Another Perspective on Cognitive Reading Strategy Use: Efficient and Inefficient Readers

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Abstract

This research investigated cognitive reading strategies used among university students for both efficient and inefficient readers, in southern Thailand. The study was conducted at two government universities. The data were collected through two research instruments: questionnaires and interviews. The questionnaires were distributed to 377 university students in March 2015 and the semi-structured interviews were implemented with 20 students, 10 efficient and 10 inefficient readers, afterward to accompany the quantitative data. The results from the questionnaire were analyzed and presented based on their descriptive statistics. The results revealed the percentages of cognitive reading strategies used between the two reading groups, also an independent t-test to check if there was any significant difference between efficient and inefficient readers on their strategy use. Next, the quantitative data were accompanied with discussion and explanation from the interview data. The findings verified that efficient readers tend to employ more strategies than inefficient readers when they read. Nevertheless, both reading groups were found to lack the same strategy: summary writing, which is believed to be another important cognitive reading strategy that could enhance students' reading comprehension. Therefore, this study urges the integration of reading strategies in the classroom as an intervention for students to understand and use with English readings texts.

Keyword: Cognitive reading strategies, efficient and inefficient readers, reading comprehension**,** writing a summary

1. Introduction

Learning English as a foreign language in Thailand is challenging for many students as English is used most often in the classroom, but hardly used outside in their daily lives. However, at a higher level of education, especially at the university level, English is essential for communication and study. The few opportunities for exposure to English outside the classroom may obstruct students from using it effectively, particularly in their academic study. Among the four English skills, reading is perceived as a significant skill necessary for

language learning and academic learning (Anderson, 2012). Thus, reading should be seriously taken into account particularly when reading is in another language for it becomes more complex for students.

As mentioned above, reading is a fundamental skill and a vital factor for academic achievement. This skill is perceived as a complex process as it requires the interaction between readers and the text and what happens during the reading process is invisible. Several research studies regarding reading have attempted to explore the thinking process of readers when they go through a reading passage and to contribute a body of knowledge that would be useful for teachers and readers themselves in improving students' reading skills. It was ascertained that there was a significant positive correlation between reading strategies use and reading comprehension (Park, 2010).

Additionally, reading becomes more challenging when it is not in the readers' first language as reading in L2 encompasses more factors such as differences between L1 and L2, different cultures and contexts, background knowledge of the learners, and language proficiency. Especially, the students who read a passage in L2 are learning to read and learning the language that is not their mother tongue simultaneously. This makes reading in L2 different from and more complex than reading in L1. Nevertheless, only rich background knowledge does not guarantee that the students will succeed in L2 reading. For efficient readers in L1, it is suggested that for them to be successful in L2 reading, their L2 proficiency has to be high enough in order that their L1 reading skills could be transferred to their L2 reading (Morvay, 2015).

As reading is perceived as a basic skill for students to acquire more knowledge at a higher level, so the occurrence of problems in reading at the university level signifies that they may face academic perils. Thus, this research study focused on exploring the students' cognitive reading strategies use and also examining if there were any significant differences in cognitive strategies use between efficient readers and inefficient readers to reflect the current situation of reading strategies use from the two groups of the readers in a southern Thailand context. Understanding this current condition would reveal what aspect of reading teachers need to tackle in order to assist the students' learning to read. Once the teachers know about their students, it becomes clearer to them how to guide and assist their students to be better readers. Teachers are believed to give the students valuable support if they have a good preparation: it was proved that attending the workshop and being coached in reading strategies, teachers outperformed those who did not (Sailors & Price, 2010).

2. Literature Review

Apparently, one topic that has been widely discussed in the field of reading regarding reading achievement is reading strategies. It has been proved that students had better reading comprehension after they received strategy instruction (Shang, 2010). There are two main categories of strategies: cognitive and metacognitive reading strategies. Cognitive strategies involved with reading include connecting prior knowledge to the task, using context clues to guess meanings, and making use of similarities between their first language and English (Chamot & O'Malley, 1996). Especially, cognitive strategies simply refer to those the students use to work with the task directly, for example, when the learners look for unknown words from a dictionary, when they use context clues to guess the meaning of new words,

when they read and skim for the main idea to help them comprehend what the text communicates and when they read and write a summary of the text.

