

The Effect of Teaching Strategies on Developing Reading Skill

Mr. Tarig Hassan Mohamed Hassan

M.A in English language University of Kordofan- Faculty of Arts- Department of English Language

Dr. Abdelhafeez Ali Mohammed Dawood

PhD in applied linguistics –assistant pro. College of developmental and Technology Sciences

Abstract:

This study was carried at university of Kordofan between 2022-2023. The aim of the study is to find out the real effective strategies of teaching reading skills. The study also aimed to recognize the good effect of teaching strategies on developing students reading skills. The study followed the descriptive analytical approach. The data were collected through the questionnaire, references and sources of electronic library. A sample of 50 English language teachers was chosen by simple random system out of 150 English language teachers from secondary schools in EL Obeid. The study resulted the idea that 88% of the sample agreed that there is an effect of teaching strategies to develop their students' reading skills. Whereas 60% design good plans to solve their students reading problems and 62% followed the required steps of teaching students to develop their reading skills, while 52% of the sample agreed that their students have sufficient chances to practice and develop the four language skills. Mainly 72% of the sample agreed that their students faced problems in practicing and improving their reading skills. The study recommended that the teachers should follow the suitable method that leads students to achieve reading objectives. Teachers should give students the chance to have different types of reading to pass Through. Besides, specific training in using reading method is necessary. Effective , developing, strategies, skills, reading.

أثر استراتيجيات التدريس في تنمية مهارة القراءة

طارق حسن محمد حسن - باحث - جامعة كردفان

د. عبد الحفيظ علي محمد داؤد - كلية الدراسات التقنية والتنمية - جامعة كردفان

المستخلص:

أجريت هذه الدراسة بجامعة كردفان في الفترة بين 2022- 2023 . مشكلة الدراسة إيجاد الإستراتيجيات المؤثرة فعليا في تعليم مهارات القراءة. هدفت الدراسة لتحديد الأثر الجيد لإستراتيجيات التعليم لتطوير مهارات القراءة لدى الطلاب. اتبعت الدراسة المنهج الوصفي التحليلي، جمعت البيانات عبر الاستبانة والمراجع ومصادر المكتبة الإلكترونية. تم اختيار 50 معلماً للغة الإنجليزية كعينة للدراسة بنظام عشوائي يتكون من 150 معلم للغة الإنجليزية من المدارس الثانوية بالأبيض. خرجت الدراسة بالنتائج التالية : 88% من أفراد العينة وافقوا على أثر إستراتيجيات التدريس لتطوير مهارات القراءة لدى طلابهم. بينما وافق 60% على التخطيط الجيد لحل مشكلات طلابهم في القراءة و62% من العينة يتبعون الخطوات المطلوبة لتطوير مهارات القراءة لدى الطلاب. بينما وافق 52% من العينة على أن لطلابهم الفرص الكافية لممارسة وتطوير مهارات اللغة الأربعة. وافق 72% على أن طلابهم يواجهون مشكلات في تطبيق وتحسين مهارات القراءة . توصي الدراسة بأن يتبع المعلمون طرق التدريس المناسبة ليحقق الطلاب أهداف القراءة وأن يعطي المعلمون فرصة للقراءات المختلفة بجانب تداريب خاصة في طرق القراءة. الأثر، التطوير، إستراتيجيات، مهارات ، القراءة

Background:

Language learning strategies are the specific behavior or thoughts learners use to enhance their language learning. This factor influences the students' ability to learn in a particular instructional frame work. Language learning strategies are the main factors that help determine how and how well our students learn a second language or foreign language. a foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction. Language learning is not only concerned with acquiring knowledge. It is not something we learn about. Rather , it is a skill or a set of skills. So, students need meaningful, interactive practice in the skill in order to learn to use the language. Traditionally we speak of four language skills: two receptive skills listening and reading, and two productive skills – speaking and writing. The receptive skills have a number of things in common and the classroom techniques for reading and listening are often

similar. Increasingly it is recognized that besides language skills students may also need to have learning skills. They may need to know how to learn. Learners development is concerned with helping students to become better more independent learners. Ways of teaching the different skills are then discussed. First the receptive skills of listening and reading, then the productive skills. We look at how we can help students develop their learning skills both inside and outside the classroom. Reading can be described as a process of extracting meaning from printed or written materials. The main goal of teaching reading is to train pupils to read efficiently and quickly enough to get information or meaning from written material rapidly and with full understanding. Effective reading means to be able to read accurately and efficiently to understand as much of the passage as students need in order to achieve a purpose of reading.

Problem of the study:

The problem of the study is to find the real effective strategies of teaching to develop reading skills in the secondary schools in Sheikan Locality. The reading is very important to help students in learning process.

Objectives of the research:

To reveal the active suitable strategies that develop students reading skills.

Questions of the research:

- 1-What are the difficulties that face students in reading skills in English language as a foreign language?
- 2-How teaching strategies affect reading skills?
3. The study of reading skills can improve reading comprehension.

