Improving Reading Comprehension Skills in EFL Class:
A Case Study of Secondary Schools, EL-HasshiEsa Locality, Gezira State, Sudan(2018)

Amna Abdel Whab Omer Babiker

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Date of Examination: / 10 / 2018
Dedication

To my Husband (Ahmed), parents, kids and teachers
Improving Reading Comprehension Skills in EFL Class:
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Abstract

The ability to read texts is considered one of the important skills that students of English as a foreign language (EFL) need to acquire. Teaching reading comprehension is very essential to develop learners' English language and need solid skills instructions that include storytelling and phonemic wariness. The study aim to help teachers to design comprehension check questions activities. To encourage teachers to use suitable techniques for teaching reading pages. It also aims to motivate teacher to discuss the meaning in group and pair work activities. To draw teachers attention to evaluate the techniques used for teaching reading passage. The method followed in this study is the descriptive analytical method and the tool is a questionnaire which was distributed to (60) EFL teachers at secondary schools at EL Hassahis Locality. Then the data was analyzed statistically by the Statistical Package for social Sciences (SPSS) Program. This study found that: good comprehension instruction includes both explicit instruction in specific comprehension strategies and a great deal of time and opportunity for actual reading, writing, and discussion of text. Reading aloud is one of types of reading that can be used to check students' pronunciation. The time given to teach reading comprehension in secondary schools is not enough. Using technology enables students to be familiarized with authentic materials. Crowded classes do not allow the teacher to evaluate the techniques used in reading class. The techniques used for teaching reading comprehension need to be evaluated. The study recommended that teachers should encourage students to infer the meaning of words rather than looking them up in a dictionary. Schools should be equipped with English labs to increase reading performance. Teachers should take care of literature and short stories to improve students' reading skills. Students should be encouraged to read extensively outside the classroom. EFL learners should be motivated through using ICTs. Pair work activities should be accessed through learners production.
تحسين مهارة القراءة لطلاب اللغة الإنجليزية كلغة أجنبية بالمدارس الثانوية السودانية:
دراسة حالة: المدارس الثانوية، محلية الحصاحيصا، ولاية الجزيرة، السودان (2018)
أمنة عبد الوهاب عمر بابكر

ملخص الدراسة

تعتبر المقدرة على قراءة النصوص واحدة من أهم المهارات التي يحتاج الدارسين الأجانب لاكتسابها تدريس اللغة الإنجليزية في غاية الضرورة لتطوير اللغة الإنجليزية للطلاب ويتطلب ذلك أساليب جيدة مثل حكاية القصص والتنطق الواضح. هدفت الدراسة إلى مساعدة المعلم في إعداد الأسئلة والأنشطة الاختبارية. مساعدة وتشجيع المعلم في استعمال التقنيات المناسبة في تدريس القراءة ومناقشة المعاني في الأنشطة الجماعية والثنائية داخل الفصل ولي حرص المعلم بالاهتمام بالتقنية التي تستخدمها في تدريس القراءة وتقييمها. أتبت الدراسة المناهج الوصفي التحليلي، جمعت المعلومات عن طريق الاستبانة وجمع المعلومات وقسمت الاستبانة إلى (19) سؤال وزعت علي (60) من الأساتذة في المدارس الثانوية في محلية الحصاحيصا ومن ثم حللت البيانات إحصائياً.

توصلت الدراسة إلى عدد من النتائج منها: إن الاستيعاب الجيد للدرس يتطلب إستراتيجية تدريس واضحة، وزمن كافي للقراءة، الكتابة والفهم ومناقشة الدرس، القراءة الفردية واحدة من أنواع القدرات التي يمكن من خلالها تعليم الطالب النطق الصحيح، إن الزمن الذي يعني لتدريس القراءة في المدارس الثانوية غير كافي لإستيعاب الطلاب، استعمال التكنولوجيا يساعد في حب الطالب للمادة وتجانسه معها، الفصل المزدحم لا يساعد المعلم على اختيار التقنية المناسبة في التدريس، التقنيات المستعملة في تدريس القراءة تحتاج إلى إعادة تقييم، توضيح المعاني الجديدة يعتبر وسيلة جيدة لتشجيع الطلاب على القراءة. توصي الدراسة بأن يكون المعلم مساعدًا ومشجعًا للطلاب على معرفة المعاني دون الرجوع إلى القاموس، والمدارس يجب تزويدها بمعالج لتحسين أداء الطلاب في اللغة الإنجليزية، وأن المعلم يجب يجع الطلاب ليقرأوا كثيراً خارج الفصل. وأن الطلاب يجب أن يشجعوا على القراءة وتحسينها من خلال استعمال وسائل التكنولوجيا الحديثة وأن الطلاب يجب أن يستخدموا الأنشطة الثنائية.
CHAPTER ONE
INTRODUCTION

1.0 Background

Reading is a complex process of decoding symbols in order to construct or derive meaning, reading is a means of language acquisition of communication and of sharing information and idea, reading process requires continuous practice, development and refinement. In addition, reading requires creativity and critical analysis. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively. The main reason for choosing this study is that I observed the education level is descend at high rate, the teacher observed every year the level of the students is getting worst, formally they said it is descending at a low rate and it well be fixed, informally as in reality it is descending at a high rate and on one is fixing that, students use to be very competence in the past with this behavior disappearing students become less competence and as result their performance is get worst.

1.1 Statement of the Problem

English language is an international language, like all language it is a complex interaction between the text and reader for reasons this study is undertaken to improve EL learner's reading skills beside solve the difficult which face the learner when reading comprehension.

1.2 Objective of the Study

This study aim to:
1. To help teachers to design comprehension checked questions activities.
2. To draw teachers attention to evaluate the techniques used for teaching reading passage.
3. To motivate teachers to discuss the meaning in group and pair work activities.
4. To encourage teachers to use suitable techniques for teaching reading passage.

1.3 Questions of the Study
This study will attempt to seek answers to the questions below:
1. How comprehension checked questions help the teachers to design new activities?
2. Can teachers evaluate the techniques used for teaching reading comprehension?
3. To what extent group and pair work activities help the teachers to discuss the meaning in the text?
4. Do teachers use appropriate techniques for teaching reading comprehension?

1.4 Hypotheses of the Study
The study hypothesize that:
1. Question and answer techniques help the teachers to design new activities.
2. Teachers can evaluate the techniques used in reading classes.
3. Group and pair work activities help the teachers to discuss the meaning when reading a passage.
4. Teachers can use suitable techniques for teaching reading comprehension.

1.5 Significance of the Study
This study is suppose to be in the benefit of non native speaker, ministry of education in preparing and improving the syllabus and English student in secondary school.

1.6 Methodology of the Study
The researcher will follow the descriptive analytical method and will be used to collect data from (60) teachers randomly to respond to the questionnaire, then it will be analyzed statistically by (SPSS) program.

1.7 Limits of the Study
This study is delimited to evaluate the techniques for teaching reading comprehension to EFL learners. And also, it delimited to secondary schools, second class in EL-Hasheisa Locality2018.

1.8 List of Abbreviation
EFL: English as a Foreign Language.
ESL: English as a Second language.
ICT: Information and Communication Technology
OHP: Over Head Projector.
2.0 Introduction

Reading is considered as an essential activity in acquiring every aspect of knowledge. More than a thousand years ago, the first verse of Koran (IQRA) which meant (READ) was revealed to prophet Mohammed this emphasizes that reading is of a great importance. Reading is the visual recognition of symbols, letters, words and sentences. This is besides the comprehension text, refers to its understanding. Moreover, reading represents better access to a second / foreign language for non-native speakers. Therefore, language teachers in non-native language setting, should increase their efforts towards developing these important skills. According Mckay(1987) reading is an important language skills. Various approaches for teaching the reading skill have been forward to account for language acquisition and language learning. Reading have had many shifts and transitions during time and many approaches and theories have been proposed beginning from focusing on the printed text the cognitive and met cognitive theories. Therefore, many researchers have considered reading process and have different views about it. In Good man's (1976) view of reading, readers benefit from their background knowledge when they read. However, Rumlbart(1977) has emphasized on the role of schemata in reading. Anderson and Person(1984) think reading require reads to interpret the new information and assimilate them with the information dread exit at their memories. Banford and Day(1998) refer to reading as constructing meaning from a written text. Mikulecky(1990) do not separate between reading and comprehension Nattal (1983) on the other hand, is concerned that reading happens spontaneously, not by teaching. For Aebersold and field (1997), reading occurs from looking at the text ns assigning meaning from its written symbols. Eskey(1998) thinks the readers needs a complete interaction with the text to be comprehended.
2.1 Reading Fluency

Fluent reading is the ability to read the text automatically considering the natural rate. (Hudson, Richards (2009:71) describes fluency as being the ability to project the natural pitch, stress, and juncture of the spoken word on written text, automatically, and at a natural rate to be a successful reader. However fluent reader is also not easily distracted and reads in an effortless, following manner. Word reading accuracy refers to the ability to recognize or decode words correctly. Strong understanding of the alphabetic principle, the ability to blend sounds together. Accordingly the ability to use other cues to the identity of words in text and knowledge of a large bank of high frequency words is required for word reading accuracy.

Tunmer and Chapman, (1995:27) say “Reading rate comprises both fluent identification of individual words and the speed and fluidity with which a reader moves through connected text” Therefore well-practiced words are recognized automatically which implies that recognition occurs very quickly, and with little cognitive effort. Reading fluency has been considered the most neglected part of reading instruction for a long time

2.2 Skills Development

Both lexical and sub-lexical cognitive processes contribute to how students learn to read.

Sub – lexical reading
Sub lexical reading, involves teaching reading by a associating characters or groups of characters with sounds or by using phonics or synthetic phonics learning and teaching methodology, sometimes argues to be in competition with whole language:

Lexical reading;

Lexical reading involve acquiring word or phrases without attention to the characters or groups of characters that compose them by using whole language learning and teaching methodology. Sometime argued to be incompletion with phonics and synthetic phonics methods, and that the whole language approach tends to impair learning how to spell. Learning to read in a second language, especially in adulthood, may be different process than learning to read an active language in childhood. There are cases of very young
childhood learning to read without having been taught. We have several types and methods of reading, with differing rates can be attained for each, for different material and purposes:

1. Sub vocalized reading - combines sight reading internal sounding of the words as if spoken- Advocates of speed reading claim it can be ability that slow reading and comprehension, but other studies indicate the reverses, particularly with difficult text.

2. Speed reading is a collection of methods for increasing reading speed without an unacceptable reaction in comprehension or retention Method include skimming or the chunking of words in a body of text to increase the rate of reading. It is closely connected to speed learning.

