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Effective reading as a learning strategy in English language teaching

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Abstract

There is a serious need for developing language learning strategies as well as teaching methods in order to facilitate foreign language acquisition. Good strategies can be found to help students in a self-learning situation and make them largely independent of teacher assistance. Text analysis activities or critical reading could be among them.

This paper aims at presenting the common comprehension problems which students mostly encounter in their language learning process and at the same time tries to outline useful reading strategies and guidelines based on text analysis activities. For this purpose, a survey was conducted with the students of English at “Aleksandër Moisiu” University and their feedback was analysed to find out about the difficulties they have been facing throughout their language learning process. The paper also focuses on the implementation and incorporation of effective reading strategies into the English language classroom such as: pre-reading activities, while-reading exercises, post-reading, and follow-up exercises. In addition, the paper discusses the importance and advantages of using a variety of text types in line with the students’ levels of competence and their interests.

Keywords: *text analysis, critical reading, effective reading strategies, pre-reading activities, post-reading, follow-up exercises*