Significance:

The study is considered to be significant for the following:-

1. Facilitate reading process for students.
2. Develop methods of teaching reading effectively.

Research Method:

The descriptive analytical method is used in this study to work up with the collected data so as to get the needed results:

Reading skills

An, S (2013 p. 92)

Learning to read Literacy is the ability to use the symbols of a writing system. It is the ability to interpret what the information symbols represent, and to be able to re-create those same symbols so that others can derive the same meaning.

Purposes for Reading

Jumaa (April 2017 P4)

People read different kinds of text (e.g. scholarly articles, textbooks, reviews) for different reasons . Some purposes for reading might be: to relate new content to existing knowledge.

Reasons for Reading:

Gasm Elsieed A. (June 2008p.60) pointed out that:-At the beginning stages of learning the foreign language, reading serves mainly to introduce basic linguistic forms: phonemes, words, structures, sentence pattern and language functions – in a suitable context. It also helps pupils to recognize visual symbols, appreciate sentence rhythm, acquaint \themes with English spelling and improve their pronunciation, so reading at these elementary stages takes the form of oral practice or route recitation.

a\ Consequently, pupils usually read aloud words , sentences , short paragraphs, simple dialogues , and songs

b\ After understanding the essentials of sounds – symbols relationships and having mastered the basic techniques of reading, pupils are guided to read and comprehend longer sections. The objective is developing their ability in understanding specific information implied in the reading text, and to broaden their knowledge of more vocabulary. New ideas, cultural contents, language functions and the expressions, and to reinforce the basic knowledge they have acquired in the foreign language, Furthermore, reading serves to integrate a variety of language activities , normally listening , speaking and writing. so, pupils reading experience provides top-

ics for oral discussion and writing.

- a. Individualized reading gives pupils the freedom to select what they wish to read. Reading skills has practical or recreational purposes, so pupils may sometimes read books, magazines and journals either for enjoyment or to acquire general information and widen background, so they must be motivated to continue reading in and outside school.
- b. Reading helps foreign language learning improve their English competence partly, because it involves linguistics aspects and cultural allusion and partly because it provides them the real life situations.
- c. Reading forms a tool of communication in additional to listening and speaking, it is considered as a window through which people can see other cultures and gain more general and specific knowledge.
- d. The Arab World, reading skills is considered as more important than any language skills, because English taught more for business or academic purposes than for daily communication.

Types of Reading:

Gasm Elsied A, (June 2008 p. 63) pointed out that:

Silent reading: Silent reading is reading for understanding or for comprehension. It needs more practice by pupils and it requires more teachers' guidance and assistance in the early stages of learning the language. It should be introduced only after the new words and expressions have been learned.

Reading aloud :

The aim of reading a loud is to check the pupils' pronunciation, word stress, pauses, intonation and understanding Choral reading in recommended for improving pronunciation for pupils who are embarrassed when called upon to use the foreign language orally. The following points must be considered by the teacher in conducting a reading aloud activities:.

- a. Reading aloud comes after pupils; silent reading.
- b. Pupils listen to the text recorded on a tape.

- c. Teacher reading and repetition of student.
- d. Individual reading.
- e. Correction of mistakes made by the reader by asking the pupils to correct them.

Supplementary reading (Free reading)

Advantages of Supplementary reading:

- a. Increasing the pupil's skill in language and their command of words.
- b. Enriching the student's knowledge of the culture of foreign language through introducing them to more mature and more timely material than that found in school texts books.
- c. Providing an opportunity for correlation with any special field in which the pupils are interested.
- d. Also Maija MacLeod (p. 2) stated Several types of reading may occur in a language classroom. One way in which these may be categorized, as suggested by Brown (1989) can be outlined as follows:

A. Oral

B. Silent

1. Intensive

a. linguistic

b. content

2. Extensive

a. skimming

b. scanning

c. global

Intensive Reading :

Brown (1989) explains that intensive reading “calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.” He draws an analogy to intensive reading as a “zoom lens” strategy .

Long and Richards (1987) say it is a “detailed in-class” analysis, led by the teacher, of vocabulary and grammar points, in a short passage.”

Intensive Reading, sometimes called “Narrow Reading”, may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of «Narrow Reading” on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

Extensive Reading:

Brown (1989) explains that extensive reading is carried out “to achieve a general understanding of a text.” Long and Richards (1971, p.216) identify extensive reading as “occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, “reading for gist” and skipping unknown words.”

The aims of extensive reading are to build reader confidence and enjoyment.

Extensive reading is always done for the comprehension of main ideas, not for specific details.

Improving Your Reading:

(Richard Yorkey1982, p: 95 -96) stated

Reading speed is determined in partly how many words your eye can see in a single glance. There is a comparison of three different readers and how many stops their eyes make

Slow Reader :

Being able to read by phrase , instead of by single words result from practice

Average Reader :

Being able to read by phrase , instead of by single words result from practice.

Fast reader:

Being able to read by phrase , instead of by single words result from practice .

Notice that the slow reader's eye must stop fourteen times, focusing on each word alone before moving on to the next. The eyes of average reader stop six or seven times because they are able to see about two words at a single glance. The eyes of the fast reader stop only three times. They focus out the centre of a phrase and see three or four words, then move rapidly to the next phrase.