3. Re reading is reading book more than once.

4. Survey – question- read- review method, often taught in public schools, which involves reading toward being able to teach what is read and would be appropriate for instructors preparing to teach materials without having to refer to notes curing the lecture.

5. Rapid serial visual presentation reading involves presenting the words in sentences one word at a time at the same location on the display screen, at a specified eccentricity.

2.3 The Situation of Reading at Sudanese Secondary Schools

No one can neglect the importance of reading and its necessity to success fullness in learning. The following is a list of six strategies can help students to begin interacting with text and build comprehension skills:

1/ Connecting to Text

Students who make connection when they are reading tend to have an easier time comprehending text. There are three kinds of connections students can make:

a. Text to self – when they connect reading to a person experience.

b. Text to text- when they connect their reading to something else they've read.

c. Text to word- a connection from the text to something students have seen, heard or read.

I encourage the use of these strategies before, during and after reading. If students can connect learning to their lie, it becomes more meaningful.
2/ Visualizing:
This strategy can describe as imaging the text as movie while yours reading. It always surprise the teacher when students tell that they can imagine what a setting look like. One way to help students visualize what they are reading is to have small group or whole classroom discussions about how to use this strategy, then have them practice this skill by writing descriptive paragraph or drawing different story dement.

3/ Questioning
Questioning text can be a terrified way to help students understand text. They can incorporate this skill in many ways. They can write down questions when they come across something they find confusing or ask themselves questions to help review what they already read. Students can asks themselves three questions:

a. What did I just read?
b. What is the main idea?
c. Is there something I find confusing?

If students answered those questions easily, they are on their way to improving their reading comprehension. If they find the questions difficult to answer, they need to go back and read the text again. As with all tools, questioning take practice to perfect.

4/ Inferring:
This is a strategy that many of students do naturally, yet they often don't realize that they are doing it. The ability to take what you know and make question about what will happen next is a part of interacting with text. For students who haven't developed this habit, it's an easier.

5/ Identifying Details
It is necessary to teach students how to identify important elements in a text. Being able to distinguish major points from minor details is a skill that takes explicit practice. Not only does this that summary writing and main idea identification but students begin focusing on details rather than the main event and idea of text/

6/ Synthesizing Text
Being able to synthesize reading takes all other strategies into account. Students have to be able to summarize the most important parts of the text, communicate different elements of the text, and make inferences nesed of the text. Teacher tell students that
they are synthesizing information when they are thinking before, during and after reading. There is a variety of activities to practice this strategy.

2.4 The Importance of Reading

As it is mentioned previously reading is the most important skills. Nuttal (1982:3) mentions that: “It is true that Fl exists because it is use, just like any other language. And Fl users read their language for the same sort of reason that you ha for reading the items on your list” that means we read the language to know about the language itself. Also Wile, (1981:87) adds” we read in order to obtain information which is presented in written form.” By “information” he means that reading is curried for a purpose rather than reading the language itself. Just one reads messages in orders to be able to something ells. So two students who are reading in it should be less concerned with the language than with the massages it is used to communicate. Thus his interest will be in “Use” rather than in the “usage” with function rather than form. He wishes to do something with language rather than simply learned it. This reveals the fact that people read for various purposes consequently each group of purposes requires certain reading skills for the purpose to be achieved.

2.5 Types of Reading

Since there are different purposes for reading, it follows that there are different type of reading. The most important of them are discussed in the following sections briefly.

2.5.1 Intensive Reading

The aim of intensive reading is to teach new words and new patterns. Intensive reading material is usually read in class, the material designed for intensive reading is usually a little higher than students, level. Robinet (1978:229) states: “The reading done in the classroom is usually carefully guided and intensive; it is necessary preparation in order for students to do more rapidly.”
2.5.2 Extensive Reading

The reading material here is usually written or probably a little below the level of the students. The main purpose of it is enjoyment and reinforcement of previously learned vocabulary and grammatical structure. The reading material is usually a group of short stories or a novel. This type of reading is sometimes called supplementary reading because it is supposed to supplement intensive reading. Extensive reading material is usually read at home. Lado (1964:139) states in this respect;

“Diversified extensive outside reading is achieved by letting each student read books, magazines and newspapers outside of class and having him/her to give oral reports on them in class. This can be combined with writing practice by assigning a book review or composition based on the reading.”

2.5.3 Silent Reading

Silent reading is for understanding or for comprehension. It is a very important skill that needs practicing by students. This skill requires more teacher guidance and assistance in the early stage of learning the language. It may be introduced only after the new words and expression have been learned. Byrne (1971:102) stresses:

“Reading ability depend on the ability to perceive and recognize at least the three or four words at a glance and this ability need to be trained and encouraged from the early stage of reading words pupils in their first attempts at silent reading they will probably keep their mouth shut.”

The word they are in fact still reading aloud, but mustering instead of speaking. They may be allowed to do this for short time, but a after words the teacher should insist or keeping their mouths that.

2.5.4 Scanning

Scanning is the reading by which the reader can get one or more than one piece of information. Scanning is a variation of skimming. It refers to a quick overview of passage
for the sake of getting specific information. This type of reading accurse when using television (listening) programmers catalogues telephone directories. Student may ask to scan such material to solve whatever problem is presented. However, in pleasure reading readers usually either skim or scan, but read for main ideas without paying, close attention to details. Johnson (1981:88) offers the following definition of scanning:

“Scanning is to locate a known item search reading for information scanning depends on deciding what key words to look for. The reader must then find them very quickly and then slow down to get information that is needed from text around the key word”.

2.5.5 Skimming

This type of reading is usually used when it is unnecessary to examine the text thoroughly, when readers skim, for example a newspaper or magazine readers just pass out their eyes over headlines little topic, sentence and summaries. That is readers are looking for the main idea of a passage. However the skills are effective in improving the student’s ability at getting information within a limited period of time. In such a case, one lets his eyes pass over headline, title, subtitle, topic, sentence, conclusion and summaries. Such reading is done when a reader does not want to examine a text thoroughly or his time does not allow him to do so. Lado (1964:140) “learning to skim, to read quickly for specific facts and to read critically is discussed in various works and will not be elaborated on farther here.”

2.5.6 Reading Aloud

Reading a loud is another type of reading skill that can be utilized for certain purposes such as checking students’ pronunciation, word stress, pauses, intonation and understanding. The passage to be read aloud should be short, complete and topical. Furthermore the content and language of the text should be familiar clear enough to be understood.
Reading must be oral first to establish good habits of pronunciation and to train the student to depend on his ears. Student must be allowed to read alone script which he has not learnt orally first or heard a number of times and which he has not repeated after the teachers.

Reading aloud is one of the types of reading that can be used to check the students’ pronunciation. Besides reading aloud should be (short and familiar to the students. Byrne (1971). Reading aloud used to be one of the normal methods for giving pupils language practice quite regardless of its valve. Good reading aloud for foreign language is such especially instruction example and practice in reading their mother tongue aloud with expression and ease. They will soon learn to read the foreign language aloud well.

2.6 Reading Stages

Reading is a developing process, which goes through several stages starting from words and phrases to advanced reading and communication practice. The FL teachers have authentic reading material for all those stages to help pupils develop their reading efficiency.

1 Word Level
By the “word level” readers mean how to start the skill of reading from the formation of the smallest unit of a sentence and that is the word. Kailani and ELmutawa(1989) at the word level the concern is with the association of form and sound symbols, spelling and sound regular or irregular. Pupils should spend enough time on sound-symbol correspondence. Flash cards are useful in recognizing, shapes (single letter and common digraphs) and associating the proper sounds with using shapers, turning them into words. When using flash cards, the teacher first says the sound name which pupils repeat then shows the card and repeats its sound. The class repeats as groups and individuals. The word is tested by showing any card for a short time until some pupils say the right sound. The teacher repeats the sound or groups repeat after him.

2. Sentence Level
As the sentence level readers intend to combine words to form simple sentences which are familiar occurrence related to the learners’ or environment with regard to
From the above quotations activities which provide techniques for teaching reading at this stage: Asking pupils to read sentence with words they already know this can be practiced by cue card, which pupils place in desired order, e.g. a model sentence is an answer to question, etc. The teacher transparency for pupils to read. Pupils may practice reading sentence in the class or in the language laboratory or with classifying tape recorder, etc.

3. **Paragraph Level**

A paragraph is usually a group of short sentences which make meaningful unit. This may be short for beginners and easy to understand. Later paragraph writing is developed for reading practice. Kailani and Elmutawa (1989). As this stage pupils are introduced to simple narrative or conversational material. Passages may not exceed one printed page. This is one under the guidance of the teacher who often uses the material provided in the text book. However, additional selection can be used for guided reading practice. At this stage the teacher may prepare duplicated sheets of texts which pupils read or used over head transparencies on which he write reading section. This technique is effective as the teacher controls. What the pupils are reading. He can thus watch their eye movement, or make certain parts of the passage, or point out certain words, function and phases. Pupils can practice guided reading individually, in pair or in small groups. He may correct reading errors immediately, or the pupils correct themselves.

2.7 **Purpose of Reading**

Different individual read for different purposes. Some may read aiming at gaining more general or specific knowledge, some way may need to do research, to write a summary of a report on a text, and some may not read to collect information but they read for the fake of enjoyment. This may occur when readers read a novel, as tray or a poem. However, one reason for reading is that readers want to understand other people’s ideas. The understanding may not be total, but the fact that readers cannot get into the writer’s mind is no excuse for not trying our best to understand what writer is trying to tell us. Reading is general helps to mature the learner’s thinking in English hand removes the obstacles put in the way by his native tongue. It improves the learner’s imagination and widens his experience of the world a round.
2.8 Reading Comprehension

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader’s head (Samuels, “The Method of Repeated Readings”). It involves intentional thinking, during which meaning is constructed through interactions between text and reader. Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply word barking—being able to articulate the word correctly without understanding its meaning. Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains. Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader’s head. Reading is comprehension. Comprehension is what Researchers in text comprehension have applied information-processing analogy to understanding how people think, learn, and remember what they read. When a person reads, two aspects of this “human information processing system” continuously interact. When the reader focuses primarily on what he or she already knows, this is called a concept-driven or “top-down” mode. On the other hand, when the reader relies primarily on textual features and information to comprehend, this is called a data-driven or “bottom-up” mode (Kintsch and van Dijk 1978; Rumelhart and Ortony 1977; Winograd 1977; reading is all about. Decoding without comprehension is simply word barking—being able to articulate the word correctly without understanding its meaning. Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains.