Concurrently, metacognitive strategies are regarded as regulating one᾿ own thinking. More specifically, it is when the learners think about their reading before they start, during their reading, and after they finished the reading: this is believed to elaborate a picture of good readers who are believed to think all the time when they read. Metacognitive reading strategies have gained attention more increasingly from many scholars in as reading is a foundation for acquiring knowledge and to move forward from "learning to read" to "reading to learn" requires students to be active in reading process: not only knowing what strategies to be used but also realizing when and how to employ them (Alhaqbani & Riazi, 2012). Consequently, research studies regarding metacognitive reading strategies have been extensively conducted in many different contexts.

Even metacognitive reading strategies has become tremendously popular, cognitive strategies could not be neglected from teachers of reading or from students who aim to improve their reading skills. As it is clearly stated, metacognitive strategies are those that control cognitive ones, so understanding cognitive reading strategies is one of fundamental importance to achieve reading comprehension. In the context of the researcher, many students, although they are at a college level, they still struggle when they are required to read English passages. Probable causes to the problem could be varied from the complexity of English, motivation to read, their vocabulary knowledge that may not be sufficient, or even the lack of strategies. Furthermore, for second language learners, attempting to achieve both content and language could be frightening, so it is believed that techniques to help students mastering both content and language are necessary for classrooms (Chamot & O᾿Malley, 1996).

Among many cognitive reading strategies, writing a summary is one being considered important. Summary writing is a process that helps students to recheck their own understanding (Wichadee, 2014). It was tested and found to have a positive effect on reading comprehension improvement of the experimental group (Shokrpour, Sadeghi, & Seddigh, 2013). In line with this, it was found that all of the participants (100%) in a study of Yang (2015) agreed that writing summaries are useful for their reading skills to improve. It was also confirmed through analyzing relevant studies on the effect of summary writing that it has a positive effect on reading comprehension and that it should be integrated into the reading lesson so that students could learn to summarize and understand a reading passage better (Gao, 2017). Concurrently, summary writing is believed to be helpful if it is used under the right condition: this refers to students should be able to grasp what is really important and recognize what is less important in the text (Spirgel & Delaney, 2016).

More specifically, strategy use between efficient and inefficient readers was studied and found as different for some reason. Efficient readers were proved to apply more strategies than inefficient readers (Yayli, 2010). Even focusing on cognitive reading strategies, inefficient readers were found to use this group of strategies less than efficient readers do (Anastasiou & Griva, 2009). More importantly, although efficient readers sometimes may use fewer strategies, they know how to use them effectively, while inefficient readers might use more strategies; it might be ineffective in some situations (Baleghizadeh & Yousefian, 2012). This supports, Lau (2006) that inefficient readers, unlike efficient readers, were found not

able to use strategies effectively to help them achieve their reading comprehension. These results strongly confirmed that reading strategies use among efficient readers appears greater for both in a number of strategies used in their reading and in a way of how they use them to tackle a reading task. In strong support, Niri (2016) stated that reading in L2, for efficient readers, is more related to reading problems, while for inefficient readers, it is connected to language problems because of their insufficiency of language competence in L2.

Further analysis explains it was primarily proposed that L2 knowledge had a significant role in L2 reading. This concept was widely confirmed by many scholars in this field. It was suggested that inefficient readers may know what strategies to use, but their problems were a lack of vocabulary or other schema related information, which may prevent them from being successful in reading (Anderson, 1991). In support, it was presented that language proficiency appeared to have an important role in L2 reading. Also, limited language ability could detract efficient readers, thus creating inefficient readers, when they are confronted with difficult tasks in L2 reading (Clarke, 2002). All these concepts expressed a consensus on a dominant role of L2 proficiency affecting L2 reading. This aspect is often examined and agreed on by many research studies.

