

*Investigating EFL reading strategies and their practical implementations,  
A case study of first-year students at TMUB*

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**Abstract**

This paper discusses how reading in a foreign language is considered one of the most challenging skills for EFL students. Reading comprehension is a complex skill, and numerous EFL students, including those in the Department of English at the Faculty of Letters and Foreign Languages at Tahri Mohammed University - Bechar, find it difficult. This study aims to enhance EFL learners' awareness of reading by providing effective techniques to overcome their reading comprehension issues. This research work posits that First Year English students who effectively use these reading strategies will quickly acquire reading comprehension. To test this hypothesis, participants completed a questionnaire and took part in an interview to provide data on their experiences at the University of Tahri Mohamed, Bechar (UTMB).

**Keywords:** Reading strategies, reading comprehension, first-year students, (EFL) University of Tahri Mohamed, Bechar, Algeria.

## ١. Introduction

Reading is a fundamental skill that enables students to acquire new knowledge and to understand the information contained in the texts they read. Comprehension is therefore at the heart of reading, fundamental because not everyone who reads a book grasps the meaning or overall message of the text. Reading strategies are specific techniques, methods, and tips used by readers to enhance their reading effectiveness and comprehension of the content being read.

Reading comprehension enables students to comprehend critique and interact with the text and is crucial to the reading process. It also improves EFL learners' critical thinking and self-monitoring skills while reading. As a result, EFL learners can participate more actively and effectively during the reading process. However, attaining reading comprehension requires that learners apply appropriate reading methods and understand when and how to use them.

Thus, the majority of EFL students face challenges in achieving successful and adequate reading comprehension of different text types. This is because many EFL learners lack reading techniques, application, teaching, and training, which results in wasted effort and time and prevents them from attaining the necessary text meaning or comprehension. Due to this issue, the reading competence and EFL learning outcomes of learners are poor.

Comprehension is the fundamental aspect of any reading process, regardless of the material being read. Additionally, reading strategies are crucial elements that can aid EFL learners in enhancing their reading abilities and achieving a good level of comprehension. Therefore, this study aims to examine the significance and efficacy of reading strategies in improving the text-reading comprehension skills of EFL students, as well as their perceptions and attitudes towards using these strategies.

To accomplish the aforementioned objectives, the researchers have developed the following research questions:

-What is the significance of reading for EFL learners?

Do high- and low-proficiency readers use different reading procedures, which might reveal the most effective strategies?

Can correct usage of reading strategies help students become proficient readers?

What is the impact of using reading strategies on the performance of reading classes?

This study is guided by a hypothesis on using reading methods to enhance the reading comprehension skills of first-year EFL students. Thus, the researchers proposed the following hypothesis:

First-year EFL students of the English department at the University of Bechar can improve their reading comprehension skills and gain faster reading abilities by understanding the importance of reading strategies.

The research hypotheses were tested using a questionnaire and an interview to answer the questions above. The questionnaire was specifically designed for first-

year EFL students and focused on reading strategies, including their various types and how they impact text comprehension. To investigate the connection between reading comprehension and reading techniques, as well as students' reading difficulties and the possible means of helping them implement appropriate reading strategies, the researchers conducted also an interview with reading comprehension teachers.

This study is divided into three sections. The first section will provide a literature review, while the second section will focus on the field research and the outcomes obtained from the questionnaire and interview. The third section will be solely focused on data analysis and the discussion of the results obtained.

## **٢. Section One: Methodology and Data Collection**

The current study is based on the reasons behind the students' reading ability and their attitudes towards it. Therefore, according to the aim of this research, both qualitative and quantitative research approaches are combined in an attempt to analyse the collected data and obtain accurate results and sufficient information from the respondents.

## **٣. Section Two: Literature Review**

### **٣.١. Introduction:**

This section explores the theoretical framework that underpins the research titled 'The Study of Reading Strategies and Their Application among EFL Students', which focuses on first-year EFL learners at UTMB. The first part of this section, titled 'Reading', discusses various definitions and types of reading (academic and non-academic, intensive and extensive). Properly understanding the reading process is of significant importance. In the second part, 'Reading Strategies', several definitions of those strategies are mentioned before we proceed to the most effective reading strategies. The aspects of these strategies are then indicated to conclude this part. The final part includes: How to apply these strategies? What factors can enhance their application?