This ability to see words on either side of the point at which your eyes focus is called peripheral version. As a non- native speaker of English, you may feel that it is impossible to recognize so many words at a single glance, it is difficult for many native speakers, but it can be done – and must be done if you are to read rapidly as you should. You can increase your peripheral version by eye experiences.

Being able to read by phrase requires an understanding of what words go together grammatically. For example, if you can recognize modification patterns, prepositional or participles phrases, or dependent clauses, you can recognize which words are grouped together meaningfully. With practice, you will begin to see them together. Here are some examples:

The SQ3R Technique:

Gasm Elsie A, (June 2008 p. 65) pointed out that:

- a. Survey: Students survey the pages in order to acquire a general idea of material .
- b. Question: After survey, the students answer some questions based on the material he has just surveyed .
- c. Read: Student reads very fast as possible because he learns what he is looking for
- d. Recite : Student recites what he has read so as to check whether he can recall the material and to relate it to previous information .
- e. Review : At the end the students review the material of the text to form a unified whole and to check which parts he can re call, and which parts he cannot . This helps him to prepare for the next work or assignment .

Teaching Reading Skills:

Gasm Elsieed A, (June 2008 p.60 -63 Reading can be described as a process of extracting meaning from printed or written material. It is the ability to decode meaning from graphic symbols. Reading involves a series of skills that include the recognition of alphabetical system, the correlation of the graphic symbols with formal linguistic elements, as well as intellectual comprehension and mechanical eye-movement. Each of these elements lead to a problem that faces the foreign learners, so he may encounter difficulties with sound symbol relationship as there is no one to one correlation between the sounds and the written symbols in English examples of these are:

- a. The sound of the letter “c” in the words like: car, core, city.
- b. The different sounds of the grapheme “gh” in: enough, through, night.
- c. The final silent “e” which signals a change in vowel sounds as in: mad / made, not / note, bit / bite, cut / cute.
- d. Another problem of reading is the direction from left to right. Arabic is read from right to left, the opposite direction to English. Culture aspects represent another problem which requires guidance on the part of the teacher training the pupils in the reading skills to read efficiently and quickly enough to get information or meaning from written material rapidly and with full understanding
- e. Stages of The Reading Process :

Jumaa.(April 2017 P1) The first is the pre-reading stage , which allows the reader to activate background knowledge , preview the text , and developed a purpose for reading A strategy for students to utilize during this stage is to look at the title of the selection and list all the information that comes to mind about the title . The second stage occurs during reading , when the reader makes predictions as they read and then confirms or revises the predictions . For example ,double –entry journal enable the reader to write the text from the reading on one side and their personal

reaction on the other side . The final stage occurs after reading and allows the reader to retell the story, discuss the elements of a story , answer questions and /or compare it to another text .

Academic Reading Strategies

Jumaa (April 2017:P3) Reading is the basic foundation on which academic skills of individuals are built . Many believe that reading is a true measure of a person’s success in academics . Most of the subjects taught to us are based on simple concept - read , understand analyse , synthesize ,and get information .

Teaching Reading: whole language and phonics

From Wikipedia, the free encyclopedia

“Phonics” emphasizes the alphabetic principle– the idea that letters represent the sounds of speech, and that there are systematic and predictable relationships between written letters and spoken words, which is specific to the

alphabetic writing system Children learn letter sounds (b = the first sound in «bat» and «ball») first and then blend them (bl = the first two sounds in “blue”) to form words. Children also learn how to segment and chunk letter sounds together in order to blend them to form words (trap = /t/, /r/, /a/, /p/ or /tr/, /ap/). “Whole language” is a method of teaching reading that emphasizes literature and text comprehension. Students are taught to use critical thinking strategies and to use context to «guess» words that they do not recognize. In the younger grades, children use invented spelling to write their own stories. Both instructional methods use elements that are emphasized in the other; the differences between the methods are largely related to what is emphasized and the sequence of skill instruction.

Different Reading Techniques

By Karl McDonald Aug 23, 2012 – p 88)

One of the first things you learn about teaching is that there are different reading techniques and the students should be aware of which technique is most suited, depending on the reading task required by the text or by their teacher.

Phonics: Mc Guinness, Diane(p.49)Phonics is seen to be an improvement used method of learning the approximate sounds represented by letters (b=blu) first and then blending them with other sounds (bl=blue) to decode and encode words in written form. This newer method attempts to eliminate the extraneous “uh” sounds which were unavoidable in the older method. Children also learn strategies to figure out words they don’t know. Phonics is considered an “analytical” approach where students analyze the letters, letter combinations and syllables in a word; in an effort to “decode”

(1) the speech-sounds represented by the letters and.

(2) the meaning of the text.

The advantage of phonics is that, especially for students who come to schools with large English vocabularies, it enables students to decode or “sound-out” a word they have in their speaking vocabulary.