For example, a study of Yamashita (2002) examined the relationship between L1 reading ability and L2 language proficiency in L2 reading comprehension among Japanese students who study English as a foreign language. Yamashita's study found that both of them had an effect on L2 reading comprehension, which L2 language proficiency appeared to show a stronger effect. Similarly, it was reexamined and confirmed in a study of Asfaha, Beckman, Kurvers, and Kroon (2009) that L2 language proficiency was a significant predictor of L2 reading comprehension. Another study on L2 reading comprehension among Chinese EFL university students demonstrated that there was a relationship between L2 language proficiency and L2 reading comprehension; specifically, it was found that L2 proficiency played a greater role in L2 reading rather than L1 reading ability (Jiang, 2011). Additionally, a study on reading comprehension in Korea, which also examined this point among a group of students who applied to a university in Korea, was also consistent with the previous study that L2 knowledge contributed to L2 reading comprehension greater than L1 reading (Park, 2013). Consequently, the research clearly reflected that inefficient readers need assistance in both language and reading strategies. Training students with reading strategies are helpful, particularly those students with less developed working memories would benefit from using strategies actively in their reading when dealing with difficult reading tasks (Joh, 2004).

3. Research Methodology

The research design was a mixed-method study, which employed both quantitative and qualitative data collection methods in one study. The questionnaire was used to collect the data regarding the participants' perceptions towards their use of cognitive reading strategies, while the interview was conducted later to explore their beliefs and opinions towards strategies use into more detail. Principally, qualitative data were used to accompany together with the results of the questionnaire.

The 400 questionnaires were distributed to students who majored in non-language based programs namely Medicine, Human Resources Management, ASEAN Studies, Economics, Tourism, and Business Development from two government universities in the south of Thailand in March 2015. For the questionnaires, 377 (94.25%) were returned. However, there were six questionnaires that did not specify the English reading grade obtained from the most recent reading course the student attended, thus, only 371 questionnaires were analyzed and presented in the findings.

The study used descriptive statistics and independent t-test to explore cognitive reading strategies used by the participants. They were categorized into two different groups: efficient and inefficient readers regarding their previous English reading course grades at the university level. The terms efficient readers and inefficient readers here were used representing the participants' different ability to comprehend English reading passages. The efficient group was those students who received grade A, B+, or B, while the inefficient students referred to those who obtained C and lower.

As the statements in the survey were a Likert type scale rating from 4 (strongly agree) to 1 (strongly disagree), the mean evaluation is based on the following formula:

(Maximum score – minimum score)/ Number of scales (4 – 1)/ 4 = 0.75

The criteria of the mean evaluation are as follows:

The mean values from 3.28 to 4.00 are interpreted as strongly agree.

The mean values from 2.52 to 3.27 are interpreted as agree.

The mean values from 1.76 to 2.51 are interpreted as disagree.

The mean values from 1.00 to 1.75 are interpreted as strongly disagree.

Additionally, the questionnaire and the interview was used as a secondary source to support or explain the quantitative result into greater details. The student participants were purposively selected: 10 efficient and 10 inefficient readers were included in the interview sessions. The data were recorded and transcribed verbatim. The interviews in Thai were later translated into English by the researcher.

4. Findings and Discussion

4.1 A Perspective from the Quantitative Data

The survey results found that the participants, both efficient and inefficient readers, employed a variety of cognitive reading strategies. Both groups of readers agreed that they used known words in guessing the meaning of unknown words (efficient readers (ERs), M = 2.94 and inefficient readers (IRs), M = 2.55). Additionally, it was also agreed by both groups of readers that they attempted to connect the reading passage with their experience in order to help them comprehend the reading text (ERs, M= 2.86 and IRs, M=2.55).

Similarly, both groups agreed that they applied what they learn from classes in their reading (ERs, 2.85 and IRs, M=2.58) and the two groups of the readers stated that they used

their experience in predicting possible meanings of the text (ERs, M=2.88, and IRs, M=2.68)., The last strategy, among other cognitive reading strategies that both the efficient and inefficient readers agreed, was using their mother tongue, which is Thai in this study, as a facilitator to help them comprehend the reading text (ERs, M=2.99, and IRs, M=2.80).

