase the speed in silent reading."

This item is within the pre-reading stage. It belongs to the category of the top-down strategy, problem-solving strategy, and metacognitive reading strategy. Based on the mean and standard deviation values demonstrated in Table 2 above, this item was the third least used item.

Item No. 38. "I give students a quiz about the text"

This item follows the after-reading stage. It belongs to the categories of the top-down strategy, support reading strategy, and metacognitive reading strategy. According to the mean and standard deviation values displayed in Table 2 above, this item was the second least frequently used item.

Item No. 24. "When reading, I translate from English into the students' native language."

This item follows the while-reading stage. It belongs to the category of the bottom-up strategy, problem-solving strategy, and cognitive reading strategy. According to the mean and standard deviation values stated in Table 2 above, this item was the least frequently used item.

In conclusion, based on the results of the above analysis, teachers favor the use of global reading strategies over problem-solving and support reading strategies. The findings suggest that whereas low to moderate readers like the use of problem-solving methods and support reading strategies, high proficient readers prefer the use of global reading strategies. These findings are consistent with Ameer et al.'s (2010) study that investigated Omani EFL students' and teachers' online reading habits. These results validate the second research hypothesis of this study which refers to teachers' use global-reading strategies.

Research question # 3:
'What are EFL teachers' beliefs regarding the reading strategies employed through the reading stages?'

Table (3) *Ranking the importance of the three stages*

Pre-Reading Strategies		
Items	**Statement**	**Mean**
1	I ask students to look at the title and guess the subject of the text.	4.7
2	I ask students to identify the topic (previewing).	4.7
4	I ask some warm-up questions before reading.	4.7
11	I adjust strategies to the purpose for reading.	4.5
6	I ask students to skim the text quickly before reading.	4.3
9	I encourage students to activate their background knowledge related to the content of the text.	4.3
3	I ask students to look at the pictures and predict how it relates with the text.	4.1
13	I recommend students the process of note-taking.	3.9
5	I ask students to read the text silently.	3.8
10	I evaluate guesses and try new guesses if necessary.	3.7
7	I ask the students' if they have had any experience related with the topic.	3.6
8	I teach some important words before students start reading the text.	3.5
12	I encourage students to increase the speed in silent reading.	3.4
While-Reading Strategies		
Items	**Statement**	**Mean**

21	I encourage students to use context as parts of words (prefixes, suffixes, and stems) to work out the meaning of unknown words.	4.6
32	I ask students to take notes, highlight or underline the important parts.	4.6
18	I ask students to scan the text.	4.5
33	I give active role to the students.	4.5
29	I ask students to deduce meaning from the context.	4.4
30	I encourage students to benefit from relationships of cause and effect in the text.	4.3
31	I ask students to re-read for better understanding.	4.3
26	I allow the students to go on reading even when unsuccessful.	4.2
22	I comment on the significance of the content and question the information in the text.	4.0
23	I help the students visualize the information in the text.	3.7
16	I encourage students avoid habits such as reading word-by word.	3.7
27	I ask students to focus on meaning of the text not the form.	3.7
25	I ask students to guess the meaning of unfamiliar words in co-text.	3.6
20	I encourage students to use dictionary for the unknown words.	3.5
14	I ask students to read the text only once.	3.4
15	I ask students to read the text more than once.	3.2
28	I encourage students to disregard insignificant words.	3.2
19	I read the text fully and then present it to the students.	2.7
34	I ask students to focus too much on form at the expense of meaning.	2.7
17	I encourage students to translate the text into L1.	2.0
24	When reading, I translate from English into the students' native language.	1.7
After-Reading Strategies		
Items	**Statement**	**Mean**
37	I ask comprehension questions about the text.	4.5
39	I give students follow-up activities related to the text.	4.1
40	I ask students to discuss the text after reading.	3.9
35	I ask students to look back over a text and summarize it.	3.7
36	I ask students to go back to read the details of the passage to find the answers of the questions.	3.8
38	I give students a quiz about the text.	3.2

Table 3 outlines the opinions and beliefs of EFL teachers about the reading strategies. A ranking table that takes into account the three reading stages was made above in order to address this concern. Pre-reading is the first step, and the table reveals that there are 13 items in this level that seek to attend the instructional strategies before reading. The findings show that leading learners to "ask students to look at the title and guess the topic of the text" (item 1), "asking students to identify the topic" (item 2), and "asking some warm-up questions before reading" (item 4) are the most dominant items within this stage, with a mean value of 4.7 for all of them. Items (11, 6, 9, and 3) are the second-most dominant items, and items (13, 11, and 6) are the third-most dominant ones. Item number (12) is the lowest preference, with a moderate mean value of 3.4. These choices—identifying the topic and making the connection between the text and the pictures—illustrate how crucial it is for teachers to focus their students' attention on the topic before they begin reading. Students can deduce the theme of the text in this way. The subjects provide the students with a general overview of the text's content. Due to their knowledge of what they will be reading, they will be ready to start.