Phonics proponents led by

Rudolf Flesch in his book *Why Johnny Can't Read* attacked the **whole word approach because:**

1. it did not get students into reading children’s stories that did not have carefully controlled vocabularies and
2. It theoretically required the students to memorize every word as a whole. Phonics advocates focus their efforts on the primary grades and emphasize the importance of students having phonemic awareness, that is an understanding of the alphabetic principle that the spelling of words relates to how they sound when spoken.

A problem with teaching the reading of English with this analytical approach is that English words do not have a one-to-one speech-sound to symbol relationship. If they did have a one-to-one relationship, reading would be easier. In general, with a few common exceptions, the consonants do have a one-to-one speech-sound to symbol relationship but the vowels do not. For instance the letter «a» represents one sound in the word «say», a second

sound in «at», a third sound in «any», a fourth sound in «are», a fifth sound in «all», a sixth sound in «about», a seventh sound in «father», an eighth sound in «orange», and a ninth sound (silence) in «bread». The speech-sounds are sometimes influenced by

- (a) the letters surrounding the target vowel,
- (b) by the sentence containing the word and,
- (c) the stress, or lack thereof, given to the syllable containing the letter.

Methodology of Teaching Reading:

Jumaa (October 2017 P23) Four main methods used to teach students how to read are explained below .

Method 1 : Phonics:

The phonics method is probably the best known and widely used method to teach reading and writing in the English language . It relies on children being taught the alphabet first .They learn The names of the letters and the sounds they make . Once they have learnt the letter sounds they will begin to blend two letters together to make simple words then three letters , then four and so forth .

a-t	i-t	o-n	i-f	b-e	m-e	n-o	w-e	i-n	h-e
c-a-t	s-a-t	m-a-t	f-a-t	p-a-t	r-a-t	c-a-r	g-o-d	m-e-n	
f-l-a-t	p-l-a-t	t-h-a-t	s-p-i-t	s-l-i-t	g-r-i-t				

For children to learn the phonics method they need phonically written books using regular words that are interesting to young children each word must be sounded out by the child in order to achieve the highest level out come eg . the cat sat on the mat the hen is in a pen .

An alphabet table using each letter sound :

a	a	a	b	c	c	d
ape	antelope	armadillo	bear	civet	cat	deer
E	E	f	g	g	h	i
Emu	elephant	fox	gerbil	goldfish	hippo	ibis
I	J	k	l	m	n	o
inchworm	jaguar	kangaroo	lizard	monkey	nightin-gale	okapi

a	a	a	b	c	c	d
ape	antelope	armadillo	bear	civet	cat	deer
O	P	q	r	s	t	u
ostrich	peacock	quail	rabbit	snake	tiger	uni- corn
U	V	w	x	y	y	z
Umbrella	vole	walrus	ox	butterfly	yak	zebra

the look and the say method :

With the look and say method children learn to recognize whole words or sentences rather than individual sounds. Your student will look at a word which you sound , and intern will repeat the sound (the word) . Flash cards with individual words written on them are used for this method often a companied with a related picture .If you do not use a picture with the word the child will probably make a wild guess as to what it says trying to remember what sound you made previously . This is not a good method if you don't include pictures. It is also recommended with this method to use whole short sentences rather than individual words. Write a short sentences representing the picture displayed. Say the sentence and ask the child to repeat it while pointing and looking at each individual word as he /she repeats what you said. By making word cards you can create different sentences again and again. You can use each word card first to learn individual words and then lying together to form a sentence. You may need to make several word cards using the same word ; e.g. the – and in order to form proper sentences .

The language experience approach:

The language experience approach is the third method you may like to use . this particular method actually uses student's own words to help them read . Your student may draw a picture of Dad in the car. In that case you would write underneath the drawing; Dad is in the car .You continue to collect drawings your students

make and write a short sentence underneath each drawing. A picture of a play ground would read; We went to the playground . A picture of a cat could read; the cat sat on the mat. A picture of walking dog could read; Mum walks the dog to the park .When you have collected enough pictures you make them into a book for your student to read again and again. Write underneath the drawing a description your student gives for the drawing . This way your student will remember much better what is written . First you will write every word and sentence . Slowly your student will begin to trace over the words you have written and finally the student will write the word and sentences all alone .Some people use this method as a first approach to reading in order to help their student understand that what they have drawn and what you have written is a form of communication between the student and yourself . The language experiences approach supports children's concept development and vocabulary growth while offering many opportunities for meaning full reading and writing activities throw the use of personal experiences and oral language .

The context Support method :

When your students are just learning to read it is important to choose books that really interest them . If boys like cars , choose a book with pictures and simple words about cars . This will keep their interest and they will enjoy learning with you . If girls like dolls , obtain a book with doll pictures and simple words . Again it will encourage enthusiasm because they are actually looking at something they can relate to . Some books are specially written to support this method of learning .

You will find sentence on one side of the page while the other has a single word or may be two to three words for your student to read . You will read the longer sentence while your student reads the simpler version . You may like to try his method of long and short text or may combine it with one or all of the other methods above .The debate still rages among educators, parents and experts . Which approach to teaching reading works best? That is

something only you can answer and it comes with practice and experience .

How Can Reading Comprehension be Taught?