However, among those cognitive reading strategies listed on the questionnaire, it was found that the inefficient readers disagreed with some strategies such as using context clues (M=2.45), making a summary (M=2.23), translating ideas from English to Thai (M=2.43), rereading the text (M=2.28), and noting down important ideas and keywords (M=2.50). Consequently, the efficient readers were proved to agree with almost all of the cognitive reading strategies in the questionnaire; yet they appeared to disagree with making a summary as the inefficient readers did for this strategy (M=2.45). This affirmed that both efficient and inefficient readers seem to lack the skill of making a summary when they read.

Table 1 Cognitive reading strategies with efficient readers (ERs) and inefficient readers (IRs)

Statements	Groups of readers	N	Frequency and Percentages				Mean	SD	*t*	Sig.
			Strongly agree	Agree	Disagree	Strongly disagree				
1.I use known words in the text to guess the meaning of unknown words.	ERs	157	35)22.29%(	84)53.5%(	31)19.75%(	7)4.46%(	2.94	.774	5.46	.000
	IRs	214	6)2.8%(	111)51.87%(	91)42.52%(	6)2.8%(	2.55	.601		
2.I use context clues to understand the message of the reading passage.	ERs	157	25)15.92%(	98)62.42%(	30)19.11%(	4)2.55%(	2.92	.669	7.07	.000
	IRs	214	4)1.87%(	96)44.86%(	106)49.53%(	8)3.74%(	2.45	.601		
3. I try to relate the reading passage with my experience to help understand the text.	ERs	157	24)15.29%(	92)58.6%(	36)22.93%(	5)3.18%(	2.86	.702	4.35	.000
	IRs	214	9)4.21%(	110)51.4%(	85)39.72%(	10)4.67%(	2.55	.653		
4. I apply what I learn from the classroom in reading in order to understand the reading text.	ERs	157	20)12.74%(	97)61.78%(	37)23.57%(	3)1.91%(	2.85	.649	4.17	.000
	IRs	214	5)2.34%(	121)56.54%(	82)38.32%(	6)2.8%(	2.58	.589		
5. I use my experience to predict the possible meaning of the text.	ERs	157	27)17.2%(	90)57.32%(	34)21.66%(	6)3.82%(	2.88	.728	2.80	.005
	IRs	214	15)7.01%(	122)57.01%(	70)32.71%(	7)3.27%(	2.68	.653		
6. I make a summary of what has been read after reading.	ERs	157	19)12.1%(	55)35.03%(	61)38.85%(	22)14.01%(	2.45	.880	2.60	.010
	IRs	214	3)1.4%(	70)32.71%(	115)53.74%(	26)12.15%(	2.23	.672		
7.I translate ideas from English to Thai with exactly the same meaning.	ERs	157	19)12.1%(	85)54.14%(	47)29.94%(	6)3.82%(	2.75	.715	4.49	.000
	IRs	214	5)2.34%(	95)44.39%(	100)46.73%(	14)6.54%(	2.43	.651		
8. I use Thai as a facilitator to understand the reading passage.	ERs	157	31)19.75%(	100)63.69%(	20)12.74%(	6)3.82%(	2.99	.693	2.77	.006
	IRs	214	21)9.81%(	133)62.15%(	57)26.64%(	3)1.4%(	2.80	.620		
9. I work on reading tasks by reading the text again.	ERs	157	20)12.74%(	69)43.95%(	51)32.48%(	17)10.83%(	2.59	.848	3.78	.000
	IRs	214	1)0.47%(	84)39.25%(	102)47.66%(	27)12.62%(	2.28	.681		
10.I note down main ideas, important messages, and keywords to help in working on the reading task.	ERs	157	19)12.1%(	84)53.5%(	47)29.94%(	7)4.46%(	2.73	.728	3.05	.002
	IRs	214	13)6.07%(	94)43.93%(	95)44.39%(	12)5.61%(	2.50	.697		

