READING STRATEGIES EMPLOYED BY HUE UNIVERSITY NON-ENGLISH MAJOR STUDENTS IN READING ENGLISH LEVEL 3 TEXTS

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Abstract. The first half of the 20th century witnessed a change in language teaching and learning, especially in reading skills. It is argued that "although for beginner readers, reading seems to be a linear, predictable and clear-cut process, various reading comprehension models have been developed to prove the complexities of the reading process" [5, p.173]. As a result, the focus in reading research was shifted from the product of reading to the process of reading, with particular attention to strategies that readers use to assist comprehension in various reading contexts. However, though students have to read a large volume of academic texts in English, many of them entering university education are unprepared for the reading demands placed on them [6]. Hence, this paper was carried out to find out the reading strategies that non-English major students often used in their reading of English level 3 texts. A questionnaire was used before and after the reading strategy instruction to collect data. The findings of this research indicate that students use a wide variety of strategies in their reading of English texts after receiving the intervention. Accordingly, reading strategy instruction should be taken into greater consideration by both EFL teachers and students so as to purposely activate and strengthen these strategic reading tools for students' life-long learning.

Keywords: reading, non-English major students, reading strategies, reading models

1. Introduction

Reading is probably one of the most important linguistic skills that need to be developed in language learners. Since learners can probably learn to read more easily than they can acquire any other skills, they "can use reading materials as a primary source of comprehensible input as they learn the language" [2, p. 216]. For English language learners (ELLs), whether learning in an English-speaking country (ESL) or in a country where English is a foreign language (EFL), reading is considered to be an important means for developing English language ability [10, p. 28], a major source of comprehensive input and a mean to the end of acquiring the language [27]. In countries like Vietnam, where English is a foreign language and the amount of language input

through listening is limited in most learners' everyday lives, reading is probably a very crucial source of input. Therefore, reading is an essential skill that can serve as the basis of the development of the other major skills, such as listening, speaking, and writing. At the same time, reading is also an important skill that every EFL/ESL learner needs to employ. Levine, Ferenz, and Reves (2000) stated that the ability to read academic texts is considered one of the most important skills that university students of ESL or EFL need to acquire (cited in [10, p. 2]).

However, in EFL contexts, learners tend to confront a variety of reading difficulties that create major obstacles to their comprehension while reading texts or performing related tasks. These difficulties comprise inadequate vocabulary, lexical inefficiency, structural complexity, language inaccessibility, poor reading skills, lack of schemata, and students' lack of interest [21]. One important reason for this may be that learners are not able to recognize processing difficulties or employ strategies to facilitate reading according to changing purposes and the ongoing monitoring of comprehension [7]. It is therefore very necessary for them to utilize specific strategies to surmount the barriers in reading which can help them lead to target in a faster and clearer way [23]. The students, thus, need instruction or training in reading strategies which is systematically orchestrated in order to master a repertoire of strategies that boost comprehension monitoring and foster comprehension and to be motivated strategic users (Alexander, 1996, cited in [6])

A wealth of empirical studies has covered the use of different activities during the processes of reading, especially pre-reading, while-reading and post-reading stages to promote learners' performance. Many others researchers have focused on the process of reading in EFL/ESL contexts. The implications that can be drawn from such studies encourage the use of interactive activities as well as strategies to help readers perform better in their reading tasks.

2.   Literature review

Reading models and reading strategies have been important themes in the literature of EFL teaching and learning as they reflect how learners deal with reading as a complex skill. The following part gives an overview of reading models, reading strategies and previous studies in reading strategy instruction.

