

**Investigating the Effects of Using Reading Strategies on Improving Secondary School Student's English Reading Comprehension**Najmaldin Abderahim Eleta<sup>1</sup>, Abdalla Yassin Abdalla<sup>2</sup><sup>1</sup>.Islamic University of Omdurman – Email: [najmalataa@yahoo.com](mailto:najmalataa@yahoo.com)<sup>2</sup>. Sudan University of Science and Technology- College of Languages.**ABSTRACT:**

The aim of this study is to investigate the effect of using reading strategies on comprehending English texts. It tries to find out how students can understand a piece of reading by using reading strategies in an attempt to encourage them to develop their reading comprehension skills. The researcher used the descriptive analytical approach. Data have been collected through: a questionnaire and a test for English language students at secondary level. The main findings of this study are:

Reading strategies in reading comprehension are helpful to enhance reading skills, motivation and attitudes which are important in developing students reading skills more over and students were weak in reading comprehension and were unable to score excellent degrees in it. In the light of the results mentioned above, the researcher recommends the following: Teachers should adopt the reading strategies in teaching reading comprehension. They should select appropriate reading materials in terms of difficulty, cultural background and interest.

**Key words:** Reading strategies, Reading comprehension, skills.

**المستخلص :**

الهدف من هذه الدراسة هو دراسة تأثير استخدام استراتيجيات القراءة في فهم النصوص الإنجليزية، وقد هدفت الدراسة لمعرفة كيفية تمكين الطلاب من فهم قطعة من القراءة باستخدام استراتيجيات القراءة وتشجيعهم على تطوير مهارات القراءة والفهم لديهم. لقد استخدم الباحث المنهج الوصفي التحليلي لأنه مناسب لمثل هذه الدراسات. وقد تم جمع البيانات من خلال الأدوات التالية: استبانته لطلاب اللغة الانجليزية في المرحلة الثانوية، اختبار في القراءة.

**النتائج الرئيسية لهذه الدراسة هي:**

استراتيجيات القراءة مفيدة لتعزيز مهارات القراءة وحل المشكلات التي تواجه الطلاب في القراءة، وكذلك تشجيع الطلاب تعتبر مهمة في تطوير مهارات الطلاب في القراءة. وقد تبين أن مستوى الطلاب الذين هم قيد الدراسة ضعيف في القراءة والفهم وغير قادرين على تسجيل درجات ممتازة في ذلك. وعلى ضوء النتائج المذكورة أعلاه، يوصي الباحث بمايلي:

ينبغي على المعلمين تبني استراتيجيات القراءة في تدريس نصوص القراءة. يتعين على المعلمين اختيار مواد القراءة المناسبة من حيث الصعوبة والخلفية والثقافية والمهارات اللغوية.

**الكلمات الرئيسية :** استراتيجيات القراءة، القراءة، المهارات.

**INTRODUCTION:**

Reading is considered as an essential activity in acquiring knowledge. More than a thousand years ago, the first verse

of the Holy Quran "IQRA" which meant (READ) was revealed to Prophet Mohammed emphasizing that reading is

of great importance. Reading at surface level is the letters, words and sentences and the comprehension of their meaning, while comprehending a written text refers to the understanding of this text. Reading represents a good access to second / foreign language speakers. Therefore language teachers, in non – native language settings, should increase their efforts towards developing these important skills. Reading strategies are most important and effective means of helping students to develop their comprehending skills. The processes or skills induced by the strategies become more automatic with practice. Strategies provide the students with techniques to solve complex problems in more efficient ways and, with practice, the strategies lead to skills that become automatic and quick over time.

Reading is considered one of the most important skills in the language that a person can possibly acquire it is generally taught at a very young age. The purpose of this research is to investigate the effects of using strategies for improving student's English reading comprehension, so will clarify the importance of research for secondary schools students .Reading comprehension is not a single step that is easily acquired skill .It's a very complex process that teachers find it difficult to teach. Comprehension is a process that involves thinking , teaching ,past experiences and knowledge ( Prado & Plourde ,2005) .So the students should know the techniques of how to answer the comprehension questions. The foundation of reading comprehension a word identification as individuals get better at these skills and are able to improve their reading .They have to move into learning actual meanings of

the words they are reading ,knowing and understanding what is being read is the key to the comprehension. Comprehension is the interaction among word identification, prior knowledge, comprehension strategies (Prado, p33). Without all these skills, one cannot comprehend properly.

