Arabic Teachers' Evaluation Degree of their Reading Teaching Strategies and Practices

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Abstract: The present study measured the Arabic teachers' evaluation degree of their own reading teaching strategies and practices to reveal any statistically significant differences in terms of two teacher-related variables: educational qualification and years of experience. In order to achieve the objectives of the study, the researcher developed a questionnaire of 33 paragraphs distributed in three phases: pre-reading, during-reading, and post-reading. The study sample consisted of 302 female and male Arabic teachers who were selected following the simple random approach out of the total study population (730 female and male teachers). The results of the study revealed that the Arabic teachers' evaluation degree of their reading teaching strategies was high; however, no statistically significant differences were found in terms of teachers' educational qualification and or their years of experience. The results are pedagogically analyzed, and a number of recommendations were set forth for teaching reading and future directions of research.

Keywords: Arabic language Teachers, Reading Comprehension, Reading Teaching Strategies.

1 Introduction

Arabic language teaching is of a great importance in Jordan. Seeking to teach it is a pillar that the educational institution tries to implant into the students in terms of the listening, conversation, and writing skills. Arabic teachers play an important role in teaching the language in general – and reading skills in particular – through their interactions with the educational process and students and helping them learn different concepts, forming sentences, and preserving the language (Ashour & Al-Hawamdeh, 2012). Reading is considered one of the basic skills through which knowledge, information and heritage are transferred. Success in imparting such skills to the students depends on making sure that the teachers are aware of the principles that should be taught to the students and to use the strategies that develop the ability of interacting with the text, analyzing, and understanding the written text in full, and eventually changing their attitudes towards learning in general.

Reading is one of the language skills that witnessed an expansion and development in its concept and is no longer limited to a reader's ability to simply recognize letters and to pronounce them; rather it has expanded to include: knowing, understanding, and analyzing reading comprehension texts; understanding its purpose and the nature of the message it implies; developing the reader's experiences in order to be able to construct expectations and assumptions; extracting the ideas related to the text; developing the other linguistic skills such as writing, listening, and conversation and developing a number of skills such as the creative and critical thinking. (Uccelli, Galloway, Barr, Meneses & Dobbs, 2015).

Reading is a constructive interactive process that requires different levels of understanding from the reader; and it is a psycholinguistic process in which the reader builds meaning through its own interaction with the text. Effective reading is perceived as constructing the meaning from the written text, not determining the meaning of the words only (Al-Hawamdah, 2021).

Success of imparting the reading skill to the students depends on the Arabic language teachers' appreciation of its concept and principles; as the teachers' possession of the skills related to reading transfers them from the theoretical side into concentrating on the practical application corresponding to its general and special concept, which in turn achieves a high level of effectivity in teaching. In addition, learning process depends on the interaction between teachers and students, and following the steps performed by the teacher which in turn helps them gain different knowledge and skills through interacting with them such as ways of setting objectives, teaching, observing the evaluation process, and how to solve the

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problems they face; and this assures that the teacher plays an important role in imparting the reading skill to students and their mastery of the skill (Kahoof, 2019).

Referring to the aforementioned, it is noticed that Arabic teachers play a vital role in developing the reading concept in children and in choosing the teaching strategies fostering the reading as a skill developing with them in their different age stages in addition to the importance of the Arabic teachers' possession of sufficient appreciation of the reading concept.

The Ministry of Education seeks ensuring the teachers' proficiency in different educational fields; as its concentration on developing the human resources is one of the factors assuring its care about the educational outcome which in turn gets affected largely by the educational sector workers' performance, since, it tries to provide the systems, policies, programs, and training courses which qualify teachers and increase their motivation towards education; as well as ensuring employing what they learnt from skills and experiences in the educational environment and classrooms and in teaching the curricula in order to ensure activating their role in education and in developing them professionally and occupationally (Ministry of Education, 2018).

Despite the important and basic role of reading, there are many issues related to the teachers' reading skill including the low level of reading skills that is considered amongst the reasons leading to the students' poor performance and academic achievement in the field of reading and other linguistic skills. In addition, not applying reading principles effectively makes them face issues in their application in educational subjects., Teaching the reading skill is also shouldered to the Arabic language teachers despite the modern tendencies require the teachers' cooperation in educating the reading skill.

Appreciation is of the basic and important sides that are related to cognitive and intellectual construction of individuals, and the cornerstone depended upon which expansion in gaining the expertise and information, analyzing and connecting them is based. This helps the individual to realize the emotions, attitudes, beliefs, the ability of dealing with the changing and different variables, the issue that may face them, and making the proper decisions (Fu, Zhang, Xiong & Bai, 2018).