2.1.   Models of reading

Many experts in reading have classified the models of reading into different categories describing what happens when readers look at a text and how readers process a text. The construction of reading models has been affected by behaviorism and cognitivism. These views are often grouped under three different reading models named the bottom-up, the top-down and

the interactive ones. The bottom-up model focuses on "the decisive role of the lower-level recognition skills" [5, p.174]. This model considers reading as "a hierarchical and step-by-step process, starting from the perception of single phonemes to words, clauses, sentences and then the whole piece of discourse" [5, p.174]. The top-down model, on the other hand, described reading as a "psycholinguistic guessing game", in which the "reader reconstructs, as best as he can, a message which has been encoded by a writer as a graphic display" [8, p.135]. In top-down processing, readers get the information from the text, and then contrast it with their world knowledge in order to make sense of what is written. Readers following this model let their background knowledge interact with conceptual abilities and process strategies to produce comprehension. The important role of the reader in activating their relevant schemata – pre - existing background or world knowledge - and making use of them during the reading process is therefore taken into consideration in this approach. In order to make up for the gaps in the previous models, a new hybrid-reading and more insightful model of reading process has been proposed by Rumelhart [17] under the name of interactive model. Researchers such as Carrell and Grabe (2013), and Paris and Hamilton (2009) [cited in 13] define reading as an interactive process between a reader and a text in which learners are involved in processing, constructing texts, and elaborating its meaning to enhance comprehension. Smith [20] argues that reading is not a linear process; rather it is interactive because readers constantly form hypotheses, test predictions, and use their knowledge to construct meaning. This model suggests the need for providing EFL learners with explicit reading strategy instructions.

2.2.   Reading strategies

Different researchers define the term "reading strategies" in different ways. A simple definition was put forward by Paris et al. [14] that reading strategies are the tactics used by readers to comprehend texts better. Accordingly, Uribe-Enciso [25] reading strategies are conscious actions or processes readers take to solve difficulties in reading and therefore improve reading comprehension. Reading strategies can help learners with the acquisition, storage, and retrieval of information from the reading text. Meanwhile, Færch and Kasper (1983), and Rajoo and Selvaraj (2010) (cited in [13]) view reading strategies as the way in which readers interact with the written texts and enhance text comprehension. Richard and Renandya [15] consider reading strategies as a plan for solving problems encountered in constructing meaning. The above definitions of reading strategies share the following characteristics: they are conscious actions; they all serve to solve difficulties that readers encounter while reading and they help improve learners' reading performance.

Uribe-Enciso [25, p. 42] has compiled various definitions of reading strategies by many researchers and scholars as presented in Table 1.

Table 1. Definitions of reading strategies **(**Uribe-Enciso, 2015, p. 42)

Authors	Definitions
Olshavsky (1976)	"…is a purposeful means of comprehending the author's message." (p. 656)
Paris, Lipson, and Wixson (1983)	"…deliberate cognitive steps that learners can take to assist in acquiring, storing, and retrieving new information and that therefore can be accessed for a conscious use." (p. 293)
Block (1986)	"…readers' resources for understanding." (p. 465)
Cohen (1986)	"…mental processes that readers consciously choose to use in accomplishing reading tasks." (p. 133)
Garner (1987)	"…generally deliberate, planful activities undertaken by active learners, many times to remedy perceived cognitive failure." (p. 50)
Barnett (1989)	"…the mental operations involved when readers approach a text effectively and make sense of what they read." (p. 66)
Paris, Wasik, and Turner (1991)	"…actions selected deliberately to achieve particular goals." (p. 692)
Kletzien (1991)	"…as deliberate means of constructing meaning from a text when comprehension is interrupted." (p. 69)
Carrell (1998)	"…actions that readers select and control to achieve desired goals or objectives." (p.7)
Mokhtari and Sheory (2002)	Intentional actions readers use for monitoring, managing, facilitating, and improving reading comprehension. (p.4)
Koda (2005)	Actions that are "deliberate, goal/problem-oriented, and reader-initiated/controlled." (p.205)
Abbott(2006, 2010)	"…the mental operations or comprehension processes that readers select and apply in order to make sense of what they read." (p.637)
McNamara (2007)	"Actions that with practice become rapid, efficient and effective ways to help readers "understand and remember much more from the text in less time…" (p.xii)
Afferbach, Pearson, and Paris (2008)	"…deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of text." (p.368)
Grabe (2009)	Conscious processes that can gradually become routines and are used for solving reading difficulties or achieving reading goals. (p.52)

In this study, reading strategies can be conceptualized as all the conscious actions that readers use to make sense of what they read in the text to achieve a particular reading task or goal, which can be used in various ways according to contexts and learners. They are actions that occur before, while and after the reading process and will be made apparent when discussing the specific strategies related to reading [1].