### **٣.٢. Definitions of Reading:**

Teaching reading skills, especially in English language learning and teaching, is necessary. Chall and Stahl (٢٠٠٨) state that reading abilities are necessary for students to comprehend information and ideas in subjects like social studies, science, among others. In other words, having reading competency is essential for success in all academic subjects (Strang, ١٩٦٧).

Reading refers to the process of understanding the meaning conveyed by a written text. For the vast majority of readers, this process involves deciphering written text. Certain individuals need aids such as Braille or auditory tools to assist them with interpretation. How text is understood depends on various factors like the reader's

objectives, context, content, and their tactics and knowledge. As per Ransom (١٩٧٨, p. ١٤), reading is a dialogue between the writer and the reader. Furthermore, Nuttall (١٩٩٦, p. ٤) defines it as the procedure of extracting the message that the writer intended to convey as accurately as possible.

According to Grabe and Stoller (٢٠٠٢, p. ٩), reading is defined as the capability to extract meaning from written material and comprehend it.

People read for diverse purposes, and these purposes require specific skill combinations to achieve their objectives. Davies and Whitney (١٩٧٩, p. ١) suggest that reading has three fundamental purposes, namely, acquiring information, comprehending content, and finding pleasure.

### ٣,٣. Types of Reading:

Several scholars proposed different categories for reading to accomplish this objective. According to Grellet (١٩٩٦), Academic reading and non-academic reading are distinct. Academic life encompasses various areas evidenced by the multiple examinations each student must pass. These exams typically require comprehension of given passages followed by answering questions based on the information obtained from them. In contrast, non-academic reading is defined as any reading that individuals undertake without any intention of passing exams. In non-academic reading, readers are free to choose from a wide range of materials based on their preferences, options for selection and their time availability to read.

Brown (١٩٨٩, p.٤١) defines Intensive Reading as paying close attention to grammatical forms, discourse markers, and other surface structure details to understand literal meaning, implications, and rhetorical relationships. Readers extract specific information from relatively brief passages. In contrast, Extensive Reading is a personalized approach to improve reading. Students choose their reading material and read independently. Williams (١٩٨٤, p. ٨٢) defines extensive reading as the "relatively rapid reading of long texts". On the other hand, extensive reading is a personal and individual task, where the reader willingly immerses themselves in a private world of reading for their own benefit. Extensive reading contributes to improving readers' skills, providing a different environment for students, and entertaining them (Nuttall, ١٩٩٦). (Nuttall, ١٩٩٦).

Lastly, Active Reading Strategies use context clues to aid comprehension by determining new words based on the context of surrounding words. Form predictions about the next events and use visualization to clarify what is being read. When listening to a story, illustrate the plot to enhance your comprehension. Highlight and underline relevant information, and take notes to review later. While reading, take note of any questions or ideas that arise. Using these strategies will sustain your focus on the text and improve your understanding.

### ٣,٤. Reading strategies definition:

English teachers in EFL/ESL classrooms often provide a range of reading materials for their learners. However, learners may become confused or demoralized if they struggle to understand the text.

Numerous solutions to this issue have been proposed by experts in the field of second language acquisition. Their contributions are considered highly valuable in this industry. For now, we have a known strategy to tackle this issue. As per Alder (٢٠٠١), reading comprehension strategies refer to conscious tactics employed by successful readers to comprehend a text. Employing reading strategies enables learners to become active readers who have control over their own comprehension. Reading strategies are defined as 'plans for solving problems encountered in constructing meaning' by Duffy, as cited in Schmitt (٢٠٠٢, p. ٢٣٢). In fact, reading strategies demonstrate how readers comprehend a task, the textual cues they pay attention to, how they make sense of what they read, and their response when they do not understand.

As stated by O'Malley and Chamot (١٩٩٠), reading strategies in second language acquisition are procedures, activities, or behaviours that readers consciously or unconsciously employ to understand and interpret texts.