To consider reading strategies use of each group in percentages, it was found that all of the cognitive reading strategies in the questionnaire were agreed by efficient readers with higher percentages when being compared to those inefficient readers as displayed in Table 1. Furthermore, the *p*-values of all statements also signified that there was a significant difference between the two groups of readers in using cognitive reading strategies ($p<.05$). To summarize, the accumulated percentages of cognitive reading strategies use between efficient and inefficient readers could be illustrated in the figure below.
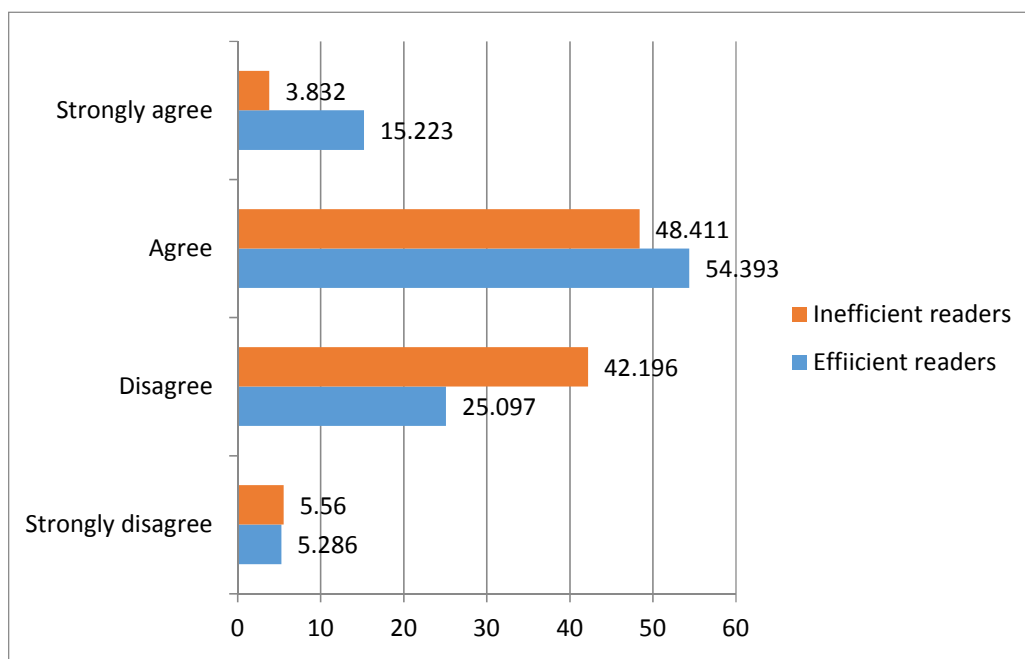

Figure 1 Cognitive reading strategies use between efficient and inefficient readers

To explain this in further detail, Figure 1 illustrates that the percentage of agreement on cognitive reading strategies use among efficient readers (54.39%) was higher than inefficient readers (48.41%). Meanwhile, the inefficient readers, as mentioned earlier in the findings, were found to disagree with five cognitive reading strategies: using context clues, translating ideas from English to Thai, rereading the text, noting down main ideas, and making a summary. The bar clearly shows that the percentage of disagreement towards cognitive strategies use among the inefficient readers (42.19%) was found to be higher than that among the efficient readers (25.09%).Additionally, even though the efficient readers seemed to utilize cognitive reading strategies at a higher percentage, similarly they also appeared to dismiss making a summary; another important reading strategy that could be applied in their reading. This result reveals the reality that both groups of the readers are not different in this case for they did not use summary writing as a strategy to help them comprehend a reading text.

4.2 A Perspective from the Qualitative Data

The survey results, and the interview data showed that the participants utilized eight cognitive reading strategies in their reading namely consulting dictionaries, guessing meanings from the context, skimming, scanning, using context clues, reading a concluding paragraph, asking others for help, and searching for more knowledge about the reading

passage in their mother tongue. Among these strategies, consulting dictionaries were the most highly mentioned by both groups of the readers at a similar number (five efficient and six inefficient readers).

Specifically, based on the interview data, guessing unknown words from the context was mentioned by one efficient reader and the other two inefficient readers. The first reader in this group named Jay, a fourth-year student from the Business Development Program, stated that he sometimes could not understand the reading and his solution to this problem was finding words that he knew and then guessing the meaning of other unknown words based on what he already knew. The second reader, Bas, a fourth-year student from the same program, said that he would consider the context in the reading to gradually help him to understand what the message the reading would like to convey. The last reader, Krit, a third-year student from the Tourism Program, stated that he guessed meanings of unknown words from a context in the reading to help him understand the idea of that passage.

