

Chinese Medical Undergraduates' Performance in HOTS and LOTS EFL Reading Comprehension

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Abstract: Many studies indicate that the Chinese Medical undergraduates faced problems in their EFL reading as they need to read a lot of professional texts written in the English language. The objective of this study is to measure Chinese Medical undergraduates' performance in HOTS and LOTS EFL reading comprehension. A QUAN-Qual mixed method research design was employed in this study. An English reading comprehension test using 5 passages of different topic and semi-structured interview questions (with 5 medical students) were used as the research instruments. The sample of the test consists of 95 second year Medical undergraduate students (48 males and 47 females) from a university in a south central China. Paired sample t-test and independent samples t-test were used to analyze the quantitative data and the qualitative data was analyzed according to emerging themes. The findings of this current study indicated that the Medical undergraduates performed better in answering LOTS questions compared with HOTS questions. Unlike the findings of many previous studies, the results for this study indicated that there is no significant difference in the EFL reading comprehension according to gender. But there is a difference in students' EFL reading comprehension performance according to types of text. Findings from the qualitative data indicated that most students have similar problems in their EFL reading comprehension. However, this research only involves participants from one university, as such, future research should include a larger sample from different provinces in China to get a better insight of students' performance in EFL reading comprehension.

Keywords: HOTS, LOTS, EFL, Reading Comprehension, Medical Undergraduates, Gender, China.

I. Introduction

In China, English has gradually become a widely used tool in medical terminology, academic learning, and professional communication. It is necessary for the medical students to have good English ability especially reading comprehension ability in the English language. In China English is taught as a foreign language, and it is a big challenge for Medical students who are non-English majors to comprehend texts in the English language efficiently and effectively. Medical students are required to master good command of English for their academic reading and for their future career (Yang, 2005). Many studies indicated that the medical students faced problems in their EFL reading comprehension with low English proficiency (Shang and Hui, 2017; Hou, 2013).

Meanwhile, just as other non-English majors, the medical student are required to pass the the College English Test-Band Four (CET-4) and the College English Test-Band six (CET-6). In all those English exams, reading comprehension test takes a high percentage. However, according to the findings of Wang *et al* (2016) who has investigated students from the medical department of a University in Hebei Province, China, 54.1% medical students felt anxious about the College English Test-Brand Four and Six while 39.3% failed to pass the CET-4. Moreover, the professional medical reading proposed a higher requirement for students' reading ability as it concerns many medical terminology.

Since the medical students are asked to obtain a higher ability in the EFL reading, they should not only meet the demanding of Lower Order Thinking skills (LOTS), but also meet the needs of Higher Order Thinking skills (HOTS). Based on revised Bloom's taxonomy by Anderson and Krathwohl (2001), LOTS refers to remembering, understanding and applying while HOTS includes analyzing, evaluating, and creating. Just like the College English Teaching Guidance of 2017 required, undergraduates needs to understand, analyze and comprehend the

reading materials creatively. Moreover, the application of HOTS is more challenging compared with LOTS because in answering the HOTS questions students' need to think critically and creatively.

As such, the current study seeks to provide more useful information on Medical students' EFL reading by investigating their ability in answering HOTS and LOTS questions in EFL reading comprehension. Revised Bloom's taxonomy (Anderson and Krathwohl, 2001) is used to categorize the HOTS and LOTS questions. The study also examined students' performance according to gender and types of text. In addition, the researchers also explored problems faced by students in their HOTS and LOTS EFL comprehension.

1.1 Research Questions

The following are the research questions of this study:

RQ 1: Is there a significant difference in the mean score of HOTS and LOTS EFL reading comprehension among Medical undergraduates?

RQ 2: Is there a significant difference in Medical undergraduates' performance in EFL reading comprehension according to gender?

RQ 3: Is there a significant difference in Medical undergraduates' performance in EFL reading comprehension according to types of text ?

RQ 4: What are the problems faced by Medical undergraduates in answering HOTS and LOTS EFL reading comprehension?

II. Review Of Literature

According to Anderson (2003) EFL reading comprehension is vital for students' academic success. Reading English texts in an effective and efficient way to obtain information about the current scientific development (Jahromi, 2014). Likewise, students who are better at EFL reading comprehension are more likely to obtain knowledge needed for succeeding in academic area and professional settings (Yang, 2005; Jafari and Mahboudi, 2012). As such, students with better English competency and proficiency stand a better chance to succeed in their future professional accomplishment (Shang and Hui, 2017).