According to Lipson and Wixson (2003), “Reading comprehension is the ability to use Previous acquired information to construct meaning for a given text” Some researchers (Bright and McGregor, 1986; Irwin, 2006; Long & Richards, 1987; Willis, 1986) have posited that comprehension is an active process which involves understanding and
selectively recalling ideas in individual sentences, inferring relationship between clauses and/or sentences, organizing ideas around, relating prior knowledge with those ideas, summarizing ideas, and making inferences.

These processes work together and can be controlled and adjusted by the reader as required by the reader’s goals and the total situation in which comprehension is taking place. In a slight different statement, Roe et al.(1987:122-207) have clarified that the essential reading skills and abilities needed in reading content materials were summarized, among others, as follows: understanding special concepts and vocabulary; identifying main ideas and supporting details; locating facts or specific details; organizing reading material by determining sequence, drawing conclusions, and finding cause-and-effect relationship. According to Lipson and Wixson (2003) “Reading comprehension is the ability to use previously acquired information to construct meaning for a given text.”

When teaching reading, we teach students to develop phonological awareness, develop a strong phonics base, integrate phonics and structure, and read for comprehension. There are various levels of these definitions of reading comprehension at each grade level. As students progress through these levels, they ascend toward the goal of becoming an expert reader. Early in the twenty-first century, reading comprehension research was summarized by two “blue ribbon” groups:

- The National Reading Panel (2000)
- The RAND Reading Study Group (2002).
- The National Reading Panel (NRP) described reading comprehension:

Comprehension is a complex process often viewed as ‘the essence of reading. Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader. The content of meaning is influenced by the text and by the reader’s prior knowledge and experience that are brought to bear on it. Reading Study Group (2002) noted that reading comprehension involves four components: the reader, the text, the activity and the situational context. The first three essential components—the reader, the text, and the task—occur within the fourth component of reading comprehension—the situational context. The reader is the nonfiction selections,
etc.). The *activity* refers to what kind of comprehension task, skill, strategy, or concept the reader is attempting to perform (e.g., discovering the one doing the comprehending, and the texts the reading material (e.g., stories, author’s main idea, understanding a sequence of events, thinking about character’s intent in a story, etc). Reading skills are the cognitive processes that a reader uses in making sense of a text. For fluent readers, most of the reading skills are employed unconsciously and automatically. When confronted with a challenging text, fluent readers apply these skills consciously and strategically in order to comprehend. Every language requires a different repertoire of reading skills, based on the structure of the language and the literacy habits of the native speakers of that language. ESL and EFL teachers, therefore, should train students in the skills that will give them the power to comprehend in English. As Brown and others pointed out, learning a new thinking process is best accomplished when the learner is consciously aware of the process, and an approach to teach reading skills should take that into account. In fact, the more students talk about their thinking processes, the more they learn. Many teachers believe that they can teach reading skills by instructing students to read a text and then showing them how to apply a variety of skills to the text for better comprehension. It is more effective for students, however, to focus on one reading skill at a time and talk about their application of that skill in a number of text samples. Eventually, students will be able to apply the skill unconsciously so that they can call it up to consciousness and apply it strategically whenever they face a challenging text.

### 2.9 Comprehension Instruction

Comprehension instruction should be balanced. Good comprehension instruction includes both explicit instruction in specific comprehension strategies and a great deal of time and opportunity for actual reading, writing, and discussion of text. It is not enough just to offer good instruction. Several important features of good reading instruction also need to be present. Otherwise, the comprehension instruction will not take hold and flourish. Pressley (2000: 84) points out the following features:

- A *great deal of time spent actually reading*. As with decoding, all the explicit instruction in the world will not make students strong readers unless it is accompanied by lots of experience applying their knowledge, skills, and strategies during actual reading.
• *Experience reading real texts for real reasons.* To become strong, flexible, and devoted comprehenders of text, students need experience reading texts beyond those designed solely for reading instruction, as well as experience reading text with a clear and compelling purpose in mind.

• *Experience reading the range of text genres that we wish students to comprehend.* Students will not learn to become excellent comprehenders of any given type of text without substantial experience reading and writing it. For example, experience reading storybooks will not, by itself, enable a student to read, understand, and critique procedural forms of text of the sort found in how-to books, instruction manuals, and the like.

**Effective Practices for Developing Reading Comprehension**

• *An environment rich in vocabulary and concept development through reading, experience, and, above all, discussion of words and their meanings.* Any text comprehension depends on some relevant prior knowledge. To some degree, well-chosen texts can, in themselves, build readers’ knowledge base. At the same time, hands-on activities, conversations, and other experiences are also needed to develop vocabulary and concept knowledge required to understand a given text.

• *Substantial facility in the accurate and automatic decoding of words.* In a recent review of the literature, Pressley (2000) argues compellingly that skilled decoding is necessary, although by no means sufficient, for skilled comprehension.

• *Lots of time spent writing texts for others to comprehend.* Again, students should experience writing the range of genres we wish them to be able to comprehend. Their instruction should emphasize connections between reading and writing, developing students’ abilities to write like a reader and read like a writer.

• *An environment rich in high-quality talk about text.* This should involve both teacher-to-student and student-to-student talk. It should include discussions of text processing at a number of levels, from clarifying basic material stated in the text to drawing interpretations of text material to relating the text to other texts, experiences, and reading goals, *pro-forms* like thing, or using non-verbal means such as gestures.
2.10 Enhancing Language Skills

According to Van, (2009) literary texts is rich with innumerable authentic tokens of language for the development of reading, writing, speaking and listening skills. For writing purposes, literature shows to set a good ground for writing practice. Having the learners complete a poem or short story in cloze form is very encouraging. Also we can have the students write the end of a story in their own words or narrate a story from the point of view of another character in a short story, novella, or novel. Other similar creative activities can be developed for writing practice. For speaking purposes, the events in a poem, novel, or short story can be associated with the learners’ own experience in real life. Such a practice paves the way for hot topics for discussion in language classes. Shang, (2006:72) states that:

“Having the students freely reflect on the events and having them critically comment is also facilitative for advancing speaking proficiency. For listening purposes, the learners can be exposed to the audio versions of the poems, short stories, or novels.”

Moreover, the musical elements in poetry stimulate the learners’ desire for approximating their speaking patterns to the native speaker norms by adhering to the principles of rhythm, rhyme, and intonation. For reading purposes, as above-mentioned, novel and poetry can provide good opportunities for extensive and intensive reading. Also it is good for practicing reading sub skills including skimming, scanning, and finding the main ideas. Reading in literature is a combination of reading for enjoyment and reading for information. Therefore, it bridges the lacks in non-literary texts. In fact, literature is not only facilitative for language learning purposes in general but it can also accelerate language learning in content-based inst.

2.11 Factors Influence Reading Comprehension

According to Ehri (2002:43) there are some factors that may be most critical to the reading fluency problems of students with reading difficulties. Logical analysis suggests
the following primary components that might underlie individual differences in text reading fluency as we have defined it:words in text can be recognized in several ways. The reader can use letter-sound relationships to “sound out” the word, or the word can be guessed from one’s sense of the context, or words can be recognized from memory. However adult readers mostly on the third strategy, and this is what allows them to achieve high levels of reading fluency. If a student is asked to read a passage in which a relatively high proportion of the words must be decoded analytically or identified by contextual inference, this will have an obvious impact on reading fluency. When reading passages at the higher level, there are simply too many words that are not part of the student’s “sight word vocabulary” and which cannot be decoded without some kind of analytic or inferential process that takes more time than simple recognition. Variations in speed with which “sight words” are processed. Individual differences on this dimension might be caused by variability in the number of times the word has actually been recognized in text, since speed of word recognition increases directly with practice or by fundamental differences in processing speed. Kail, (1988:28) states that

“distinction in speed that makes constitutional basis would extend to reading fluency, which is itself a very complex cognitive task “

However reading fluency problems of disabled readers are primarily the result of limitations to the range of words they can recognize “by sight”. Speed of decoding processes used to identify unknown words (decoding fluency). When words are not read by sight, they must be identified analytically. This may be through phonemic decoding, use of analogy, or guessing from context. Decoding is a sequentially executed process where the reader blends sounds to form words from their parts. This can take place by blending individual phonemes (beginning decoding) or phonograms (a more advanced form of decoding; Ehri, 2002:48) states. In order to decode unknown words fluently, readers need to develop at least the following knowledge and skills to a fluent level, knowledge of sound-symbol relationships, blending of sounds into words, recognition of
reoccurring patterns across words (phonograms), and coordination of phonemic/orthographic and meaning information to determine exactly the right word.

However If any of the analytic or knowledge retrieval processes that are required for decoding unknown words in text operate slowly or inaccurately, this should have a noticeable impact on both the speed and accuracy of text processing. Use of context to speed word identification. Words are consistently read faster when they occur in a meaningful context than when they are read in isolated word lists (Jenkins, Fuchs, , (2003; 32)suggests that passage context plays a much larger role in supporting word reading fluency and accuracy for students with poor word reading skills than for skilled readers According to Stanovich and Stanovich, (1995:71) relatively consistent effects of context for both good and poor readers . Context does provide useful support for younger and poor readers According to Snowling,( 1986: 67)There may be important differences among young children and poor readers in ability to use context that are related to individual differences in reading fluency. One thing that might underlie differences in the ability of poor readers to use context as an aid to increasing their word reading fluency is the extent of their vocabulary and background knowledge. Learners more adept at constructing meaning because of a larger knowledge base may experience a stronger beneficial effect of context on reading fluency than those who are less able to construct the meaning of a passage. “The student’s sense of the context can improve word reading accuracy and fluency in at least two ways. Share and Stanovich,( 1995:75) state

“First, it can provide slight improvements in the speed with which “sight words” are identified Second, it can be combined with phonemic information about words to help learners identify previously unknown words in text”

Speed with which word meanings are identified. As long as children are under obligation to be actively thinking about the meaning of what they are reading, speed of identification of word meanings may play a role in limiting oral reading fluency. On a test like the Gray
Oral Reading Test-III Wiederholt and Bryant, (1992), *children know they will be expected to answer comprehension questions following their reading of the passage.* Thus, differences in rate may be partially the result of individual variation in the speed with which students can access the meaning of words in text Wolf(2001:12). Speed with which overall meaning is constructed. Again, if students know they must answer questions about meaning after a passage is read, they may devote varying amounts of attention and spend varying amounts of time in identifying and rehearsing the major meaning elements of a passage as they are reading. For example, it is plausible that students might pause for varying amounts of time while reading a passage in order to consolidate or integrate the meaning of a sentence that has just been read. Other processes involved in reading comprehension that require intentional resources that might vary in their fluency across students and require intentional resources include making connections between words and sentences, relating textual meaning to prior knowledge, and making inferences. These processes could potentially limit the reading fluency of readers depending on how much intentional resources they use and how quickly the processing takes place.