Awareness of reading refers to "a group of basic values, attitudes, and principles that enable individuals to take part in the political attitudes and principles which enable its effective participation in its society's situation and issues so as to be able to analyze and judge them, to determine its positions on such issues, and to work towards developing and changing them. (Al-Awamrah & Al-dabaabh, 2018). Awareness of reading is one of the effective elements in raising students significantly as it starts from their childhood and is related to the social, cultural and historical context in the society (Qatami & Sader, 2015).

Awareness in reading refers to "the Arabic language teacher's familiarity with the nature of reading, how it occurs in the reader, the sub-skills of reading, the nature of the relation existing between it and the other linguistic skills that the reading teacher should possess so as to be able to help the students to interact with the text and to construct the meaning in the light of the available input (Naser & Manasra, 2010).

The importance of Arabic language teachers' appreciation in the reading concept is that it enables them to use the proper methods which increases the students' ability of analyzing and explaining the texts they read and understand their content in addition to increasing the teachers' ability in explaining the factors affecting reading, recognizing it and determining the issues facing the students and the means of treating them (Asassfeh, 2019).

Also, awareness of the reading concept is of the important methods in developing the concepts and terms, constructing sentences and ordering words and sentences among students, ensuring the teacher's ability in imparting the skills related to reading such as the analytical intellection skill and the critical intellection in students in order the teacher becomes able to achieve this, it must possess the necessary experiences and skills that enable it to apply different practices, behaviors and activities inside the class room environment in addition to the ability of imparting them in students and making them aware of their importance in different educational stages as the teacher's teaching experience and the teaching approach used are of the factors affecting students and their attitudes towards learning, and also its relationship with the study material (Cakici, 2018).

The high awareness level of reading concept enables the teachers to evaluate the students and search for the most appropriate teaching methodologies for imparting this skill in them through which the students' performance gets reinforced via searching for the issues facing them when learning how to read and choosing the mechanisms that treat and foster their acquisition of the knowledge related to reading efficiently and effectively (Arthi & Srinivasan, 2018).

Reading teaching strategies refer to: a group of serialized and planned procedures, steps, and activities followed by teachers in order to teach the reading subject content inside the classroom environment in order to apply the concepts and skills related to reading; to ensure the students' ability of recognizing the words, symbols, sentences; and to analyze, interpret, and criticize them (Cho & Hyun Ma, 2020).

Teaching the reading skill is an organized process formed of three stages: the pre-reading stage, while-reading stage, and post-reading stage. The pre-reading stage is called the preparation stage that is a sort of a preparatory action in which the objective of reading is determined, and the necessary information related to the to-be-read subject is presented. In such stage, a discussion about a specific subject, directing questions, and looking at pictures and predicting them are performed;

the teacher in this stage applies a number of the teaching strategies (Al-Hawamdah & Al-Bulayhid, 2016).

The second stage of the educational process of teaching a reading skill is the while-reading stage which is represented in thinking about the properness of the hypothesis so as the students possess a list of the words, they need to ensure their significance supervised and directed in this by the teacher. In this stage, the topic is divided into sentences and paragraphs as per the reading content, and the teacher tasks its students to read the text in parts as per the partial ideas; then, the teacher discusses the main ideas in the text with the students, analyzes and explains them in addition to discussing the strengths and weaknesses in the reading comprehension in terms of style and meaning in addition to evaluating the topic and extracting the values and principles(Al-Hawamdah & Al-Bulayhid, 2016).

The third stage is the post-reading stage in which the students revise the activities whose information has not been specified in the text or the one they found different from the previous hypothesis and may suggest referring toa dictionary or other resources in order to check some meaning of the words and structures stated in the text; and then they answer the teacher's questions which measure the extent of the students' understanding of the text, summarize the reading comprehension, write other titles and connect the new information they gained from the reading comprehension to their practical life (Al-Hawamdah & Al-Bulayhid, 2016).

The Audio-Assisted Reading Strategy is one of the modern strategies which increases the students' reading skill level through concentrating on the reading content, determining the logical sequence of the reading skills from the hardest to the easiest. It requires the teacher to be able to plan the reading material orderly, revise linguistic skills included in the text in order to show them; provide the sufficient examples so as to enable the students to manage mastering the skill; observe the students' performance in reading and linguistic analysis; and organize their knowledge continuously (Kahoof, 2019).