As for the medical students, they are also required to have a good ability in English reading comprehension because a good English reading ability is necessary for their medical study, future academic progress and professional communication. To meet the needs of college study and academic learning, medical students are required a good English reading ability not only for LOTS comprehension but also for HOTS comprehension. However, previous studies showed that teachers tend to use LOTS questions as the dominant in the teaching process (Khorsand, 2009). In addition, LOTS questions are more frequently used in the traditional teaching context and comprehension exercises (Seif, 2012). Consequently, students performed better in LOTS reading comprehension rather than HOTS reading comprehension (Hayikaleng, *et al.*, 2016). As such, Nourdad (2015) advocated that there should be a balance in students' ability in answering HOTS and LOTS comprehension questions.

2.1 Studies Related to EFL Reading Comprehension

A substantial studies have investigated the EFL reading comprehension from different aspects including vocabulary (Kirby *et al.*, 2012), grammar (Alavi and Kaivanpanah, 2007; Akbari and Zahra, 2014), syntactic knowledge (Grabe, 2009; Wei, 2005), reading motivation (Unsworth and McMillan, 2013; Guthrie *et al.*, 2006; Becker *et al.*, 2010) and so on. However, among all those variables, gender is frequently mentioned in the studies on reading comprehension. Researchers such as Wang and Guthrie (2004), Logan and Johnston (2010) regarded gender as an important variable associated with readers' reading achievement. This is due to the fact that gender difference is related with readers' attitudes, the use of strategies and motivation. Zoghi, Kazemi, and Kalani (2013) examined the effect of gender on students' EFL learning. Their study involving 100 guidance school students (50 males and 50 females) indicated that students' gender can affect their EFL learning to some extent. Moreover, the study of Seyedjamal (2014) further supported the psychological reality of gender differences in English learners' reading interests and preferences.

Meanwhile, substantial studies have proved that females have advantage in EFL reading compared with their male counterparts (Mullis, 2007). This result was also echoed by the findings of Arellano and Dolores (2013) who revealed that the female students have better skills in abstracting information from the text. Moreover, Saidi (2012) also noted that males and females are not equal in their learning motivation and self-learning accordingly. Females received a higher expectation considering learning the English language, which also affect their English reading performance. Accordingly, female students participating in the study of Saidi (2012) proved to be more hardworking than males. Meanwhile, females adopted various types of learning strategies (Liyanage and Bartlett, 2012). In addition, Ala and Mohsen (2017) demonstrated a better performance of female students in critical reading. As Zhen Hui (2005) stressed that female students have better language learning skills.

As female students' talent in English reading comprehension is fully proved by these studies. Some studies indicated different results rejecting the statement that females always outperformed males in reading comprehension in the English language. The findings of Asgarabadi *et al* (2015) revealed no significant difference between male and female students' reading comprehension performance in terms of reading strategies employment. Keith *et al* (2008) who studied the gender difference on cognitive ability indicated that boys had a smaller but consistent advantage on the visual-spatial ability. Besides, Pae (2004) found a logical inference which favored male students.

Moreover, females do not necessarily outperform males in EFL reading comprehension all the time, especially when the types of text were taken into consideration. For example, Brantmeier (2003) studied the passage content and found that males and females understood the reading text differently. Readers tend to make connections to familiar passage content. As such, females performed better in female-oriented passages while males performed better in male-oriented passages. Al-Shumaimeri (2005) also demonstrated a significant effect of content familiarity on EFL reading. His findings revealed that males performed significantly better than females in understanding gender-neutral texts. In addition, the study of Saidi (2012) among Omani students at the higher education stage suggested that females understand art-oriented passages more easily because they comprehended more easily with sensitive and emotional passages. On the contrary, males performed better in comprehending the science-oriented passages as they interacted more easily with passages of aggressiveness, action and fighting. Gorjian and Javadifar (2013) further proved that the familiarity of text topic and cultural context influenced the interpretation of a given passage. They stressed that the personal knowledge may aid one gender by providing useful information while hindering the reading process of the other sex. Moreover, Ashrafzadeh *et al* (2015) found that the familiarity with content knowledge plays an important role for medical students in their reading comprehension.

2.2 Studies Related to Medical Students' EFL Reading Comprehension

Learning English as a foreign language among non-English majors including the medical students in China is not a easy task. The findings of Wu (2014) revealed some similar features in the problems faced by Chinese undergraduates in their reading comprehension. Moreover, according to the findings of Ni (2013), the top three obstacles faced by students in their English comprehension was vocabulary, grammar, and sentence.