In this research I will investigate the reasons why some students have difficulties in reading comprehension, because they have not mastered reading fluently and they do not know how to use strategies properly . when a students who are struggling to read words and focus so hard on just saying the words correctly, they are not focusing on what they are reading all of their cognitive ability is being put into properly calling out the correct words and little effort put into the meaning of what are being read This is especially true for students who have disabilities (woolley, 2010). I notice that in most secondary schools, students who learn English as a foreign language fail to comprehend what they read. They don't understand lexical and grammatical meanings, they are not aware of text structure , discourse organization and they fail to apply some important reading strategies to English language text. So there is a significant relation between vocabulary and comprehension process also there is relationship between the reader and reading comprehension.

#### **The research problem:**

This study aims at investigating the effects of using reading strategies on comprehending English text at secondary schools. It concentrates on reading comprehension because reading is the most important of the four language skills in the task of learning English as a foreign language (EFL).

**The Objectives of the Study:**

The main objectives of the research are to solve difficulties and problems that face secondary school students in reading comprehension.

**Literature Review:**

Reading strategies are tools that teachers use to help students learn to read and comprehend what they are reading. There are some reading strategies available to help students with their comprehension at different levels and with different types of text (Prado, 2005). One problem with strategy use is that it is often not taught explicitly enough or it is taught incorrectly. When teaching a student a strategy, it has to be taught with detailed and explicit instruction. The student has to be shown how to use the strategy through modeling and supporting practice, and independent practice with feedback. The strategy may also have to be generalized to other settings. It has been found that some students with reading or comprehension difficulties are either not taught strategies at all or they do not know how to use them properly. Many students with disabilities are taught strategies but they do not know how to recall those strategies when they are engaged in reading (Jitendra, 2011).

Reading comprehension strategies have been researched and found consistently improving and enhancing a student's reading comprehension. If a student is struggling to understand what he or she is reading, then a reading comprehension strategy may help them.

When teaching reading strategies, it is important to make sure that the students truly understand the strategy before letting them use the strategy independently. Strategies need to be taught explicitly through demonstration,

modeling, prompting, guided practice, and independent practice with feedback. When a student has mastered a strategy it is important to continually check with the student to make sure they are still using it correctly. It is also important for a teacher to not teach a student's too many strategies. If students are trying to learn too many strategies, then they will become confused. This is especially true for students with disabilities. When students are learning too many strategies, they also may have difficulties in distinguishing the appropriate time to use strategy.

The results of the study and my personal experience in teaching show that there is a lack of knowledge in the area of reading strategies. The students at the beginning of the study had a lack of knowledge and practice in reading strategies. However after comprehensive study, there was improvement in their comprehending.

As for students they developed a better understanding of using strategies and as result of that their comprehension in reading have increased.

This section is beneficial to secondary school teachers. It encourages them to use more student-centered activities and motivate the students to participate in classroom activities. The use of strategies helps students to have less anxiety when they take part in class activities. Textbook writers will also benefit from the result of this study. They can write some parts of cooperative strategies in their books. In this way they can help the students to read and comprehend the reading contexts more efficiently. They can also encourage them to use cooperative reading strategies.

**Reading Strategies:**

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using it correctly. It is also important for a teacher to not teach a student too many strategies. If a student is trying to learn too many strategies, then they will become confused. This is especially true for students with disabilities. When a student is learning too many strategies, they also may have difficulties distinguishing the appropriate time to use strategy.

The results of the reading awareness scale and my personal experience in teaching show there is a lack of knowledge in the area of reading strategies in my students at the beginning of the study .the students had a lack of knowledge and practice in reading strategies however after comprehensive study ,there was improvement in their comprehending ,at the beginning as being the researcher ,I had some worries about how to implement the strategies in the class room .The number of strategies was another obstacle as students might have found them confusing. Another question in my mind how the students use these reading comprehension independently and correctly. As for students they developed a better understanding of using strategies and as a results of that their comprehension in reading have increase for this experience I write my research .

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**Skimming and Scanning: as Important Strategies For improving Reading comprehension skills:**

Skimming and scanning are different strategies for improving reading comprehension according to apply Marks they are each used for different purposes, and they are not mean to be used all the time. They are at the fast end of the speed reading range, while studying is at the slow end.

People who know how to skim and scan are flexible readers. They read according to their purpose and get the information they need quickly without wasting time. They do not read everything which is what increases their reading speed. Their skill lies in knowing what specific information to read and which method to use.

