

Tackling the Case of Reading Skill in University Foundation Programs

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ABSTRACT

Reading is considered a key skill taught at the university. The dilemma lies in the challenges students face in reading classes. In view of that, this research aims to look into how best to enhance reading skill delivery techniques and find out practically feasible implications to overcome such obstacles. In order to find such techniques, the researcher seeks to investigate the lecturers' opinions and their roles in improving the teaching of this skill in the foundation program (FP) in English as a Foreign Language (EFL) context. A total number of 10 lecturers, belonging to the FP are the participants in this research. It has been decided to apply the qualitative inductive thematic analysis by semi-structured interviews with the lecturers. Finally, the modus operandi to be acted on in classes is provided to ameliorate competent and appropriate delivery of the reading skills in a more convenient manner. The recommended strategies are categorized into three groups of pre-, while and post-reading strategies that can be used by reading teachers.

Keywords: Reading skill, Pre-Reading Strategies, While-Reading Strategies, Post-Reading Strategies, Foundation

1. Introduction

The reading skill is one of the lifelong learning skills. It is crucially associated and correlated with social success and academic achievement. Moreover, reading is linked with the enhancement and leverage of students' motivation toward learning as well as self-confidence. Despite this, recent studies reveal that educational systems at the tertiary levels have been negatively criticized due to the lack of reading culture and concepts among students (Al-Mahrooqi & Denman, 2017). Many initiatives have been created, integrated, and introduced to elevate learners' reading skills. Hence, this research seeks the upgrading of the reading classes that are conducted at the universities. The study starts by briefly addressing the impediments and hindrances that students wade through

while reading in a foreign or second language. Then, the modus operandi and various strategies are presented to teachers to act on so that they may deliver engaging, interactive, and intercommunicative reading classes as is proven to be the best effective method of teaching or learning (Ebrahimi, 2019).

Researchers have agreed on the absolutely vital importance of inculcating unwaveringly deeply rooted reading skills in learners. Consecutive studies have revealed a link between competency in reading and overall scholastic achievement and academic attainment (Griffin & Mindrila, 2023). Based on these findings, teachers have a considerably crucial role to play in nurturing and cherishing a positive attitude toward learning and literacy in their entire team (Huang, 2019). Scholars agree that

teachers must instruct learners flawlessly in proper pronunciation, enrichment of relevant vocabulary stock, and acquisition of unobstructed, lisp-free fluency and accuracy to maintain their role in the reading classes.

In the same context, Thissen et al. (2022) stressed the absolute importance of using diversified reading strategies in English classrooms. The scholar divided the reading process into three stages: pre-reading, during-reading, and after-reading phases. Examples of such strategies comprise skimming, team review, shared reading, and cooperative reading. In addition to that, he highlighted the intrinsically relevant role of graphic organizers for the purpose of facilitating and understanding the reading activities on the part of students. It is interesting that such examples were also mentioned and implemented by the participants of this study. It is also important to use the proper teaching strategies that suits the students for the betterment of their learning (Dhanapal et al., 2021). Therefore, selected strategies that are more convenient and suitable for particular classes can be chosen to be used.

1.1. Objective and research question

The purpose of this research is to introduce the most practical strategies that teachers tend to get help in their reading classes. In this regard, the researcher asked ten experienced teachers, "how to enhance reading classes by applying effective strategies?" to know which strategies are popular in practice and "how to improve teaching of reading at the university foundation level".

2. Literature Review

The Pre-reading stage focuses on the readers' schemata which are their background knowledge and experience (Yan & Kim, 2023). In this stage, teachers apply and integrate some brainstorming activities related to the topic of the reading passage for the purpose of stimulating students' background knowledge, thereby enabling them to associate the ideas in the passage with their own knowledge and understand more of the gist of the reading text. Comprehending the text is built throughout this stage. Some lead-in strategies comprise prediction of content (Olson et al., 2018), personalized questions (Olszewski & Hood, 2023), learning some vocabulary items contained in the text (Pellicer-Sánchez et al., 2021), and applying visual aids (Ebrahimi, 2014). The adaptation and integration of such activities spur students' prior knowledge and assist them in understanding the text

more effectively and efficiently. Throughout this stage, students' interest, engagement, and motivation can also be built up. Therefore, the main focus of this stage is the student (Vernet et al., 2021).