As the medical students need to read so many professional books and papers in the English language, the ability of English reading is so important for medical students in completing their higher education (Jahromi, 2014). Researchers put great efforts in analyzing medical students' English reading, such as the instruction for English reading (Ghalandari and Talebinejad, 2012; Fitzgerald and Graves, 2005), the use of reading strategy (Hou, 2013; Shang, 2017) and the reading anxiety (Wang *et al.*, 2016). Those studies revealed many problems in medical students reading progress.

Hou (2013) investigated 733 nursing students in a private medical college in south Taiwan to study their learning anxiety of English. The results revealed that many students' ability in English reading were unsatisfactory. Meanwhile, there is a gap of English proficiency among individuals. While teaching reading comprehension, the lecturers should take the students' individual differences into consideration in order to help them in their EFL comprehension.

Ling and Yang (2007) investigated 171 Chinese medical students (80 males and 90 females) and found that

students with lower English proficiency showed a higher anxiety. Wang *et al* (2016) also proved a common anxiety of English learning among Chinese medical students. Students felt impatient when facing English exams at the college level. This negative emotion may harm students' motivation and persistence in English learning. As a result, students' performance of EFL reading comprehension was not satisfactory.

In addition, Rushwan (2017) found that the ESP medical students at Najran University- KSA were more troubled when the reading context was a professional medical text. Similarly, the study of Phuong and Nghia (2018) involving 300 first-year nursing students also revealed that nursing students at the college level performed badly in reading academic texts. Meanwhile, students' poor English reading comprehension are partly caused by their inadequacy in linguistic knowledge, prior knowledge and reading strategies such as skimming, scanning, and guessing meanings.

As such, this study not only investigated Medical students' HOTS and LOTS reading comprehension according to gender and types of text, but also explored the problems faced by Chinese medical students during their EFL reading comprehension.

III. Methodology

In this study, the researcher utilized a QUAN-Qual mixed method design (Creswell, 2014) blending both quantitative and qualitative approaches for data collection and analysis. The sample of the study were 95 second year students (48 males and 47 females) from the Medical faculty of a university in south central China.

A reading comprehension test and semi-structure interview questions for medical students were adopted as the instruments. The reading comprehension test lasted for two and a half hours. It involved 5 reading passages of different topics, namely economy, entertainment, education, technology and natural disaster. Each passage (around 500 words) was used as an instrument to gauge students' performance of comprehension in HOTS and LOTS comprehension. For each passage, there are 2 HOTS and 3 LOTS multiple choice questions. All the scores for LOTS and HOTS question are changed into percentages before the analysis. Following the reading comprehension test, 5 medical students were interviewed by the researcher to gauge their views on the problems faced by them during their EFL reading comprehension.

The researcher also did a pilot test among 40 students to obtain the reliability of the instrument (reading comprehension test). Based on the results of the pilot study, some questions are modified and the testing hour of the actual test is decided to be two and a half hours. The reliability calculator created by Del Siegle showed that the instrument is highly reliable (KR21=0.70, KR20=0.75, Cronbach's Alpha=0.75).

IV. Results And Discussion

RQ 1: Is there a significant difference in the mean score of HOTS and LOTS EFL reading comprehension among Medical undergraduates?

Table 4.1.

Comparison of the mean score of HOTS and LOTS EFL reading comprehension among Medical undergraduates

Group	N	Mean	Std. Deviation	Mean Difference	t-value	df	p-value
HOTS	95	41.47	21.93	6.53	18.44	94	.000
LOTS	95	48.00	19.58		23.89		

Level of significance at p<0.05.

The findings in Table 4.1 indicated that students' mean scores in answering LOTS reading questions is much higher (Mean=48.00; SD=19.58) than answering the HOTS reading questions (Mean=41.47; SD=21.93). Results of paired sample t-test clearly demonstrated that the Medical undergraduates performed significantly better in answering LOTS reading questions (t=23.89; df=94; Mean difference=6.53; p=.000). As such, these findings

answer to RQ 1. There is a significant difference in the mean scores of HOTS and LOTS EFL reading comprehension among Medical undergraduates. Students significantly outperformed in the LOTS reading comprehension. The findings in the current study supported the opinion of Nourdad (2015) who claimed to build a balanced ability of students in their HOTS and LOTS EFL reading comprehension. Just as Seif (2012) mentioned that teachers used less HOTS reading instructions compared with the LOTS ones. As a result, students outperformed in answering LOTS questions with which they are more familiar. However, developing students' ability in HOTS reading comprehension is necessary as it is important for the improvement of students' critical thinking (Nourdad, 2015).