**What is Skimming?**

Skimming is one of the tools you can use to read more in short time. Skimming refers to looking only for the general or main ideas, and works best with non-fiction material. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas. at the end of each topic sentence, your eyes should drop down through the rest of the paragraph, looking for important pieces of information, such as names, dates, or events. Continue to read only topic sentences, dropping down through the rest of the paragraphs, until you are near the end. Since the last few paragraphs

may contain a conclusion or summary, you should stop skimming there and read in detail. Remember that your overall comprehension will be lower than if you read in detail. If while skimming, you feel you are grasping the main ideas, then you are skimming correctly.

Skimming is done at a fast speed with less-than-normal comprehension; you shouldn't skim all the time. There are many times, however, when skimming is very useful. Suppose you are taking presentation skills class and have to deliver an oral report in a few days about the first computers ever made. You locate six books and four newspaper articles about this topic. Because you must be ready soon, you do not have time to read each word, but you need a large quantity of solid information. Skimming will help you locate the information quickly while making sure you use your time wisely. It will also increase the amount of usable material you obtain for your research.

**What is Scanning?**

Scanning is another useful tool for speeding up your reading. Unlike skimming, when scanning, you look only for a specific fact or piece of information without reading everything. You scan when you look for your favorite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry. How to scan. Because you already scan many different types of material in your daily life, learning more details about

scanning will be easy. Establishing your purpose, locating the appropriate material, and knowing how the information is structured before you start scanning is essential. The material you scan is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or textually. Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order. Information can be also be arranged in non- alphabetical order, such as a television listing, or by category, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a textual sense, as in an encyclopedia entry.

#### **Reading Comprehension:**

Broadly speaking, there are two types of reading. Reading can occur on two different levels: Reading may mean looking at a written text in order to understand its contents. This is the first type of reading. It is usually done silently. The understanding that results is called reading comprehension.

There are many strategies that are often recommended claim to help students improve reading comprehension skills. These are visualization, summarization, making inferring, ART (It stands for ask, read and tell), TELLs (stands for Title, Examine, Look ,Look and Setting), Predicting and making connections.

#### **Visualization strategy:**

It involves students creating mental pictures in their mind while they are reading or stopping at certain points in reading selection to make these visualizations. Visualization should be taught by teachers' modeling this strategies explicitly and by having

students practice with supports .Students can even draw or create pictures of their visualizations until they have learned to simply visualize in their own minds .Visualization requires the reader to construct an image of what is read .This image is stored in the reader's memory as representation of reader interpretation of the text.

#### **Summarization strategy:**

It is teaching students how to summarize what they have read to themselves .Teachers model this by reading passage , stopping at certain points then explaining briefly what they have read .This is done again through modeling and much guided practice .Students can practice by reading passage and then telling partner or teacher what they have just read .

#### **Inferring strategy:**

It is refers to reading between lines. Students need to use their own knowledge a long with information from text to draw their own conclusions (Serafini , 2004 ) through inferring students will be able to draw conclusions , make predictions ,identify underlying themes , use information to create the meaning of the text and use pictures to create meaning.

#### **TELLS strategy:**

Successful strategy in secondary schools is the TELLs strategy by TELLs stands for Title, Examine, Look ,Look and Setting .Each words is sequential step that is used in the strategy process .The first step is the title .Students are taught to look at the titles of selection and guess what the materials is going to be about. The second step is to examine, during this step, students skim the passage and look for clues about the content .During the third steps students are supposed to look for important words that may be

repeated. This step is very important because activates student's prior knowledge .Finally during final step, setting; students are to read the passage again and again looking for information related to setting .This can be places, dates, descriptions, or time periods. This step engages a student's prior knowledge.

#### **ART strategy:**

It stands for ask, read and tell it is easy and it can help students to understand. It involves activities before, during and after reading that help students enhance their comprehension .During the asks questions step students are taught to read the section titles and ask themselves questions about title .Some teachers require students to write these questions down .This allows teachers to see that the students is actually using the strategy properly and the students can come back and answer the question later .When focusing on the second steps ,read ,students actually read the selection and stop in each paragraph third stage is tell ,when students finishing from reading they ask themselves what they have read Predicting strategy:

In order to be a good reader, learners should set a goal for their reading; therefore good readers have a purpose for reading. One strategy for improving comprehension is predicting, which helps the reader set a purpose for their reading. Scientific research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read. The strategy also allows for more student interaction, which increases student interest and improves their understanding of the text. It is important to compare the outcome in the actual text with the prediction process as it will

lead the learner to improve his understanding comprehension. Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text; with partners, with a graphic organizer, or using post some notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy. Another key prediction strategy is to have students predict at specific points through the text, evaluate the prediction, and revise predictions if necessary.