EFL reading strategies were defined by Carrell, Gajdusek, and Wise (١٩٩٨) as how readers engage with the text and utilize strategies to enhance comprehension.

Chamot (٢٠٠٥ cited in Brown ٢٠٠٧) highlights that consciousness is the distinguishing characteristic of reading strategies. We employ them with conscious awareness.

### ٣,٤. Aspects of Strategies for Reading:

A comprehensive definition of reading strategies may be provided. Reading strategies are psychological techniques that are consciously and internally varied with the aim of improving or compensating for comprehension breakdowns in specific reading tasks and contexts.

This definition highlights some aspects of reading strategies, such as consciousness, that are regarded as tactics for problem-solving. The use of these strategies depends on the specific reading tasks and is aimed at improving the performance of the learners.

In line with our commitment to provide reading programs that focus on research-based instructional strategies, the programs developed and supported by Read Naturally cover the nine (٩) components of reading identified by the National Reading Panel, including phonemic awareness, phonics, fluency, vocabulary, comprehension, written expression, spelling and handwriting, continuous assessment, and motivation for students to develop their literacy horizons.

Phonological and phonemic awareness, phonics and decoding, fluency, and print concepts are universally recognized as foundational reading skills.

Phonemic awareness involves the smallest units of spoken language, which are phonemes that join together to form syllables and words. Phonemic awareness refers to a student's ability to concentrate on and manipulate phonemes in spoken syllables and words. The National Reading Panel asserts that teaching children phonemic awareness results in a significantly greater improvement in their reading abilities compared to instruction that doesn't focus on phonemic awareness.

Phonics refers to the relationship between letters (or letter combinations) and individual sounds in spoken language. Phonics education aims to teach students how to read and spell words using these relationships. Systematic phonics instruction, according to the National Reading Panel, enhances children's reading success and is significantly more efficient than instruction that provides minimal or no phonics education.

Fluency: Fluent readers can read aloud, maintaining an appropriate pace, accuracy and articulation.

The National Reading Panel's research has shown that both controlled oral reading and repeated oral reading are effective methods in improving vocabulary retention, enhancing reading fluency, and promoting comprehension among students of all ages, thereby strengthening literacy education.

Vocabulary: Developing vocabulary is closely linked to comprehension. The greater the reader's vocabulary (either oral or written), the easier it is to comprehend the text. The National Reading Panel suggests that vocabulary can be learned through incidental means like reading storybooks or listening to others, but it should also be taught explicitly and implicitly. It is recommended that students actively participate in lessons that incorporate learning new words before starting reading sessions, repetition, big transitions, learning in rich situations, informal learning, and the use of computer technology.

Written expression: Reading and writing are diametrically opposed. Both require proficient comprehension and use of language at multiple levels. All of these aspects complement each other. Children benefit from daily opportunities to organize, transcribe, and revise their ideas through writing, starting in the first grade. Preference is given to a variety of writing projects that match their skills, including storytelling and exposition. Children ought to be schooled to develop content creation skills in phases. These stages include ideation and organization of ideas in a collaborative setup; authoring a rough draft; subjecting the manuscript to peer review to receive input; revising, editing, and proofreading the text; and subsequently publishing it.

Spelling and Handwriting: Recent research supports the notion that achieving mastery of the constituent abilities of spelling and writing enhances written creativity, in the same way that mastering fluent word recognition improves reading comprehension. Fluency, accurate letter formation, and spelling are associated with

students' competence in writing lengthier and more organized compositions. The use of words, handwriting, punctuation, capitalization, and spelling are fundamental grammatical rules that should be taught alongside writing skills. Children learn spelling and handwriting more effectively if they are explicitly taught in the first year and applied in regular, purposeful writing activities.

**Continuous assessment:** The most reliable approach to prevent children from lagging behind is to evaluate developing readers at regular intervals and incorporate that knowledge into teaching design. Studies of the longitudinal development of reading demonstrate that most children who struggle with reading from the third grade and beyond initially have difficulties with phonological-based reading abilities. In addition, training that focuses on the specific deficiencies that are most likely to cause reading difficulties often prevents future reading failure and enhances the reading progress of the majority of children.