RQ 2: Is there a significant difference in Medical undergraduates' performance in EFL reading comprehension according to gender?

Table 4.2.

Comparison of Medical undergraduates' overall mean scores in EFL reading comprehension test according to gender.

Group	N	Mean	Std. Deviation	Mean Difference	t-value	df	p-value
Male	48	46.08	17.75	1.40	.371	93	.712
Female	47	44.68	19.10				

Level of significance at $p < 0.05$.

The findings from independent samples t-test in Table 4.2 indicated that the Medical male undergraduates' overall scores in EFL reading comprehension is just slightly higher (Mean=46.08; SD=19.10) than the female undergraduates (Mean=44.68; SD=19.10). The results showed that there is no significant difference between Medical undergraduates in their overall performance of EFL reading comprehension test according to gender (t=.371; df=93; Mean difference=1.40; p=.712).

As such, these findings clearly answered RQ 2: there is no significant difference in the mean scores of EFL reading comprehension among Medical undergraduates. The mean scores of male students and female student are very similar in answering the EFL reading comprehension questions. Therefore, these results have rejected the findings of some other researchers such as Brantmeier (2001), Zoghi (2013) who claimed gender factor as an important variable in English reading comprehension.

Moreover, these findings were opposite with the findings of Mullis (2007) which revealed a better performance of girls than boys among several countries. Similarly, as the findings of the current study revealed no significant difference between males and females in answering the comprehension questions, it failed to support the findings of Ala (2017) which proved a better critical thinking of the females.

The findings of this current research is in line with the findings of Asgarabadi *et al* (2015) as students' overall performance had no significant difference according to gender. Just as Pae (2004) stressed, logical inference tended to favor male students. This may be the reason why males students got a similar even slightly higher score compared with female students. Moreover, the findings of this study also supported the results of Keith *et al* (2008) by revealing a small advantage of males in their performance of English reading comprehension.

RQ 3: Is there a significant difference in Medical undergraduates' performance in EFL reading comprehension according to types of text?

Table 4.3.

Comparison of Medical undergraduates' Overall mean scores in English reading comprehension according to types of text.

Group	N	Mean	Std. Deviation
Technology	95	60.84	29.01
Economy	95	51.10	24.73
Education	95	40.21	27.29
Entertainment	95	30.74	26.22
Natural Disaster	95	41.05	28.79

The findings from Table 4.3 indicates that students' mean scores in answering text of Technology is the highest (Mean=60.84; SD=29.01), followed by the mean score for Economy (Mean=51.10; SD=24.73), Natural Disaster (Mean=41.05; SD=28.79) and Education (Mean=40.21; SD=27.29). The lowest mean is for the text of Entertainment (Mean=30.74; SD=26.22).

As such, these findings answer to RQ 3. There is a difference in Medical undergraduates' performance of EFL reading comprehension according to types of text. Students outperformed in the text of Technology. The findings in the current study supported the findings of Brantmeier (2003) that readers tended to make connections to familiar passage content. From the results of the current study, it can be seen that the medical undergraduates performed better in science-oriented passages of technology. These results may due to the fact that they are students of science. Just as Gorjian and Javadifar (2013) stressed, the familiarity of text topic helped the interpretation of a passage. Meanwhile, these findings were in consistent with the findings of Ashrafzadeh *et al* (2015) that background knowledge is important for medical students in their EFL reading comprehension.

RQ 4: What are the problems faced by Medical undergraduates in terms of their EFL reading comprehension?
 Interview Question: What are the problems you face in answering EFL reading comprehension questions?

Table 4.4.

Emerging Themes from the Interview Question

Respondent	Emerging Themes
R 1 (male)	Troubled by vocabulary, no enjoyment, cannot understand long sentence, poor grammar, have no strong motivation, pass the exams, get college degree.
R 2 (male)	Poor grammar, cannot understand words, connection and coherence between paragraphs.
R 3 (female)	Cannot focus, too many new words, impatient, reading is necessity, not happy, seldom read out of class.
R 4 (female)	Read slowly, cost too much time, cannot finish reading, lack of reading strategies, want to master reading strategies.
R 5 (male)	Don't like, have not patience, too hard, know little about grammar, vocabulary and sentence structure, read for exam purpose, felt sleepy and bored, cannot be motivated to read well.