Reading teaching strategies include: teaching how to read and improving the students' reading skills and require -in the same time- that the teacher's possesses reading skills and the ability to plan in order to impart the reading skill the students in addition to the other linguistic skills and to be able to employ it in different subjects in addition to the teacher's possession of the ability of listening to their ideas, evaluating them, and being able to direct and adjust them so as to become of the new experiences that to be added to their cognitive structure.

Fluent reading strategy, reading comprehension, phonological awareness training, loud reading, extensive reading, thinking loudly, and re-telling stories are of the strategies used for developing the students' reading skills suffering from learning difficulties through which the proper learning environment is provided to them which in turn enables them to recognize letters and words; recognize the written words; and construct sentences properly in addition to improving the reading fluency. These strategies require the teachers to possess high levels of reading awareness, skills, and principles in addition to diversifying the strategies they use so as to fit the nature of the students and the nature of their educational needs and the ability of adapting the educational material so as to achieve the required level of the students' reading skills (Al-Dayat & Al-Hadidi, 2019).

It appears that the teachers' teaching practices especially those of Arabic language teachers received the researchers' interest. (Mayo, 2010) conducted a study aiming at revealing the beliefs of kindergarten and first primary grades teachers towards teaching reading and writing and practicing them both and their relation to the two variables of the years of experience and the grade level taught by the teacher. The quantitative descriptive approach was used. For achieving the objectives of the study, (Westwood Scale 1997) was used for measuring the teachers' beliefs towards teaching reading and writing in first grades. The study results showed that the beliefs of the teachers towards reading corresponded with the interactive model which is a mixture of the models of from bottom to top and from top to down. The results also revealed the absence of any difference in these beliefs resulting because of the variables of years of experience and the grade level taught by the teacher and the presence of a correspondence between the beliefs of those teachers and their teaching practices.

Jiménez and O'Shanahan (2016) conducted a study in the United States that aimed at revealing the effect of an electronic training program on developing the reading awareness level of Spanish language teachers and their attitudes towards developing the reading skill. The study results revealed the presence of an effect of the training program on the awareness of Spanish language teachers' reading concept level in-service and pre-service. The results showed that the training program contributed in increasing the teachers' awareness level about phonological awareness, phonetics teaching, reading fluency, concepts, and reading teaching strategies.

The study of (Cakici, 2016) aimed at investigating the beliefs of English language teachers -as a foreign language- about the usage of reading strategies and what strategies they use during the reading stage in the classes of teaching ESL. In addition to that, the study aimed at comparing the gender of the teachers and the schools where they follow the strategies they use. As per the research results, the teachers think, in general, that reading strategies are important and prefer to use the reading strategy in almost all stages. Besides, the study results indicate that the post-reading strategies are the least preferable ones, and there is no relation between the gender of the teachers and the types of the school and their beliefs about reading strategies.

The study of (Barends & Nel, 2017) that was conducted in South Africa aimed at revealing the effect of a complementary program on developing the teachers' awareness pre-service about reading concept. The study results revealed the necessity of using complementary programs for developing the reading concept in training and qualifying

programs specialized in preparing teachers. The results revealed the presence of a connection between the complementary programs and developing the reading skill in addition to the other linguistic skills (writing, conversation, and listening).

A study was conducted by (Dumlaio, Himmapan & Kueasnou, 2019) The study results revealed that the most used strategies by English language teachers were the loud reading and problem-solving ones. The study results revealed that the reading concept awareness level was low in awareness of concepts, phonological awareness, and linguistic awareness.

A study was conducted by (Ulu, 2019) in Turkey, the study results revealed that the level of the foreign language pre-service teachers' awareness of reading concept was average. The results referred to the presence of a positive and a significant correlative relation between the level of the awareness of reading concept and the teachers' positive attitudes towards reading and their critical thinking level.

A study was conducted in Palestine by (Vaisman& Kahn- Horwitz, 2020) for detecting the reading concept awareness level. The study sample consisted of (6) English teachers. The study results revealed that the level of the language teachers' knowledge of reading concept was low, and the least focus was placed on teaching reading words and phonological awareness. The results showed that the teachers possessing a high level of awareness of reading concept allocated much time of the session to concentrating on phonological and cross-sectional knowledge and dictation.

After previewing the previous studies, they are noticed to be concentrated on the teacher's awareness of reading concept; yet they did not study the level of Arabic language teachers' evaluation of their practice of reading teaching strategies, which distinguishes the current study and shall lead to enriching the Arabic library with important information about some variables discussed by the previous studies.