Al smadani H. (2008) If you are like most parents, you have forgotten that you had to develop reading comprehension skill. Much like learning to drive, reading comprehension becomes automatic and skilled readers forget that they had to develop their reading comprehension skill. The key to teaching reading comprehension is developing the habit of “interacting” with the text and monitoring one’s understanding. By “learning to read”, most parents mean that the child is decoding words. But understanding what you read, “reading comprehension,” comes from developing a set of skills distinct from phonics “word decoding” skills. In fact, children should start building comprehension skills when they are still having others read to them. Learning reading comprehension requires a strategy where lesson plans progressively develop and reinforce reading comprehension skill. Today, the standardized high-stakes tests, such as the Florida FCAT, the Texas TAKS, the Ohio OGT, and the California Stanford 9 and SABE/2, to name a few, have focused attention by parents and educators on systematic mastering of reading skills. And learning to read online using animated, engaging, and student-paced programs like Time4Learning has proven effective for thousands of families.

The relationship between reading and vocabulary

By Grabe (2002) This is one of nine points discussed by Grabe (2002) and described as “dilemmas.” Vocabulary intersects with reading in such issues as “incidental learning,” “extensive reading,” “reading fluency” and “comprehension level.” Current studies are almost in agreement that for an effective outcome of reading, knowledge of no less than 98% of the vocabulary used in a text is required on the part of the students (Schmitt, Jiang, & Grabe, 2011). This is because L1 speakers, by comparison, come to know an average of about 40,000 words by the end of secondary school (Grabe, 2002). While this is very difficult to achieve in L2 within a short time, the good news is that this knowledge of

vocabulary can merely be at the recognition level, not necessarily the production level. Extensive reading can have some positive effect on increasing vocabulary size (Grabe, 2014). The question remains: When is it most appropriate to explicitly present new words? Would that be before, during or after reading? Cautioning against making vocabulary part of the pre-teaching activities as it will “create a cognitive load that splits the learner’s attention,” Yeung (1999, as cited in suggests that this can be done during the reading stage by way of integrating a glossary of words within the text at hand. This was echoed – with another recommendation – by Sonbul and Schmitt (2009). In their article, they tested the retention of the target words among forty Saudi students against three levels of vocabulary knowledge (form recall, meaning recall, and meaning recognition). They conclude that what they term “Read-Only” (i.e. incidental learning) is less effective than “Read-Plus” (i.e. explicit instruction) in both vocabulary retention and reading proficiency, asserting that vocabulary knowledge requires several encounters presented both during and after a reading passage

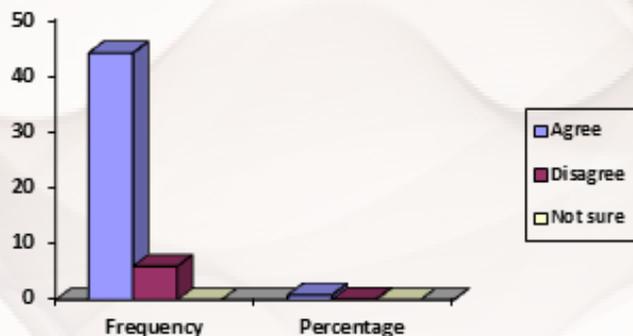
L1 and L2 Reading Differences:

(Grabe, 2014). The relation between reading in L1 and L2 is rather complex. The effect of the L1 on reading in L2 can be of various natures. Similarities between the two processes exist, as do differences (Grabe, 2014). For one thing, in L1 we learn to read (i.e. literacy development), whereas we – try to – read to learn in L2 (i.e. fluency development). We can think of similarities and differences between the two processes based on several factors including time, motives, needs, goals, attitudes, proficiency level, and cognitive skill .

DATA ANALYSIS AND DISCUSSION

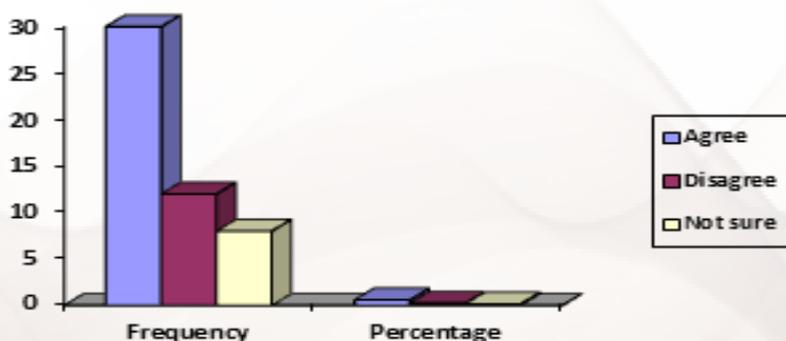
The effective teaching affect in developing reading skills

Options	Frequency	Percentage
Agree	44	88%
Disagree	06	12%
Not sure	00	00%
Total	50	100%



The table and the figure above indicated that the majority (88%) agreed that there are effects of teaching strategies on developing reading skills, whereas (06%) disagreed with the idea. But none of the sample are not sure there are effects of teaching strategies on developing reading skills. The figure and the table showed that The effective teaching affect in developing reading skills Teachers have to design good plans to solve the reading problems.

