

Students' Opinions Regarding Reading Strategies Instruction Based on Cognitive Academic Language Learning Approach

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Abstract

This study aims at investigating students' opinions regarding the effect of reading strategies instruction—based on Cognitive Academic Language Learning Approach and applied in a French class as a second language in higher education—over their reading skills and strategy use. Data was collected through semi-structured interviews both before and after the intervention. Participants of the study were six students representing high, medium and low proficiency levels in reading. Descriptive analysis was employed for data analysis. Findings generally indicate that students hold positive opinions about the effect of reading strategies instruction over their reading skills and strategy use. Furthermore, after the strategy instruction, a certain variation among the strategies applied by students was detected and students were noted to have higher levels of awareness concerning their reading skills and strategy use.

Keywords: *Reading strategies; strategy instruction; second language; CALLA*