2 Study Problem and Questions

For Arabic language teachers, their possession of the skills and proficiency needed for teaching reading is one of the basic principles of learning and their positive attitude towards learning, acquiring different skills, using the methods that help them evaluate the students' performance, and determining the strategies that develop their reading.

Through the researchers' experience in the area of teaching Arabic, they noticed that some Arabic language teachers concentrate on the traditional regular approaches in teaching language and its different skills, which is considered one of the effective factors of gaining skills in general and reading skill specifically. The researchers noticed through revising the previous literatures that there is a cognitive gap in the Arabic studies performed about the Arabic language teachers' awareness of the strategies of teaching reading in different teaching stages. As far as the researchers' knowledge, there are so few Arabic and foreign studies that tried to detect such studies. Based on the aforementioned, the study problem is represented in answering the following two questions:

1. What is the Arabic language teachers 'evaluation degree of their practice of reading teaching strategies?

2. Are there statistically significant differences at significance level of (α=0.05) amongst the medians of the evaluations of Arabic language teachers of their practice of reading teaching strategies attributed to the variables of (the educational qualification and the years of experience)?

3 The importance of the study:

The study importance is represented in the following:

3.1 The theoretical importance:

The study derives its theoretical importance from the importance of its subject which is revealing the Arabic language teachers' Evaluation Degree of their Reading Teaching Strategies Practices. The results of this study may contribute in providing the information about the Arabic language teachers' Evaluation Degree of their Reading Teaching Strategies Practices and the issues which affect their application of their principles and revealing the strategies used by the teachers in developing the reading skill.

3.2 The practical importance:

- The study is hoped to assist the teachers and language specialists through the information it shall provide about the Arabic language teacher's evaluation of reading concept and the teaching strategies used in teaching and learning it. It is also hoped that this study shall benefit the teaching entities in making the proper decisions for applying the modern strategies within a teaching environment which achieves high levels of awareness about reading concept and its objectives and the principles of achieving the effective reading.

- The probability of benefiting the teaching institutions' management and the entities related to the curricula in developing the curricula and planning and determining the strategies that develop the reading concept and the teaching strategies related to it.

- It is hoped that the study results may benefit the researchers in conducting studies about the evaluations of teachers in Arabic language and the related skills including reading at the different teaching institutions.

- Enriching the theoretical literature related to the strategies of teaching reading and the principles upon which they rely.

4 The objectives of the study

The current study sought revealing the Arabic language teachers' Evaluation Degree of their Reading Teaching Strategies Practices and investigating the effect of the two variables (teaching experience and educational qualification) on their practice of reading teaching strategies.

5 Methodology

5.1 Study approach
The current study used the descriptive approach based upon describing the phenomena as is trying to illustrate and analyze it.

5.2 The study population and sample:

The study population is consisted of all Arabic language teachers in Irbid Governorate of the school year 2021-2022 estimated to be (730) –male and female- teachers as per the statistics issued by the Education Directorate of Irbid Governorate. The study sample consisted of (302) Arabic language teachers who were selected using the simple random method. Table 1 presents the study sample as per the following two variables: the educational qualification and the years of experience.

Table 1: Distributing the study sample individuals as per the following two variables: (the educational qualification and the experience).

Variable	Level	Frequencies	Percentage
Years of Experience	Less than 10 years	153	50.7
	10 years and more	149	49.3
Educational Qualification	Bachelor's degree and under	197	65.2
	Post-graduate studies	105	34.8
Total		302	

5.3 The study tool:
For achieving the study objectives, the two researchers developed the study tool through reviewing the related literatures and previous studies such as (Mayo, 2010) and (Al-Hawamdah & Al-Bulayhid, 2016). The study tool consisted of (33) paragraphs distributed on three genres; pre-reading stage that was represented in paragraphs No. (1-10), while-reading stage that was represented in paragraphs No., (11-24) and post-reading stage that was represented in paragraphs No. (25-33). For checking the teachers' responses to each one of the paragraphs of the tool. 5 Point Likert Scale was adopted and each paragraph in the practice was bestowed a stated weight degree as per 5 Point Likert Scale. For determining the levels of the teachers' practice of reading strategies, arithmetic means were used; so, the arithmetic mean between (3.67-5) refers to a high practice, the arithmetic mean between (2.34-3.66) refers to an average practice, and the arithmetic mean between (2.33-1) refers to a low practice.