### ٣,٥. Conclusion

To summarize, it can be concluded that reading is a crucial skill for students as it enables them to comprehend the information and learn new vocabulary from written texts. Moreover, reading is classified into two types, namely intensive reading and extensive reading. Additionally, this section presents perspectives on the concept of reading, reading strategies, their effectiveness and the aspects of these strategies that readers may utilise to enhance their reading comprehension. To achieve this objective, students must comprehend the significant reading strategies elucidated in the following section.

## ٤. Section Three: Results and discussion

### ٤,١. Questions:

#### ٤,١,١. Section one:

Q١) How to Improve Your Reading Skills?

Responses to this open-ended question by students typically involve suggestions such as regular reading, using reading strategies like skimming and scanning, concentrating, selecting topics of interest, improving pronunciation through listening to native speakers, and engaging in active reading practice.

Section ٢: Managing Reading Difficulties and Problem-Solving:

Q٢) When encountering difficulties while reading, how do you manage them?

Responses to this question varied. Some students asked relatives or used dictionaries for clarification, while others made notes and underlined keywords, and searched for them online. A few re-read the text multiple times to understand each word or the context, while the majority relied on their native language to translate words or phrases from the language they read to their first language.

٤,١,٢. **Section two:** discusses the effective reading strategies chosen by EFL students.

Q١) What kinds of reading strategies do you use as an EFL student?

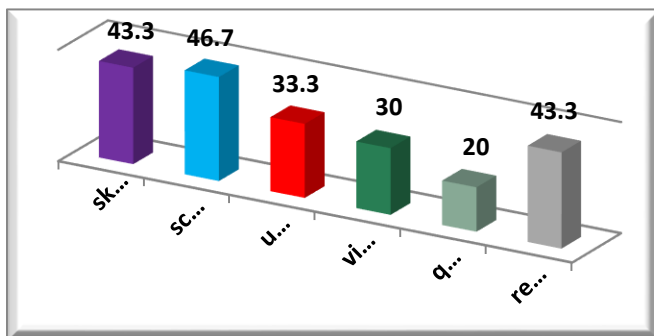


Figure ١: The most used strategies by EFL students at UTMB

The diverging bar graph above illustrates the strategies most commonly employed by EFL students at UTMB according to the results. Fourteen students, accounting for ٤٦,٧%, used scanning as a strategy. Thirteen students (٤٣,٣%) alternated between skimming and reading aloud, while ten (٣٣,٣%) used their previous knowledge, and nine (٣٠%) chose visualizing as their approaches. On the other hand, six students, comprising ٢٠%, favoured questioning.

Q٢) Do you read with a particular objective in mind?

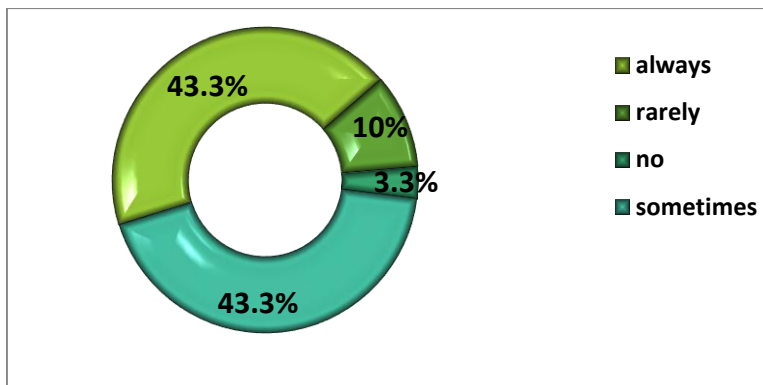


Figure ٢ demonstrates the importance of having a specific purpose when reading

The preceding pie chart indicates the importance of having a specific purpose when reading, as clearly shown by the results. A total of ٣,٣% of students read without a specific purpose in mind. Even though ١٠% of students rarely read with a specific



purpose, the majority of students (٨٦,٧%) generally read with a purpose in mind, with an almost equal percentage of students reading sometimes and always (٤٣,٣% each).

Q٣) Are you someone who skims through text when reading?