#### **Previous related studies:**

Researcher (Huly Kucukoglu ,2012): has found that teaching strategies is a key element in developing student comprehension. However many teachers have lack solid foundation for teaching these reading comprehension strategies therefore, teachers need to be trained on how to design effective comprehension strategies and how to teach these strategies to their students. Therefore this study aims to study effective reading strategies in order to improve reading skills in language classes. The study is an action research applied to a number of 14 students in an intermediate level integrated skills course. The main question of the study is word reading strategies help students in reading comprehension? The result of study that the student have improvement to a great extend have been tutored about the reading strategies.

On the whole, then, there is much evidence that reading strategies develops reading skills. The difference between two studies, the target of my study secondary school while hulya kucukoglu study apply in intermediate level.

Another researcher who investigated this issue was Mrs, Ruqaya Mohammed (2004) who investigated difficulties in

reading comprehension in ELT, university of Gezira, Faculty of education Hassahiesa, 2004, The results of his study have revealed that teachers at both levels of education (basic and secondary) are unaware of the significant impact of reading strategies Abdul majeed (2014) who investigated the reading strategies used by a group of medical sciences students enrolled in an intensive ESP program. It is launched with the objective of identifying the reading strategies commonly used by these students. The study also aims to point out which strategies that the students need to develop in order to achieve their academic studies successfully and to get the maximum out of the text they read. he gathered the data though questionnaire. It is also found that some of the strategies claimed to be or actually used by the subjects are really poor strategies and are not likely to yield proper comprehension.

Al-Tamimi, 2006 who investigated whether direct reading strategy instruction (DRSI) would be effective in enhancing reading comprehension, met cognitive awareness of reading strategies and attitudes toward reading among Yemeni secondary school students who study English as a foreign language. The sample of the study consisted of sixty Yemeni secondary male students in Tarim Secondary School in Hadhramout Educational Directorate in Yemen during the academic year 2004-2005. Two intact groups were involved in the study. One class was used as a control group and the other as an experimental group. The control group was taught reading through the regular method used in the school and the experimental group was taught reading through using DRSI. The focus of this investigation is the

DRSI, the independent variable, whereas reading comprehension, met cognitive awareness of reading strategies and reading attitudes are the dependent variables, the targets of DRSI activities. The data for this study were collected before and after the experiment through using Reading Comprehension Test (RCT), Met cognitive Reading Strategy Questionnaire (MRSQ), and Think Aloud Protocol (TAP) as well as Adult Survey of Reading Attitudes (ASRA). The analysis of data collected, using t-test as well as Analysis of Covariance (ANCOVA), showed that significant improvement has taken place in reading comprehension of the experimental group compared to their pre-test performance and that of the control group. The experimental group's mean score was 73.27 in their reading comprehension post-test, while it was 59.67 for the control group. With regard to met cognitive knowledge, the results revealed that the students in the experimental group showed significant improvement in their awareness of reading strategies compared to their pre-test performance and that of the control group. The overall mean score of the experimental group in the post test was 3.61 while the overall mean score of the control group in the post-test was 2.38. Students' reading attitudes were also compared between the experimental and control groups. The results showed that the experimental group had obtained positive attitudes toward reading by the end of the study. Such results are consistent with some related studies which suggest that strategy-based instruction could be rewarding for both reading comprehension, reading strategies- awareness and reading attitudes.



In light of these findings, the researcher recommends that teachers should benefit from applying DRSI in reading classes, which may in turn develop students' reading comprehension, met cognitive knowledge and reading attitudes.

Bölükbaş ,2013 who investigated which reading strategies students use while learning Turkish as a foreign language and investigate the effects of these strategies on reading comprehension skill. Conducted in compliance with "pretest-posttest control group model" as the experimental design, this research involved totally 36 students who were learning Turkish as a foreign language at Istanbul University Language Center; the experimental group and the control group both consisted of 18 students who were at B2 level in accordance with the Common European Framework. While the experimental group was subjected to activities involving the usage and instruction of the strategies, the control group received education through the traditional model. The data were collected through the "Reading Comprehension Achievement Test" developed by the researcher and the Metacognitive Awareness Inventory of Reading Strategies" developed by Karatay; the data obtained were later analyzed in SPSS. The results of the study revealed that students use reading and pre-reading strategies the most, whereas they use post-reading strategies the least. It was also discovered in the research that in parallel with the increase in the students' level of reading strategy use, their comprehension achievement increased as well.