5.4 Validity of the tool:

First: Validity of the content
The validity significances of the content of the reading strategies questionnaire were validated through presenting them in their preliminary form to a group of (10) arbitrators from the faculty members at Al Yarmouk University who are experienced and specialized in the Arabic language teaching, measurement, The proposed amendments approved by (80%) of the arbitrators were considered, and the questionnaire was concluded in its final form.

Second: Construct Validity:

Construct Validity was assured through applying it on a survey population of (30) male and female teachers from the study population and from outside its sample to estimate Pearson correlation coefficient between the paragraph's degree and the total degree of the scale and the corrected correlation coefficient between the paragraph's degree and its total area degree. Pearson correlation coefficients between the paragraph's degree and the total degree of its area ranged between (0.48-0.69) of the area of (pre-reading strategy), between (0.56-0.76)) of the area of (while-reading strategy) and between (0.65-0.72) of the area of (pre-reading strategy). Pearson correlation coefficients between the paragraph's degree and the total degree of the scale ranged between (0.35-0.74), which indicate the validity of the tool construct (Bryman& Cramer, 1997).

5.5 Tool's reliability:

The reliability coefficients of the internal homogeneity (Cronbach's alpha) and Repetition stability coefficients (Pearson), the tools were re-applied on a survey population that consisted of (30) male and female teachers from the study population and outside its sample. The internal coherence stability (Cronbach's alpha) ranged between (0.78-0.85) for measure areas, and (.92) for the total measure. The repetition stability coefficients ranged between (0.80-0.83) for the areas and (0.80) for the total measure, which indicate that the tool is of a high level of reliability (Brown, 1983).

6 Results

6.1 First question result:

What is the Arabic language teachers' evaluation degree of their practice of reading teaching strategies?

To answer this question, the arithmetic means, and the standard deviations of the Arabic language teachers' evaluation degree of their practice of reading teaching strategies were calculated as presented in table 2 below.

Table 2: The arithmetic means and standard deviations of the Arabic language teachers' evaluation degree of their practice of reading teaching strategies

Area	Arithmetic mean	Standard deviation	Rank	Practice level
While-reading strategy	4.12	0.51	1	high
Post-reading strategy	3.71	0.32	2	high
Pre-reading strategy	3.68	0.29	3	high
Total	4.12	0.47		high

It turns out through table 2 that the arithmetic mean of the Arabic language teachers' evaluation degree of their practice of reading teaching strategies collectively is (4.12) and the standard deviation is (0.47) with a high level; and the arithmetic means in the three areas of measurement ranged between (3.68-4.12) with a high level. The while-reading strategy area came first with an arithmetic mean of (4.12) and a standard deviation of (0.51) with a high level. The post-reading strategy area came second with an arithmetic mean of (3.71) and a standard deviation of (0.32) with a high level; and the Pre-reading strategy area came third with an arithmetic mean of (3.68) and a standard deviation of (0.29) with a high level.

The arithmetic means and standard deviations of the Arabic language teachers' evaluations of their practice of reading teaching strategies for each area were calculated separately as illustrated in tables 15-17.

6.1.1 The pre-reading strategy's area:

Table 3: The arithmetic means and standard deviations of the evaluations of practicing the paragraphs of the pre-reading strategy's area:

No.	Paragraph	Arithmetic mean	Standard deviation	rank	Practice level
4	Ask some warming questions before reading	3.82	0.45	1	high
9	Ask some students to determine the objective of reading	3.82	0.46	1	high
3	Ask the students to look at the text picture so as to predict its relation to the text.	3.80	0.46	3	high
5	Ask the student to read the text silently.	3.80	0.49	3	high
1	Ask the student to look at the address and predict its subject.	3.79	0.53	5	high
2	Ask the student to determine the subject (preview)	3.68	0.59	6	high

8	Encourage the students to activate their previous knowledge related to the text content.	3.58	.66	7	average
7	Teach some important vocabularies before initiating reading.	3.56	0.67	8	average
6	Ask the student to have a quick look at the text.	3.52	0.70	9	average
10	Encourage the student to be fast in their silent reading.	3.42	0.74	10	average
Total		3.68	0.29		high

It is noticed through table 3 that the arithmetic means of evaluations of practicing the paragraph of the pre-reading strategy's area ranged between (0.42-0.82) with an average to high level; and the evaluations of paragraphs No. (1, 2, 3, 4, 5, 9) were with a high level. while the evaluations of paragraphs No. (6, 7, 8, 10) and the paragraphs No. (4, 9) came first, and paragraph No. (10) came last.