Meanwhile, using context clues was mentioned by two efficient readers in the interview sessions. Bomb, the second year student from the Economics Program, explained that in order to understand each reading passage, he would read by looking at titles and vocabulary. This is in line with Lilly, the third year student from a medical school who stated that if there were some available pictures, she would look at them and also browse titles to help her understand the meaning of the reading text.

Similarly, there was one inefficient reader who mentioned scanning as a reading strategy. Bas, a fourth-year student from the Business Development program, said that he would scan for known words when he read to help him understand the text. Simultaneously, one inefficient reader, Kat, a second-year student in the ASEAN studies program, said that, for her, to understand the idea in each reading passage; she would read a concluding paragraph before she initiated her reading. This could be implied that she used a summary as one of the context clues to understand the whole message in the reading.

Among all the reading strategies, it was found that more than half the interviewees (11/20): 5 efficient readers and 6 inefficient readers mentioned looking up unknown words from a dictionary: the cognitive strategy that was the most popular among the informants who joined the interview sessions. The first one was Krit, a third-year student from the Tourism Program, who supported that he would find meanings of unknown words from the online dictionary both English-Thai and English-English to help him understand the idea in a reading passage. Anny, a second-year student from the ASEAN Studies, mentioned that vocabulary was the first problem she needed to tackle. This case was strongly supported by Janie, a second-year student from the ASEAN Studies, who confessed that she would find the meanings of every word that she did not know in the reading to help her understand the text. Simultaneously, Pattie and James, the second-year students from the Economics Program, emphasized that they both looked for meanings from the dictionary and also sometimes they used an online translation program (here the students mentioned Google Translate program) to help them.

To validate this point, one inefficient reader, Pete, a second-year student from the Economics Program, stated that he would search for more knowledge about a reading text in his mother tongue to help him understand the reading text. He specifically stated that he would study articles written in his own language with the same topic first before getting back to read the English version. Meanwhile, there was one efficient reader, Ranee, a third-year

student from the Tourism program who mentioned rereading as a strategy. She said that she would reread a reading passage in order to make herself familiar with the text.

Correspondingly, it was added from the interview that skimming for main ideas was chosen as one of the cognitive strategies. Two efficient readers: Green, a third-year student from a medical school and Minnie, a fourth-year student from the Human Resources Administration affirmed their opinions to this strategy in their interview. Green stated that she tried to understand the reading by skimming for main ideas while Minnie affirmed that she had to skim for main ideas first when she began reading.

Furthermore, in relation to cognitive reading strategies, some participants responded that when they could not comprehend a reading text, they would ask for help from others. Based on the interview, there was one efficient and inefficient reader who said that they asked for help from other people. Pattie, a second-year student from the Economics Program stated that after she tried to work on a reading passage alone and could not understand it, she would ask her friends who were good at English for help. This was similar with Kevin, a third-year student from a medical school, who stated that he also asked his friends or teachers to help him with a reading passage when he could not understand what it attempted to communicate to readers.

4.3 Cognitive Reading Strategy Use: Efficient and Inefficient Readers

Overall, the above findings from both quantitative and qualitative data shed light on cognitive reading strategies use among efficient and inefficient readers in this context. On one hand, it clearly supported the notion that says efficient readers tend to apply more strategies than inefficient readers (Yayli, 2010). On the other hand, the accumulated percentages that displayed strategies use of efficient and inefficient readers were not much different. This result is in accordance with the interview data which reported similar numbers of strategies to use among efficient and inefficient readers. This certainly supported that through efficient readers are likely to employ more strategies in their reading, both efficient and inefficient readers utilized the same strategies. In other words, the number of strategies used may not indicate reading comprehension achievement but it rather depends on how readers use them. As it was stated in a research study that strategy use among students might be different between efficient and inefficient readers, however, efficient readers are better for they know how to use them effectively (Baleghizadeh & Yousefian, 2012).