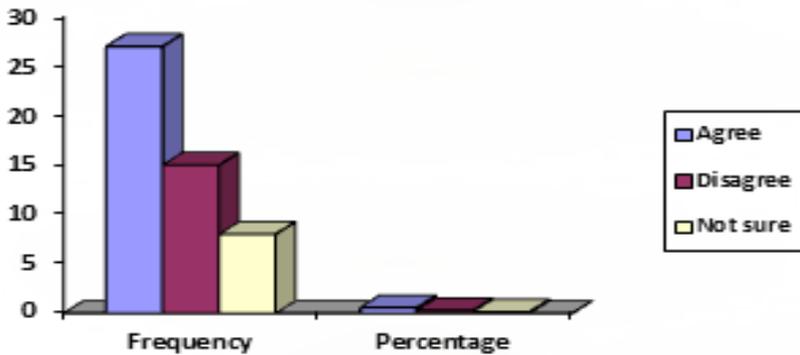
Options	Frequency	Percentage
Agree	30	60%
Disagree	12	24%
Not sure	08	16%
Total	50	100%



It is observed that this table above indicated that the majority (60%) agreed that teachers have to design good plans to solve the reading problems whereas (24%) disagreed with the idea. But (16%) of the sample are not sure that teachers design good plans to solve the reading problems. The figure and the table showed that Teachers have to design good plans to solve the reading problems.

Teachers have to pay attention to students' individual in the learning process.

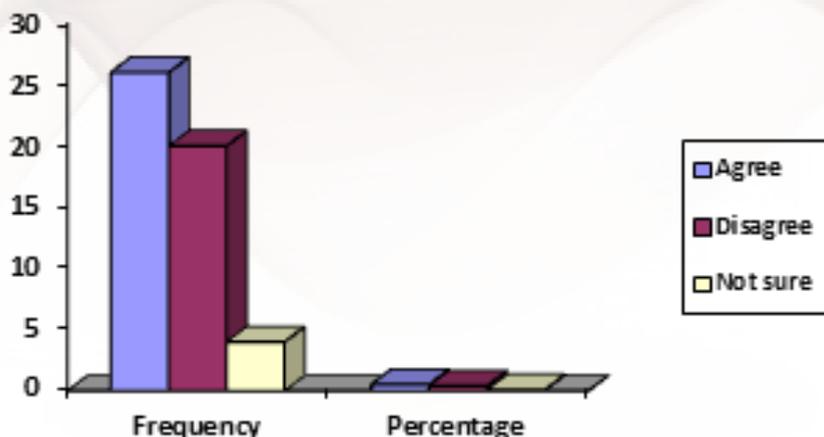
Options	Frequency	Percentage
Agree	27	58%
Disagree	15	30%
Not sure	08	16%
Total	50	100%



The table and the figure above indicated that the majority (58%) agreed that teachers pay attention to students individual differences in the learning process whereas (30%) disagreed with the idea. But (16%) of the sample are not sure that teachers pay attention to students individual in the learning process. The figure below showed that, Teachers have to pay attention to students' individual in the learning process.

Students must have sufficient chances to practice and develop the four skills.

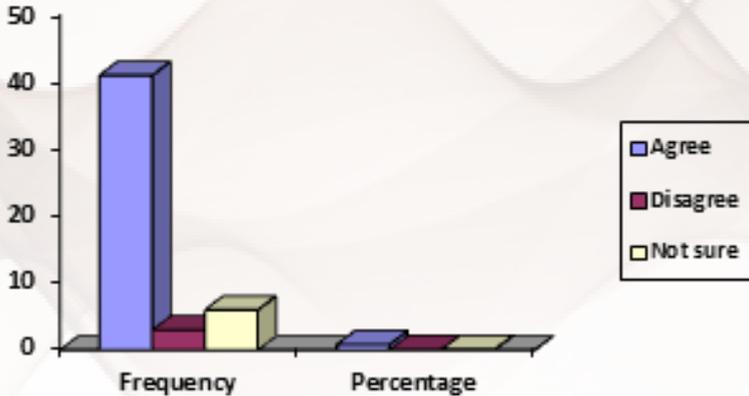
Options	Frequency	Percentage
Agree	26	52%
Disagree	20	40%
Not sure	04	08%
Total	50	100%



It is clear that this table and the figure indicated that the majority (52%) agreed that students have sufficient chances to practice and develop the four skills whereas (20%) disagreed with the idea. But (08%) of the sample are not sure students have sufficient chances to practice and develop the four skills. The figure and the table showed that Students must have sufficient chances to practice and develop the four skills.

Professional teachers have to present the reading lesson that helps students to develop their reading performance.