In the while-reading stage, students attempt to approach the content of the passage and decode it; in the meanwhile, they may apply different strategies to understand such content (Mulatu & Regassa, 2022). Some of the helpful strategies include skimming and scanning (John, 2022), and teamwork (Walker et al., 2021). This stage focuses more on the text itself rather than on the student (Alfarwan, 2021).

In the post-reading stage, teachers verify students' comprehension and fathom their critical thinking skills (Kasneci et al., 2023), whereby students have an opportunity to produce, and practice, the language related to the topic by themselves. In this stage, students may review and check their own schemata and connect them with the information they have acquired while reading the passage for the purpose of making inferences (Li et al., 2022), analyses (Toyokawa et al., 2023), syntheses (Castells et al., 2023), evaluations (Li et al., 2022), discussions (Teng, 2020), and finally, grasping the meaning constructions (Wang, 2020).

The aim of the above-mentioned stages altogether is to learn how to read for the purpose of understanding the gist and how to think throughout the various reading stages (Li, 2022). In view of this, a number of scholars highlighted some relevant techniques, such as visual literacy and collaborative learning to help apply and integrate the above-stated strategies.

3. Methodology

This research is designed with the aim of exploring a number of strategies that could develop strong reading skills for students for the purpose of having a cooperative, successful, and creative reading class. Additionally, based on the interviews, most lecturers in this study deem the heavy workload, students' low language proficiency, and lack of motivation as the main challenges to enhancing their students' reading skills.

The study was conducted in a Foundation program in an English as a Foreign Language country. This program is typically conducted in non-English speaking countries where the medium of instruction in higher education is English. The program is also popular in English-speaking countries where international students pursue their

higher education. Foundation usually takes one to two years. The university foundation program consists of up to four levels of English courses, including the four main skills of English: listening, speaking, reading, and writing. Students who do not succeed in passing their English tests, such as IELTS or TOEFL, before entering the university have to go through these levels to improve their English proficiency. Students enter any of the levels based on their placement test scores. The duration of the program depends on their performance and can be shortened if students can provide the minimum band score that is the requirement to begin university studies. After passing the tests or completing the English courses successfully, students are able to join their faculty to study their major of studies. This study focuses on the effective strategies that successful, experienced university lecturers use in reading classes.

3.1. Participants

Based on stratified sampling, ten lecturers who taught English reading courses at public universities in EFL country were the participants in this study. The lecturers were among the experienced ones who could share more ideas. They also used the strategies themselves throughout years of experience and approved the usefulness through the trial and error so they could shed more light on various techniques of teaching reading. These teachers were five female and five male master's or Ph.D. holders in relevant English teaching fields, with the age range of 35 to 50 years old, and all of them were selected among CELTA (Certificate in Teaching English to Speakers of Other Languages) holders. In addition, they all had more than ten years of English teaching experience at the tertiary level worldwide. Therefore, they were all well-experienced and knowledgeable in the field of English teaching.

3.2. Instruments

This study applied a qualitative methodology, where semi-structured interviews were integrated with the lecturers. The lecturers were asked open-ended questions on how they teach reading and based on their experience which techniques they believe are more effective and which ones they implement in their own classes. The interview protocol had few stages. At the beginning of the interview session, the researcher explained totally what the aim of the research was and how the data could be valuable and analyzed. The interview was semi-structured with the main question of what the useful reading strategies

could be to improve reading skill at the university level. During the whole session, the researcher tried to be quiet and just like a motivator for the participant to offer more information so that s/he was not influenced by the researcher's opinions. The whole procedure would take less than half an hour depending on the elaboration of each participant.