Differences in the relative value a students’ places on speed accuracy in reading. On almost any task in which both speed and accuracy of performance are measured, rate of responding can be influenced by the value one sets on speed vs. accuracy. For example, some students may be so concerned about making errors when reading orally, that they unnecessarily slow their rate to provide an extra measure of insurance against mistakes. In contrast, other students may place a premium on getting through the text quickly, and as a result they make more errors than they would have if they allowed themselves to read at a little slower rate. Alexanderetal,( 2001)argue that on measures of oral reading rate, the best performance will be achieved by students who pick the right balance between speed and accuracy: one that allows them to read as fast as possible while keeping errors to a minimum.

However students are difficult readers, but there is no reliable evidence that this is a widespread problem with difficult readers. Given this logical analysis of the factors that might contribute to individual differences in reading fluency, it is clear that differences
among students in reading fluency are likely to be multiply determined. However, if one of our goals is to develop effective interventions for struggling readers, and our time to intervene is limited (as it always will be), then we should start with interventions that will have the biggest payoff. They should focus on the factors that actually account for the most variance in fluency among children with reading disabilities, as long as those factors are amenable to instructional interventions. In an earlier analysis Torgesen, et al. (2001:81) state in accounting for individual differences in reading fluency among students with reading disabilities was the speed with which individual words are recognized. Therefore when students with reading disabilities are compared to one another on a measure of text reading fluency, the most important predictor of variability in reading fluency was a measure that assessed both speed of recognition for individual words and the range of words that could be recognized by sight. Golden, Kennedy, and Young, 1994; Bowers and Wolf, 1993) have proposed that some children with reading difficulties may have special difficulties forming the orthographic representations that are the basis for recognizing words from memory.

In their conceptualization, this problem exists independently from the common problems that most children with reading disabilities have in becoming accurate readers through the use of alphabetic reading skills, and can constitute a “double deficit” for many students. Children with this second type of processing deficit perform extremely poorly on measures of rapid automatic naming, which require them to name series of familiar digits or letters as rapidly as possible. In Wolf’s and Bowers’ conceptualization of the processes common to both rapid naming and fluent word reading, they focus on the need for a "precise timing mechanism" that is important in the formation of the visually-based representations of words that allow them to be recognized as whole units in text (Wolf & Bowers, 1999). They hypothesize, “…that slow letter (or digit) naming speed may signal disruption of the automatic processes which support induction of orthographic patterns, which, in turn, result in quick word recognition (Bowers & Wolf, 1993, p. 70)." If this conceptualization is correct, it means that, even after students with this second type of deficit become accurate readers, they will still struggle with reading fluency because it is much more difficult for them to learn to recognize words by sight than for other children. Linnea Ehri (2002) has recently developed a compelling theory of the way that sight
word representations are formed that does not require a “double deficit” to explain the special difficulties that some students with reading disabilities may have in learning to recognize words from memory. Her theory also helps to explain the lingering problems with reading fluency experienced by dyslexic students in Germany, even after they have become relatively accurate readers. In developing this theory, Ehri sought to understand how children are able to acquire very large numbers of precise orthographic representations (representations in memory that contain information about a word’s spelling) so rapidly.

Ehri (1998: 2002) suggested that, in order to understand the speed with which children form orthographic representations for previously unknown words, we need a “mnemonically powerful” system. One of the central ideas of her theory of sight word development is that readers learn sight words by forming connections between letters seen in spellings of words and sounds detected in their pronunciations already present in memory. In other words, readers learn to process written words as phonemic maps that lay out elements of the pronunciation visually. Beginners become skilled at computing these mapping relations spontaneously when they read new words. This is the critical event for sight word learning. Grapho-phonemic connections provide a powerful mnemonic system that bonds written words to their pronunciations in memory along with meanings. Once the alphabetic mapping system is known, readers can build a vocabulary of sight words easily.

In order to use a word’s phonology as a mnemonic for helping to remember its orthography, children need to be able to fluently apprehend the phonological structure of words as they compute the “mapping relations” between the letters and sounds in words. Thus, children with highly fluent and easily applied phonemic segmentation skills (skill in identifying all the individual phonemes in words) should be able to form orthographic representations more easily than children who are less phonemically fluent. This suggests that individual differences in the fluency and accuracy of phonemic segmentation processes should be related to the development of sight word representations and reading fluency. This relationship, however, is not powerfully supported Foorman (2004) examined the relative importance of phonemic awareness, rapid naming of letters, rapid
naming of objects, letter naming, letter sound knowledge, vocabulary, and visual discrimination measured in kindergarten in predicting reading accuracy, fluency, and comprehension at the end of 1st and 2nd grades. The combination of phonemic awareness, rapid naming of letters, letter naming and letter sound naming was a strong and significant predictor of all three outcomes at both grades. However, in this study, as in others (eg., reviewed in Allor, 2002), rapid naming of letters was a stronger predictor of fluency than was phonemic awareness when the variables were considered separately. The importance of individual differences in phonemic awareness may diminish because other factors become more important in predicting reading fluency as reading skills develop (e.g., Allor, Fuchs, &Mathes, 2001; Duke and Pearson (2001:16) mentioned that "Many factors affect a student's ability to comprehend text". These includes:

- Motivation/purpose/goals/engagement
- Vocabulary/word knowledge/background knowledge
- Automaticity of decoding
- Fluent reading
- Understanding and use of strategies employed by effective readers
- The nature of the text itself (difficulty and interest)
- The type or genre of text (e.g., fiction, nonfiction, poetry)
- The amount of reading done

As teachers of literacy, we must have as an instructional goal, regardless of age, grade or achievement level, the development of students as purposeful, engaged and ultimately independent comprehenders. No matter what grade level you teach, no matter what content you teach, no matter what texts you teach with, your goal is to improve students comprehension and understanding.

2.12 Improving EFL Learners’ Reading Ability

Literary texts are desired for extensive and intensive reading. Literary texts are good for extensive reading purposes. Collie and Slater (1987:53), argue that, students can be given a weak just to go through a novel without extensive use of dictionary. Such
a practice will double up their reading speed and also encourage meaning guessing in reading. Subsequently learners learn how to read a lot in a short period of time. On the other hand, the best literary text for intensive reading purposes can be poetry. Poetry is good for close analysis. In this way, students can be assigned to read each stanza closely to delve into the text and dig out hidden meaning expressed through literary elements such as metaphor, simile, allegory, etc. Intensive reading can lead the learners to extract deep meanings embedded in texts. Regarding its positive impacts, using literary texts in the English language classroom has undeniable improvements for learners because literary texts enrich the learners’ competence in the target language. According to Collie and Slater (1987:6), literature provides valuable ‘authentic material’, develops personal involvement and enriches the cultural awareness of the students in ELT/EFL classes. The integration between language and literature results with the development of critical thinking, interpretation and communication abilities.

2.13 Classroom Foreign-Language Learning

While considerable SLA research has been devoted to language learning in a natural setting, there have also been efforts made to investigate second-language acquisition in the classroom. Ellis , (1994) This kind of research has a significant overlap with language education, and it is mainly concerned with the effect that instruction has on the learner. It also explores what teachers do, the classroom context, the dynamics of classroom communication. It is both qualitative and quantitative research. The research has been wide-ranging. There have been attempts made to systematically measure the effectiveness of language teaching practices for every level of language, from phonetics to pragmatics, and for almost every current teaching methodology. This research has indicated that many traditional language-teaching techniques are extremely inefficient. It is generally agreed that pedagogy restricted to teaching grammar rules and vocabulary lists does not give students the ability to use the L2 with accuracy and fluency. Rather, to become proficient in the second language, the learner must be given opportunities to use it for communicative purposes. Another area of research has been on the effects of corrective feedback in assisting learners. This has been shown to vary depending on the technique
used to make the correction, and the overall focus of the classroom, whether on formal accuracy or on communication of meaningful content. There is also considerable interest in supplementing published research with approaches that engage language teachers in action research on learner language in their own classrooms. As teachers become aware of the features of learner language produced by their students, they can refine their pedagogical intervention to maximize inter-language development freeness.

2.14 Reading Speed and Comprehension

There is no doubt that reading speed and reading comprehension are closely linked. A very slow reader is likely to read with poor understanding if only because his memory is taxed, the beginning of paragraph, or even a sentence – may have been forgotten by the time he has struggled to the end of it. But it is not clear which cause and which effect (do students read quickly because they understand easily or do they understand easily because of the speed with which they read? Gates (1921: 42) states: "reading and comprehension and speed are two distinct, but related factors, both of which should be included in a reading programme". There are three factors that need to be considered when discussing reading speed: The first factor is, not everything can be or should be read quickly, because how fast students read depend on their purpose of reading. The second is, in reading speed students has to do with his familiarity with the material. The third factor is, in reading speed students read more slowly than they need to

2.15 Some Approaches to Improve Reading Speed

A. Machines

According to Nuttal (1982)

"Sophisticated machines have been designed which force students to read at a given rate, without regressions, by exposing the text only briefly, at a given rate. But most of teachers do not have access to such equipment and it is generally a greed to be unnecessary".

B. Slides and OHP
Slides and over head projector transparent many advantages for teachers of readings comprehension:

1. The projected text holds students attention and improves their concentration.
2. They may be able to spot students with problems such as eye movement head head
   movement and so on.
3. Students have no alternative but to wean themselves from the habit of using finger as a
   pointing device.
4. It is impossible for students to refer to a dictionary during the presentation, because
   using a dictionary slows the reading speed.
5. It is easy to move a mask on the (OHP).
6. Teachers can control the sequence in which students understand.

2.16 Vocabulary Development

A. Teaching Vocabulary

When teachers are preparing to teach a reading passage, the first task is to identify new
vocabulary and decide how to handle it. They must make a decision about each word
separately. According to Doff (1988) there are some techniques for teaching new
vocabulary:

- Say the word clearly and write it in the board.
- Get class to read words in chorus.
- Translate the word into students own language.
- Ask students to translate words.
- Draw a picture to show into students own language.
- Give an English example to show where word is used.
- Ask questions using new word.

B. Teaching the Meaning of the New Vocabulary

Students cannot always be accepted to infer the meaning of new vocabulary by
themselves, especially if there are several new words in sentence. Teachers will there fore
have to to teach a lot of new words which students come a cross. There are three methods
of teaching new vocabulary:
1. Demonstrating the meaning, by using of pictures, objects or acting.
2. Translating words into the mother tongue.
3. Explaining words in English by paraphrasing.