Another emerging point from this study is that both efficient and inefficient readers appear to lack the same essential reading strategy, which is writing a summary. This strategy is certainly important for readers to read a text more effectively and critically as it was suggested that the students who learned and practiced this strategy possessed a positive result on their reading comprehension improvement and this strategy certainly has a critical role in reading skills improvement (Shokrpour et al., 2013; Yang, 2015; Gao, 2017). The findings from both questionnaires and interviews clearly revealed that the participants in this context were in need to learn and use writing a summary as one of their strategies in reading in order to strengthen their reading comprehension achievement. As it was presented in a recent study of Spirgel and Delaney (2016) that summary writing is beneficial if used appropriately because it means the students could identify what is important and what is not important in the reading.

Additionally, the results of the current study supported that efficient readers apply more strategies than inefficient readers do in their reading. It is possible that inefficient

readers still struggle to understand the language rather than facing with reading problems like efficient readers do (Niri, 2016). This point was in line with many studies that agreed with a significant role of L2 proficiency in L2 reading comprehension. As it was reported from the percentage of cognitive reading strategies used between the two groups of the readers; the number of strategies use among efficient readers was higher than that of inefficient readers. One possible reason to explain this phenomenon was their different L2 proficiency. In L2 reading, L2 language proficiency is another significant factor that has an impact on reading comprehension (Aebersold & Field, 2002). Even though inefficient readers might know and use some reading strategies when they read in L1; they might be unable to transfer them to their L2 reading because they lack L2 proficiency.

Consequently, as presented above, the two groups of readers in this study were found not to use summary writing, which is believed to be very helpful, in their reading. Therefore, not only it is necessary that inefficient readers are equipped with L2 knowledge and reading strategies, but also both efficient and inefficient readers should be trained with more available reading strategies particularly summary writing. Being immersed in a course of L2 knowledge and reading strategies, the students would be systematically pushed through a path of successful L2 reading. L2 proficiency is unavoidable for achieving reading comprehension when reading is in another language as it was widely discussed and clearly proved its importance to L2 reading in many studies (Asfaha et al., 2009; Jiang, 2011; Park, 2013; Yamashita, 2002). Significantly, achieving better reading comprehension in L2 reading is also an expected result if the students are trained to use reading strategies appropriately as it was stated that reading with strategies could benefit students when they need to face difficult reading tasks (Joh, 2004).

5. Conclusion and Implications

The findings clearly reflected that although efficient readers appear to use more strategies in their reading, both efficient and inefficient readers lack a strategy of making a summary when they read. Summarizing is an important strategy among many cognitive strategies that could help readers stay focused and comprehend the text better. Moreover, reading in another language is rather complex, as Chamot and O'Malley (1996) stated that it is challenging for second language learners to strive for both content and language in their study, thus techniques become essential to help them study more effectively. One possible solution to cope with this issue is that teachers demonstrate to students reading strategies in order that they are more ready to deal with any reading tasks. As the findings proved that efficient readers are likely to apply more strategies in their reading, therefore, this study would suggest that explicit teaching of reading strategies should be added to school curricula.

Additionally, as it was clearly discussed and presented through the study that L2 proficiency also had its place in L2 reading comprehension. Furthermore, reading strategies training, described in this research also would gear to the need for strengthening the students' L2 proficiency in order to empower them as efficient readers. In addition to this point, the research result displays a picture of students who read and rely on the lexical problems excessively for the most frequently used strategy among the participants is consulting the dictionary. To resolve this situation, it is proposed that teachers of reading may integrate a variety of available reading strategies into their lessons to raise the students' awareness of strategies that could help them understand the text better and overcome some lexical

problems without becoming dependent on dictionaries every time they read. Knowing every word in a reading passage does not guarantee reading comprehension achievement. However, looking up unknown words all the time may possibly make reading become boring rather than interesting. Therefore, more awareness and knowledge of available reading strategies may enable marginal students to compensate and develop their L2 weakness.

Consequently, it is important that the students are trained as more strategic readers. Reading is not limited to only linguistic knowledge like words or grammar, but it also encompasses the readers' experience and background knowledge. This research urges teachers to integrate reading strategies in their lessons to enable students with the necessary strategies before they read. Teachers themselves may also need training in professional development by specialized reading teachers as it was proven that those who attended the workshop and were coached in reading strategies outperformed those who were not (Sailors & Price, 2010). Ultimately, reading with strategies would perpetuate readers to achieve reading comprehension and strengthen them as better readers.

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