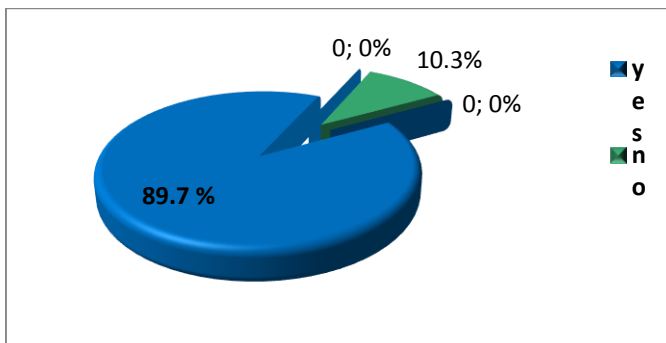


Figure ٣ shows the prevalence of skimming in reading.

The pie chart displays that ٨٩,٧% of students skim read, whereas ١٠,٣% do not. Q٤) Do you regularly check the length and organisation of a text before reading it?

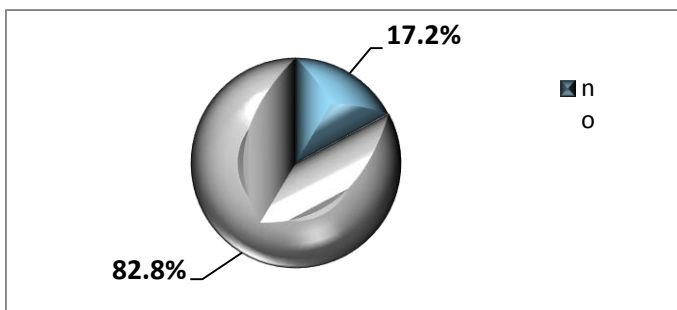
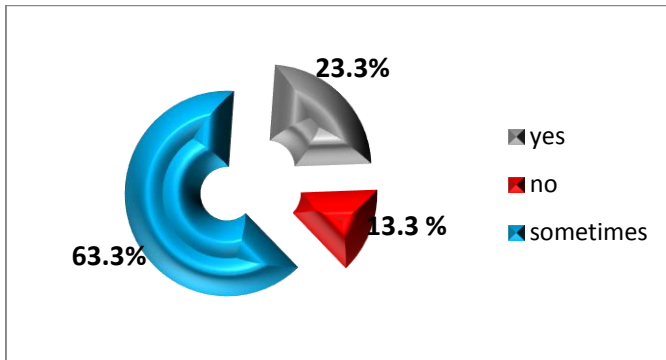


Figure ٤: Checking text structure

The previous pie chart shows whether the learners regularly check the text structure before reading or not. The results show that ٨٢,٨% of the students often check the text structure, while ١٧,٢% of the others do not.

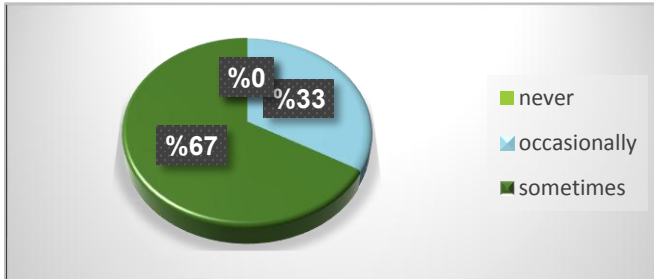
٠٥) When you read, do you translate from English into your mother tongue?



**Figure ٥: The use of translating from English to the mother tongue**

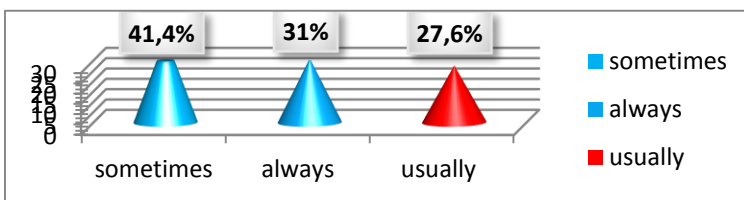
The perceived pie chart shows whether or not learners translate from English to their mother tongue when reading. The results were as follows ٢٣,٣% of the students admitted that they translate into their mother tongue, unlike ١٣,٣% of the other students who said that they do not; however, the majority of the students, with an estimated percentage of ٦٣,٣%, sometimes do the process of translating.