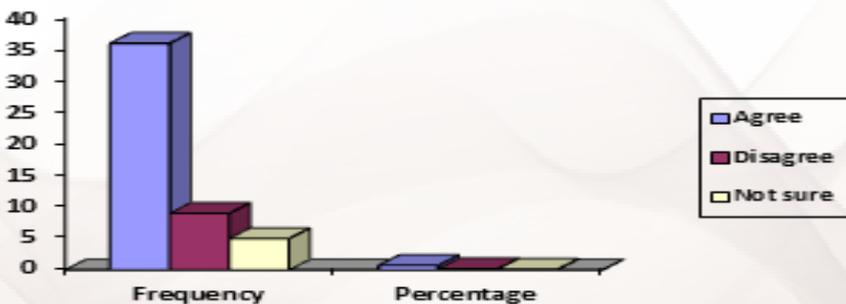
Options	Frequency	Percentage
Agree	41	82%
Disagree	03	06%
Not sure	06	12%
Total	50	100%



It is observed that the table and the figure above indicated that the majority (82%) agreed that professional teachers present the reading lesson that helps students to develop their reading performance whereas (06%) disagreed with the idea. But (12%) of the sample are not sure that professional teachers present the reading lesson that helps students to develop their reading performance. The figure and the table showed that professional teachers have to present the reading lesson that helps students to develop their reading performance

Students face problems in practicing and improving their reading skills.

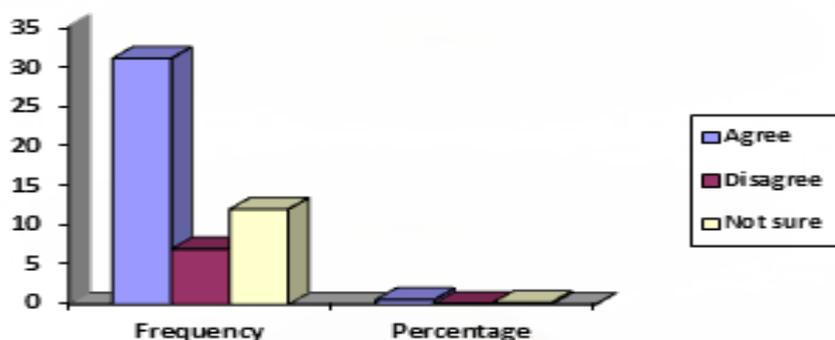
	Frequency	Percentage
Agree	36	72%
Disagree	09	18%
Not sure	05	10%
Total	50	100%



Certainly the table and the figure above indicated that the majority (72%) agreed that students face problems in practicing and improving their reading skills whereas (18%) disagreed with the idea. But (10%) of the sample are not sure students face problems in practicing and improving their reading skills. The figure and the table below showed that students face problems in practicing and improving their reading skills.

Students need affective reading media to acquire their learning reading skills.

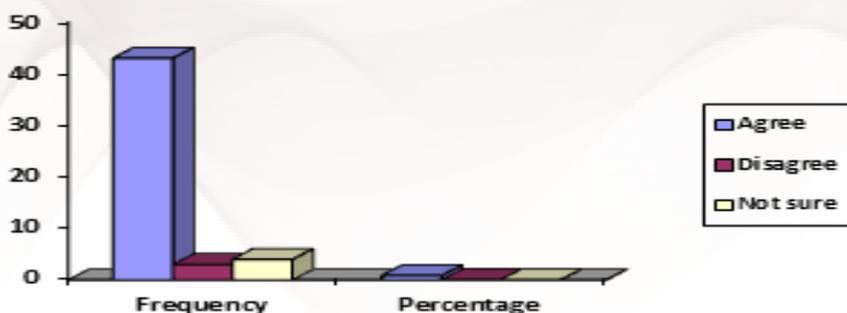
Options	Frequency	Percentage
Agree	31	62%
Disagree	07	14%
Not sure	12	24%
Total	50	100%



The table and the figure above clarified that the majority (62%) agreed that students need affective reading media to acquire their learning reading skills whereas (14%) disagreed with the idea. But (24%) of the sample are not sure that students need affective reading media to acquire their learning reading skills. They show that Students need affective reading media to acquire their learning reading skills.

suitable selected methods of teaching reading courses motivate students to develop their reading skills

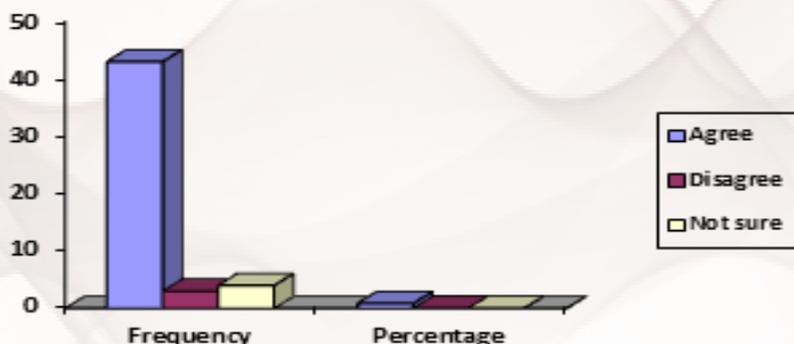
Options	Frequency	Percentage
Agree	43	86%
Disagree	03	06%
Not sure	04	08%
Total	50	100%



The table and the figure above proved that the majority (86%) agreed that the suitable selected methods of teaching reading courses motivate students to develop their reading skills whereas (06%) disagreed with the idea. But (08%) of the sample are not sure that the suitable selected methods of teaching reading courses motivate students to develop their reading skills. The figure and the table showed that the suitable selected methods of teaching reading courses motivate students to develop their reading skills.

