

The Role of the Instruction of Reading Comprehension Strategies in Enhancing the S1 English Studies Students' Frequency Use and Familiarity with them

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ABSTRACT :Throughout my studies and teaching English in different language centers and higher studies institutions, I have come to conclude that students consider Reading comprehension as a nightmare that frightens them and hinders their language acquisition in the Moroccan EFL Context. This may cause them to develop an internal psychological obstacle that grows as their lack of the necessary instruments or tools to overcome are not equipped with. They become lost and unaware about or unfamiliar with the necessary reading comprehension strategies that could help them to face the problem of misunderstanding or non-understanding of English texts. Respectively, this article which is only one part of my whole study aims at showing the effect of teaching reading strategies in enhancing the S1 students' familiarity with reading strategies and raising their frequency use. A sample of 283 University students in EFL context have been chosen randomly and have attended the usual academic reading classes, yet only 76 are subject to this survey. 38 of them constitute the experimental group who have attended the treatment regularly in one of the language centers and the other 38 participants are chosen randomly from the whole population to constitute the Control group. They all have answered the questionnaire and completed their pre-test and post-test. This research main findings indicate that the experimental group's frequency use of reading strategies and familiarity with them have been clearly developed, after their attendance of the explicit instruction of reading strategies or the treatment classes. Nevertheless, the control group who have attended only the regular academic reading classes seems to show no progress in terms of frequency use of reading strategies or familiarity with them. To sum up, the explicit instruction of reading comprehension strategies to S1 university students shall be integrated in the S1 syllabus in order to help them to enhance their familiarity with reading comprehension strategies and intensify their frequency use of them. Nevertheless, the results that have been deduced from the statistics provided by the control group reveal that the reading comprehension classes that they have been exposed to during the S1 have not satisfied their academic needs in terms of tactics or tools to understand comprehension texts. Furthermore, the next part of my whole study should reinforce the positive effect of the instruction of reading comprehension strategies in enhancing the students' familiarity with them, frequency use, and their crucial positive effect on the students' performance in reading comprehension tasks, as a whole.

KEYWORDS: Reading Comprehension Strategies; Instruction; Familiarity, Frequency use; Performance, Progress; Experimental group; Control group; S1 students; EFL Context.

I. INTRODUCTION

This article is about the result of a part of a study that has been conducted to highlight the effect of the explicit instruction of reading strategies on the students' familiarity with them and their frequency use in the Moroccan EFL context. The general sample of population of this survey are about 283 S1 English studies' students, but only 76 of them are concerned about the results revealed in this article. All the participants have followed their studies at the Faculty of Languages, Literature and Art at Ibn Tofail University, Kenitra, Kingdom of Morocco, and they have all accepted to take a part in this survey in order to contribute in this scientific field that concern the effective teaching of reading comprehension strategies. All the S1 students hope, by their participation in this study, to learn about reading comprehension strategies, become familiar with them, and therefore using them more frequently than before to master the comprehension of English texts. Moreover, it is worth noting that out of the 76 participants in this survey, 36 of them have been chosen randomly from the whole population to constitute the control group, while being sure that they have not

attended any of the treatment classes. Besides, the 36 who have constituted the experimental group are the ones who have attended the treatment classes regularly and completed the questionnaire twice, after taking the pre-test and post-test. The number of the participants in the experimental group which is 36 students is the result of many selections done from 93 students who have first agreed to be part of this group. Later on, only 57 have attended the first two classes, yet only 36 have regularly attended all the treatment classes and they are part of the statistical analysis in this article. In this respect, the decrease in the number of the experimental group from 93 who have first accepted to take part in this survey to 36 is due to different reasons, mainly financial and academic ones. Some of them had academic classes during the treatment courses and others could not attend the daily treatment classes because they live far from Kenitra city in the Kingdom of Morocco and they come only twice a week for attending university classes, then they come back to their hometown.

All the participants have been made aware of the objectives of this research and they have accepted to take part in it deliberately. Thus, this survey shall provide teachers with a clear view and reliable information about the students' familiarity with reading comprehension strategies and their frequency use and then how the explicit instruction of reading comprehension strategies shall enhance these two variables which are familiarity and frequency use.

1. Research Questions:

1-Does the Moroccan EFL students' familiarity with reading comprehension strategies increase after the explicit instruction of these strategies?