Table 4.4 shows the results of the Emerging Themes from the Interview Question. Following are the examples of the responses which were received from the Medical students (five respondents) in response to the semi-structured interview question:

R1 (male) "Vocabulary troubled me most, err...understanding long sentences is also hard for me, I usually failed to analyze the structure of long sentences. Maybe, my problem in understanding long sentences (pause) is because of my poor grammar. Err... I felt no enjoyment during my English reading. (pause) I have no strong motivation for reading, (err...) and I just wanted to pass the English exams and successfully get my college degree."

R2 (male) "My poor grammar hindered my understanding in the reading progress, (pause), I know every words, err...but can not understand them when they combined together in a sentence. (Pause) I can not find the connection and coherence between the paragraphs."

R3 (female) "As for me, Err, I can not focus on my EFL reading. There are too many new words, especially professional terms in academic reading (err...) which caused me impatient. (pause) EFL Reading is a necessity (err...) I must do for my college study (err...)but not a happy thing for me. I seldom read out of class."

R4 (female) "I read too slowly, I must read very slowly to understand each sentence. It usually costs me too much time (pause) reading an English passage. Err... I usually can not finish reading the whole passages in an English exam. (pause) Maybe this is because of my lack of reading strategies. I want to master the reading strategies more skillfully."

R5 (male) "Err, honestly, I don't like reading in English, and I have no patience in reading English text. It's too hard for me since I know little about the grammar, vocabulary and sentence structure. (pause) If not for the exam, I would not read a single word in English, (pause), err..., I felt sleepy and bored when reading English text. Exams cannot motivate me to read well."

Various themes emerged from the answers of the five respondents related to problems faced by them in reading comprehension. According to the responses R1, R3 and R5, their vocabulary is insufficient in reading English passages. Their vocabulary volume is far from adequate and they did not develop a breath knowledge of vocabulary. The answers also supported Ni (2013) that students' problems in their vocabulary led to their misunderstanding of the context meaning. Just as Kirby *et al* (2012) stressed that the medical undergraduates failed to learn the English vocabulary in depth which hindered their deeper processing of English reading comprehension.

Moreover, reflections from R1, R2, and R5 indicated that there was a tremendous problem in their grammar. Their answers were in consistent with the the view of Alavi and Kaivanpanah (2007) that the grammar knowledge helped in readers' recognition of the cohesion and coherence between sentences. Reflections from R1, R2, and R5 also supported the findings of Akbari and Zahra (2014) that students' bad performance in English reading were partly caused by their insufficiency of grammatical knowledge. Similarly, Wei (2005) found a positive correlation between grammar sensitivity and reading comprehension. With grammatical obstacles, students had difficulty in recognizing the grammatical function of clauses, figuring out the main verb of a complex sentence, and understanding the reference of the pronouns. Poor grammar further led to students' problems in correctly analyzing the sentence structure.

Further, R1, R2, and R4 responded that they faced problems in understanding the long sentence. According to Grabe (2009), readers' analysis of long sentences was influenced by their syntactic knowledge. Just as R1 reflected, he could not analyze the structure of long sentences. Similarly, R5 reflected that he knew little about the sentence structure. Both R 1 and R 5 described their shortages in syntactic knowledge. Grabe (2009) also reported that the syntactic knowledge provided time, certainty, location, event relations and linkages for comprehending a English passage. Therefore, students' lack of syntactic knowledge interfered with their understanding of the long sentence as well as their reading speed. Therefore, R2 responded that he failed to recognize the cohesion and coherence between the text contexts.

Meanwhile, the views of R1, R3 and R5 indicated that their main aim of English reading was to pass the exam. In other words, students were exam-oriented readers whose motivation of English reading were mainly extrinsic motivation rather than intrinsic reading motivation. Just as R1 said, he had no motivation for English reading. Accordingly, Guthrie *et al* (2006) demonstrated that reading motivation was a predominant predictor of reading amount, reading strategy and reading achievement. Moreover, Becker *et al* (2010) reported that intrinsic motivation was more strongly related to reading for enjoyment. Further, students' lack of intrinsic motivation would lead to their negative reading attitude. When passing the exam became the main purpose for English reading, respondents (R1, R3 and R5) could not activate their interests in English reading nor enjoy a positive experience during the reading process, not to mention practice extracurricular reading.

