The Effect of SQ4R Strategy on Developing EFL Reading Comprehension Skills among Secondary School Students in Quesna Formal Language School

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Abstract

The aim of this study was to investigate the effect of SQ4R Strategy on Developing EFL Reading Comprehension Skills among Secondary School Students in Quesna Formal Language School. The participants included (30) First Year Secondary School Students in Quesna Formal Language school , Quesna ,Menoufia ,Egypt. They were assigned to 2 groups .i.e. one experimental group and a control group. To achieve the aim of the study, the researcher designed a reading comprehension skills checklist, a pre/ post-test reading comprehension test . The SQ4R Strategy was designed to develop EFL reading comprehension skills among First Year Secondary School Students in Quesna Formal Language school. The t-test was used for the statistical analysis .The SQ4R strategy proved to be effective in enhancing First Year Secondary School Students' reading skills. Thus, the suggested strategy was effective in developing EFL reading comprehension skills among First Year Secondary School Students in Quesna Formal Language school**.**

Keywords: SQ4R strategy , reading comprehension skills.

أثر استخدام استراتيجية امسح ، اسأل ، اقرأ ، احكي ، تأمل و راجع في تنمية مهارات الفهم القرائي باللغة الانجليزية لدي طلاب المرحلة الثانوية بمدرسة قويسنا الرسمية للغات

د.شريف محمد سيد محمد

المستخلـــص باللغـــة العربيـــة

تهدف الدراسة الحالية إلى معرفة مدى أثر استخدام استراتيجية امسح ، اسأل ، اقرأ ، احكي ، تأمل و راجع في تنمية مهارات الفهم القرائي باللغة الانجليزية لدي طلاب المرحلة الثانوية بمدرسة قويسنا الرسمية للغات. اشتملت هذه الدراسة (٣٠) طالب من طلاب الصف الأول الثانوي بمدرسة قويسنا الرسمية للغات (قويسنا- المنوفية –جمهورية مصر العربية).خضع هؤلاء التلاميذ لمجموعتين تجريبية وضابطة وذلك لتحقيق أهداف الدراسة ثم قام الباحث بإعداد قائمة بمهارات الفهم القرائي. ثم قام الباحث باستخدام استراتيجية افحص ، اسأل ، اقرأ ، احكي ، تفكر و راجع في تنمية مهارات الفهم القرائي باللغة الانجليزية لدي طلاب الصف الأول الثانوي بمدرسة قويسنا الرسمية للغات. ثم قام باستخدام اختبار (ت) في المعالجة الإحصائية للبيانات. أوضحت نتائج هذه الدراسة فعالية استراتيجية افحص ، اسأل ، اقرأ ، احكي ، تفكر و راجع في تدعيم قدرة طلاب الصف الأول الثانوي في مهارات الفهم القرائي . وبذلك فإن هذه الاستراتيجية فعالة في تنمية مهارات الفهم القرائي باللغة الإنجليزية لدى طلاب الصف الأول الثانوي بمدرسة قويسنا الرسمية للغات.

الكلمات المفتاحية:

استراتيجية امسح ، اسأل ، اقرأ ، احكي ، تأمل و راجع ، مهارات الفهم القرائي

Introduction:

Among language skills, reading is a skill to be learnt. It is also known that, in the learning process, there is a high correlation between reading comprehension and academic achievement. Reading comprehension skills are important in the context of language usage.

Pedagogy to be adopted in the teaching process should ensure both accurate comprehension and correct and effective self-expression by students during reading activities. Teachers need information and experience to choose appropriate teaching methods for specific learning environments (Kapka and Oberman, 2001). According to Lipka and Siegel (2011:1873-1898), reading comprehension has many dimensions related to the text, readers and the activities which the readers are engaged in. In order to encourage students to be skillful readers, they need to enrich their vocabulary and increase their grammatical knowledge.

Cooperative learning can be defined as a learning approach in which small,
mixed student groups form both in-the-class and out-of-the-class environments   to
ensure students help each other in learning an academic subject in the scope   of   a
common goal; where their self-esteem increases and their communication, problem solving and critical thinking skills develop; and where they actively participate in the teaching-learning process (Bowen, 2000; Doymus, 2007;Eilks, 2005;Gillies,2006;Levine, 2001; Lin, 2006). Active reading involves specifically attending to various cues to identify and structure concepts and ideas. Active reading helps students keep up their motivation, accomplish their study goals, and stay awake. A good method of reading actively is utilizing the Survey, Question, Read, Recite, Reflect, and Review strategy. This strategy is based on the idea that we learn and remember texts when we create questions about the material and read to find the answers.

