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**ENGLISH MAJOR STUDENTS' READING HABITS
AND STRATEGIES IN LEARNING EFL**

**ЧИТАЦЬКІ ЗВИЧКИ ТА СТРАТЕГІЇ СТУДЕНТІВ-ФІЛОЛОГІВ
У ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ**

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Statement of the problem. Reading plays a vital role in language learning. However, the problem with implementing reading in language learning is that it requires various factors, which are often overlooked. These include the stages of reading and the strategies that can be integrated at these stages, which can be highly beneficial in the language learning process if used correctly.

Analysis of recent research and publications. During his research, Chandra drew attention to the difference between how children learn a language and the learning process of those who study languages later in life. These differences include the attainment of sentence structures, vocabulary, and even grammatical rules [3, p. 177]. However, another researcher, Celik, investigated the two types of reading, namely extensive and intensive, clarifying their meanings as well [2, p. 216–218].

One of the researchers who focused on the reading strategies of successful readers was Saricoban [7, p. 2]. He emphasised the importance of guidance from the teacher, and described the three stages of reading (pre-reading, reading, post-reading) in detail, while including the strategies that can be incorporated at each stage [7, p. 3–4].

While Küçükoğlu discussed these reading strategies individually, emphasising such strategies as summarizing, predicting, visualizing, inferring, questioning, making connections [6, p. 710–711]. Other researches also highlighted the effectiveness of visualising (Damayanti, Fitriani and Marhaban) [4, p. 498], questioning (Anisah, Fitriati and Rukmini) [1, p. 308–309], inferring (Kulaç and Walters) [5, p. 486–487]. They all stated that the specific strategy addressed by them enhance comprehension skills, as well as the improvement of learners' critical thinking skills among others.

However, as Toprak and Almacioğlu mentioned in their research, teachers should also acknowledge that the activities they integrate into the classroom should vary, since there are different types of intelligence and individual learning styles [8, p. 34].

All in all, the statements made by them were confirmed by the research we conducted among English major students.

Research objectives. The main aim of the research was to discover the role of reading in language learning and the habits and strategies that support this procedure. Taking the first step, we analysed existing studies on the topic, and later a research was carried out among English major students, with the main goal of gaining deeper insight into the subject.

Presentation of the main material. The research was conducted with 51 respondents among English major students, mostly between the ages of 17 and 22. We examined various aspects, including reading difficulties, reasons for reading, the habits and strategies they incorporate at each stage, and reading frequency, among others.

Overall, the most frequently mentioned strategies employed by them included skimming the title for better understanding and activating background knowledge (pre-reading stage), visualizing and skimming (while-reading stage), summarising and reflecting (post-reading stage).

Apart from that, we also paid attention to students' opinions on the most effective strategies, and those they considered less effective, as well as the changes they noticed while utilising these strategies. As a result, the research provided evidence that reading in language learning is not only beneficial for vocabulary expansion (43.1%), but also for the development of comprehension skills (49%), the understanding of grammatical structures (45.1%), and the improvement of oral (37.3%) and written communication (56.9%).

Conclusions. Learning a language can feel like a complicated task and can easily overwhelm a person, especially if they do not know where to start. This is why it is important to have some understanding of the four skills and their implementation in language learning.

As it is commonly known, input plays a big role, especially in the early stages of language learning. For this reason, reading can serve as an

exceptional tool in language learning. However, to use it effectively, it is crucial to have knowledge about the phases of reading, and the strategies a person can incorporate in each stage.

Another point both teachers and students should take into account is that a strategy which works well for one person may turn out to be less effective for someone else. This is why students should be given the opportunity to experiment with multiple strategies and identify the one best fits them.

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