3.3. Procedure

As the first step, and before starting the research, approval was sought from the university ethical committee consisting of the senior professors, management, and active research boards. It is important to obtain such approval before contacting the lecturers for ethical purposes. Furthermore, giving the participants the information on the research is a key component of research ethics when it comes to involving human subjects (White et al., 2023). Accordingly, invitations were e-mailed to the lecturers. In the e-mails, the topic, venue, aim, and steps of the research project were stated. Moreover, the agenda and research objectives were explained accurately in details so the participants could think about the ideas and come prepared. An appointment was set and each participant was invited separately for an interview session. The interviews were mostly in the morning when lecturers are more energetic and not tired of classes so they can remember and share more ideas and strategies. The venue was in a convenient quiet office where there could be no disturbance. A "busy" sign was hanged at the door to prevent any interruption during the session. In addition, the mobile phones were silent and put aside. The room was a simple neat room with a comfortable seat, a pen, a paper, and a laptop connected to the internet for the participant in case s/he needed. Relevantly, in the interviews, the researcher stressed on the ethical issues of anonymity and confidentiality. Also, before the data collection process, the researcher elaborated to the participants that they would have the right to participate or withdraw, at any stage of this study with no consequences. Finally, the data were analyzed by introducing a qualitative inductive thematic analysis.

3.3.1. Data Collection

On the interview day, the lecturers were explicitly informed that the data was taken exclusively for the operation of this study and it may be suggested to the other colleagues to be implemented in practice. A separate session was conducted for each one of the participants and during the interview session as the interview question they were asked how they helped

their reading class students to read and understand the reading passages more effectively. The lecturers were interviewed till it seemed that they were repeating the same strategies as the previous lecturers. Therefore, a total number of ten lecturers seemed enough and the interviewer stopped at ten lecturers as the saturation point for this study. All sessions were recorded to be transcribed after the session and the strategies that the lecturers use or recommend to be extracted. Each session was approximately twenty to thirty minutes.

3.3.2. Data Analysis

The data analysis followed a qualitative inductive thematic method. The themes were generated from the repeated strategies that lecturers mentioned during the interviews. Then, the similar concepts or themes were named as a single component. In this regard, the interviews were first transcribed and the mutual strategies were extracted to be shared as effective techniques to teach reading skill in a communicative manner. During the whole process, the researcher was totally biased-free in terms of theme selection and naming the codes. This was assured by checking the final themes by two other experts in the area of reading strategies from other higher education institutions. It was necessary to do so in order to achieve the reliability and trustworthiness of the data. The index of Cronbach's alpha of the similarity between the ideas of the researcher and the experts was significantly close ($\alpha = .98$).

4. Results

As mentioned earlier in the introduction, there are three main categories that are defined for this study including pre-, while-, and post-reading strategies. In the following sections, more in-depth findings with examples of each of these broader categories will be elucidated.

4.1. The Three Main Strategies

This section reveals a report on the findings of the research question about improving reading skills in communicative language classes. The ten lecturers asserted the role of pre-reading, while reading, and post-reading strategies in motivating students in their reading classes. Some examples of these types will be elaborated in the discussion section.

4.1.1. Pre-Reading Strategies

These lecturers confirmed the vital role of pre-reading activities. Such a stage helps students to associate their

background knowledge with the ideas in the passage. Thus, most of the understanding of the text was built throughout this stage. Hereunder, this research presents the different pre-reading activities that have been approached throughout our research, such as setting contexts by applying visual aids, introducing new vocabularies, and integrating simple technologies.

4.1.1.1. Setting Context

Most of the lecturers use different pre-reading techniques to set a context related to the assigned reading passage or unit. Such lecturers mentioned that setting a context provides meaning and clarity to the new information. They elaborated that setting a context could be implemented by the use of visual literacy, unit openers, or asking personalized questions to introduce the new reading topic.