6.1.2 The while-reading strategy's area:

Table 4: The arithmetic means and standard deviations of the evaluations of practicing the paragraphs of the while-reading strategy's area:

No.	Paragraph	Arithmetic mean	Standard deviation	rank	Practice level
20	Ask the student to conclude the meaning through the context.	4.36	0.75	1	high
18	Ask the students to distinguish the main and secondary ideas.	4.33	0.83	2	high
15	Ask the reading comprehension questions about the information stated in the text.	4.28	0.82	3	high
24	Ask the students to specify the important phrases and parts in the text.	4.23	0.88	4	high
17	Ask the student to guess the meaning of the unfamiliar vocabularies before referring to the dictionary through a common text.	4.19	0.79	5	high
11	Ask the students to read the text loudly many times.	4.17	0.91	6	high
12	Encourage the students to pay attention to the parts of these sentences such as the phrases and sentences.	4.16	0.91	7	high
19	Ask the students to concentrate of the text meaning not form.	4.16	0.89	7	high
21	Encourage the students to Determine the cause and result relations in the text.	4.16	0.81	7	high
16	Help the students to visualize the text information intellectually.	4.14	0.82	10	high
14	Encourage the students to refer to the dictionary in order to each for the meaning of the words they do not know.	4.11	0.95	11	high
23	Ask the students to re-read for a better understanding	3.86	0.95	12	high
22	Recommend the students to write down their notes while reading	3.75	0.89	13	high
13	Ask the student to read groups of words at once.	3.73	0.97	14	high
Total		4.12	0.51		high

It is noticed through table 4 that the arithmetic means for the practice evaluations of the paragraphs of the while-reading strategy's area ranged between (3.73 - 4.36), with a high level, and all the paragraphs' evaluations came with a high level. Paragraph (20) came first, while paragraph (13) came last.

6.1.3 The post-reading strategy's area:

It is noticed through table 5 that the arithmetic means of the evaluations of practicing the paragraphs of the post-reading strategy's area ranged between (3.54-3.94) with an average to high level; and the evaluations of paragraphs No. (27, 28, 29, 31, 33) came high; while the evaluations of paragraphs No. (25, 26, 29, 32) were of an average level; and paragraph No.

(29) came first while paragraph No. (25) came last.

The results showed that the arithmetic mean of the Arabic language teachers' evaluation degree of their practice of reading teaching strategies collectively is (4.12) with a high level. This may be attributed to the Arabic language teacher's recognition of the importance of practicing the reading teaching strategies at the teaching process and in the students' achievement of the required learning results. The while-reading strategy area came in the first rank with an arithmetic mean of (4.12) with a high level. The post-reading strategy area came in the second rank with an arithmetic mean of (3.71) with a high level. The pre-reading strategy area came in the third rank with an arithmetic mean of (3.68) with a high level.

Table 5: The arithmetic means and standard deviations of the evaluations of practicing the paragraphs of the post-reading strategy's area:

No.	Paragraph	Arithmetic mean	Standard deviation	Rank	Practice level
29	Ask comprehension questions about the text.	3.94	.38	1	high
28	Control the students' reading.	3.89	.35	2	high
33	Ask the students to discuss the text after reading	3.85	.45	3	high
27	Ask the students to return to reading the text searching for the answers to the questions.	3.74	.56	4	high
31	Give the students follow-up activities related to the text.	3.72	.62	5	high
26	Ask the students if the existing the text is related to the reading objectives.	3.59	.66	6	average
30	Give the students a short test about the text.	3.58	.69	7	average
32	Ask the students to evaluate the text.	3.58	.66	7	average
25	Ask the students to return to the text to sum it up.	3.54	.65	9	average
Total		3.71	0.32		high

This may be attributed to the Arabic language teacher's evaluation level of the reading teaching strategies and their concentration on the classroom management considering that achieving the teaching results is achieved through providing the proper environment for encouraging the students to participate effectively in the teaching process using the effective classroom management methods which consider activating many reading teaching strategies in addition to the school management's concentration and care of the yearly, semester, weekly plans for all the teachers. This is also attributed to the teacher's awareness of the importance of planning the lessons continuously for avoiding randomness in teaching and for helping them complete the execution of the lesson in well-organized way during classroom lessons, and that some teachers enjoy diversity skill in using teaching strategies; while other cannot apply them in executing the classroom lesson.