Therefore, R1, R3 and R5 were suffered from the negative emotion during their EFL reading process. They showed no interests and patience in reading English passages. For example, R5 felt sleepy and bored as he had no interest in what he was reading. R1 and R3 felt unhappy while reading in English. As such, the findings of the current study supported the views of Unsworth and McMillan (2013) that readers failed to be motivated to do well when they have no interests in the text content. When there was no joy and enjoyment, respondents (R3, R5) would not be motivated in focusing their EFL reading comprehension.

Besides, R 4 responded that she read slowly in order to understand the text meaning. She regarded her lack of reading strategies as the reason of her inefficiency. This was in concord with the findings of Savaiano and Hatton (2013) that students' reading speed is influenced by their use of reading strategies. Just as Fauzi (2018) proved, the use of reading strategies such as skimming and scanning could improve students' English reading speed and minimize time consuming in the reading task.

As such, the findings of this study were in line with the results of Wu (2014) that students' problems exist in many different aspects. The views of five medical students clearly answer to RQ 4: What are the problems faced by Medical undergraduates in terms of their EFL reading comprehension? Just as Ni (2013) revealed, students' problems mainly existed in their shortage of vocabulary, grammar, and sentence structure. Meanwhile, medical students were lack of intrinsic motivation owing to their exam-oriented reading purpose. They felt no interests, enjoyment and happy during their EFL reading. Besides, the unskillful use of reading strategies further hindered students' reading efficiency. These obstacles contributed to the bad performance, slow reading speed and low efficiency of Medical students' EFL comprehension.

V. CONCLUSION

According to the results of the quantitative data, this study revealed that the Chinese Medical students achieved higher mean scores in answering the LOTS reading comprehension questions in the English language. The analysis indicated that the Chinese medical undergraduates performed significantly better in LOTS reading while their critical thinking ability is inferior in terms of HOTS reading. These findings are in line with the findings of Hayikaleng *et al* (2016) that students are better in LOTS reading comprehension than HOTS questions. Studies by Khorsand (2009) and Seif (2012) also indicated that LOTS questions played a dominant role in every aspect of English teaching which enable students in answering LOTS comprehension. As such, in the future practice of teaching EFL reading, teachers should pay more attention to the HOTS reading comprehension of Medical students.

Moreover, the findings of the current study rejected the findings of many studies (Mullis, 2007; Ala, 2017; Saidi, 2012) which claimed that English reading always favored the females. These findings of the current study revealed no significant difference in the performance of English reading comprehension between the female Medical students and the male Medical students. Since these findings are different from other studies, more variables related with reading comprehension performance should be taken into consideration to obtain a more detailed and comprehensive analysis in EFL reading performance of Medical students according to gender.

In addition, the findings of the current study indicated that Medical students performed differently in answering EFL reading comprehension according to types of text. They performed better in comprehending the text of Technology while they did an unsatisfactory work in understanding the text of Entertainment. These findings supported studies which proved the importance of background information and topic familiarity in English reading comprehension (Ashrafzadeh, *et al*, 2015; Gorjian and Javadifar, 2013).

Besides, the findings of the qualitative data supported the views of Ni (2013) who concluded vocabulary, grammar and sentence as the main problems for Chinese students in their English reading performance. Further, students' shortage in vocabulary, grammar and sentence structure influenced their reading performance as well as reading experience. Those unpleasant experience of reading comprehension in the English reading comprehension in turn add negative effect on students' reading motivation, reading interest, reading consistency and reading performance. Therefore, it is necessary for Chinese EFL lecturers to take students' individual difference into consideration if they want to help students improve their EFL reading comprehension.

However, there are several limitations in this study. Firstly, the sample only consists of 95 Medical students from one university. The researcher only interviewed 5 students to obtain the qualitative data. As such, future researches should engage a larger sample from more universities in China to obtain a more comprehensive findings. Secondly, only five types of comprehension text were used in this study. Therefore the findings cannot be generalized to all types of text. In future, researchers can conduct similar research using more types of text.

Thirdly, this study only investigated Medical students' performance in LOTS and HOTS EFL reading comprehension and problems faced by them in reading comprehension. As such, future researches can focus on other aspects of students' reading comprehension such as students' reading strategies and their reading motivation to gain a more comprehensive and deeper understanding of students' EFL reading comprehension.

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