Literature review:

Reading comprehension is an essential skill for learners of English. For most of learners,it is an important skill to be successfully performed in order to ensure success in learning With strengthened reading skills, learners of English tend to make greater progress in other areas of language learning. Reading should be an active, fluent process that

involves the reader and the reading material in building meaning. (Anderson, 2003).

Tawfeek (2009) investigated the effectiveness of the Jigsaw method in developing English reading skills of first year prep school pupils. Fifty pupils enrolled in the first year, Taha Hussein, prep school were the participants of the study. They were divided into two groups; each consists of twenty-five pupils. The experimental group pupils were taught by the Jigsaw II method as for the control group, they were taught using the common method Results showed the effectiveness of the Jigsaw II method in developing the reading skills of first year prep school pupils.

Al Udaini(2011) investigated the effect of a computerized program on developing ninth graders' reading comprehension skills and students' attitudes towards reading. Al Udaini purposively chose a representative group of (60) ninth graders from Deir Al Balah Preparatory "B" Boys' school which is run by UNRWA in the Gaza Strip. The participants were divided into two equivalent groups: each group had (30) students. The researcher used four tools: 1) a questionnaire for teachers to determine the most important reading comprehension skills for ninth graders, 2) an achievement test (Pre & Post), 3) the suggested computerized program for the reading texts included in the second-term of English for Palestine 9, and 4) an attitude scale (pre & post) to determine the students' attitudes towards reading. The results of the study revealed that the computerized program was effective to develop the reading comprehension skills for ninth graders.

Farag (2011) examined the use of the electronic book in developing English reading skills among second year preparatory students. Eighty six of second year preparatory school students, representing two classes at Hussein El-Ghorab prep school constituted the participants of the study. They were divided into two groups; the experimental group (N=43) and the control group (N = 43) . The e-book was taught to the experimental group whereas the control group students were taught the regular book Results of the study showed that the use of the e-book is more effective than the regular book in developing English reading skills among the second year prep school students.

Ghoneim (2012) investigated the effectiveness of thinking maps on the preparatory students' development of EFL inferential reading comprehension of first year prep school pupils. Ghoneim used eight thinking maps while teaching reading texts to the experimental group to

help them develop higher order thinking skills. The control group studied the same reading lessons using the regular way commonly used in teaching reading. The findings showed that there were significant differences between the mean scores of the experimental group and those of the control group and those of the control group in favour of the experimental group.

Abdel-Aziz (2013) investigated the effectiveness of a mind map strategy in developing third year preparatory stage students' reading comprehension skills. Two third year prep classes were randomly selected from Taba mixed Experimental prep school, in the academic year 2012 –2013 one class was taught through a mind mapping strategy to represent the experimental group and the other class received regular instruction to represent the control group. Findings of the study showed the effectiveness of the mind mapping strategy on developing third year prep student reading comprehension.

Youniss (2013) examined the effectiveness of (K.W.L) strategy in developing reading comprehension skills for the eighth graders in Khan younis Governorate schools. Youniss adopted a quasi - experimental design. The participants of the study consisted of (82) students and it was purposefully chosen from the eighth graders. A content analysis card was designed to choose the reading comprehension skills to be developed. An achievement test was also designed to serve as a pre-posttest. The results indicated the effectiveness of K.W.L. on the levels of the reading comprehension skills at the four levels (literal, eliciting, evaluative, and creative).

Seifeldeen(2014)investigated the effectiveness of the Assisted Extensive Reading Program in developing reading comprehension strategies, namely: skimming, scanning, guessing meaning of words in context and inference of ninth graders in Gaza governorate. The study examined the improvement shown by the experimental group 1 who received reading comprehension strategy training only, and group2 who received strategy training integrated with 9 week extensive reading program and the control group who received no treatment. An achievement, pre and posttest was administrated and a statistical analysis was conducted to collect data. Comparing the results of the pre-posttest, it was concluded that the Assisted Extensive Reading Program proved to be more efficient in developing reading comprehension strategies

The above review of the previous studies also served the present study in different ways.The researcher benefited from these studies in designing the instruments of the present study.These previous studies also presented deeper insight into reading comprehension . They helped the researcher in designing pre / post tests for measuring the students' progress in the sub skills of reading comprehension.