The second stage's, while-reading, objectives investigate teachers' reading methods. The results show that the items with the highest mean scores for this stage are asking students to take notes, highlight, or underline the important parts (item 32) and encouraging students to use

context as parts of words (prefixes, suffixes, and stems) to determine the meaning of unknown words (item 21). The least liked items, on the other hand, that have the lowest mean value across all stages, is item number 24 scoring the lowest mean value of 1.7, which is much lower than the other items (19, 34, 17, and 24) with a mean value of 2.7 and below.

The third stage's, after-reading is intended to explore teachers' post-reading strategies. The findings show that, with a mean score of 4.5, the item that states leading students to ask comprehension questions regarding the text (Item 37) is the most dominant item at this level. Item number (39) is the second with a mean score of 4.1, which is rather high, while items number 40, 35, and 36 are third with scores of 3.2 and higher, which is between moderate and high. The least favorite item is item number (38), which has a still-moderate mean value rating of 3.2.

According to the research's findings from Table 3 above, teachers frequently believe that reading

strategies are important and they want to use them practically and constantly when students are reading. The study's findings also show that the pre-reading strategies are the most popular, followed by the while-reading strategies, with the after-reading strategies being the least preferred ones. These findings are consistent with Çakıcı (2016) who studied EFL teachers' beliefs about the use of reading strategies at the University of Ondokuz Mayıs, Samsun, Turkey. They also validate the research hypothesis number three that states "English university teachers believe that Reading Strategies are very important for university students".

Research question # 4:
'Does gender play a role in employing different reading strategies for both students and teachers?'

This study was statistically treated by the One-Way ANOVA test to get the desired results. To answer this research question, check table 4 below.

Table (4) the differences between the three strategies according to the teachers' gender

Strategies of the Study	Gender	N	Mean	Estimated T Value	Critical T Value	Degree of Freedom	Probability*
First Strategy	Male	4	4.2885	1.519		8	0.167
	Female	6	3.9615				
Second Strategy	Male	4	3.7381	0.820	1.860	8	0.436
	Female	6	3.5873				
Third Strategy	Male	4	3.4583	1.770		8	0.098
	Female	6	4.1389				

Based on the estimated (T) values, which are 1.519, 0.820, and 1.770 for each of the three strategy stages, respectively, Table 4 above demonstrates that there are no statistically significant differences between teachers in terms of their gender about the way they approach the

three study strategies. They are all lower than the 1.860 with an 8 - degree of freedom T-test critical value. This demonstrates that the computed (Prob.) values—which are, respectively, 0.167, 0.436, and 0.098 for each of the three approach stages—are all higher than

the fictitious level of significance of the study, which is set at 0.05. In light of this, there is no statistically significant difference between the genders of the teachers included in this study when it comes to the usage and implementation of the three strategies currently in use. The findings of this part of the current investigation conflict with those of a pertinent study by Deregözü and Üstün in the same field (2020). Meanwhile, these results validate the research hypothesis number four that states "teachers' gender does not play a role in choosing different reading strategies".

5. Findings

To reiterate, the purpose of this study is to ascertain the types of reading strategies used by EFL teachers, and whether their preferences vary according to teachers' gender and beliefs. This study also aims to determine whether teachers use adequate strategies in their classes and whether students and teachers are aware of the value of reading strategies in EFL classes. The following are the findings of this study.

1. All teachers are well aware of the RS, and they employ all of them, albeit to varying degrees. For teachers, there are two basic categories for the usage of reading strategies: "often" and "always." This shows that the responses to the 40 questions on the teachers' questionnaire were overwhelmingly positive, with (always and often) being the most frequently used scale out of the five scales. This indicates that all teachers are well aware of the significance of these reading strategies as they are already teaching the subject of reading and writing. The data also showed that the point of the scale "often" had the highest score, with a usage level of 60% or a usage rate of 24 times, while the scale's "always" point came second, with a frequency ratio of 20 times equal to a usage level of 50% among the other scales. Given that teachers are aware of how to employ reading strategies; this suggests that the first question of the study can be answered in the affirmative.

2. As regard to the second question of the study, it has been found out that the strategy items with the highest means are (1, 2, and 4) representing the most type of RS, and the items read as follows: 1; "I ask students to determine the topic of the text based on the title." Item 2: "I ask the pupils to identify the topic (previewing), item number 4 is, "I ask some warm-up questions before reading " with a mean value of

4.7 for all three of them and all of them fall into the pre-reading stage. While item number 24, "When reading, I translate from English into the students' native language," had an average mean value of 1.7, which corresponds to the while-reading strategy item's stage, makes it the least frequently used strategy not just for teachers but also the lowest scored item among teachers. This implies that teachers mostly use "top-down" strategies and global-reading strategies.

3. With reference to the answers to the third research question, "What are EFL teachers' beliefs regarding the reading strategies used through the reading stages?" The results show that teachers used a variety of cognitive and metacognitive strategies in their regular classrooms, including the scaffolding strategy, which means that they are well aware of the value of reading strategies.