The variation of techniques help teachers to in active reading methods.

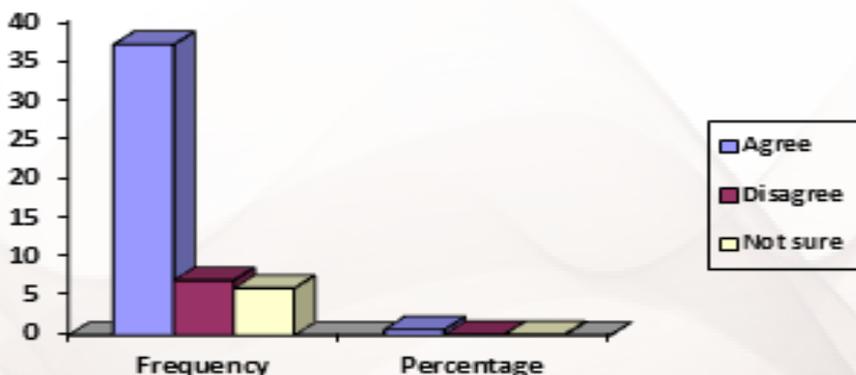
Options	Frequency	Percentage
Agree	43	86%
Disagree	03	06%
Not sure	04	08%
Total	50	100%



This table and the figure clarified that the majority (86%) agreed that the variation of techniques help teachers to in active reading methods whereas (06%) disagreed with the idea. But (08%) of the sample are not sure that the variation of techniques help teachers to in active reading methods. The figure and the table showed that the variation of techniques help teachers to in active reading methods.

Teachers creativity facilitates students developing reading skills.

Options	Frequency	Percentage
Agree	37	74%
Disagree	07	14%
Not sure	06	12%
Total	50	100%



The data in this table and the figure proved that the majority (74%) agreed that teachers' creativity facilitates students developing reading skills whereas (14%) disagreed with the idea. But (12%) of the sample are not sure that teachers creativity facilitates students developing reading skills. The figure and the table showed that teachers' creativity facilitates students developing reading skills.

Summary:

This study began with choice and the selection of the title of this thesis and then the proposal was designed and presented. The information were selected and collected from different sources and references to support the topic and concerned with teachers' competence and performance about the effective strategies to teach reading in general and the secondary level in particular. They helped to select and state the research questionnaire items precisely .The primary data were collected through the questionnaire, arranged, discussed and analyzed. They helped to come out with the results below.

5:2 Results:

The data analysis proved teacher attitude towards the effects of teaching strategies on developing reading skills. So, the following is the feedback of their responses to the statements of assessing their practical teaching to the target topic:

1. The majority 88% of the sample agreed that there are effects of teaching strategies on developing reading skills of their learners.
2. Also, the majority 78% of the sample choose the required strategies to develop their students reading skills, whereas the rest do not choose the target strategies.
3. There are 60% teachers pay attention to students individual differences in learning process.
4. There are 70% teachers should be able to teach different types of reading.
5. .5-There are 82% professional teachers present the reading lesson which helps students to develop their reading performance.

6. About 72% Students face problems in practicing and improving their reading skills.
7. The majority 86% agreed that variation of techniques help teachers in active reading methods.
8. The majority 80% agreed that the teachers' preparation of the active teaching reading aids enable students to develop the reading skills .

5:3 Recommendations:

1. Teachers should create proper situations to activate communicative approaches that help to vary in techniques,
2. Specific training in using reading methods is necessary (dialogue system).
3. The teacher should follow the suitable method that leads students to achieve reading objectives. Teachers should give students the chance to have different types of reading to pass through.
4. Teacher have to practice strategies of comprehension from early stages of reading to encourage students to acquire the habit of reading.
5. Sufficient chances are needed to practice and develop the four skills.
6. Technological media is useful to support teaching process.
7. Teachers must be more aware of the effect to teaching strategies on developing their students reading skills.

References :

- (1) Alsamadani, H. A. (2008). *The relationship between Saudi EFL college-level students' use of reading strategies and their EFL reading comprehension* (Doctoral dissertation). Ohio University.
- (2) An, S. (2013). Schema theory in reading. *Theory and Practice in Language Studies*, 3 (1), 130-134.
- (3) 3- Brown, Douglas (1989) *Teaching by principles: an interactive approach to language pedagogy*, Upper Saddle River, Prentice Hall Regents.
- (4) Gasim Elsied, A. 2008, *English language teaching approaches, methods and techniques*.
- (5) Grabe, W. (2002). Dilemmas for the development of second language reading abilities. (pp. 276-286). Cambridge University Press.
- (6) Jumaa El . M 2017, *Reading for students of English language Major*
- (7) Jumaa El. M 2017, *The Methodology of teaching English language*
- (8) Richard C, Yorkey 1982, *Study skills for students of English*, 2nd edition