2-Does the Moroccan EFL students' frequency use of reading comprehension strategies increase after the explicit instruction of these strategies?

3-Does the students' familiarity with reading comprehension strategies have an effect on their frequency use in both the pre- test and post-test?

I.2- Data Collection

The instruments of collecting data that have been adopted in this survey is mainly the questionnaire which involves four questions that aims at evaluating the students' familiarity with reading comprehension strategies and the Survey of Reading Strategies adopted from Mokhtari and Sheorey (2002).

The data collection has provided the needed information to evaluate the progress of the students' familiarity with reading comprehension strategies, and the development of their frequency use, after being exposed to direct and explicit instruction of certain reading strategies.

I.3- Data Analysis

The collected data have been analyzed by the SPSS version 25, mainly the Paired Samplestest and Correlation operations. First, the first statistical instrument used in this analysis is the Paired Samples test. It aims at comparing the two means of the students' familiarity with reading comprehension strategies and their frequency use, before and after the end of the S1 academic and treatment classes. Then, the second statistical instrument used is Correlation. It tries to determine the relationship between the students' familiarity with reading comprehension strategies and the development of their frequency use, while being exposed to explicit instruction of reading strategies or just attending regular academic classes of reading comprehension.

II. THE REVIEW OF THE LITERATURE

Reading is one of the basic skills of the process of foreign language learning that aims at achieving comprehension. However, Reading Comprehension seems to be a difficult task that most EFL readers fear in their process of learning, and may cause their failure in reading comprehension tests. To change this fact, a lot of studies and a considerable amount of literature have been published to prove that reading strategies' awareness, familiarity, frequency use and their explicit instruction are ones of the effective tools to enhance reading comprehension for the students of the university English studies in particular and for the English language learners in general.

2-1- Reading Comprehension Strategies

According to Paris, Wasik and Turner (1991), reading strategies are the actions chosen deliberately by readers to fulfill certain goals. They are the actions that readers select and rely on to achieve comprehension by using certain practices or tools such as skimming, scanning, contextual guessing, skipping unknown words, tolerating ambiguity, predicting, inferencing...ect. Respectively, Afflerbach, Pearson, and Paris (2008) state that reading strategies are the behaviors or the actions that readers consciously use to understand a given text. They are tactics that readers use to engage in the process of reading in order to comprehend a text. In brief, reading strategies are tactics, tools, practices and behaviors that learners use to achieve the understanding of an English text.

2-2- The Explicit Instruction of Reading Comprehension Strategies

As mentioned above, Reading strategies are the basic learning tools or instruments that guide readers to facilitate their comprehension of texts in EFL context. In this respect, teachers should explain to their students

these strategies and how to use them appropriately in order to be more skilful and strategic while reading a text. The explicit instruction of reading comprehension strategies shall enable the readers to learn about when and how to use certain reading strategies to understand reading comprehension texts. For instance, Carrell (1998) suggests five steps for teaching reading strategies. First, teachers should help students to develop their awareness about the reading process and reading strategies by asking the students to think and talk about how they read loudly. Second, they have to allow them to choose their reading materials and thirdly, they have to show them the strategies that shall suit best for their reading purpose. Fourth, students should be encouraged to use the reading strategies practiced in the classroom, outside the class in their daily readings, assignments or for pleasure. Fifth, students should be encouraged to evaluate their use of the instructed strategies and finally understanding that the transfer of strategy use to another task is relevant and something to be encouraged. Furthermore, the study held by Spangler and Mazzante (2015) emphasizes the importance of teaching reading comprehension strategies in EFL context and how these strategies could help students to become more skillful and strategic readers. The instruction of reading strategies help learners to interact with the information in the texts through using different strategies', such as predicting, activating prior knowledge, organizing, monitoring, evaluating, and then constructing meaning. In other words, the teaching of reading comprehension strategies help readers to understand how to process an interaction between the words of the text, their language, thoughts and background knowledge. Consequently, teachers who explain to their students this reading interactive process through an explicit instruction shall help them to be more skilful and successful readers. That is they become able to understand when and how to use certain reading strategies in order to help themselves to comprehend a text easily and rapidly.