Such lecturers rely on visual literacy, such as authentic images, real situation photos, and videos, to set a context. The realistic visuals are motivational tools for boosting learners' conceptual thinking levels. Implementing visuals help learners to stay connected with the materials at hand, rather than depending on textbooks. For instance, L1 (Lecturer 1) highlighted the importance of setting a context saying, "The first thing is that I make sure to set the context before I start explaining". L1 elaborated on how to set a context by relying on visual literacy by using relevant videos. Also, L1 stated that she asked the students to connect pictures pertinent to the topic to their own lives. For example, if the topic was about tourism, she would ask the students to relate their pictures to any trips they had had. In the same context, some lecturers, such as Lecturer 2, Lecturer 4, and Lecturer 7 referred to the roles of images in setting contexts. Such lecturers argued that using lots of pictures while connecting all the vocabulary items with their pictures in one story helps the students to comprehend the text profoundly. In the same respect, Lecturer 3 and Lecturer 9 use videos, such as YouTube videos, to set a context and familiarize the students with the reading topic. L3 affirmed that videos provide adequately ample background information to the students. Such videos are followed by relevant questions. Lecturer 3 added, "I give them comprehension questions in chronological order, not difficult questions, but ones to make sure they are following. That day, they asked to watch the video for a second time which I found encouraging".

4.1.1.2. Introducing New Vocabularies

Vocabulary has an effective role to play in the reading process, as it contributes greatly to readers' comprehension. However, all the lecturers agreed that

vocabulary is one of the most challenging aspects of English as a Second Language (ESL). Lecturer 9 affirmed that “vocabulary is one of the most challenging tasks for students”.

In this view, the lecturers make sure to familiarize their students with the new vocabulary as one of the pre-reading activities. Most of the lecturers depend on prediction, where students guess meanings from contexts. Also, some lecturers would provide the students with new sentences to help them deduce meanings. Lecturer 1 referred to the importance of extensive reading before starting lessons. Moreover, some lecturers, such as Lecturer 1 and Lecturer 4, depend on illustrations to introduce new vocabulary. They would ask their students to look for the meaning of new words and then provide visual representations for such words. Lecturer 10 highlighted the importance of art when it comes to vocabulary teaching. L10 stated, “Drawing always helps.” L2 would ask the students to draw the text. They read the whole text and put it in pictures, bubbles, or flowcharts. So, one poster can reflect the main idea of the context.

4.1.1.3. Simple Technology

When it comes to technology, most of the lecturers agreed to refrain from fancy technologies and to depend more on simple technologies such as Learning Management System (LMS). Students also show a tendency and interest in learning more enthusiastically through technological devices in class. Lecturer 3 gave good examples of user-friendly LMSs such as Kahoot and Quizlet. Likewise, L10 uses related websites to introduce new topics and enhance discussions in reading classes.

4.1.1.4. Other Techniques

Lecturer 2 referred to using hashtags as a pre-reading activity. Lecturer 2 would ask students to read texts and create hashtags on the text themes. Afterward, they start discussing these themes. Another technique is that Lecturer 8 and Lecturer 9 ask their students to read

related articles before coming to their reading classes. When they come back to class, they work in groups and discuss the main ideas and other related points. An interesting technique reported by Lecturer 9 is using pictures and storytelling. The lecturer stated that using pictures and telling real stories from students’ cultures, or even of people they know, helps students to relate their experiences with the text.

Table 1 below shows the helpful pre-reading strategies that different experienced lecturers use for the improvement of the reading skill in their classes. This table shows that setting context and using visuals are highly popular among lecturers.

4.1.2. While-Reading Strategies

This stage focuses more on the text itself. Lecturers apply the hereunder various strategies and techniques as have been exhibited in the interviews with them.

4.1.2.1. Matching Pictures

The first strategy, matching pictures with the texts, is revealed to be a beneficial technique that helps students in their reading. For example, L10 explained that if lecturers want to teach students the main idea and “linking headings”, they could give their students images and ask them to find ways to connect the images with texts. This approach teaches students critical thinking and trains their minds to find clues. Subsequently, they should be able to identify the headings correctly.