Ceyhun,2014 who reveal what kind of reading strategies are generally used by pre-intermediate level of students

enrolled in the School of Foreign Languages, OsmaniyeKorkut Ata University. Also, this study tries to find out whether there are gender and department differences among the participants. The population of this study consisted of 65 prep-class students. The data collected from the questionnaire was analyzed statistically. The results of the analysis indicated that students tend to report use of reading strategies with great frequency. However, these reading strategies do not differ in terms of their gender but their departments have an effect on the students' reading strategy use.

Pezhman Zare ,2013 who attempt to find out the rate of recurrence of reading strategy use among Malaysian ESL learners. It also tried to figure out the possible relationship between reading strategy use and reading comprehension. Moreover, the study was after the influence of gender on the use of these strategies. Ninety five ESL learners participated in the study. A reading strategy inventory and a reading comprehension test were used to collect the required data. The data were analyzed through descriptive statistics to determine the frequency of strategies employed by the learners. Independent sample t-test was also employed to find out how the use of strategies varied according to gender. Moreover, Pearson coefficient correlation was used to discover the association between reading strategy use and reading comprehension achievement. According to the findings Malaysian ESL learners can be categorized as high strategy users. It was also revealed that significant Differences exist between male and female language learners in the use of reading strategies. Furthermore, the use of reading

strategies had a strong positive correlation with reading comprehension achievement.

#### **Methodology of the study:**

The researcher used the Descriptive Analytical and Experimental Method in this research. The data were collected by means of a questionnaire and a test for the students.

The material of this test was an English language passage followed by comprehension the questions and reading strategies. The passage is selected carefully so that the reader can comprehend it and apply certain types of reading strategies.

Actually in this study there were two groups, the first one had attended the training course in reading strategies and the other group didn't attend the training course.

#### **Reliability and Validity of the instrument:**

To guarantee the reliability of the tool, the items of the material and the instruments were designed in the light of the previous the literature on reading strategies.

Moreover the passage was revised by expert in English language teaching, translation, and linguistics. Among them was the supervisor of this research and Dr.farouk.M,shagra university Saudi Arabia. They offered valuable advice and suggested some modifications that the researcher followed.

The passage is followed by fourteen questions. Each question was designed to test use of certain level of comprehension. It was supposed that if the subjects answered a question correctly, that would be interpreted that their use of the corresponding strategies was good. There were different types of

questions used in the test (MCQs, Wh.-short-answers questions,

To achieve the validity of the questionnaire the researcher adopted the following steps :

The questionnaire was seen by some judges as follows:

1.Dr,Abdellah Yassin ( my supervisor ) college of languages, Sudan university of science and technology.

They revised and evaluated the final versions of the questionnaire before it distributed to the students.

2.Dr. farouk.M, shagra university, Saudi Arabia

3.The questionnaire were distributed personally and directly to the subjects of the study.

4.The total number of the students was (80).

#### **Results and Discussion:**

The data collected were analysed and presented in tables by using (SPSS).

Further analysis of the students in group (A ) in visualization strategy ,they score only 24 % this indicates the students are not able to use the reading strategies ,also in TELLS they score 22% which indicated the students have no experience in using this strategy .but in predicting they score 56% it was acceptable .but ART ,their scores zero.

In group (B) the scores were very high because the students in this group had attended the training course in using strategies so when analysis the scores of students in group (A ) in visualization strategy ,they scores 70% this indicated the students were able to use the reading strategies effectively ,also in TELLS they score 96.7% which indicate the students have experience in using this strategy .but in predicting they score

56% it was acceptable .but ART ,their scores 60% ,that means using reading strategies improve reading comprehension skills .

Regarding reading comprehension test the scores of two groups were: group ( A) (reorganization 0 %,inferential 0%,lial 92%,appreciative 46%, evaluative 52%) when analyze this data we found that students in this group attitudes are negative towards using reading strategies and are not aware of the importance of using reading strategies.

Regarding reading comprehension test the scores of group ( B) were: (reorganization 56 %,inferential 100%,lial 56%,appreciative 73.3%, evaluative 80%) when analyzed this data we found that students in this group using reading strategies which their reading comprehension skills .The most important result in this study is that using reading strategies develop reading comprehension skills ,also most of students were aware of these strategies which effect in their reading comprehension skills.