The aim and questions of the study:

The aim of the current study is to develop EFL reading comprehension skills

among secondary school students in Quesna Formal Language School through the Survey, Question, Read, Recite, Reflect, and Review Strategy.

The problem of this study could be tackled by answering the following questions:

1. What are the EFL reading comprehension skills required for first year secondary school students in Quesna Formal Language School?
2. To what extent are first year secondary school students in Quesna Formal Language School successfully performing in the EFL reading comprehension   skills?
3. What are the bases of the Survey, Question, Read, Recite, Reflect, and Review strategy in developing the EFL reading comprehension skills?
4. What is the effect of the Survey, Question, Read, Recite, Reflect, and Review strategy on developing EFL reading comprehension skills?

Method

Participants

Thirty first year secondary school students in Quesna Formal Language School were involved in the study. The participants were enrolled in two groups in first year secondary school students in Quesna Formal Language School, Quesna , Menoufia , Egypt . Their ages ranged between 15 to 16 years old.

Research instruments

To fulfill the aim of the study, the researcher designed the following Instruments:

A pre/post reading test to measure some EFL reading comprehension skills among first year secondary school students in Quesna Formal Language School.

A pre/ post reading test to measure the effect of the Survey, Question, Read, Recite, Reflect, and Review Strategy on developing EFL reading

comprehension skills among first year secondary school students in Quesna Formal Language School through measuring some EFL reading comprehension skills among the first year secondary school students after implementing the suggested strategy.

Construction of the Reading Comprehension pre & post tests
Objectives of the Test:

The reading comprehension pre / post test aimed at measuring some EFL reading comprehension skills among first year secondary school students in Quesna Formal Language School. More specifically, the tests attempted to measure students' ability to:

1. ***Deal with literal comprehension skills through:***
A. Determining the meaning of words from context
B. Recognizing the main idea
C. Identifying supporting details
2. ***Deal with inferential comprehension skills through:***
A. Inferring cause and effect relationship
B. Inferring the authors intended message.
C. Relate information from the text to background knowledge.
3. ***Deal with critical comprehension skills through:***
A. Recognizing the author's purpose
B. Identifying relationships between sentences.
C. Drawing logical conclusions.
4. ***Deal with creative comprehension skills through:***
A. Producing new ideas.
B. Agreeing or disagreeing with the author.
C. Reacting to ideas   presented in the passage.
5. ***5.Deal with appreciative comprehension skills through:***
A. Gaining an emotional or other value response from the text.
B. Identifying with characters and incidents (show sympathy, empathy ,or sensitivity to characters and incidents.
C. Giving a personal response to a character or a situation in a text

Description of the Reading Comprehension pre-test :

The pre /post -reading test aimed to measure the pupils' reading comprehension skills before and after experimentation. It consisted of two reading passages followed by fifteen objective questions for each one

Validity of the Pre post- reading test:

In order to validate the test, it was submitted to a jury of specialists in curriculum and methods of teaching English. They were requested to give their opinions concerning:

1. The suitability of content to first year secondary school students.
2. The difficulty and length of the passages.
3. How far each question measures the skill intended to measure.

First, the reading test validity was computed by calculating the square root of the reliability coefficient (i.e. experimental validity) which was found to be (0.73). Thus, the test was found to be valid.

Table (1) Results of the reading comprehension validity

		literal comprehension skills	inferential comprehension skills	critical comprehension skills	creative comprehension skills	appreciative comprehension skills
EFL reading Comprehension skills	Pearson Correlation	0.68^{**}	0.77^{**}	0.72^{**}	0.71^{**}	0.79^{**}
	Sig. (2-tailed)	0.01	0.01	0.01	0.01	0.01
**. Correlation is significant at the 0.01 level (2-tailed).						

The results in table (1) indicate that the test was valid.

Reliability of the reading comprehension pre/ post test:
. Reliability of the Pre- reading and writing test:

First, to calculate the reliability of the EFL reading skills test, it was administered to (30) 1st year secondary school students, and then it was re-administered to the same group after four weeks. Correlation between students' scores on the two administrations of the test was computed using the SPSS. The resulting reliability coefficient was found to be high (0.732). This means that the test is reliable as shown in the following Table .

Table (2) Reliability of EFL reading skills test

	Cronbach's Alpha
literal comprehension skills	0.731
inferential comprehension skills	0.657
critical comprehension skills	0.689
creative comprehension skills	0.693
appreciative comprehension skills	0.711
EFL Reading skills	0.732

Cronbach's Alpha of the test = 0.732

The results in table (2) indicate that the test was reliable.