According to Thonis (1970: 69) “reading Vocabulary is also built through the use of meaning clues which may be applied to unknown words and which may hel students to discover a word in a specific context”. Reading comprehension depends on vocabulary knowledge and vice versa. The more students read, the better their vocabulary becomes. And the more vocabulary they know, the better they can read. Direct teaching of vocabulary should constitute about 25 percent of a vocabulary program. Instruction should be planned so that the students encounter a new word at least seven or more times in meaningful contexts. Nation (2001). To motivate students, it is important to explain the usefulness of mastering the high-frequency words and how that will improve reading comprehension. In addition to direct instruction, teachers can do a lot to enhance vocabulary building. They can teach student show to:

- Study and learn words effectively.
- Choose new words they want to learn.
- Use a dictionary.
- Keep a vocabulary notebook—with sentences, syllable break-downs and definitions.
- Make and use word study cards.
- Review their word study cards—alone, with a partner and in class. Use Web pages, such as www.lextutor.ca, to find out more about words and collocation from concordances.

2.17 Gaining Communicative Competence

Savvidou (2004: 74) illustrates that, the necessities of teaching culture through language requires communicative competence as a major reason. In order for one to gain communicative competence, mastery of structure and form does not seem to be sufficient since comprehending the intended discourse requires social and cultural contexts, and this can be easily achieved by means of incorporating literary teats in
EFL teaching. Erkaya (2005:157) claims that, *this potential is higher-order thinking skills*. Moreover, critical thinking is bare bone essential in interpreting texts and this advantage is most held by intermediate and advanced language learners. A student can learn and use words effectively in different contexts through literary texts. Students also become more prolific and exploratory (critical evaluation) when they begin to identify the copiousness of the language they are trying to learn so as to make use of some of them with efficacy. This really improves their communicative competence. Berardo et al. (2006:39) state “*real-life texts, not written for pedagogic purposes.*” *Such text is not written to emphasize its form, but content.*

### 2.18 Encouraging Learners Creativity

Literary texts help students to see from varied perspective because when they read a piece of literature, they discuss about the events, characters and have different interpretations. The students understand that their classmates have seen things differently and learn how to read in new ways. Literary texts encourage creativity, and learn richer vocabulary and use them in writing and learning how to use figurative language to make the writing more affective. Hadaway, Vardell and Young (2002) propose three advantages of using literature. The first one is the contextualization of language. Learners become familiar with the use of language in different situations when the read a piece of literature. Social and affective factors which are embedded in different formats of literature such as such as picture books, newspapers, short stories are another benefit of literature. So Literary texts can be suitable for students with different styles and takes into account individual differences. This benefit refers to the natural and meaningful use of language which are accomplished by illustrations and use of descriptive language in literary texts.

### 2.19 Developing Learners’ Critical Thinking

Literary text is a good medium for critical thinking enhancement in EFL classes. Ghosn (2002:607) claims that “*literary texts can bring about changes in the attitudes of the learners and allow them to reflect on their lives, learning, and language*” However, literary texts can open “horizons of possibility, allowing students to question, interpret, connect, and explore. Literary text among other text types are fertile with ideas to critically look at. Furthermore, the role of the teacher is very
significant in developing such higher-order thinking skills. On the other hand, critical thinking is the cornerstone of education particularly at advanced levels of education. Critical thinking prepares students not to take things for granted and to attempt to unravel the hidden agenda of texts. Facione, (1996:74) argues that, “critical thinking informs critical discourse analysis in language studies and similar fields in philosophy, sociology, cultural studies, psychology, and law”.

However, critical thinking is deemed a vital academic and social skill which, once developed, can be transferred to different areas. It deserved mentioning that critical thinking skills are integral parts of transformational pedagogy which aims at having a more just society. Considering the significance of critical thinking and the potential of literature teaching in promoting academic achievements and cultural knowledge. According Facione, (ibid) learning to think, the central purpose of education is considered to be purposeful, self-regulatory judgment ending in interpretation, analysis, evaluation, and inference, it also involves conceptual and contextual basis of those judgments. Similarly, associated critical thinking with inferences drawn from factual statements, recognition of assumptions, interpreting whether conclusions are warranted or not, judging conclusions as relevant to given statements, and evaluating arguments. Peak (1997:62). states

“It assists students “examine the deep meanings, personal implications, and social consequences of any knowledge, theme, technique, text, or material. Critical thought about a subject reveals its internal structure and its connections to self and society”.

However, critical thinking is a liberating force in education and a powerful resource in personal and social life. Thus, educating good critical thinkers “combines developing CT skills with nurturing those dispositions which consistently yield useful insights and which are the basis of a rational and democratic society Cooper (1995:52). considers literature as a valid use of language. The intrinsic interest in literary texts can be a motivator for reading. Moreover, an ideal tool for introducing
cultural assumptions, literature brings about an enhancement in the respect for the students’ own culture, promoting creativity and tolerance of cultural differences. In presenting pros and cons of using literature in ESL classrooms. To structural complexity, uselessness in meeting academic goals, and cultural complexity of such texts as negative features attributed to it. Arguments for using it deal with the literary texts enhancing academic skills specially reading comprehension. Chrisman (1999:71) states

“creating the literary experience for students, to be useful for teaching skills. There have been discussions on if literary texts should be used in ESL classes at all. In the same line,”

Moreover, using literary texts which makes students responsible for “building their successively more complex schemata (i.e. level of understanding. Accordingly Cortell, (2005). (1986:44) argues that focus on point of view in literature promotes critical thinking which is important in traditional education systems unfamiliar with how to read, question, and analyze critically. Acknowledging the filtering due to the point of view of the writer and the effect of experience, cultures, and values of the readers, Cortell, (2005:53) argues that information, rather than being sacred, is man-made. Likewise, the study of literature, once excluded from ESL programs, has academic, intellectual, cultural, and linguistic benefits. Carroll (2005:12) asserts that

the ideal critical thinker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments,

Willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. Thus, educating good critical thinkers means working toward this ideal. It combines developing CT skills with nurturing those dispositions which consistently yield
useful insights and which are the basis of a rational and democratic society. Fisher (2003:22) also emphasizes the significance of teaching critical thinking skills. He contends that critical thinking skills are required to be taught since students' thinking skills are not enough to face the problems students deal with either in education or in daily life. Therefore, educators are required to focus on teaching critical thinking to inform them how to learn instead of just transmitting information that is what to say. Freely and Steinberg (2000:9) states that:“

“the important role of debates, group discussions, and individual problem solving activities to enhance critical thinking in the students. They argue that debates improve critical thinking if the ideal opportunity is provided by the instructor for students”.

As far as it is a process of asking and answering questions and finding information to arrive at a reasoned judgment on a proposition, students have got the chance of coming against a theory. In that case, they not only increase their knowledge but also try to win a decision. Consequently, they greatly use their ability of critical thinking. By setting group discussions, students are made to come up with a single decision through a collaborative activity analyzing others’ beliefs, using the same standards and values of the members of the group, and taking the responsibility of supporting the group. As Wallace (2003) has claimed setting some sort of activities upon which individual decisions are made can promote critical thinking skills in students. It would be a kind of individual decision making while all the dimensions of a problem are controlled by the person without any further support. So that the person reflects on his own opinion, monitors himself, and makes the final decision on his own. Some instructors might think that critical thinking cannot be taught through lecturing. Because these practitioners think that critical thinking is an active process whose skills such as analysis, synthesis, and reflection must be learned.
(Cortell, 2005). Argues that, *lecturing is considered as a passive activity when students just listen to the lectures passively*. However, it is possible to make lectures active activities by stopping students while giving lectures and asking them some thoughtful questions about the materials which have been just presented. Laboratories especially courses benefit a lot. The reason is obvious. Here, students practice their critical thinking. Because they are learning scientific method in which discovery learning is emphasized and clearly, critical thinking is involved in discovery learning when one tries to find relevant information and make inferences According to Mangena and Chabeli, (2005), writing activities are the best way to teach critical thinking. Because writing is an activity which forces students to organize their thoughts, think deeply about their topic and present their conclusions in a persuasive manner. Goatly (2000) states that one reason that we might expect writing to improve critical thinking is the existence of some sort of writing such as persuasive or argumentative writing which have been difficult for the students.

### 2.20 Effective Reading Comprehension Strategy

All comprehension mini-Lessons—shared, read-aloud, and guided reading—should focus on teaching students to: Duke and Pearson (2001)

a) identify their purpose for reading.
b) preview text before reading.
c) make predictions before and during reading.
d) activate relevant background knowledge for reading.
e) think aloud while reading.
f) use text structure to support comprehension.
g) create visual representations (make pictures in their heads).
h) determine the important ideas in the text.
i) summarize what they read.
j) generate questions about text
k) handle unfamiliar words during reading.
l) monitor their comprehension during reading.
m) use fix-up strategies.
2.21 Assessing Reading Comprehension

Comprehension is a mental process; it can only be observed and assessed indirectly. We cannot get inside a reader’s head to observe comprehension, but we can infer comprehension strategies or make them more visible.

According to Rhodes and Shanklin (2013) listening and reading comprehension can be inferred and assessed through:

a) oral or written retellings
b) read-a loudsand think a loud
c) answering questions
d) running records:
e) Filling in missing words in a cloze: Is the word defensible?
f) The arts/acting out stories through puppet plays or Readers’ Theater; art
g) responses
h) Group discussions (e.g., book clubs, Author’s Chair)
i) Peer and self-assessments questionnaires
j) Interviews
k) Audiotapes of student's reading.
l) Over the past 5 years, we have engaged in a series of design experiments and randomized control trails to develop and test the efficacy of an intervention, promoting acceleration of comprehension and content through text, designed to improve text comprehension and content learning.
m) The PACT intervention consist of five components of instruction that focus on improving comprehension through text reading, connecting new knowledge to unique problem – solving activities completed in cooperative groups. These components were designed to meet he needs of students with a wide range of abilities. Although they were not designed with their inclusion in the general classroom in mind.