In this respect, Bogale (2018) reveals that students who are taught in explicit reading instruction "exhibited significant progress in their reading achievement" (P/103). Besides, Beckman (2002) states that the instruction of reading strategies should be explicit and it shall involve five steps. First, teachers have to describe the strategy and explain its purpose. Second, teachers have to model this strategy and explain how to use it. Third, instructors have also to provide students with assisted practice, including monitoring, providing cues and feedback. Fourth, helping students to evaluate their strategies use and monitoring them by themselves. The fifth step is to encourage students to use these strategies, not only in reading, but also in other learning environments. In this respect, students should be taught the reading strategies explicitly so as to be able to monitor their comprehension by knowing what, how, why and when a strategy ought to be used. Keeping in mind all the above studies that emphasis the effectiveness of the explicit instruction of reading strategies in the enhancement of the comprehension process of readers, it is worth saying that teachers should provide their students with appropriate tools to improve their reading comprehension performance, Madikiza, Cekiso, Tshotsho, and Landa, (2018). In brief, learners should benefit from explicit instruction of how to use reading strategies to become good readers (Anderson, 1991; Oxford, 1990; Richards and Renandya, 2002).

2-2- Familiarity with Reading Comprehension Strategies

In reading comprehension, readers use a wide range of strategies, while involving "conscious and unconscious use of various strategies," to understand a text (Johnston, 1983). This fact is referred to in this article as reading strategies familiarity.

Respectively, students' reading strategies familiarity shall help them to use them more frequently and thereby understanding mostly the text. Once a learner becomes familiar with these strategies, he or she is, then, equipped with the necessary tools to understand texts easily and efficiently. In brief, the students' low level of familiarity with reading strategies means low ability to use them more frequently and thereby less or no understanding of a comprehension text. Still the wide use of reading strategies is an indicator of the students' high familiarity of these strategies, Mokhtari and Richard (2002). Therefore, teachers shall make their students familiar with reading comprehension strategies to allow them to use the maximum of them in order to perform well in reading comprehension tasks.

2-3- Reading Strategies Frequency Use

According to Brookbank, Grover, Kullberg and Strawser (1999), the use of different reading comprehension strategies might help learners to ameliorate their reading comprehension proficiency level. That is the use of wide range of reading strategies should help readers to face their comprehension problems by shifting from one strategy to another to overcome the difficulties they encounter in understanding. Similarly, Mokhatri and Richard(2002), the high frequency of use and awareness of reading strategies is an indicator of the emergence of successful readers. Therefore, instructors have to expose their students to a wide range of reading strategies and encourage them to use them more frequently.

In a nutshell, the researchers above have provided a link between successful EFL reading comprehension and reading strategy frequency use, namely studies held by Block (1986); Sheorey& Mokhtari (2001), which reveal that reading strategies deployed by proficient and less proficient readers indicate that proficient readers use

reading comprehension strategies more frequently than their poor counterparts, who use less number of reading strategies

III. THE RESULTS AND DISCUSSION

3-1-The Results :the Experimental Group VS the Control Group

The results of this study are deduced from the questionnaire which have been filled in by a sample of population of 283 students, but only 76 of them have been chosen to constitute the experimental group and the control group that are subject to this article. This sample of population of 76 participants have attended the university regular classes of reading comprehension course, but only 36 of them have exposed to explicit instruction of reading strategies. Respectively, this part of the article shall aim at analyzing and discussing two main variables, which are specifically the development of both reading strategies familiarity and frequency use. This study aims at showing the results of the data analysis deduced from statistics presented by Experimental group and the control group, while comparing the development of the reading strategies familiarity and frequency use, before treatment and after.

3-1-1- Being familiar with reading comprehension strategies before and after treatment.

Below the Table 1 shows the comparison of the means for being familiar with reading comprehension strategies for both the students of the treatment group and the control group, before and after treatment. For the control group, the mean result of being familiar with reading comprehension strategies while taking the pre test is 1.13. Similarly, the mean result of the experimental group while taking the pre-test is also 1.13. Therefore, this result shows that there is a statistical evidence for the comparison between the results of being familiar with reading comprehension strategies for both the control group and the experimental group as the mean of the pre-test is the same.