This study was consistent with the result concluded by (Jiménez & O'Shanahan, 2016) that the evaluation level of reading teaching strategies is of a high degree, and it was inconsistent with the result concluded by (Dumlaio, Himmapan & Kueasnou, 2019) as their study results concluded that the evaluation level of reading teaching was average; it also inconsistent with the studies conducted by Ulu (2019) and (Vaisman & Kahn- Horwitz, 2020) that the awareness level of reading teaching was low.

6.2 Second question result:

"Are there any statistically significant differences at the significance of ($\alpha = 0.05$) in the degree of their practice that is attributed to two variables: (their educational qualification and years of experience)?"

To answer this question, the arithmetic means, and standard deviations of the evaluations of the study sample of their level of evaluating the reading teaching strategies were calculated (collectively) as per the two variables of (teaching experience and educational qualification) as illustrated in table 6 below.

Table 6: The arithmetic means and standard deviations of the evaluations of the study sample of their level of evaluating the reading teaching strategies (collectively) as per the two variables of (experience and educational qualification)

Variable	Level	Arithmetic mean	Standard deviation
Years of experience	Less than 10 years	4.13	.49
	10 years and more	4.10	.45
	Total	4.12	.47

Educational qualification	Bachelor degree and less	4.10	.47
	Post-graduate studies	4.15	.46
	Total	4.13	.47

It is noticed through table 6 that there are apparent differences between the arithmetic means of the evaluations of the study sample of the level of the Arabic teachers' evaluation of reading teaching strategies (collectively) as per two variables: experience and educational qualification. For determining the apparent statistical differences' significance, the two-way analysis of variance "Two-Way ANOVA" was used, as illustrated in table 7 below.

Table 7: The results of the two-way analysis of variance for comparing the arithmetic means of the evaluations of the study sample's evaluation of the reading teaching strategies (collectively) as per the two variables of: experience and educational qualification.

Difference source	Squares total	Free degrees	Squares mean	Statistical F	Statistical significance
Experience	.167	1	.167	.766	.382
Educational Qualification	.346	1	.346	1.589	.208
The fault	65.025	299	.217		
The modified total	65.371	301			

Table 7 indicates that the absence of any statistically significant difference between the two-arithmetic means of the evaluations of the experienced teachers of (with less than 10 years of experience) and the experienced of (with 10 years and more years of experience) of their level of evaluation of the reading teaching strategies (collectively). The results showed the absence of any statistically significant difference between the arithmetic means of the evaluations of the ones holding a bachelor's degree and less and their peers holding post-graduate studies of the level of their evaluation of the reading teaching strategies (collectively).

In addition, the arithmetic means and standard deviations of the evaluations of the study sample of their level of evaluating the reading teaching strategies (individually) were calculated as per the following two variables: experience and educational qualification as presented in table 8 below.

Table 8: The arithmetic means and standard deviations of the evaluations of the study sample of their level of evaluating the reading teaching strategies (individually) as per the following two variables: teaching experience and educational qualification

Area	Variable	Level	Arithmetic	Standard
Pre-reading strategy	Teaching Experience	Less than 10 years	3.70	.30
		10 years and more	3.66	.29
	Educational qualification	Bachelor degree and less	3.69	.30
		Post-graduate	3.66	.29
While-reading strategy	Teaching Experience	Less than 10 years	4.13	.51
			4.10	.51
	Educational Qualification	Less than 10 years	4.11	.49
			4.13	.56
Post-reading strategy	Teaching Experience	Bachelor degree and less	3.75	.31
			3.67	.32
	Educational Qualification	Bachelor degree and less	3.66	.31
			3.71	.32

It is noticed through table 8 that there are apparent differences between the arithmetic means of the evaluations of the study sample of reading teaching strategies (individually) as per the following two variables: experience and educational qualification. For determining the statistical significance of the apparent differences between the arithmetic means of the evaluations of the study sample of reading teaching strategies as per the following two variables: experience and educational qualification, the two-way analysis of variance "Two-Way ANOVA "was performed using (Hotelling's Trace) test as illustrated in table 9 below.

Table 9: The results of the test of (Multivariate test: Hotelling's Trace) regarding the effect of the experience and educational qualification variables on the evaluations of the study sample of its level of evaluation of the reading teaching strategy as per the two variables of experience and educational qualification.

Variable	Value	F Value	Degree of freedom	Fault degree of freedom	Statistical significance
Experience	.015	1.515	3.000	297.000	.211
Educational Qualification	.019	1.884	3.000	297.000	.132

The results of (Hotelling's Trace test) showed that there is no statistically significant effect of the two variables of: experience and educational qualification in evaluating the practice of the reading teaching strategy in the three areas.