Scoring the Pre- post reading test:

The reading test was corrected using a rubric designed by the researcher.

Construction of the suggested program (The SQ4R-based program):

Based on the previous conclusions of literature related to SQ4R strategy, and the EFL reading comprehension skills list, the following was done:

1. The objectives of the program were stated.

2. The materials were selected, developed and organized.

3. The program was designed .

4. The teaching and learning activities were specified.

5. Evaluation procedures and time were determined.

Purpose of the program:

The main purpose of the Suggested Program is to develop the first Year secondary school Students in Quesna Formal Language School EFL reading comprehension skills through SQ4R Strategy.

Content of the program:
It consists of six lessons with reading texts based on reformulating these texts according to the steps of "SQ4R". The participants were required to respond to the sub-skills of EFL reading comprehension that involve them while applying the SQ4R strategy. Each lesson of the six lessons was distributed into two sessions. After teaching the six lessons in the program, the participants of the experimental group attended 12 sessions applying the steps of the SQ4R strategy. The overall design of the content ensured that the learners received a balanced practice of pre, during and post activities.

Method for teaching the *SQ4R*-based program:
Based on El-Sherbiny (2007),Mandouh(2008) and El- Ghandour (2008) , teaching the SQ4R program followed three phases for enhancing the six sub-skills of EFL reading Comprehension skills. These phases included: pre, during and post reading activities as follows:
3.10.   4.a.Phase 1.   The   Pre-reading   activities:
This phase was intended at the beginning of each lesson. In phase 1, the participants were prepared for reading the text and process. The pre-reading activities took place before they read the relevant text in detail. The program was supplied by certain instructions for Surveying to help users recognize the difficulty level of the text. It fostered motivation and gave a reason for reading. Surveying has obvious links with some EFL reading Comprehension skills. In this phase they were encouraged to use the layout of the text: the title, bold words and accompanying pictures or diagrams, then answer some related questions. They were also encouraged to make predictions to anticipate the content of the text through answering general questions. They were also encouraged to skim the text and answer some questions. In this phase they also generated questions based on headings and sub-headings. Then answering the previously generated questions would facilitate the readers' interaction with the text.

3.10.4.b.   Phase   2.   The   During-reading   activities: This phase included the manipulation of three during- reading skills such as scanning, guessing meaning of new words from context as well as finding and writing answers to previously self generated questions. First ,the participants were allowed five minutes to read the questions carefully, and then scan the text to locate specially required information. Second, vocabulary was used as a linguistic tool for learning the language. Vocabulary exercises offered were mainly based on content so that language and content comprehension became easier. Vocabulary skills practiced in this phase were content clues. Third, they were asked to read the text to find and write answers to previously posed questions. The purpose of the during-reading activities was still preparation for the post-reading activities. The During reading activities had special relationship with processes of selection and inspection of information from the text that they judged   as   most   relevant   for   their   studying. **Phase   3.   The   Post-reading   activities:** In this phase, the post-reading skills of reflecting, summarizing and mapping information were introduced. Students were asked to reflect on the material, write a summary and create mappings for the studied material, which not only led to better comprehension of the text but also promoted greater interaction with it. Post-reading activities helped students store the information in their memories so that it would be available for future use.

Validity of the program:

In order to establish the validity of the program and its relevance to first year secondary school student in Quesna Formal Language School, two procedures were followed:

1- Submitting the program to a jury of specialized in TEFL

2 - Piloting a sample of the lessons in the program to a group of the first year secondary school students to determine the following:

    A. The feasibility and relevance of the reading course of the target population.

    B. The level of difficulty of the activities

The participants declared the following:

a- Some of the activities were too difficult for them so, they were modified,

b- Some lessons took more time than expected, so, the number of activities was decreased.

Based on the aforementioned results of the piloting and the recommendations of the jury members, the program was modified. Some activities were changed and then the program was revised and prepared in its final form.

Procedures followed in the experimentation:

The experimentation proceeded as follows:

1. After the program was designed, validated and revised, the participants of the study were 30 students.

2. At the beginning of the first semester of the academic year 2019-2020, namely, the pre-test was administered to the study participants to identify their pre-level in the target sub-skills of EFL reading comprehension skills.

3. The SQ4R Strategy was clarified to the Study participants during the 1st term of the academic year 2019-2020 for 3 months.