4.1.2.2. Flipped Classes

The second strategy is flipped classes, where L8 and L9 mentioned that they would preferably get students to read texts at home because they could take their own time to understand them without growing the feeling that they are working under pressure. Moreover, they can look up any vocabulary they may not understand. Then, when students come back to class, they read such vocabulary anyway and work in groups to discuss with each other what the main idea was.

Table 1. Pre-Reading Strategies

Lecturer	1	2	3	4	5	6	7	8	9	10
Strategy	-setting context -personalized questions -visual literacy -using visuals -setting a purpose	-using visuals -idiom -hashtags -drawing	-setting context -videos -asking questions -Unit- openers -flash cards -Kahoot -quizlet	-using visuals	-context clues	-prediction	-using visuals -story telling	-unit- openers -articles	-using videos -read short stories -using articles	-art -using websites

4.1.2.3. *Dividing Text*

Another strategy is dividing the text, which has been implemented by L10. Facilitators could divide long passages into short paragraphs, and students work in groups on each of them, trying to understand each paragraph and then come up with the headings.

4.1.2.4. *Teamwork*

Another example of the applied strategies is teamwork. L7 has mentioned that teamwork is integrated where students create their own questions on passages and, later, answers could be elicited from another group in a competitively constructive, instrumental environment. Students could work in groups to answer questions successfully and effectively, but, on the other hand, there are many challenges encountered by teachers in order to apply teamwork, for example some students rely on classmates to get the answers.

4.1.2.5. *Know, Want to Know, Learned Strategy*

L5 believes that using KWL (Know, Want to know, Learned) chart is very practical to engage students throughout reading classes by activating prior knowledge (What students know, what they want to know, and what they learned).

4.1.2.6. *Three, Two, One Strategy*

According to L5, 3-2-1 Strategy is crucial for the development of reading passages. It generally means that students come up with three points they walked out of the lesson, two questions about two issues that are still unclear or not sure about, and one item that they enjoyed about the text. Some examples for these points are in the following strategies. For instance, L5 also added that using diagrams and organizers, like Reading Chart and Graphic Organizers, is vital. The lecturers explained that the Reading Chart activity might include main ideas, supporting details, numbers, dates, and names. In addition, the lecturer mentioned that applying activities on the part of speech is a key element to analyzing and approaching the written text and improving students' memory. An example is that

the lecturer will write a paragraph on the board while omitting one part of speech (i.e., nouns). Students should read the paragraph and say the missing part of the speech.

4.1.2.7. *Multiple Choice Questions*

The last strategy is multiple choice questions, where students choose the best answer. The options could vary. There are different examples of multiple choice questions like T/F/NG or the best heading for each paragraph. L10 believes that this type of question puts students in "a challenging mode". When students have many options to choose from, the task will be challenging, trying to find the correct option. Students should respond while providing the rationale behind choosing such an option. This type of question is meant for students to figure out the best option and how to do so. Furthermore, students get more involved in reading the passage, and lecturers could assess students' understanding of the text.

In the below table, a number of gainful while-reading strategies are listed based on the experience of the certified qualified lecturers who participated in this study. According to this table, just like the pre-reading phase, using visuals is one of the predominant strategies that were constantly employed by lecturers for easier understanding the text.

4.1.3. *Post-Reading Strategies*

There are some strategies and techniques lecturers reported that they use after students read the text in order to enhance students' understanding of the gist (Table 3). At the same time, four out of ten lecturers in our study did not report doing any post-reading tasks.

4.1.3.1. *Commenting and Evaluation*

L4 mentioned that commenting on or evaluating the text can be a promising way for students to develop their own understanding of the gist. She reflected on the students' engagement in text evaluation for more discussion activities.