For determining the statistical significance of the apparent differences between the arithmetic means of the evaluations of the study sample of reading teaching strategies (individually), the three-way analysis of variance "Follow up ANOVAs: Tests of between-subjects' effects" was used as illustrated in table 10 below.

Table 10: Results of the three-way analysis of variance between the arithmetic means of the evaluations of the study sample of reading teaching strategies as per the two variables of: experience and educational qualification.

Difference source	Dependent variable	Squares total	Free degrees	Squares mean	Statistical F	Statistical significance
Experience	Pre-reading strategy	.025	1	.025	.289	.591
	While- reading strategy	.398	1	.398	1.511	.220
	Post- reading strategy	.108	1	.108	1.083	.299
Educational Qualification	Pre-reading strategy	.065	1	.065	.752	.387
	While- reading strategy	.313	1	.313	1.190	.276
	Post- reading strategy	.055	1	.055	.551	.459
Fault	Pre-reading strategy	25.938	299	.087		
	While- reading strategy	78.714	299	.263		
	Post- reading strategy	29.716	299	.099		
The amended total	Pre-reading strategy	26.004	301			
	While- reading strategy	79.140	301			
	Post- reading strategy	30.242	301			

Table 10 indicates the absence of any statistically significant difference between the two arithmetic means of the evaluations of the experienced teachers (with less than 10 years of experience) and the experienced (with 10 years and more) of their level of evaluation of practicing the three reading teaching strategies (individually); the results showed the absence of any statistically significant difference between the arithmetic means of the (bachelor degree and less) holders and the post-graduate studies holders in practicing the three strategies (individually).

The results of the study showed the presence of an apparent differences between the arithmetic means of the evaluations of the study sample's practice of reading strategies (collectively) as per the two variables of: experience and educational qualification of all the areas of the Arabic language teachers' evaluation of reading teaching skills. This may be attributed to that the most experienced and qualified Arabic language teachers are more committed to applying the Arabic teaching strategies.

The results may be interpreted that the Arabic language teachers' evaluation of reading teaching strategies enjoy a pattern of smart tools which drives the learner to perform productive deeds; as long as their reading skills are productive skills, reading teaching strategies may be relied upon as an intellectual productive linguistic process.

In addition, there is an effect that showed up for the Arabic language teachers' evaluation of reading teaching strategies that is bigger than it used to be earlier, and it was of a positive effect on the students' learning and interaction with the reading comprehension using conversation and discussion between the students and their teacher. This led to solidification of the information into the students' intellect as the students showed an enthusiasm towards learning as per the reading teaching strategies which developed their reading skills.

This result is in line with the related literature which suggested that the teachers' role was to develop the students'

proficiency and help them produce knowledge (Al-Deyat& Al-Hadidi, 2019) with the emphasis placed on the students, and the teachers' following up with them continuously instead of cramming information into their heads on one shot. In doing so, the reading teaching strategies help learners acquire a learning culture and constructs a society that values producing knowledge (Kahoof, 2019). As such, reading skills occupy an important position because it contributes to the development of adequate reading comprehension, correct word pronunciation, proper use of intonation, and faster reading pace.

This difference may stem from the fact that the teacher's role in teaching reading strategies was leading and directive while students' role was the greatest and most significant. Such vital role made the students more liable and interested in the works, assignments, and duties assigned to them in the teaching situations.

The difference may also be due to the fact that the Arabic language teachers' awareness of the reading teaching strategies allows the teacher to participate in teaching at specific areas needed by the students. Students possess different levels in reading skills, and here comes the teacher's role in changing the lesson and adapting it as per the needs of the students and its appropriateness to the teaching situation.

7 Recommendations

In the light of the results of the current study, the following recommendations can be presented:

- Arabic language teachers are encouraged to reinforce their practices in teaching reading and following up on its execution.

- There is a need to include the reading skills teaching strategies (pre-, while, and post-reading) into the teachers' guides.

8 Conclusion

Overall, the results of the study revealed that the Arabic teachers' evaluation degree of their own reading teaching strategies was high, with the while-reading teaching reading strategy on the top with the highest evaluation degree. Therefore, Arabic language teachers are encouraged to reinforce their practices in pre-reading and post-reading in addition to the while-reading strategies. There is an urgent need to ensure that the momentum is maintained so that the efforts can result in the development of reading-teaching strategies in Jordan.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

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