2.3.   Studies on reading strategies used by L2 students

Descriptive research into reading strategies aims to report what strategies L2 learners use when reading a text. Singhal [19] suggests that ESL/EFL readers employ a variety of reading strategies to ensure their acquisition, storage, and retrieval of information. Hence, since the first research effort in language learning strategies was carried out in the 1970s, an impressive volume of work has been done to explore different issues in regard to strategy use or compare the strategies of good and poor; successful and unsuccessful; or female and male readers.

Gorsuch and Taguchi [10] carried out a study to investigate the utility of repeat reading in increasing fluency and reading comprehension with EFL learners in Vietnam. He found that Vietnamese college EFL students mostly used bottom-up, top-down, and cognitive strategies to assist comprehension in repeated reading sessions. Similarly, Do Minh Hung and Vo Phan Thu Ngan [4] conducted a study to examine reading strategies used in processing academic English texts by 107 first-year and 96 third-year English majors of Dong Thap University. A questionnaire adapted from Strategies Useful for Reading by Oxford (1990) was designed to collect data. The results revealed that both groups reported the use of those strategies at a medium level only. However, the first-year students frequently used such strategies as skimming, scanning, translating, highlighting, relevant-thinking, especially cooperating and assistance-seeking. Meanwhile, the third-year students no longer frequently used translating, resourcing and highlighting; instead, they increased the varying frequencies of analyzing, elaborating, purpose-identifying and other strategies. The findings imply that the students tend to alter the use of reading strategies when their levels of proficiency change.

More recently, Nguyen Thi Bich Thuy [13] study attempts to find out if there are differences in the use of reading strategies between Vietnamese university students who learn English as a compulsory subject (122 EFL students) and those who use English as a means for their academic programs (164 ESL students) in their reading of General English (GE) texts. The findings indicated that EFL students reported higher level use of the affective strategy category than ESL participants despite their lower English proficiency.

Given the importance of reading strategies in reading comprehension, a plethora of studies support strategy-based instruction as an effective way to teach learners an extensive range of

reading strategies and help readers improve their performance in reading comprehension. Uribe-Enciso [25] and other researchers have focused on the effectiveness of strategy-based instructions on reading comprehension in foreign language (FL) contexts (metacognitive strategies). These researchers have all found that strategy instructions help students develop wider reading strategy repertoires, and become more self-confident and this, in turn, enhanced their motivation as well as their performance in reading.

However, few studies have been carried out to investigate the use of reading strategies as well as the strategy instruction to non-English major tertiary students in reading level 3 materials which focus on the three phases of the reading procedure. This study was, therefore, carried out to examine the reading strategies that these students use in their reading, which in return help them perform better in reading comprehension and develop lifelong learning. It aimed to answer the following research question:

Which reading strategies do Hue University non-English major students employ in reading English level 3 texts?