Table 2. While-Reading Strategies

Lecturer	1	2	3	4	5	6	7	8	9	10
Strategy	-contextual cues -using visuals -group reading.	-visual literacy -skimming -play the audio -competitions	-using visuals -flow charts -posters	-jumbled text	-KWL -part of speech -vanishing text	-diagrams/ charts	-Team work	-flipped classes	-group work -vocabulary activity	-matching pictures with the text -text division -team work -comparing

4.1.3.2. Personalization

L5 noted that personalization or relating the topic of the text to the students’ lives, is always a good idea to make them understand the text better and relate their experiences to the topic of the text. She believes that building up connections between students’ background experiences or schemata and the topic can assist them in constructing meanings. She sometimes seeks help on websites in order to increase students’ knowledge of that certain topic.

4.1.3.3. Questioning

For L6, questioning to activate students’ critical thinking skills is crucial. The lecturer assumes that this works better to help students tackle the text.

4.1.3.4. Making Judgments or Decisions

L7 supposes that clarifying vague points is significant in understanding and making judgments or decisions. As a result, she uses some vocabulary items, or comprehension activities, after the reading. Some lecturers believe that this is what they need to do before their students read the text, while others think that we need to allow students to first guess the meanings or concepts in the first place and then explain the difficult parts after they finish reading.

4.1.3.5. Debating

Debates are another highly effective elements to enhance reading skills for L9, who loves her students to debate after the reading.

4.1.3.6. Gaming

Gaming, or gamification, is another activity reported by L10, who confirms that many students and lecturers enjoy it and get benefits after reading passages. The games should be relevant to, and agree with, the topic and the vocabulary used in the text or the grammar that is new there.

In the following table, several post-reading strategies that the participants implement after their reading task is indexed. This table shows clearly that metacognitive sort of strategies that deal mainly with understanding of the text were prioritized among the participants.

Table 3. Post-Reading Strategies

Lecturer	1	2	3	4	5	6	7	8	9	10
Strategy	-	-	-	-commenting -evaluating	-personalization -website	-critical thinking	-clarifying	-	-debate	-gamification

5. Discussion

This study investigated a main research question as what strategies teachers use to overcome the challenges that they face in reading classes. In view of that, the above question was crafted as the research question to be interviewed with ten experienced lecturers. The ten lecturers elaborated on the challenges they encountered in the reading classes as well as the practical techniques they applied to motivate and engage, students in these classes. The aim was, in fact, to suggest some practical and already-passed solutions or techniques that help the experienced lecturers in this study and can be helpful to other teachers as well.

The results were highly in line with recent research worldwide (Yang, 2022; Ligudon & Ildefonso, 2022). The lecturers in this study stressed that the heavy teaching load, besides the large capacity of the classes, are some of the challenges that they run into while teaching. Also, the lecturers stated that some of these challenges were related to their students’ low language proficiency, disinterest in the assigned topics, and unfamiliarity with the themes. Such themes reflect universal appeal and contemporary content. However, some students fail to relate to such themes due to the fact that these students hardly read in their first language anyway.

Hence, the ten lecturers applied diversified strategies to help students with the language barrier on the one hand and introduce the themes from different perspectives on the other. Such lecturers adopt three strategies to engage their students in reading classes. These strategies are pre-reading activities, while-reading activities, and post-reading activities.

5.1. Pre-Reading Strategies

For the pre-reading activities, lecturers ensure that they set a context related to the assigned topic. In the same context, Ríos-López et al. (2022) highlighted the importance of the pre-reading stage. Pre-reading strategies can be helpful in the sense of activating the background knowledge of the students and familiarizing them with the topic.

In addition to that, they make sure that they introduce the new vocabulary in an engaging, appealing technique while using visual literacy to relate to the topics. Setting context by visuals as Alam and Mohanty (2023) also mentioned is one of the helpful strategies in this phase. The lecturers also believed that they get better results when they introduce unknown vocabulary to the students before reading, just as Oh et al. (2023) proved in their study. Same as elaborated by Ebrahimi (2020), lecturers in this study also make good use of simple technologies to make reading understanding easier. Creating hashtag themes and discussing them was another brilliant idea by a creative teacher which surprisingly, this innovative technique was also suggested by Gkikas et al. (2022). Reading related articles in the context of the next reading passage before class is a technique presented by some of our participants which is also highly recommended by McGrew and Byrne (2022). Same to Hà and Bellot (2020) the participants also believed that using pictures and storytelling techniques are outstanding ideas.