2.22 Developing Reading Comprehension Intervention
The PACT intervention consists of five components of instruction that focus on improving comprehension through text reading, connecting new knowledge to unique problem-solving activities completed in cooperative groups. These components were designed to meet the needs of students with a wide range of abilities. Although they were not designed with their inclusion in the general classroom in mind. Margret C. et al., (2003:33)

*Over the past 5 years, we have engaged in a series of design experiments and randomized control trials to develop and test the efficacy of an intervention, promoting acceleration of comprehension and content through text, designed to improve text comprehension and content learning.*

### 2.23 Teaching Reading Comprehension Strategies Effectively

According to Beatrice (2008) students listen to read-a-louds and shared readings. Many students hear words, phrases, and sentences, but don’t make the connections. They hear peers respond to questions or make comments but do not understand how they are making sense of the text. “I look at their heads and wonder what is happening in there,” one student struggling with comprehension reportedly said of good comprehenders. Again, comprehension is a thought process that happens inside the head. It must be taught. The most effective method for teaching comprehension strategies is the think-aloud. Nell Duke and David Pearson suggest that when teachers examine their own classrooms they should consider whether student are being taught the
full range of effective reading comprehension strategies. The following questions will help teachers to develop an overview of their classrooms. Are student being taught to:

a) identify their purpose for reading?
b) preview texts before reading?
c) make predictions before and during reading?
d) activate relevant background knowledge?
e) think aloud while reading?
f) use text structure to support comprehension?
g) create visual representation to aid comprehension and recall?
h) determine the important ideas?
i) summarize what they read?
j) generate questions for text?
k) handle unfamiliar words?
l) monitor their comprehension?
m) use appropriate fix-up strategies?
n) Does instruction about strategies include:
o) explicit description of the strategy and when it should be introduced?
p) modeling of the strategy in action?
q) collaborative use of the strategy in action?
r) guided practice using the strategy, with gradual release of responsibility to the student?
s) independent practice using the strategy? Teachers might also ask themselves the following questions:

Are student being helped to orchestrate multi at a time?

Comprehension strategies are the cognitive and met cognitive strategies readers use to strategies accomplish the goal of .Comprehension strategies are interrelated and will rarely be used in isolation. Teaching students to be good comprehenders involves providing them with explicit instruction in comprehension strategies. The following pages provide:

a. Definitions of comprehension strategies and teaching ideas
b. Descriptions and examples of the repertoire of the Super Six comprehension strategies

c. A process for explicit instruction of comprehension strategies.

d. some teaching ideas that will support the teaching of comprehension strategies.

2.24 Developing Reading Comprehension through Story Telling

Hismanoglu (2005) mentioned literature was ultimate aim of language teaching. Literature today is used as a source of authentic material in language classes. Hismanoglu (2005: 54) states

> Literature can be used in language classes as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas

Moreover, in translation courses, many language teachers make their students translate literary texts like drama, poetry and short stories into the mother tongue. Reading is one of the most important skills for mastery of a foreign language. Some scholars believe that ability to read is the prerequisite for autonomous learning (Celce-Murcia et al. 1995). Most learners in EFL contexts have little or no opportunity to contact with native speakers, so reading literary text will give them the opportunity to have a better interaction with foreign culture and people. Besides literary texts are too amusing that keeps learners to continue reading and the more learners read the more input they receive. In fact literary texts can be used as a valid and authentic source for increasing the amount of comprehensible input students receive.

According to Krashen (1982) students should be provided with enough comprehensible input which is also interesting so that reduces students’ anxiety. And since literature is rarely used for pedagogical purposes it can be a good authentic source for language learners. Sage (1987 as cited in Hismanoglu, 2005) called the use of short stories as a useful technique in language classes. He pointed out that since short stories are short; it helps both teachers and students to easily cover it. Besides, since stories are about
universal problem, it may relate to students’ own situation, in this case students would definitely get more involved in the story and try to put more time and effort to comprehend it. In addition, as mentioned by Hismanoglu (2005) class discussions about the story will help students to think critically. However, the teachers need to intervene for more than the teaching of decoding skills or translation. That is, to lay the basis for fluent reading, the teachers may need to look for new approaches that can yield more comprehensible oral input and cut down the use of translation; to scaffold EFL reading, they may need to integrate different modalities of learning, verbal, nonverbal, and sensory, to provide multiple avenues of contextual clues for meaning construction, so that students rely less on dictionary use or translation to figure out the message.

This to say that contextualized storytelling may be an effective intervention that may increase comprehensible oral input and which employs a multi-sensory approach to help meaning construction. Contextualized storytelling is proposed by Cary (1998) as an instructional approach to help EFL learners improve their English acquisition. Contextualized storytelling is a multi-sensory approach, which relies on both verbal and nonverbal communication in the telling process. With the use of heavy props, visual aids, concrete referents for L2 vocabulary, proper prosodic delivery, and rich body language in the telling, contextualized storytelling utilizes learners’ nonverbal knowledge by giving abundant contextual clues for them to grasp the language in use without the help of the mother tongue. In his study, Cary illustrates the overall positive effects of this approach on EFL learners’ comprehension and retention of oral narratives.

1. FlashCards

Drilling using flashcards can be useful as well. In the introduction, show students both the image and word sides of each flashcard. When starting drilling words for the first time, show students the word side of the flashcard so they can practice reading and pronouncing it. Later on, rather than show students the word you want them to pronounce, show them the image. This will help check their comprehension of the material. With flashcards, teacher can also challenge students when they become more familiar with certain vocabulary by flipping through the cards at a faster rate.
2. Check learners’ comprehension

Asking for volunteers or calling on students to give a synonym, antonym, or translation of a new vocabulary word will check individual comprehension. **It is always nice to ask for volunteers as opposed to calling on students individually** but generally a volunteer will be more confident in his answer so this will not properly show whether or not the class understands the material. When you find it necessary to single out particular students who are not participating in drill activities, calling on them for answers is an easy method of focusing their attention on the lesson. Doing comprehension checks is also a good way to break up the drill activities a bit.

3. Drilling in Pairs

More familiar, you may want to conduct short pair activities where a student’s comprehension is tested by his partner. To do this with a vocabulary list for instance, have student A read the translation of each word in random order while the student B says the word in English. Student A can then place a checkmark next to all the words student B got correct and then the students can switch roles. With this method students can check each other and have visual proof of how well they performed afterwards which they can refer to when practicing material on their own or preparing for exams. Conducting an activity such as this on a regular basis will help students review vocabulary often and should not take more than five minutes even with fifteen to twenty vocabulary words. **It may still be necessary to practice using choral repetition before performing pair activities** so that students are reminded of the **proper pronunciation** of the vocabulary.

4. Games

Breaking your classroom up into sections where each section says one portion of a new structure is another way of drilling material. In small classes you can conduct some drilling activities in a circle. The more variation there is to an activity, the more students have to pay attention but it is best to start off with the simplest, easiest variation of a game and build on it as opposed to trying to explain a complex activity from the very beginning. Challenging students but not overwhelming them is important in maintaining their attention and participation.
2.25 Motivating Students

Students all over the world seem naturally enthusiastic about learning, but many need or expect their instructors to inspire, challenge, and stimulate them. Ericksen, (1978: 3) states that, effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place. Whatever level of motivation your students bring to the classroom will be transformed, for better or worse, by what happens in that classroom. Inappropriately, there is no single magical formula for motivating students. Many factors affect a given student's motivation to work and to learn interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. Hence, not all students are motivated by the same values, needs, desires, or wants. However, some students will be motivated by the approval of others, some by overcoming challenges (Bligh, 1971: 32; Sass, 1989: 86-88). Academics like (Lowman, 1984 and 1989: 136-39; Lucas, 1990; Weinert and Kluwe, 1987; Bligh, 1971: 32) have begun to identify those aspects of the teaching situation that enhance students' self-motivation to encourage students to become self-motivated independent learners. They propose the following to instructors to do:

1. Give frequent, early, positive feedback that supports students' beliefs that they can do well.
2. Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
3. Help students find personal meaning and value in the material.
4. Create an atmosphere that is open and positive.
5. Help students feel that they are valued members of a learning community.

Ericksen, (1978) adds that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly. Most students respond positively to a well-organized course taught by an enthusiastic instructor who has a
genuine interest in students and what they learn. Thus, activities being undertaken to
promote learning will also enhance students' motivation.

2.26 Importance of Motivation in EFL

The issue of motivation, particularly in EFL settings, is so important that other
consideration about teaching methodology seem to pale in comparison. It is important to
think about motivation as the essence of language teaching because of the stark realities
of learning English for most of our students. All of the conditions that we know
contribute to successful second language acquisition are lacking in most EFL contexts:
there just isn't enough English input in the environment, there probably aren’t enough
opportunities for interaction with English speakers, there usually aren't enough strong
role models promoting the learning of English, and there may not be widespread enough
social acceptance for the idea of becoming proficient in English. Because of these
adverse conditions, a learner has to have extraordinary motivation in order to success at
learning English.

2.28 Strategies to Motivate Students

As mentioned before there is no supernatural method to motivate students but, somehow,
researchers suggest some tips and strategies to motivate students. For example

i. *Ask students to analyze what makes their classes more or less motivating.* Sass (1989:
86-88) asks his classes to recall two recent class periods, one in which they were highly
motivated and one in which their motivation was low. Each student makes a list of
specific aspects of the two classes that influenced his or her level of motivation, and
students then meet in small groups to reach consensus on characteristics that contribute
to high and low motivation. After finishing eight courses he reports eight
characteristics emerge as major contributors to student motivation:

a. Instructor's enthusiasm.

b. Relevance of the material.

c. Organization of the course.

d. Appropriate difficulty level of the material.

e. Active involvement of students.
f. Variety.
g. Rapport between teacher and students.
h. Use of appropriate, concrete, and understandable examples.

Then, Lucas, (1990) adds that

ii. **Make students active participants in learning.** Students learn by doing, making, writing, designing, creating, solving. Passivity dampens students' motivation and curiosity. Pose questions. Don't tell students something when you can ask them. Encourage students to suggest approaches to a problem or to guess the results of an experiment. Use small group work. Do "Leading a Discussion," "Supplements and Alternatives to Lecturing," and "Collaborative Learning" for methods that stress active participation.

Forsyth and McMillan (1991: 70) suggest that

iii. **Capitalize on students' existing needs.** Students learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course. Some of the needs your students may bring to the classroom are the needs to learn something in order to complete a particular task or activity, the needs to seek new experiences, the needs to perfect skills, the needs to overcome challenges, the needs to become competent, the needs to succeed and do well, the needs to feel involved and to interact with other people. Satisfying such needs is rewarding in itself, and such rewards sustain learning more effectively than do grades. Design assignments, in-class activities, and discussion questions to address these kinds of needs.