3.   Methodology

The study is designed as a mixed method sequential embedded model adapted from Creswell et al. (2008), as summarized in Figure 1. It is a three-phase sequential embedded design which started with quantitative data collection and data analysis. After the initial findings of the quantitative phase, the researcher carried out the instruction in an intact class. At the end of the intervention, data was collected quantitatively and qualitatively using a questionnaire, interview and learning reflection.
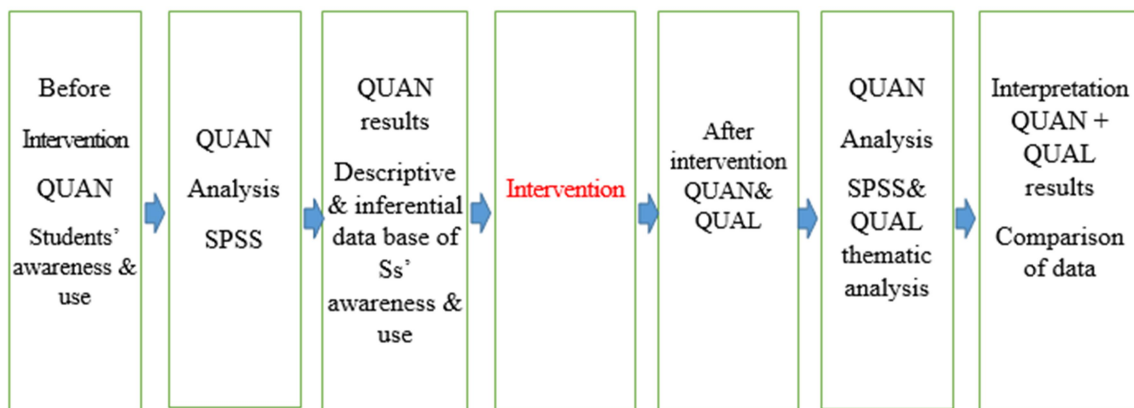

Figure 1: Design of the study

3.1.   Instruments

Considering all the advantages and disadvantages of instruments applied in language learning strategy researching, Reading Strategy Questionnaire was the most preferably chosen for this study. The questionnaire used in this study was adapted from the Survey of Reading Strategies (SORS) designed by Mokhtari [12]. The adapted version fits the current research and consists of three sections:

- Section One included thirty-eight statements appropriate to thirty-eight different strategies applied in reading comprehension. The thirty-eight statements were divided into three parts, corresponding to three phases in the reading process, namely before reading, while reading, and post-reading.

- Section Two involves factual questions to investigate the students' background factors such as age, gender, home, school location, and previous education. Students' age and gender were added in this part because age and gender differences might affect learning (cited in [11]). Moreover, it is suggested that urban settings offer more opportunities to experience English than rural areas. They also tend to provide learners with better teaching facilities and learning resources [22]. Therefore, students' home and school location where they had lived or studied before they entered the university was also included in this part. The questions about the grade of starting learning English, the program of study in secondary school, medium of instruction at secondary school, and attending a language course at a language school were also asked to identify more about the participants' background when attending this English course.

- Section Three included eight open-ended questions to allow students to share more about the strategies that they used in their reading process but were not included in the close-ended questions.

The questionnaire for this study was designed in English and Vietnamese, the participants' first language. First of all, the questionnaires were prepared in English since their items were adapted from Mokhtari [12], which were originally written in English. Moreover, the English version was also needed for reporting purposes. Then, they were translated into Vietnamese to avoid ambiguity so that the participants could find it much more understandable when reading them. Using the respondents' first language is said to help to avoid misinterpretation and make students feel comfortable when completing the questionnaire [18]. The Vietnamese version of the final questionnaire was delivered to the pilot group of 45 students in another English level 3 class prior to the main study to test the internal reliability. The pilot questionnaire demonstrated good reliability with positive values of coefficient alpha of parts 1, 2, and 3 in section two were .678, .854, and .866 respectively. In order to find out the changes in participants' use of reading

strategies after the intervention, the same questionnaire was administered to the same group after their six-week strategy instruction.

3.2.   Participants

Students participating in this study were 15 male and 30 female undergraduate students majoring in different subjects from the member colleges of Hue University. They ranged from 18 to 22 years old. They came from different regions all over the country. They all learned English at high school before entering university. Nevertheless, their English proficiency level varied considerably though they are supposed to reach level 3 after the course. These students had attended English level A1 and A2 courses before they enrolled in this course. However, some students could take English level 3 courses even they did not pass their previous courses. According to the 2008-2020 national project, "Teaching and Learning Foreign Languages in the National Education System," university graduates not majoring in foreign languages are required to reach level 3, the third of six levels under the Common European Framework of Reference for Languages. (A1 - beginners; A2 - elementary; B1, B2 - intermediate; C1, C2 - advanced). Therefore, non-English major students from Hue University need to reach level 3 as a condition to graduate from their major.

