

**AN INTEGRATED APPROACH
TO ACADEMIC READING**



An Integrated Approach to Academic Reading

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Igballe Miftari-Fetishi



This book is dedicated to my caring family, to Mom and Dad, who have taught me the value of persistence and devotion, to my husband and son for their limitless support and care, and to my students and colleagues for being the source of infinite experience throughout the years of teaching...

forever grateful.

About the Author

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Contents

Preface	ix
1. Introduction	1
General Statement of The Problem	3
Aims and Objectives of the Study	4
The Importance of the Study	5
Research Questions and Hypotheses	6
2. Literature Review	7
The Importance of Academic Reading	8
Recent Studies in Academic Reading	14
Reading Comprehension and Academic Texts	18
Academic Reading	42
Cognition - The Cognitive View	74
Student Assessment	109
3. Research Methodology and Procedure	133
Research Methodology	133
Analysis and Findings	136
Text-Interpreting Knowledge: The Love Song of J. Alfred Prufrock (Third Year Students' Results)	155
Discussion of Findings	161
Student Self-Reflection Task	162
Student Responses	162

4. Class Observations and Teacher Conferencing	165
Class Observations, Teacher Conferencing, and a Brief Summary	165
Teacher Conferencing Results	168
Observation Checklist Items	170
5. Conclusion	175
References	182

Preface

“Of all the inanimate objects, of all men’s creations, books are the nearest to us, for they contain our very thought, our ambitions, our illusions, our fidelity to truth, and our persistent leaning towards error.”

Notes on life and letters, Joseph Conrad (1921).

This book focuses on different approaches to academic reading while treating different issues that are tied to students’ overall success in university studies. The research was conducted at a state university in the English department. Participants in the study are first and third-year students. Throughout the chapters, the reader will encounter terms such as the integrated skills approach, integrated reading approach, integrated lessons, etc., which all intend to refer to the same matter. The concept of an integrated reading approach is one that is not new; however, for some, it is an approach that is not applied. Using

an integrated approach in any subject means merely to bring together the skills of language learning by which reading is taught through writing; writing and speaking are linked to reading, like the example of tapestry weaving, and the different strings included. The main reason for the integrated skills approach or integrated reading approach is to shift the focus of the learner to the different skills of learning. Hence, the approach is believed to facilitate the burden of reading comprehension or reading as a skill. Moreover, every teacher knows for a fact that academic reading is the least preferred course and that, for most students, reading is a difficult, slow, suffocating process. Reading requires pre-knowledge and vocabulary acquisition; it develops around Bloom's Taxonomy and critical reading skills; it requires metacognitive and cognitive skills, etc. In order for students to not have to deal only with reading a certain text, they can begin with predicting, analyzing, or discussing a certain issue that refers to the text, and this not only facilitates the reading burden but also subconsciously maintains the acquisition of the foreign language through different activities and different integrated skills. Integrated teaching allows students to engage in purposeful, relevant learning. More specifically, it allows learners to enjoy academic reading for the fact that they are no longer focused only on reading and comprehending, i.e., the comprehension of a text becomes more natural and less frustrating. Teachers who apply the integrated skills approach in academic reading wisely choose and interrelate texts with different skills by applying different strategies

and approaches, and different tasks and activities. This book offers a variety of tasks, small case studies, implications, and recommendations, and is based on my PhD research.

Igballe Miftari-Fetishi

Skopje, 2025

Introduction

“Reading is to the mind what exercise is to the body.”

Sir Richard Steel

When we refer to academic reading, we take into consideration reading in different content areas and the skills needed. The most relevant factors in distinguishing the level of foreign language acquisition and comprehension are knowing how to read printed text, understanding what is read, and being able to put the retained information to use. The issue of reading in a second/foreign language is crucial to language acquisition and therefore should be implemented in every subject. Reading should not, however, be seen as “a skill by itself” and should be associated with the other skills. This association of reading with other skills is known as *an integrated approach to reading*. This book focuses on different issues of academic reading comprehension, the integrated skills approach, and Bloom’s taxonomy.