### 2. 29 Motivating EFL Learners through Literary Texts

Literary texts are very motivating due to its authenticity and the meaningful context it provides (Ghosn, 2000). Literary text deals with things which are interesting in nature and includes little if any uninteresting things. Motivation is one of the elements which can drive the learners to go ahead. Motivation is especially achieved when students are exposed to what they really enjoy. Experience shows that students are highly motivated when they are exposed to literary texts for language learning purposes.
2.30 Using Short Story in EFL Classes

Short-stories is ‘a narrative that can be read at one sitting from half one-hour to two hours, and that is limited to a certain unique or single effect to which every detail is subordinate, they can be accepted as exact resources in EFL classes. According to Elliott (1990:197), there are many reasons of choosing a short story in language teaching classes. Firstly, short stories are shorter than a novel to read and are easier than a play to act out in crowded classes. Besides, they are easier than a poem to analyze linguistically and more realistic than a tale. The plot of a short story is easy to summarize and the scene is more vivid for the students. Secondly, short stories also represent ordinary life which students can easily familiarize with. Elliott (ibid) states that literature ‘is motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities’. As the students achieve to familiarize with the characters and the story itself, they can successfully express their thoughts while and practicing the target language in class activities. Short stories, unlike informational texts, include authentic context which are real to life, which help the students personalize and familiarize with the text while developing a competence in language. Moreover, short stories are good examples of vocabulary and grammatical structures. Tucker and Lambert, (1972:26) claim that, during the reading process, students deal with the language itself while having an awareness of the language use because short stories are richer than grammar books. However, students in ELT/EFL realize the various structures of sentences and different ways of connecting sentences in the dialogues within the stories. Besides, the richness and variety of language provide students to improve their target language during the courses.

Short stories, also, provide cultural information about the target language. Students have the chance of developing an insight for the country and they can easily interpret social and cultural background of a certain society presented within the stories. Short stories are the proper tools for the language learners to deepen their cultural awareness and personal vision. Teachers who apply short stories also teach culture in order to develop ‘an awareness of, and sensitivity towards, the values and traditions
of the people whose language is being studied’. Moreover, literary texts deal with universal themes such as war, love and friendship that a learner cannot find in supplementary grammar or course books.

Short stories, in that sense, not only help students gain an awareness of learning a foreign language, but they also enrich the students contact with the real world. Short stories in ELT/EFL classes engage the emotions of the students while enriching their cognitive skills. First, the students try to use their imagination, then, they enhance empathy and eventually they tend to be more creative. Therefore, the lessons supported with short stories are considered to be more motivating and enjoyable. As Collie and Slater, (1987: 5) claims that, students may also improve four skills (reading, writing, speaking and listening) in language learning with the contribution of short stories in the learning process. If selected and exploited appropriately, short stories enrich the courses and learners can enhance an advance level of the target language. A literary text provides a vivid idea about syntactic structure which clarifies the written form of grammatical structures

2.31 Problems Associated with Reading Comprehension

There are two pedagogical problems faced English teachers when they teach reading comprehension in secondary schools: (English teaching forum 1994:7)

a. The first problem is the student participation. This problem concerns the actual participation of all students in reading activities set by teachers what happens all too often in large classes when answers to comprehension tasks are give orally, is that activity is dominated by small minority of the best students. Most of the class doesn't ever have enough time to finish reading. The best way to solve this problem is to reduce students number in classroom, so as to enable teachers’ to know student's problem with reading comprehension and solve it.

b. The second problem is accuracy and fluently. Better labels might be reading for accuracy and reading for fluency; these are certainly more information but still do not reflect all the purpose several by each type reading. Teachers cannot stress correctness without inhibiting fluency, and students in large classes whose spoken English is weak
will be handicapped in given oral answers to reading comprehension tasks, even if they have got the right answers.

Comprehension strategies are the cognitive and met cognitive strategies readers use to strategies accomplish the goal of comprehension. Comprehension strategies are interrelated and will rarely be used in isolation. Teaching students to be good comprehenders involves providing them with explicit instruction in comprehension strategies. The following pages provide:

a. Definitions of comprehension strategies and teaching ideas
b. Descriptions and examples of the repertoire of the Super Six comprehension strategies
c. A process for explicit instruction of comprehension strategies.
d. Some teaching ideas that will support the teaching of comprehension strategies.

2.32 How to Deal with Problems Faced by Students of English

The challenges faced by teachers of English. It is time to change the perspective and deal with students of English. Anderson (2000) During my practice as an English teacher I have met a lot of different students, from young learners preparing for school tests to company employees anxious about presentations or negotiations to more mature students learning just for fun. Now I would like to collect some of the main problems they have to deal with in order to be successful and satisfied language learners.

2.32.1 The fluency-oriented

Some people, for example, enjoy communicating, sharing their experiences. For them the main point is improving their fluency. Grammar is usually not their strength or focus. These people tend to learn through speaking and my job is normally to correct their mistakes and as these mistakes are corrected again and again, they gradually start using the right structures and forms and, as a result, their accuracy can improve. For them grammar exercises, drills are a nuisance. They sometimes lack the patience to do monotonous exercises about tenses. However, they still want to speak good English. So what can they do? the study view is that you should never force yourself to do something that is not compatible with your personality. If you do, you will just suffer and long-term
you may give up learning English altogether. You should always do what is close to you. Things you can enjoy. So for students who like communicating, chatting this is exactly what they should do: talk. Talk a lot. Go beyond your limits. Express everything you would in your first language. Go into philosophy. Abstract ideas. Or the details of your job. And while you are doing this try to use the vocabulary you have picked up recently from news articles, readings, listening. Try to widen your active vocabulary this way. How to improve your grammar? I would say do not torture yourself with long exercises. Instead get a good listening material and listen to it twenty times. Stop it after every sentence. Repeat the sentences until you know them by heart. This way grammar structures will be stuck in your memory and you will use them naturally next time you speak. You could also learn written texts by heart. Or conversations. You may not be aware of the right grammar forms and rules but you will be able to use them correctly. And, at the same time, your fluency will improve dramatically. What else do you need?

2.32.2 The accuracy-oriented

On the other hand, there are people who want to learn all the grammar rules first and to be hundred percent accurate before they engage in a simple conversation. They are the accuracy-oriented students of English. I find that this is partly a personality issue, partly a matter of culture and education in the specific country. In my country, Hungary, believe the majority of people belong to this category. What can they do? the study suppose that in this case the responsibility of the teacher is more significant. Accuracy-oriented students of English need more encouragement, positive feedback and, undoubtedly, more effort from the teacher to make them speak. It is more suitable for them to have one-to-one lessons to have more opportunities to speak freely in a relaxing, familiar environment. As a matter of course if you belong to this type, you should do a lot of grammar exercises to get routine and more confidence as far as structures and forms are concerned. Multiple-choice tests, gap-fills are popular with these learners. However, you should never forget that the main point of language learning in communication. The goal is to make yourself understood as well as understand others. So do not worry too much. Spending some time in an English-speaking country could be the best option to break through the barriers and feel yourself more comfortable when speaking English. No
matter which group you belong to, the most important thing is to deal with the language on a daily basis. Study a little as often as you can. Put the favourite listening materials on your mobile. Smart phones can be turned into the best learning support devices. Watch films in English if you like the cinema. Read your most beloved books. Whatever you do will help. Revise regularly. It is so easy to forget what you have just learnt. And never ever give up or have a long break. Do little if you cannot do more. Every little thing matters. Learning a language is a life-long mission. So just enjoy the daily successes and worry less about your long-term goals.

3.3 ICT and Reading

Integrating computers and the internet technology in the Foreign language classroom is a subject of great debate. Most research findings in the field of ICT reveal promising results about the use of computers and internet in EFL reading. Kyeung Kim (2008) assumes that these technologies can provide “both ESL/EFL teachers and students with virtually boundless uses” Kyeung Kim(2008:242). CALL (Computer Assisted Language Learning) has nowadays become a common feature of most EFL classrooms. A wealth of research (e.g. Jonassen et al, 1999) stress the great benefits CALL has in increasing students’ interaction (in the target language) in the form of exchanging, discussing and negotiating utterances and information to construct their knowledge about the target language. For Harmer (2007) computer-based instruction can also provide students with unreachable and fascinating activities which motivate them. Ybarra and Green(2003) state that: “Computers can provide added practice when necessary. They in addition enable students to engage with materials in authentic environments and to integrate various language skills and usage”. With particular emphasis on the reading classroom, Case and Truscott (1999) stress the importance of computers and the internet as good sources in developing reading skills. They argued that computer-based reading helps increase students’ interaction with texts, attention to individual needs, and increases independence through an ability to read texts they would not otherwise be able to read. It also helps them improve their sight word vocabulary, fluency, and comprehension which are crucial for improving reading. Similarly, AlKahtani (1999) comments that previous
research about the use of computers for reading instruction clearly supported the idea that computer-based instruction facilitates students’ reading comprehension and increases their reading speed such as studies conducted by (Kulik et al., 1983). Moreover, Pérez Correa et al. (2004) provide guidelines for successful computer-reading instruction in the classroom:

1. Computer instruction in reading should focus on meaning and stress reading comprehension.
2. Computer instruction in reading should support and extend students’ knowledge of text structure.
3. Computer instruction in reading should make use of content from a wide range of subject areas.
4. Computer instruction in reading should link reading. Earlier it was highlighted that there may be an impact on the roles that students play in the learning environment. This will suit some students and may not be comfortable for others. Also while most students tend to become more engaged or motivated when using ICT, this is not the case for all students.

2.34 Multimedia for Vocabulary-Building

Multimedia is not used only for glossing texts. Multimedia is a central component of good computer-assisted skill-building software. Andreea (2007) thus, Chanier and Selva (1998) stressed the benefits of multimedia support for learning L2/FL vocabulary and presented, a lexical learning environment for French as a L2/FL, which includes a corpus of texts, a general and a personal dictionary, and a lexical activities unit. After reviewing various viewpoints about the effectiveness of multimedia for vocabulary learning, they propose useful criteria for evaluating the quality of a visual representation in a lexical environment. Groot (2000) presented another multimedia-enhanced computer-assisted word acquisition program, whose aim was to speed up the vocabulary acquisition process. This program is an interactive program that takes learners through different stages of vocabulary development: deduction, consolidation, and long-term retention. Similarly, Tozcu and Coady (2004) conducted a case study that examined the outcomes in vocabulary acquisition when using interactive computer-based texts as
opposed to traditional materials. The aim was to determine the effect of direct vocabulary instruction via computer assisted learning as opposed to traditional vocabulary training via print texts. Moreover, the effect of this direct instruction on reading comprehension and word recognition speed and therefore reading rate were also analyzed. The subjects of the study were 56 intermediate level students from various L1 backgrounds who were studying English for university academic preparation. The results suggested that the treatment group, who used a tutorial computer assisted courseware, outperformed the control group in all the three analyzed areas: vocabulary knowledge, reading comprehension, and reading speed. These results suggest positive implications of integrating technology in the language classroom for reading instruction and vocabulary development.

2.35 Benefits of Educational Technology

Anderson (2000:30) states that: Educational technology is intended to improve education over what it would be without technology. Some of the claimed benefits are listed below:

1 Easy-to-access Course Materials
Instructors can post the course material or important information on a course website, which means students, can study at a time and location they prefer and can obtain the study material very quickly.