Table 1 :Paired Samples Statistics for being familiar with reading comprehension strategies before and after treatment

Treatment and Control Groups		Mean	N	Std. Deviation	Std. Error Mean
Control group	Pretest familiar with RCS	1.132	38	.3426	.0556
	Post-test familiar with RCS	1.158	38	.3695	.0599
Treatment group	Pretest familiar with RCS	1.132	38	.3426	.0556
	Post-test familiar with RCS	1.947	38	.2263	.0367

Respectively, the mean results of the experimental group are statistically very significant. First, the mean of being familiar with reading comprehension strategies for the treatment group is 1.13 before the treatment, while it has jumped to 1.94 after the treatment, with a great difference of 0.81 (Table 1). Additionally, there is also a significant difference in the means of being familiar with reading comprehension strategies between the Control Group and the Experimental Group while taking the post-test, as the mean of the control group is 1.15, while the mean of the experimental group is 1.94 after the treatment, with a difference of 0.79.

Additionally, Table 2 states the comparison of the two means of being familiar with reading comprehension strategies for both the control group and the treatment group. The T-test result of the control group is (.571), and thereby there is a statistically non-significant difference between the pre-test and post-test scores of the control group. However, the two means of the pre-test and post-test of the experimental group is statistically significant, as the t-test is (.000).

Table 2 :Paired Samples Test for being familiar with reading comprehension strategies before and after treatment

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Control group	Pretest familiar with RCS /	-.0263	.2835	.0460	-.1195	.0669	-.572	37	.571
	Post-test familiar with RCS								
Treatment group	Pretest familiar with RCS/	-.8158	.3929	.0637	-.9449	-.6867	-12.801	37	.000
	Post-test familiar with RCS								

Accordingly, both tables 1 and 2 declare that both the control group and the experimental group are homogenous, and it can be assumed that the samples of both groups are equal in familiarity with reading comprehension strategies before the treatment. Besides, the distinguished mean of being familiar with reading

comprehension strategies of the experimental group after the post-test is (1.94), as compared with the one of the control group (1.15) and the result of the t-test (.000) of the experimental group’s means of being familiar with reading comprehension strategies indicates obviously the positive effect of the explicit instruction of reading comprehension strategies.

3-1.2. Reading Strategies Frequency before and after treatment:

The Table 3 shows the results deduced from the comparison of frequency of use of reading comprehension strategies while taking the pre-test for both the students of the experimental group and the control group. Respectively, there is a statistical evidence for the comparison between them as the mean of the frequency use of reading strategies by the experimental group is (2.28) , while the one of the control group is (2.44), before providing the experimental group with the needed treatment.

Table 3 :Paired Samples Statistics for the Frequency use of Reading Comprehension Strategies

Treatment and Control Groups		Mean	N	Std. Deviation	Std. Error Mean
Control group	While Pre-test R C S Freq Use	2.447	38	.5549	.0900
	While Post-test R C S Freq Use	2.342	38	.5825	.0945
Treatment group	While Pre-test R C S Freq Use	2.289	38	.6939	.1126
	While Post-test R C S Freq Use	2.763	38	.4309	.0699

In addition, Table 3 above shows also that the mean result of the Frequency use of Reading Comprehension Strategies for the control group while taking the pre-test is 2.44, and when taking the post-test is 2.34. This result indicates that is statistically evident that the use of reading comprehension strategies by the control group is non-significant as this group have not benefitted from any training or treatment on reading comprehension strategies. Moreover, the mean result of Reading Strategies Frequency use for the experimental group in the post-test is 2,76, while the mean result of the control group in the post-test is 2.34. Therefore, this difference of 0.42 shows that there is a statistical evidence for the comparison between the results of the Reading comprehension Strategies Frequency use before and after treatment.

Then, the next table 4 refers to the comparison of the two means of the Reading comprehension Strategies Frequency use of the control group and the treatment group after the pre-test and post-test. The T-test result of the control group is (.160), and thereby there is a statistically non-significant difference between the Reading comprehension Strategies Frequency use of the control group while taking the pre-test and post-test. However, the two means of the Reading comprehension Strategies Frequency use of the experimental group pre-test (2.28) and post-test (2.76) is statistically significant, as the t-test is (.000) and the difference is about (0.48).