4. There are no statistical differences between male and female teachers regarding their use of the reading strategies.

6. Conclusions

This study has come up with the following concluding points:

1. Reading instruction is important in EFL classrooms because it helps students comprehend what they read and gives them the knowledge they need to advance their learning.

2. The main challenges of reading for EFL learners are grammar, vocabulary, understanding literature, and prior knowledge.

3. The teachers included in this study mostly use "top-down" strategies and global-reading strategies.

4. The teachers included in this study use a variety of cognitive and metacognitive strategies in their regular classrooms.

5. No statistical differences have been found between male and female teachers regarding the use of reading strategies.

7. Recommendations and suggestions for future studies

This study would put forward the following three recommendations based on its results:

1. Kurdish universities need to present the new methods of teaching reading strategies for

teachers of all specialties not only the teachers of reading and writing.

2. Future study can include a greater number of teachers for discovering their beliefs, attitudes, strategies of reading.

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Appendices
Appendix (1)
Teachers' Questionnaire

Dear Professor,
This questionnaire is for purely academic purposes. Your responses will be kept anonymous. The researcher will be grateful if you can kindly fill in and respond to the items of this questionnaire where appropriate.

The aim of the above entitled MA thesis is to investigate your opinions, believes and practices of Reading Strategies you use in your reading comprehension class (i.e. Reading and Writing) . Accordingly, this questionnaire tries to collect and elicit your ideas and opinions on the various strategies you as a Teacher use when you teach reading comprehension (i.e. Reading and Writing class) at your English department.

1. Part one

General Information (demographic details and variables)

Please tick out (✓) what applies to you below

1. Teacher's Name: (optional) _____

2. Date: _____

3. Gender: **Male** ☐   **Female** ☐

4. Title: **Assistant Lecturer** ☐   **Lecturer** ☐   **Assistant Professor** ☐   **Professor** ☐
   Other ☐

5. Degree: **Postgraduate Diploma** ☐   **MA** ☐   **PhD** ☐

6. Specialization: **Linguistics** ☐   **Literature** ☐

7. Number of years of teaching at the university: ☐

8. Number of years of teaching Reading and Writing: ☐

2. Part Two

Each of the below statement is followed:

Scale	Frequency	Percentage
1	Never/almost never	0-20
2	Occasionally or Rarely	21-40
3	Sometimes (50%)	41-60
4	Often	61-80
5	Always/ almost always	81-100

Kindly, after reading each statement, *tick in the box* which applies to you**.** Note that there are **no right or wrong responses** to any of the items on this survey.

Item	Statement	Tick what………….. applies to you				
	Pre-Reading Strategies	**Never**	**Rarely**	**Sometimes**	**Often**	**Always**
1	I ask students to look at the title and guess the subject of the text.					
2	I ask students to identify the topic (previewing).					
3	I ask students to look at the pictures and predict how it relates with the text.					
4	I ask some warm-up questions before reading.					
5	I ask students to read the text silently.					
6	I ask students to skim the text quickly before reading.					
7	I ask the students' if they have had any experience related with the topic.					
8	I teach some important words before students start reading the text.					
9	I encourage students to activate their background knowledge related to the content of the text.					
10	I evaluate guesses and try new guesses if necessary.					
11	I adjust strategies to the purpose for reading.					
12	I encourage students to increase the speed in silent reading.					
13	I recommend students the process of note-taking.					
	While-Reading Strategies	**Never**	**Rarely**	**Sometimes**	**often**	**Always**
14	I ask students to read the text only once.					
15	I ask students to read the text more than once.					
16	I encourage students avoid habits such as reading word-by word.					
17	I encourage students to translate the text into L1.					
18	I ask students to scan the text.					
19	I read the text fully and then present it to the students.					
20	I encourage students to use dictionary for the unknown words.					

		Never	Rarely	Sometimes	often	Always
21	I encourage students to use context as parts of words (prefixes, suffixes, and stems) to work out the meaning of unknown words.					
22	I comment on the significance of the content and question the information in the text.					
23	I help the students visualize the information in the text.					
24	When reading, I translate from English into the students' native language.					
25	I ask students to guess the meaning of unfamiliar words in co-text.					
26	I allow the students to go on reading even when unsuccessful.					
27	I ask students to focus on meaning of the text not the form.					
28	I encourage students to disregard insignificant words.					
29	I ask students to deduce meaning from the context.					
30	I encourage students to benefit from relationships of cause and effect in the text.					
31	I ask students to re-read for better understanding.					
32	I ask students to take notes, highlight or underline the important parts.					
33	I give active role to the students.					
34	I ask students to focus too much on form at the expense of meaning.					
	After-Reading Strategies	**Never**	**Rarely**	**Sometimes**	**often**	**Always**
35	I ask students to look back over a text and summarize it.					
36	I ask students to go back to read the details of the passage to find the answers of the questions.					
37	I ask comprehension questions about the text.					
38	I give students a quiz about the text.					
39	I give students follow-up activities related to the text.					
40	I ask students to discuss the text after reading.					

Thank you for your kind cooperation.