3.3.   Procedures

At the beginning of the procedures, all of the participants were introduced to the purpose of the study. They were explained that all information reported by them would be used for research purposes only. The main aim of using the strategy questionnaire was to draw out the types and frequency of the use of reading strategies by the participants when they read English level 3 texts. In addition, by requiring the participants to provide their ethnographic information, the researcher aimed to find out how the variables such as participants' gender, academic major, English learning time, and English reading proficiency, etc., related to the students' English reading strategy use. The students were then given guidelines and instructions for completing the questionnaire. They were encouraged to ask the researcher for anything they did not understand or were not clear. The students then filled in the three parts of the questionnaire, which took about thirty minutes. Then, a 6- week reading strategy intervention was carried out. The same questionnaire was delivered to the students to elicit the strategies that they used after the intervention. The findings of the questionnaire were used to answer the above-mentioned research question.
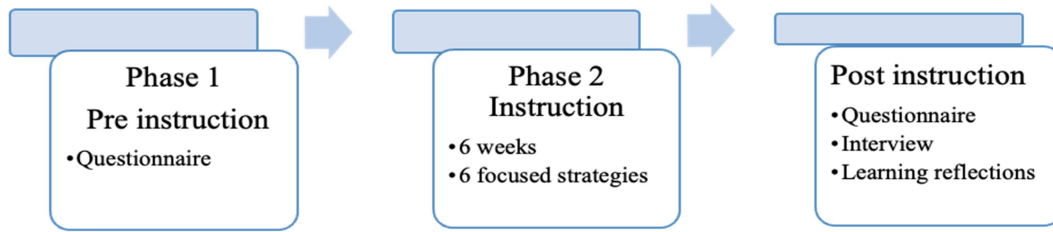
Figure 2: Research procedures

3.3.   Data analysis

The data collected from the questionnaires were analyzed using the Statistical Package for Social Science (SPSS), version 22 to obtain descriptive statistics, such as means and standard deviations, and frequencies regarding the strategies students reported using. The "level of use□ was rated based on the scale of SILL (Oxford, 1990), which categorized a score of 1.0 – 2.4 as "low"; 2.5 – 3.4 as "medium" and 3.5 – 5.0 as "high"".

4.   Results and discussion

4.1.   Results from the questionnaire: closed-response statements

Quantitative results obtained from the closed-response ranked scale items relating to the forty-five participants' experiences with reading strategies used in the EFL reading process of the questionnaire shown in Table 2 below.

Table 2: Comparison of reading strategies used by Vietnamese non-English major students before and after instruction.

Strategies reported	Before instruction		After instruction	
	M	**SD**	**M**	**SD**
Before reading the text, I …				
1. plan what to do before I start.	2.84	1.08	3.27	.98
2. have a purpose in mind.	3.13	.81	3.42	.86
3. read the title and sub-titles before reading the rest of the text.	3.47	1.19	3.62	.93
4. focus on the keywords from the title.	3.76	.90	3.96	.79
5. think about what I already know about the topic.	3.51	.99	3.51	.86
6. think about how one sub-title relates to another sub-title.	2.87	1.07	3.20	1.05
7. look at any pictures/illustrations.	3.71	.84	4.11	.74
8. think about what information the writer might	3.53	.78	3.27	1.05