4. After conducting the program, the reading comprehension post test was administered to the participants in the first week of January 2020 to measure the effectiveness of SQ4R Strategy as well as deciding which sub-skills of EFL reading comprehension skills improved higher than others as a result of the experimental treatment.

5. Pre / post experimental results were calculated, compared and discussed. Recommendations were suggested.

Data Analysis and Results of the Study:

6. It presents the statistical analysis of the data and the study results. The results of the present study have been presented by verifying the hypotheses of the study. the pre/post reading comprehension test was scored by the researcher.

Hypothesis (1):

Verifying the study hypotheses:

Results related to the first hypothesis of the study

"There is a statistically significant difference between the post-test administration mean scores of the experimental and the control groups in overall reading skills in favor of the experimental group."

In order to verify this hypothesis, data had been described and summarized through calculating the arithmetic average (Mean), the

standard deviation , minimum and maximum of the two groups; the experimental group and the control group .

To study the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups; as illustrated in table (4).

Table (3) Comparing both groups post results in overall reading comprehension skills

Test	Group	Mean	S. D	t-value	d.f	Sig
Overall reading skills	Experimental	25.73	2.24	6.97	58	at (0.01)
	Control	17.13	6.38			

It is clear from table (3) that the calculated value of "t " (6.968) is higher than the tabulated value of "t" at 58 degrees of freedom and significant level "0.01" ; which meant that the difference between the mean scores of both groups reached the level of statistical significance.

Thus, the hypothesis was accepted and indicated that "There is a statistically significant difference between the post-test administration mean scores of the experimental and the control groups in overall reading skills in favor of the experimental group.

Results related to the second hypothesis of the study

"There is a statistically significant difference between the post-test administrations mean scores of the experimental and the control groups in literal comprehension skills in favor of the experimental group."

In order to investigate the validity of this hypothesis, data had been described and summarized through calculating the arithmetic average (Mean), the standard deviation , minimum and maximum of the two groups; the experimental group and the control group .

To study the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups; as illustrated in table (4).

Table (4) Comparing both groups post results in literal reading comprehension skills

Test	Group	Mean	Std. D	t-value	d.f	Sig
literal comprehension skills	**Experimental**	4.63	1.07	2.80	58	Significant at (0.01)
	Control	3.83	1.15			

It is clear from table (6) that the calculated value of "t " (2.80) is higher than the tabulated value of "t" at 58 degrees of freedom and significant level "0.01" ; which meant that the difference between the mean scores of the two groups reached the level of statistical significance.

Thus, the hypothesis was accepted and indicated that "There is a statistically significant difference between the post-test administrations mean scores of the experimental and the control groups in Literal comprehension skills in favor of the experimental group."

. **Hypothesis (3):**

"There is a statistically significant difference between the post-test administrations mean scores of the experimental and the control groups in inferential comprehension skills in favor of the experimental group."

In order to investigate the validity of this hypothesis, data had been described and summarized through calculating the arithmetic average (Mean), the standard deviation , minimum and maximum of the two groups; the experimental group and the control group.

To study the significance of the differences, t-value was calculated for

the difference between the mean scores of the two groups; as illustrated in table (5).

Table (5) Comparing both groups post results in inferential reading comprehension skills

Test	Group	Mean	Std. D	t-value	d.f	sig
inferential comprehension skills	Experimental	5.10	0.80	3.39	58	Sig .at (0.01)
	Control	4.20	1.21			

It is clear from table (5) that the calculated value of "t " (3.39) is higher than the tabulated value of "t" at 58 degrees of freedom and significant level "0.01" ; which meant that the difference between the mean scores of the two groups reached the level of statistical significance.

Thus, the hypothesis was accepted and indicated that "There is a statistically significant difference between the post-test administration mean scores of the experimental and the control groups in inferential comprehension skills in favor of the experimental group."

Hypothesis (4):

"There is a statistically significant difference between the post-test administration mean scores of the experimental and the control groups in critical comprehension skills in favor of the experimental group."

In order to investigate the validity of this hypothesis, data had been described and summarized through calculating the arithmetic average (Mean), the standard deviation , minimum and maximum of the two groups; the experimental group and the control group .

To study the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups; as illustrated in table (6):

Table (6) Comparing both groups post results in critical reading comprehension skills

Test	Group	Mean	Std. D.	t-value	d.f	sig
Critical comprehension skills	Experimental	5.57	0.68	3.70	58	Sig.at (0.01)
	Control	4.77	0.97			

It is clear from table (6) that the calculated value of "t " (3.70) is higher than the tabulated value of "t" at 58 degrees of freedom and significant level "0.01" ; which meant that the difference between the mean scores of the two groups reached the level of statistical significance.