٠٦) To help you understand what you are reading, do you usually use reference tools (such as a dictionary, etc.)?



**Figure ٦: The use of reference resources for better understanding**

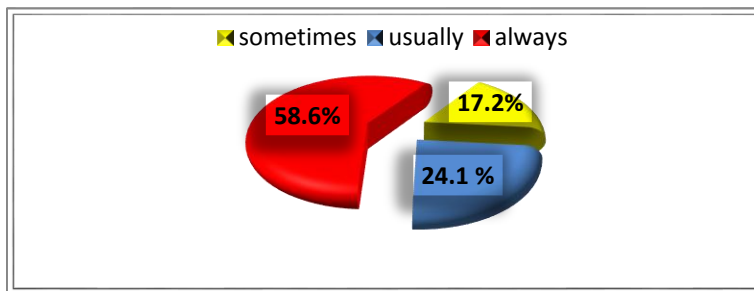
٠٧) To help you remember information in the text, do you highlight or circle it?



**Figure ٧: highlighting and circling information in the text**

The previous histogram shows whether students use highlighting and circling to help them remember information or not. The results show that the majority of students do not use it very often; ٤١,٤% of them said that they highlight or circle information only sometimes to help them remember it. However, ٢٧,٦% usually use this strategy and ٣١% of the remaining students always use highlighting when they read.

٠٨) If a text is difficult to understand, do you reread it?



**Figure ٨: Re-reading the text to improve comprehension.**

The pie chart mentioned above shows whether EFL students often reread the text when they find it difficult to understand or not. The results show that ٢٤,١% of the students usually reread the text when it gets complicated. While ١٧,٢% of the others sometimes use this technique, the majority of students (٥٨,٦%) always reread the text in order to understand it better.

### ٤,١,٣. Section three: Using reading strategies.

Q١) What do you do to understand what you read?

From this question, the researchers got different answers from the EFL students about some strategies they used to better understand what they read. Such as reading aloud, reading the text once or twice to understand it fully, choosing topics that match their interests and using dictionaries. In addition, some students choose to summarise the text or divide it into several parts and visualise the context; some students also use highlighting and note-taking to help them remember what they have read. On the other hand, some students translate from the target language into their mother tongue in order to understand it.

Q٢) When you lose focus, how do you try to get back on track?

The results of this question show that students constantly lose focus, especially when they are reading in a chaotic place, and they try to get back on track by taking a break and clearing their mind to get their focus back and then reading the text again. Some students also prefer to read slowly and aloud and sometimes they like to change their position.

Q٣) Do you change your reading speed depending on what you are reading?

According to the results of the previous question, EFL learners generally change their reading speed while reading depending on the new vocabulary and difficult

words, language complexity and repeated events they are familiar with. Also, if some of them have difficulties in pronouncing certain words, depending on the time or speed of analysing the text.

#### ٤,٢. **The interview:**

When asked in question one how long they had been teaching reading comprehension, the interviewees first gave their experience.

The answers of the five teachers varied; the first had ٢٣ years of experience, the second ١٧ years, the third ٥ years, the fourth ٤ years and the last ٨ years.

(Interviewees)

In addition, in question two, the respondents were asked about the importance of being familiar with teaching reading comprehension strategies.

The answers to this question differed from one teacher to another; the first teacher's answer was to conduct the course effectively and to provide students with strategies that help them to benefit from what they have read. The second teacher responded by teaching it appropriately. While the third teacher replied that it is very important to know the strategies for teaching reading so that they can use different aspects to approach reading a text, your students will enjoy reading and improve their reading skills in different ways. The fourth teacher said that it is important for teachers, parents and caregivers to carry out reading instruction appropriately to improve students' reading skills and to help students understand reading instruction strategies because it can have a significant impact on a child's future. The fifth teacher said that by using a variety of strategies to teach reading, teachers can help all students, including struggling readers and English language learners, acquire the skills they need to become independent readers.

Furthermore, knowing the strategies can also help teachers to better assess and monitor their students' progress and adjust their teaching accordingly.