present.				
While reading the text, I…				
9. read every sentence slowly and carefully to understand the text.	3.76	1.02	3.60	.86
10. read the first sentence of each paragraph.	3.56	1.11	3.93	.86
11. check my understanding when I come across new information.	3.42	.96	3.24	1.09
12. guess the meanings of unknown words or phrases.	3.62	.88	3.69	1.01
13. skip unknown words.	3.42	1.15	3.62	1.11
14. use contextual clues to help me understand the text better.	3.53	1.10	3.62	.912
15. use English grammar to help me understand the text.	3.40	.91	3.18	1.17
16. skim the text quickly to get the general ideas.	3.67	.82	3.96	.824
17. scan the text for specific details.	3.64	.93	3.58	.892
18. adjust my reading speed according to what I am reading.	3.47	.84	3.80	1.12
19. translate from English into my native language.	3.93	.93	4.13	.815
20. distinguish between fact and opinion	3.02	.86	3.07	1.11
21. re-read it to increase my understanding if the text becomes difficult.	3.89	.85	4.07	.837
22. analyze what the writer meant or tried to say.	3.29	.84	3.40	1.03
23. take notes while reading to help me understand what I have read.	3.22	.95	3.58	.91
24. decide what to read closely and what to ignore.	3.20	.99	3.44	.99
25. stop from time to time and think about what I am reading.	3.42	.86	3.31	1.04
26. use reference materials (e.g. a dictionary) to help me understand what I read.	3.64	1.09	4.00	.85
27. think about information in both English and my mother tongue.	3.51	.94	3.76	1.13
28. use typographical features like bold face and italics to identify key information.	2.89	1.22	2.73	1.23
29. use tables, figures, and pictures in text to increase my understanding.	3.16	.99	3.58	1.03
30. try to picture or visualize information to help me remember what I read.	3.20	1.12	3.04	1.08
31. underline or circle information in the text to help me remember it.	3.40	1.05	4.00	.87
After reading the text, I …				
32. re-read it once or more if I do not understand it.	3.76	1.09	4.11	.80
33. make notes on the main points as I remember them.	3.38	1.13	3.67	.95

34. check if my guesses about the text are right or wrong.	3.40	.88	3.22	1.18
35. ask myself questions I like to have answered in the text.	3.00	1.02	3.20	1.23
36. critically analyze and evaluate the information presented in the text.	3.29	.99	3.24	1.09
37. go back and forth in the text to find the relationships among ideas in it	3.49	1.18	3.27	1.17
38. try to get back on track when I lose concentration.	3.69	1.10	3.56	1.15

The findings from Table 2 indicate that the students used reading strategies ranging from medium to high frequency and no listed strategies were reported with low frequency. Sixteen most frequently claimed reading strategies prior to taking the level 3 course included: before reading the text, they *focused on the keywords from the title* (M=3.76), *thought what they already knew about the topic* (M=3.51), *looked at any pictures/illustrations* (M=3.71), *thought about what information the writer might present* (M=3.53). While reading the text, they tended to prefer strategies such as slow reading, re-reading and translating with the mean values fluctuating around high level: *read every sentence slowly and carefully to understand the text* strategy (M=3.76), *read the first sentence of each paragraph* (M=3.56), *guessed the meanings of unknown words or phrases* (M=3.53), *skimmed the text quickly to get the general ideas* (M=3.67), *scanned the text for specific details* (M=3.64), *translated from English into their native language* (M=3.93), *re-read it to increase their understanding if the text becomes difficult* (M=3.89), *used reference materials* (e.g. a dictionary) to help them understand what they read (M=3.64), they *thought about information in both English and their mother tongue* (M=3.51). After reading the text, they *re-read it once or more if they did not understand it* (M=3.76), they *tried to get back on track when they lost concentration* (M=3.69)

The same results were also obtained from the post-questionnaire with a slight difference in some strategies from medium to high frequency. The strategies that were reported to be used with higher rate included: *read the title and sub-titles before reading the rest of the text* (M= 3.62), *adjust reading speed according to what they are reading* (M=3.80), *take notes while reading to help me understand what they have read* (M=3.58), *use tables, figures, and pictures in text to increase their understanding* (M=3.58), and *make notes on the main points as they remember them* (M=3.67).

4.2.   Results from the questionnaire: Open-ended questions

The responses of the participants for open- ended questions were analysed and put into different themes. First of all, before the instruction phase, thirty-four participants (76%) mentioned that vocabulary difficulty was the major problem for understanding the meaning of English texts, so a dictionary was required to find the meaning of unknown words or phrases. Four participants mentioned the necessity of reading strategies, and two answered that they could need help finding the main ideas and supporting details of the text. Five participants