Thus, the hypothesis was accepted and indicated that "There is a statistically significant difference between the post-test administration mean scores of the experimental and the control

groups in Critical comprehension skills in favor of the experimental group."

Hypothesis (5):

"There is a statistically significant difference between the post-test administration mean scores of the experimental and the control groups in creative comprehension skills in favor of the experimental group."

In order to investigate the validity of this hypothesis, data had been described and summarized through calculating the arithmetic average (Mean), the standard deviation, minimum and maximum of the two groups; the experimental group and the control group.

To study the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups; as illustrated in table (7).

Table (7) Comparing both groups post results in creative reading comprehension skills

Test	Group	Mean	Std. D.	t-value	d.f	Sig	$^2\eta$	D	Effect size
creative comprehension skills	Experimental	5.23	1.10	6.30	58	Sig.at (0.01)			Large
	Control	3.37	1.19				0.41	1.65	

It is clear from table (7) that the calculated value of "t " (6.30) is higher than the tabulated value of "t" at 58 degrees of freedom and significant level "0.01" ; which meant that the difference between the mean scores of the two groups reached the level of statistical significance.

Thus, the hypothesis was accepted and indicated that "There is a statistically significant difference between the post-test administrations mean scores of the experimental and the control groups in Creative comprehension skills in favor of the experimental group."

Hypothesis (6):

"There is a statistically significant difference between the post-test administrations mean scores of the experimental and the control groups in appreciative comprehension skills in favor of the experimental group."

In order to investigate the validity of this hypothesis, data had been described and summarized through calculating the arithmetic average (Mean), the standard deviation , minimum and maximum of the two groups; the experimental group and the control group .

To study the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups; as illustrated in table (8):

Table (8) Comparing both groups post results in appreciative reading comprehension skills

Test	Group	Mean	Std. D.	t-value	d.f	sig
appreciative comprehension skills	Experimental	5.10	1.16	7.01	58	Sig. at (0.01)
	Control	3.03	1.13			

It is clear from table (8) that the calculated value of "t " (7.008) is higher than the tabulated value of "t" at 58 degrees of freedom and significant level "0.01" ; which meant that the difference between the mean scores of the two groups reached the level of statistical significance.

Thus, the hypothesis was accepted and indicated that "There is a statistically significant difference between the post-test administrations mean scores of the experimental and the control groups in Appreciative comprehension skills in favor of the experimental group."

Discussion of Results and conclusion:

The results of the present study revealed the effectiveness of the *SQ4R* strategy in developing EFL reading comprehension skills. Therefore, it can be argued that the SQ4R Strategy proved to be statistically and educationally significant in developing the study participants' literal ,critical, inferential, creative and appreciative reading comprehension skills.The steps of the SQ4R Strategy given to the study participants during applying the program have helped

them activate and develop their overall reading comprehension skills. This development may be due to the nature of the program and the techniques used in applying it.

Recommendations:

Based on the previously discussed results, the following recommendations could be presented:

1. Teachers should emphasize the development of the students' reading comprehension skills in early educational stages in order to develop throughout following stages to prevent any possible reading comprehension *difficulties the* students may face.

2. Students should be provided with authentic and real learning situations that might help in developing their reading comprehension skills.

3. 3- It is necessary to devote more time in English language teaching to teaching reading comprehension skills.

4. 4-There should more emphasis on the SQ4R strategy in teaching English courses especially to secondary school students.

5. Lecturers of English should teach the students how to use the SQ4R srategy

6. in reading texts in order to help them master any difficulties they face.

7. 7. The SQ4R Strategy should be utilized for treating EFL reading comprehension difficulties which secondary school students encounter during reading.

Suggestions for Further Research:

In view of the findings of the present study, the following suggestions are suggested to be later investigated:

1. *Further research is needed to investigate the relation between the SQ4R strategy and other reading comprehension skills.*

2. *Further research is needed to investigate the relation between the SQ4R strategy and teaching writing in English.*

3. *Further research is needed to investigate the relation between the SQ4R strategy and EFL language skills among prep school students.*

4 *Further research is also needed to investigate the relation between the SQ4R strategy and various EFL reading skills at various educational stages*

5 *Further research is also needed to investigate the relation between the SQ4R strategy and the computer on developing the language skills.*

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