(Interviewee)

In question five, teachers were asked how reading strategies can help students in the classroom. And their answers varied.

According to the first one, reading strategies help students by making them do different tasks and answering many questions. The second said that it helped them to understand the text better. The third replied that it paved the way for them to know how to use different reading materials, how to read appropriately and how to broaden their knowledge. The fourth claimed that mastering reading strategies can help students to complete certain tasks very quickly or accurately. For example, they can use skimming to look for general information, such as dates that require a number. And scanning to look for specific information for a particular question that requires careful reading. The mastery of different skills can go hand in hand when performing precise tasks. While the last point suggests that reading strategies can help students in the classroom in a number of ways, effective reading strategies can help learners

to understand what they are reading. The use of a range of reading strategies can help teachers to differentiate instruction and address the specific needs and learning styles of their students. Overall, implementing reading strategies in the classroom can help children become more confident, competent and independent readers, leading to improved academic achievement and lifelong learning.

(Interviewee)

In question six, the teachers were asked "How do you apply reading strategies in the EFL classroom?" and their answers were as follows:

According to the first teacher, he/she can apply reading strategies in his/her classroom by providing students with reading texts and reading videos to give them the opportunity to practice. On the other hand, the second prefers to vary the use of these strategies. While the third teacher claimed that the use of reading strategies mainly depends on the specific task itself. The fourth prefers to assess the pupils' ability first, using chorus/partner reading and visual aids. Assigning reading buddies across age and grade levels and using audio books. And the last teacher stated that he/she often uses pre-reading activities such as activating prior knowledge, making predictions and setting goals to help students prepare for the reading task and understand the context of the text. In addition, he/she teaches them how to skim for the main idea and scan for specific details to help them identify important information in a timely manner. He/she also sometimes uses word charts, dictionaries and glossaries to teach students unfamiliar terms and help them build their vocabulary.

(Interviewee)

In the seventh and final question, the researchers asked the teachers: "What are the problems you usually face when using reading strategies in the classroom?"

One of them stated that he/she often faces problems with some students' inability to identify the general and main ideas of the text and problems with visualisation. Another replied: the students' carelessness and lack of practice and homework. While a third said that one of the main problems he/she faces when applying reading strategies is the students' ability to adapt to them. For example, some students cannot concentrate when someone is talking loudly next to them. So the level of reading aloud can be distracting for some people or disturbing for others, while it can be very helpful for some students. As for questioning, it can be very difficult or stressful for very shy students. So it is really important to know when to use a particular skill to achieve a particular goal. The fourth tutor found difficulties with poor comprehension. Problems with decoding. The last teacher said that he/she may have had less time to devote to reading instruction, making it difficult to cover all the necessary reading strategies. He/she may also not have access to adequate teaching resources, such as appropriate reading materials, technology or teaching materials that can help with reading instruction. In addition, EFL students may struggle with a lack of enthusiasm, interest or concentration throughout the reading lesson, which can make it difficult to apply reading strategies.

(Respondents)

### ٤,٣. Discussion and interpretation of data:

Data interpretation is the process of using multiple approaches to analysis to evaluate data and link them to a coherent conclusion (Calzon, ٢٠٢٢).

In this section, the data collected from the student questionnaire and the teacher interview were presented. With this dual relationship between the two fundamental components, it was possible to analyse and discuss the primary findings in detail.

#### ٤,٣,١. Discussing the Student Questionnaire:

It is important to remember that the students' questionnaire has two main aims: to highlight the effective reading strategies used and implemented by EFL learners, and to find out how EFL students use these strategies and how it helps them to become better readers.

The analysis of the students' questionnaire shows that students may be able to solve their text comprehension problems by using certain reading strategies.

As shown in the first section on general information, learners' responses indicate that learners are aware of the differences between native and non-native learners in terms of the reading process and have an idea of how they can improve their reading skills to become good readers by using different strategies.

Looking at the students' responses to the second section, Reading Problems and Problem Solving, we can see that the majority of the students rely on translating from the target language to their mother tongue when they encounter difficulties in reading comprehension. Some others prefer to use other strategies such as rereading the text, taking notes and searching for some key words.