5.2. While-Reading Strategies

Lecturers in this study also emphasise on while-reading activities same as Alfarwan (2021) who shed some light on the importance of while-reading techniques in reading. In order to facilitate the process of students' understanding of the text, the lecturers mostly used the following while-reading strategies.

One of the techniques that the participants loved to use was matching pictures with the text that Roembke et al., (2019) mentioned as an effective way as well. In addition, the lecturers relied on flipped classes, which Wittmann and Wulf (2023) also spoke favorably of using this technique. The other recommended strategy was dividing the text that Bhattara (2020) also suggested it in his study. Teamwork, as another important strategy is approved by Moore et al. (2020). He acknowledged that putting students in groups helps learners to perform better as the relaxing environment assists them in speaking and answering questions without any pressure. On the other side, Zhang (2023) emphasized that the failure of teamwork is a consequence of students' who lack constructive contribution. The other strategy is What students know, what they want to know, and what they learned that based on both our lecturers and Samarng (2023) helps students in speculating about the content as well as helping teachers to evaluate students' progress. Three, two, and one strategy is another strategy that Cserni and

Rademacher (2021) believe that it inspires students to "pay attention, stay focused, and offer feedback". Lat but not least is the multiple-choice strategy that as Yan et al. (2022) emphasized can improve reading comprehension.

5.3. Post-Reading Strategies

In terms of activities, the lecturers depend on higher-order thinking skills, such as commenting and evaluation. This idea has its own pros and cons as on the one hand it may help develop students' understanding (Akib et al., 2020), yet contribute to building a biased belief on the other (Clemens & Fuchs, 2022). Also, personalization, or relating the topic of the text to the students' lives, is one of the post-reading activities lecturers use in their teaching. It is so effective to let students understand the text and relate them to their own experiences (Liu et al., 2019). Another post-reading strategy is personalization that Yang and Ogata (2023) also concluded that it improves reading and understanding of the texts. In addition, large research supports the idea of fostering question-posing and making students think critically (Sasson et al., 2018). Another strategy is that students can make judgements and decisions either before or after reading a text (Nation, 2019). Debating is another strategy with conflicting ideas. Opponents thereof are of the opinion that unless students understand the text fully, they won't be able to argue about the ins and outs of the topic in-depth and in detail (Parrish et al., 2022). Contrary to this view, opponents thereof trust that debates and arguments can develop readers' higher skills of thought (Nguyen, 2020). As the last drawn strategy gamification can improve motivation and boost students' interest in participating in the learning process (Legaki et al., 2020). It is obvious that having debates and playing diversified types of games create an interactive, competitive atmosphere in classes (Mohd et al., 2018).

Toyokawa, et al. (2023) believe that these strategies are active reading strategies that enhance learning and understanding a text. Although the above-mentioned techniques are useful to be applied in reading classes of any level or in teaching any language, it is recommended that teachers try other techniques that suit their own students as the needs and abilities of students are different from one setting to another. Sure, there are some other techniques that other teachers use and are missing in the suggested list of these particular lecturers who participated in this study.

6. Conclusion

This study shows the strategies that teachers use to have more promising reading classes. The experiences lecturers introduced the top effective strategies based on their experience and knowledge. They mentioned several strategies to be used before, while, and after reading a text to help students read and understand the text easier and deeper. The aim of this research was to suggest some promising reading strategies to other colleagues to implement the similar strategies in their own reading classes for a more successful session. Some of the most used pre-reading strategies by the lecturers were setting context, using visuals, introducing new vocabularies, and using technologies. A number of while-reading strategies are matching pictures, flipped classes, dividing text, and teamwork. As the post-reading strategies, we can name commenting and evaluation, personalization, questioning, and making judgements and decisions. These strategies were useful for EFL university students and can be similar for other target language learners. Therefore, it is suggested that future research explores reading strategies among school students.

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