

## Teaching reading comprehension strategies

**Majlinda Lika**  
*State Inspectorate of Education*

### Abstract

The academic debate nowadays is focused on producing an applied science of learning, aiming to teach students how to learn and be strategic in their acquisition. The aim of the study is to identify and discuss the reading comprehension instruction approach applied in the Albanian system of education. Findings from 10 classes of Albanian language and literature with students of third grade were directly observed and analysed, in order to gather evidence based on indicators and instruments that assess the way of reading comprehension. Findings were categorized according to strategy use; the frequency of their application in different classes was counted and represented in percentages. In this paper we will try to respond to questions like: What are students' main barriers of comprehending? Does the instructional approach respond to students' needs and level of comprehension? Are teachers prepared to teach comprehension strategies? Furthermore, examples of procedures on how to deliver instruction of comprehension strategies in natural contexts will be represented. Results from teacher practices during lessons of reading comprehension confirmed that teachers use limited teaching strategies to deliver lessons. They mainly use strategies to test comprehension; while the approach of teaching students to read independently and strategically is an unknown practice.

**Keywords:** reading comprehension, good readers, poor readers, metacognitive strategies, strategy instruction.

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