Table 4 :Paired Samples Test for Reading Strategies Frequency

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Control group	While Pre-test R C S Freq Use/	.1053	.4526	.0734	-.0435	.2540	1,434	37	.160
	While Post-test R C S Freq Use								
Treatment group	While Pre-test R C S Freq Use/	-.4737	.7255	.1177	-.7121	-.2352	-4.025	37	.000
	While Post-test R C S Freq Use								

In brief, Tables 3 and 4 show that the control group mean of reading comprehension strategies use is higher than the one of the experimental group, and it can be assumed that the samples of both groups are not equal before the treatment. Furthermore, the important difference of mean (0.48) of the frequency use of reading

comprehension strategies by the experimental group during the post-test (2.76), as compared with the one of the control group (2.34) and the result of the t-test (.000) of the two means of the frequency use of reading comprehension strategies of the experimental group while taking both the pre-test and post-test shows the positive results of the treatment that the experimental group have experienced.

3-1.3. Correlation between familiarity and frequency use of reading comprehension strategies before treatment:

According to table 5, the correlation between Reading comprehension strategies use and familiarity with them is not significant for the control group as the $p=0.291 > 0.05$. Besides, the correlation between the experimental group’s familiarity with Reading comprehension strategies and their frequency use is also not significant as the $p= 0.289 > 0.05$. Thus, the students’ familiarity with reading comprehension strategies does not significantly correlate with their frequency uses before the treatment, for both the experimental and control groups.

Table 5 :Correlaion between familiarity and Frequency use of reading comprehension strategies

Treatment and Control Groups		While Pre-test R C S Freq Use	pretest familiar with RCS	
Control group	While Pre-test R C S Freq Use	Pearson Correlation	1	
		Sig. (2-tailed)	,176	
		N	38	
	pretest familiar with RCS	Pearson Correlation	-,176	1
		Sig. (2-tailed)	,291	
		N	38	38
Treatment group	While Pre-test R C S Freq Use	Pearson Correlation	1	
		Sig. (2-tailed)	,177	
		N	38	
	pretest familiar with RCS	Pearson Correlation	,177	1
		Sig. (2-tailed)	,289	
		N	38	38

Furthermore, and after the completion of the treatment that the experimental group have benefited from by enhancing the explicit instruction and learning of reading strategies, the Table 6 below reveals that the control group’s correlation between familiarity with reading strategies and their Frequency use is also non-significant $p=0.118 > 0.05$.

Nevertheless, the correlation between the experimental group’s familiarity and Frequency use of reading comprehension strategies is significant $p=0.008 > 0.05$. Therefore, the explicit instruction of reading strategies has proved to enhance the concept that the higher the students are familiar with reading strategies, the more frequently they use them to overcome the difficulties that they encounter to understand English text. simply, the explicit instruction of reading strategies help S1 students to be more familiar with reading strategies and thereby using them more frequently than before.

Table 6 :Correlaion between familiarity and Frequency use of reading comprehension strategies

Treatment and Control Groups		While Post-test R C S Freq Use	Post-test familiar with RCS	
Control group	While Post-test R C S Freq Use	Pearson Correlation	1	
		Sig. (2-tailed)	,258	
		N	38	
	Post-test familiar with RCS	Pearson Correlation	-,258	1
		Sig. (2-tailed)	,118	
		N	38	38
Treatment group	While Post-test R C S Freq Use	Pearson Correlation	1	
		Sig. (2-tailed)	,423**	
		N	38	
	Post-test familiar with RCS	Pearson Correlation	,423**	1
		Sig. (2-tailed)	,008	
		N	38	38

** . Correlation is significant at the 0.01 level (2-tailed).

In other words, the SPSS correlation test states that the experimental group’s familiarity with reading comprehension strategies after treatment is very significant in comparison with their frequency use. This result shows that the treatment that the experimental group has benefitted from is very efficient as their frequency use

of reading strategies while taking the post-test correlate with their increasing familiarity with reading comprehension strategies.

To sum up, the results represented in tables 1, 2, 3 and 4 indicate that the control group's familiarity with reading strategies and frequency use do not develop or progress throughout the usual reading classes they have been exposed to during the Semester1 period. Nonetheless, these tables show that the explicit instruction of reading strategies that the experimental group have benefitted from help them to enhance their frequency use of reading comprehension strategies and familiarity with them as well.

