

The Implications of Reading Strategies in EFL/ESL Contexts

By

¹*Ali Derakhshan* and ²*Hadiseh Nazari*

¹Golestan University, Department of English Language and Literature, Gorgan, Iran,

²Department of English Language Teaching, Golestan Science and Research Branch,
Islamic Azad University, Gorgan, Iran.

Abstract

Reading activities are made to comprehend the academic materials and to learn the conceptual framework. Students are supposed to read and understand the assigned texts before coming to classes on their own. Such a reading process means to read beyond the lines and to think critically. But students are not strategic and selective while they are studying a text for an exam although students support that such a reader profile is beneficial for comprehension and remembering the information better. The ways learners should read are different from one learner to another and knowing them is a need to be a strategic reader. Therefore the present descriptive study aims to review reading strategies using several categorizations including cognitive, metacognitive strategies as well as a combination of these to have better learning. The aims of reading strategies are to help readers remember the key points, distinguish the necessary and unnecessary information, think about the main idea and comment on the subject matter. This paper tries to define the reading strategies and describe two kinds of processing which are top-down and bottom-up processing and different types of reading strategies according to the review of related literature. According to the findings, raising students' awareness of strategies help them to use this strategies where relevant and so it improve reading comprehension and efficiency in reading.

Keywords: *bottom-up processing, reading strategies, strategic reader, top-down processing.*