

Reading is an integral part of academic affairs and it is equally important outside academic contexts. Apart from the essential linguistic requirements of the reading process (e.g. vocabulary and grammar), there are some so-called reading strategies that are attested to improve reading. In his introduction to Alderson (2000) on assessing reading, Lyle Bachman notes: "Reading through which we can access worlds of ideas and feelings, as well as the knowledge of ages and visions of the future, is at once the most extensively researched and the most enigmatic of the so-called language skills." The enigmatic nature of this "psycholinguistic guessing game" (Goodman, 1979) is even more evident when we are faced with reading in a foreign or second language. In his introduction to Alderson (2000) on assessing reading, Lyle Bachman notes: "Reading through which we can access worlds of ideas and feelings, as well as the knowledge of ages and visions of the future, is at once the most extensively researched and the most enigmatic of the so-called language skills." The enigmatic nature of this "psycholinguistic guessing game" (Goodman, 1979) is even more evident when we are faced with reading in a foreign or second language. But, what are reading strategies