In addition, concerning the relationship between the frequency and familiarity with reading strategies, it is worth noting that the results presented by the control group before the treatment that the experimental group have benefitted from indicate that there is no significant correlation between the students' frequency use of reading strategies and familiarity with them. However, the results represented by the experimental group who have benefitted from explicit instruction of reading strategies reveal that there is a significant correlation between reading strategies' familiarity and frequency use. (Tables 4 and 6 above)

Therefore, S1 students have to benefit from explicit instruction of reading comprehension that should enhance their familiarity with these strategies as well as their frequency use. Moreover, this explicit instruction shall also guarantee that the more the students are familiar with these strategies, the more frequent they use them.

3-2-The Discussion of the Results

This Survey has come to answer three main research questions.

Firstly, the explicit instruction of reading comprehension strategies helps S1 students to enhance their familiarity with reading comprehension strategies;

Secondly, the S1 students' frequency use of reading comprehension strategies shall improve after exposing these students to explicit instruction of reading strategies;

Thirdly, the S1 students' familiarity with reading comprehension strategies has a positive effect on the students' frequency use of these strategies, mainly after being exposed to explicit instruction of them. According to the statistical results shown above in all the above tables (1, 2, 3,4,5 and 6), the S1 students shall be exposed to explicit instruction of reading comprehension strategies in order to be more familiar with these strategies and be competent enough to use them more frequently to reach the comprehension of a reading text.

Briefly, the S1 students who come to finish their S1 studies without being familiar enough with reading comprehension strategies would not be able to use them more frequently than the ones who have attended explicit instruction of reading strategies. In other words, the usual classes of reading comprehension that students have attended throughout their S1 studies fail to make them more familiar with reading comprehension strategies or using them more frequently than before, while trying to understand a comprehension text in English. Nevertheless, exposing these students to explicit instruction of reading comprehension strategies shall be a guarantee for their frequent use of these strategies and deliberately becoming more familiar with them than before explicit instruction.

IV- CONCLUSION and LIMITATIONS

The results of this survey reveal that S1 students' frequency use of reading comprehension strategies is only enhanced after exposing these students to explicit instruction of reading strategies, while the degree of their familiarity with them has raised. However, the lack of explicit instruction of reading strategies and their non integration in the regular reading classes have resulted in producing S1 students who show no progress or change in terms of their familiarity with reading comprehension strategies or frequency use of them. Whereas, the S1 students who have attended their regular reading classes, in addition to explicit instruction of reading strategies, have come to enhance their familiarity with reading strategies and use them in a high frequency to achieve comprehension of English texts.

Thus, all the educational partners should give much importance to the teaching of reading comprehension strategies to make the students familiar with these strategies in order to use them more frequently than before. However, these findings are not expressive enough as they are not related to performance. The development of the students' familiarity with reading strategies and frequency use should be evaluated by comparing and correlating it with the students' performance in reading comprehension tests.

This limitation should be taken into consideration in order to check the readers' performance with their developing familiarity with reading strategies and frequency use after being exposed to explicit instruction of reading comprehension strategies. After benefiting from explicit instruction of reading comprehension strategies, readers shall score higher grades in reading-comprehension tasks, as the study held by Khatri (2018) reveals that there is a positive relationship between learners' strategy use and their reading comprehension performance. Thus, this survey have also to prove that the students who have benefitted from explicit instruction of reading strategies should also come to use more reading strategies and statistically perform well in their comprehension tests.

V. IMPLICATIONS and RECOMMENDATIONS

After taking into consideration all the above results and limitations of this survey, it is worth noting that the university Syllabus designers of the university English studies should enhance the explicit instruction of

reading strategies in the reading comprehension course to make the S1 students familiar with these strategies, use them more frequently and thereby scoring high grades in English tests. Moreover, teachers should also make the instruction of reading strategies as one of the main goals of their reading course. They should create simple, medium and complex reading activities for making students gradually acquiring these strategies. Furthermore, the instructors should model to their students how to use strategies appropriately and efficiently.

To achieve this, Anderson, (1991); Oxford, (1990); Richards and Renandya(2002) suggest that reading comprehension teachers should benefit from specific trainings on how to teach reading strategies and model their use to their students.

To conclude, all the education partners should work together to create a reading comprehension curriculum that enhance the explicit teaching of reading strategies to EFL readers in order to make them effectively familiar with these strategies, use them more frequently and master their appropriate use to reach the ashore of comprehension of a reading text. Thus, the integration of the explicit instruction in the university English studies curriculum is a Must that might ensure the success of the university students in their learning career of the English language, mainly reading comprehension.

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