mentioned that s/he was unable to interpret what the writer wanted to present. However, after the instruction, the number of students had difficulties in vocabulary when reading decreased. Specifically, sixteen participants were confronted with unknown words and phrases which were the major obstacles to understanding the English texts. Fourteen participants mentioned grammatical difficulty and replied that *previewing & predicting, skimming & scanning* strategies seemed to help them with reading in English level 3 texts. Eleven participants mentioned that they need to practice reading more often to increase their reading speed. Four participants admitted that google translation helped them a lot in understanding the reading texts. Besides, the participants said that while reading in L2, they performed actions like "*using dictionaries or google translators to understand unknown words or expressions*", "*using the context to guess the meaning of unknown information*", "*slowing down their reading rate to better understand parts of the text*", "*reading more than once a part of the text*", and "*translating*".

5.   Discussion

The results showed that students of non-English majors generally reported using reading strategies frequently both before and after the instruction. This finding was consistent with Singhal [19]'s suggestion and Do Minh Hung and Vo Phan Thu Ngan [4], Gorsuch and Taguchi [10] and Nguyen Thi Bich Thuy [13] studies when these researchers found out that both EFL and ESL students reported high-frequency use of different strategies to overcome their reading difficulties. One important factor that should be mentioned here was that among the thirty-eight strategies mentioned in the questionnaire, sixteen have been used with high frequency and twenty-one with medium rates after the strategy intervention. It could be stated that the strategy instruction contributed to raising students' level of usage of the reading strategies. This finding was supported by Uribe-Enciso [25] and other researchers who claimed that L2 reading strategy instruction had positive effects on learners. Furthermore, this study also revealed that *previewing* and *prediction* by *using tables, figures, and pictures in text*; *using contextual clues to increase readers' understanding* and *skimming* were among the most frequently used strategies that students reported after receiving the instruction.

Qualitative results from open-ended questions showed that the majority of students of non-English majors encountered vocabulary difficulties in their reading comprehension. This is in line with Solak and Altay [21] and Van Ha Le [26] findings which showed that vocabulary and lack of background knowledge were the two most common challenges in reading comprehension faced by Vietnamese students. However, after receiving the treatment, the number of students with these problems decreased more than half. This meant that strategy instruction had positive effects on students' ability of guessing the meaning unknown of words from the context.

Moreover, there were still students who found that grammatical knowledge hindered them from understanding reading English level 3 texts. Also, the participants were well aware of the importance of such strategies as *previewing* and *predicting*, *skimming*, *scanning* in their reading comprehension. In addition, results showed that when the participants were asked explicitly about reading strategies, a higher number of references to strategic actions was reported, which indicated that focusing attention directly on strategies helped the students be more aware of these strategies even though they had already become skills as in the case of L1 reading (Cohen cited in [25]). This finding supports explicit instruction as a pedagogical practice that promotes conscious learning and use of a wider repertoire of strategic actions in reading comprehension process.

6.   Conclusion

In conclusion, reading strategies are useful and necessary for better reading performance. Through the use of reading strategies, readers may extract the intended meaning better which can solve comprehension problems when encountered during reading a text. This study has found that the reading strategy instruction improved students' reading comprehension skills. They tend to be aware of using different reading strategies in their reading process to help them cope with their reading difficulties. In this 4.0 technology era, students' ability to read might be essential since they will need literacy to cope with the huge amount of information and to create opportunities for future career with better performance in language tests.

Some important conclusions might be made from this study as follows. Firstly, university teachers should raise students' awareness of equipping the strategies to help improve their reading competence as strategies facilitate learning to read effectively. Teachers should have a clear understanding of the use of each strategy so that they could not only provide students basic knowledge of various reading strategies but also teach students how to use them effectively as "it is not the presence or absence of a strategy that leads to effective learning; rather it is how that strategy is used (or not used) to accomplish tasks and learner goals" [16, p. 11]. Secondly, teachers need to focus on the content of the strategy instruction. This study reveals some good strategies that were used frequently by non-English major students such as *skimming, scanning*, and *guessing the meaning of the unknown words from context*. Through reading strategy instruction teachers should help learners construct explicit knowledge about when and where to use appropriate strategies [9] which may enable individuals to perform better in their English reading.

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