The analysis of the third section, the effective reading strategies chosen by EFL learners, shows that firstly, a large percentage of learners preferred skimming as an effective reading strategy. Then, many students found scanning and reading aloud to be somehow effortless because they were easier for them and therefore not too time consuming. Paradoxically, when asked about their predictions when reading, only ٢٩,٦% of the students said that they always used predictions when reading. Similarly, the majority of EFL students said that they sometimes translate from the target language into their mother tongue, with an average percentage of ٦٣,٣%.

Moving on to the final section of the study, the use of reading strategies, it can be seen that the majority of students are aware of how to use reading strategies when they encounter difficulties in reading, especially when they are reading in a chaotic place, which makes them lose focus easily, but they try to get back on track by using these strategies.

#### ٤,٣,٢. The interview discussion:

Three main objectives of the taped interview have already been mentioned: to get a clear idea about the most accurate reading strategy to improve students' reading skills; to know how these strategies help EFL students in the classroom; and to know how EFL teachers use these strategies with EFL students and what difficulties they face in the teaching process.

In light of this, after conducting the interview with EFL teachers at UTMB, all the questions were answered with tolerance, which resulted in the achievement of all the

objectives of the interview. First and foremost, it was found that all five teachers had different levels of experience in teaching reading comprehension. They discussed the importance of being familiar with teaching reading comprehension strategies, such as how to teach the course effectively and appropriately, and how to provide students with strategies. As this can have a significant impact on a child's future, it is vital that teachers, parents and other carers use a variety of strategies to help all students acquire the skills they need to become independent readers. Teachers discussed how to apply reading strategies in the EFL classroom by providing reading texts and videos, varying strategies, assessing students' abilities, and using pre-reading activities and word charts. Students' inability to identify main ideas, their carelessness, their lack of practice and their inability to adapt are the main difficulties that teachers usually face when teaching reading; in addition to poor comprehension skills, problems with decoding and poor sight and hearing, EFL students may also have problems with lack of enthusiasm, interest or concentration.

#### ٤,٤. Conclusion:

In the previous section, the research data was presented in an understandable and methodical way under the subject and aims of the study, in order to discover the participants' views. In this way, the study and interpretation of the data obtained led the researchers to four main findings.

It was shown that there is an important relationship between students' knowledge (whether linguistic or background) and their ability to apply general or specific reading strategies to the text. Pupils become increasingly aware of the need to use certain reading methods to achieve comprehension as they progress through the reading process. At the same time, teachers are convinced that teaching the course accurately by providing students with strategies could have an impact on their reading skills in the future. They also face some difficulties in using these strategies that make them struggle with the students, such as poor comprehension and lack of enthusiasm.

#### ٥. General conclusion

Reading is a complex cognitive activity that involves many cognitive techniques such as prediction, skimming and scanning. Therefore, in order to read with a certain level of proficiency, learners must be able to use some of these techniques in an acceptable way in order to achieve a simple understanding of reading. As a result, the current study focuses on assessing the effectiveness of these reading strategies in improving reading comprehension.

Reading strategies are techniques that readers use to comprehend and analyse texts. They help readers to concentrate, understand the content and retain the information they have read. Effective reading strategies enable readers to process the text more efficiently and improve their comprehension and overall reading experience. Common reading strategies include previewing, predicting, questioning, summarising, visualising and making connections. These strategies can be applied to different types of texts, ranging from academic to non-academic reading, from

intensive to extensive reading, and are useful for both language learners and native speakers to improve their reading skills.

Based on the examination and interpretation of both qualitative and quantitative data collected from the two research instruments used in this research, which are listed below: the interview and the questionnaire, the researchers successfully validated their hypothesis. They also answered the research question and achieved the research objectives.

The results of this study showed that reading strategies had a significant impact on learners' reading comprehension. Students reported that skimming, scanning, predicting and questioning strategies helped their reading comprehension. Pupils were enthusiastic about these strategies. Students need to be instructed or guided in the use of different reading methods in order to successfully comprehend academic information. Teachers need to be able to teach reading methods that help students to understand and use the right strategies to become competent readers.

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