**Table (4.1)**

**Descriptive Statistics for Questionnaire**

Group		Ceiling Score	Range	Minimum	Maximum	Mean	Std. Deviation
A	Visualization Strategy	15	9	0	9	6.46	2.243
	Summarizing Strategy	9	4	0	4	3.22	.887
	ART Strategy	9	4	0	4	3.10	1.249
	Predicting Strategy	6	6	0	6	2.58	1.326
	TELLS	6	2	2	4	2.44	.837
	RSs training	-					
	Inferring	6	3	1	4	2.20	.808
B	Visualization Strategy	15	11	0	11	8.33	2.294
	Summarizing Strategy	9	7	0	7	4.90	1.788
	ART Strategy	9	5	0	5	3.97	1.402
	Predicting Strategy	6	5	0	5	3.73	1.285
	TELLS	6	5	0	5	3.50	1.075
	RSs training	3	3	0	3	2.43	.679
	Inferring	6	4	0	4	3.10	1.125

For analyzing tests, the researcher has assigned 50 marks as the maximum score for the overall questions of the reading test. These scores are distributed among five types of questions: MCQs, short answers questions, events reordering, gap filling, and summarization. Marks are assigned to these levels of comprehension according to their importance and effectiveness as suggested by Hubbard (1983). This distribution of marks is intended to measure the reading proficiency of the subjects in details. Moreover, because it was proved that reading is unitary process that involves many skills, the overall scores of each of the subjects is analyzed, discussed, and accounted for according to the grade system of their schools. Table 4.1 presents the distribution of marks to the comprehension levels. The percentage of each level or strategy is shown in the appendix (The results and percentage). For the statistical analyses of the data obtained via the test and the questionnaire see table (4.1).

The researcher used an accurate computer program: Statistical Package for Social Sciences (SPSS) and results yielded by these analyses were presented in this tables.

Group A consisted of 50 subjects studying Shandi Governmental Secondary School for Boys & Shandi Secondary School for Girls after processing their responses to the questionnaire, the results have shown

that their levels of using reading strategies use was unfortunately very low.

This result confirms the hypothesis of the present study that the subjects' use of reading strategies was poor and Table 4.2 shows questionnaire responses. gained by the subjects.

The performance of the group (B) who received training in the strategies was better than group (A).

**Table 4.2 Groups A and B – Test Scores**

		Percent			
		Group	Failure	Pass	Total
Reorganization	Count	A	50	0	50
		B	13	17	30
	% Percent	A	100.0%	.0%	100.0%
		B	43.3%	56.7%	100.0%
Inferential	Count	A	50	0	50
		B	0	30	30
	% Percent	A	100.0%	.0%	100.0%
		B	.0%	100.0%	100.0%
Literal	Count	A	4	46	50
		B	13	17	30
	% Percent	A	8.0%	92.0%	100.0%
		B	43.3%	56.7%	100.0%
Appreciative	Count	A	27	23	50
		B	8	22	30
	% Percent	A	54.0%	46.0%	100.0%
		B	26.7%	73.3%	100.0%
Evaluative	Count	A	24	26	50
		B	6	24	30
	% Percent	A	48.0%	52.0%	100.0%
		B	20.0%	80.0%	100.0%

The table 4.2 shows scores of the test gained by subject for two groups. The performance of the group (B) who received training course was better than group (A) who did not received training course.

### Conclusions :

The study tried to find out the effect of using reading strategies on improving reading comprehension skills, as hypothesized: the findings of the study indicated that using reading strategies developed secondary schools students reading comprehension skills. The findings of this study show that using reading strategies improve reading comprehension skills of the students.

In the light of the findings of the study the following Recommendations are suggested :

1. Teachers should train their students on how to use reading strategies in reading text.
2. The students should use these strategies which help them in guessing the new words in the context.
3. Designers who are design reading comprehension course should focus on reading strategies.
4. Students should read more English texts and apply reading techniques

teachers should provide them with, and read more about reading strategies.

5. Teachers should encourage their students to use effective reading strategies.

6. Teachers should work out simple exercises to elicit information through targeted strategies, it divides according to reading stages.

7. Reading strategies are so effective in improving reading, so teachers should focus on training their students at schools to use them.

8. Teachers are required to implement reading strategies to explain to their students how they can use them to guess the meaning of new words or understand the text in general.

9. Reading strategies are so effective in improving reading, teachers should make some exercises for students to do.

10. Students should read more English texts, apply reading techniques, their teachers should provide them with.

11. Teachers should explain to the students, there are different kinds of text and that the strategies of reading should be different according to the kind of text they are reading.

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