2 Student Motivation
Computer-based instruction can give instant feedback to students and explain correct answers. Moreover, a computer is patient and non-judgmental, which can give the student motivation to continue learning. According to Kulik (2000) who studies the effectiveness of computers used for instruction, students usually learn more in less time when receiving computer-based instruction and they like classes more and develop more positive attitudes towards computers in computer-based classes.

3 Wide Participation
Learning material can be used for long distance learning and are accessible to a wider audience.
2.36 Effects of ICTs in Reading Comprehension

ICT is affecting how reading is being taught in secondary schools. Teachers are integrating commercially available programs into the reading curriculum. Yunus and Salehi, (2012:106) state that: "The use of ICT in English as a Second Language ESL teaching and learning is one of the most widely discuss issues in the field of education". A group of ICT researchers claim that: "Using ICT improves education and provides more teaching and learning supports for the teachers and learners". There is no doubt that using ICT in education improves teachers' instructional process and facilitates students' learning process. A great number of studies have shown the advantages of using ICT in ESL teaching and learning; however, there is a need for more studies on the disadvantages of using ICT in language education.

2.37 Previous Study

Eiman Ahmed Yousfi (2016) "Investigating the Role of Information and Communication Technologies in Teaching Reading Comprehension in EFL Classes". Teaching reading comprehension is very essential to develop learners' English language. Using Information and Communication Technologies such as computers and internet to teach reading comprehension in EFL classes in secondary schools is a sign of progress in education. This study is concerned with investigating the role of Information and Communication Technologies in teaching reading comprehension in EFL classes. This study was conducted in the secondary schools. It aims at showing the importance of ICT devices in teaching reading comprehension in EFL classes. It aims also at increasing EFL students' motivation by using ICT devices in teaching reading comprehension in EFL classes. Moreover, it aims at investigating the difficulties encountered by EFL learners in teaching reading comprehension in EFL classes. Furthermore, it aims at identifying suitable ICT devices that EFL students prefer to use in reading comprehension classes. As the result of the analysis, it was found that ICT devices are not available in the secondary schools. It was also found that electricity abrupt impedes the use of ICT devices in secondary schools. Finally, it was found that the none availability of specialized technician causes problems in implementing ICT devices in
the secondary schools. In the tight of these findings the study recommends solving these problems and facilitating the implementation of ICT devices in secondary schools.

Amna Osman Ahmed ELnour(2006) under the title “Maximizing Learners’ Role in the Reading Comprehension Classes”. M.A degree. University of Gezira. This study aims at finding techniques for encouraging learners to be more active and participants. The study finds that students do not pay attention to the organization of the text and do not practice summary writing during reading lessons and this is due to time limitation. Also the study finds the use of aid is important in raising the students’ awareness to the selected text. Besides, intensive reading must be coupled with extensive reading at home. Finally teacher reading a loud is important to help students’ comprehending the text. The study recommended that time devoted to reading comprehension should have to be increased. Teacher should enable reading at home. Syllabus designers should design the appropriate texts that suit students’ level.
CHAPTER THREE
METHODOLOGY

3.0 Introduction
This study adopts the descriptive analytical method; therefore, this chapter provides a description of the sample of the study, the population of the study, the tools, the procedure and the analysis. Besides, it discusses the validity and reliability of the questionnaire used.

3.1 Population of the Study
The population of this study is high secondary school teachers in EL- Hassahiesa. There are male and female. They teach SPINE series beside literature books.

3.2 The Sample of the Study
The sample of the study consisted of (60) teachers at secondary schools in EL- Hassahies locality. They required to response the questionnaire desired. The sample was selected randomly.

3.3 The Tools and Data Collection
For the purpose of this study the researcher used a questionnaire as a tool to collect data. In this study the questionnaire is designed and it was (60) copies then it distributed to EFL teachers in EL Hassahiesa locality to collect data. Since this data will be analyzed using (SPSS) program.

3.4 Reliability and Validity of the Questionnaire
The study used the SPSS program for statistical analytical operations the researcher used Pearson correlation to prove and the reliability of the questionnaire. The result as follows:
\[ r_{xy} = \frac{N(\sum XY) - (\sum X \sum Y)}{\sqrt[N]{(\sum X^2) - (\sum X)^2} \sqrt[N]{(\sum Y^2) - (\sum Y)^2}} \]

Where

\( r = \) correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

\( \Sigma \): Sum

\( R = \frac{2^*r}{1+r} \)

\( Val = \sqrt{\text{reliability}} \)

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<th>Description</th>
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<td>0.647</td>
<td>Reliability</td>
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<tr>
<td>0.805</td>
<td>Validity</td>
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CHAPTER FOUR  
DATA PRESENTATION, ANALYSIS  
AND DISCUSSION

4.0 Introduction

This chapter is intended to present, analyze and discuss the data which has been collected by means of questionnaire. Also it is intended to test hypotheses against findings.

Statement (1) The teachers should be trained on how to evaluate the techniques used in reading classes.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tr>
<td>Agree</td>
<td>47</td>
<td>78.3%</td>
<td>78.3%</td>
<td>78.3%</td>
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<td>to some extent</td>
<td>13</td>
<td>21.7%</td>
<td>21.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Figure (4.1)

Table and figure (4.1) reveals that the majority of the respondent agree (78.3%) and 21.7% are to some extent. According to the result (78.3%) of the respond agree that teacher should be trained on how to evaluate the techniques used in reading class.
**Statement (2)** The pre-questions activities are seen as affective techniques for new reading material

**Table (4.2)**

<table>
<thead>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tbody>
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<td>50.0</td>
<td>50.0</td>
<td>50.0</td>
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<tr>
<td>to some extent</td>
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<td>41.7</td>
<td>41.7</td>
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<td>disagree</td>
<td>5</td>
<td>8.3</td>
<td>8.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Figure (4.2)**

Table and figure (4.2) shows that (50%) of the view of the respondent are agree, (41.7%) to some extent and (8.3%) disagree.
Statement (3) Teachers should be trained from time to time

<table>
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<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tbody>
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<td>to some extent</td>
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<tr>
<td>disagree</td>
<td>6</td>
<td>10.0</td>
<td>10.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure (4.3)

Table and figure (4.3) reveal the view of respondents who agree 65% and (25%) to some extent and who are disagree are 10%.
Statement (4) Crowded classes don't allow teacher to evaluate the techniques used in reading class

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>36</td>
<td>60.0</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>24</td>
<td>40.0</td>
<td>40.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table (4.4)

Figure (4.4)

Table and figure (4.4) display the respondents who agree are 60%, to some extent are 40%.
Statement (5) Explaining words is a good techniques for encouraging learners to read the text

Table (4.5)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
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<td>73.3</td>
<td>73.3</td>
</tr>
<tr>
<td>to some extent</td>
<td>8</td>
<td>13.3</td>
<td>13.3</td>
<td>86.7</td>
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<tr>
<td>disagree</td>
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<td>13.3</td>
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<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure (4.5)

Table and figure (4.5) show the view of the respondents who agree are 73.3%, 13.3% to some extent and 13.3% are disagreeing. (73.3%) of the respondent agree with the statement.
StatementGroup work activities are suitable techniques for enhancing learners critical thinking.

Table (4.6)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>35</td>
<td>58.3</td>
<td>26.7</td>
<td>26.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>16</td>
<td>26.7</td>
<td>58.3</td>
<td>85.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>15.0</td>
<td>15.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure (4.6)

Table and figure (4.6) reveal the view of the respondents who agree are 58.3 %, 26.7 % to some extent and who disagree are 15%.
Statement(7) Comprehension question are used in silent reading to assess its effectiveness.

Table (4.7)

<table>
<thead>
<tr>
<th>Agree</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>37</td>
<td>61.7</td>
<td>61.7</td>
<td>61.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>22</td>
<td>36.7</td>
<td>36.7</td>
<td>98.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1.7</td>
<td>1.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure (4.7)

Table and figure (4.8) display the view of the respondents who agree are 61.7 %, 36.7%, to some extent and 17% disagree. (61.7%) of the respondents agree that comprehension question are used in silent reading to assess its effectiveness.
**Statement (4.8)** Teachers should encourage students to infer the meaning of a word rather than looking them up in a dictionary.

**Table (4.8)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>35</td>
<td>58.3</td>
<td>58.3</td>
<td>58.3</td>
</tr>
<tr>
<td>to some extent</td>
<td>22</td>
<td>36.7</td>
<td>36.7</td>
<td>95.0</td>
</tr>
<tr>
<td>disagree</td>
<td>3</td>
<td>5.0</td>
<td>5.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Figure (4.8)**

Table and figure (4.8) display the view of the respondents who agree are 58.3%, 36.7%, to some extent and 5% disagree.
Statement (4.9) The time given to teach reading comprehension in secondary school is not enough.

Table (4.9)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>27</td>
<td>45.0</td>
<td>31.7</td>
<td>31.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>19</td>
<td>31.7</td>
<td>45.0</td>
<td>76.7</td>
</tr>
<tr>
<td>disagree</td>
<td>14</td>
<td>23.3</td>
<td>23.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure (4.9)

Table and figure (4.9) reveal the view of the respondents who agree are 31.7%, 45% to some extent and 23.3% disagree. According to the result (31.7%) of the respondents agree that The time given to teach reading comprehension in secondary school is not enough.
Statement (10). Teacher should cair of literature and short stories to improve student's reading skills

Table (4.10)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>50</td>
<td>83.3</td>
<td>83.3</td>
<td>83.3</td>
</tr>
<tr>
<td>to some extent</td>
<td>10</td>
<td>16.7</td>
<td>16.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure(4.10)

Table and figure (4.10) prove the view of the respondents who agree are 83.3 %, 16.7% to some extent.
**Statement (11)** The lack of attention in secondary school is a big problem in reading classes

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>24</td>
<td>40.0</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>27</td>
<td>45.0</td>
<td>45.0</td>
<td>85.0</td>
</tr>
<tr>
<td>disagree</td>
<td>9</td>
<td>15.0</td>
<td>15.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Fig (4.11)**

Table and figure (4.11) reveal the view of the respondents who agree are 40%, 45% to some extent and who disagree 15%.
**Statement (12)** intensive reading should be use to prepare students

**Table (4.12)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>41</td>
<td>68.3</td>
<td>68.3</td>
<td>68.3</td>
</tr>
<tr>
<td>to some extent</td>
<td>13</td>
<td>21.7</td>
<td>21.7</td>
<td>90.0</td>
</tr>
<tr>
<td>disagree</td>
<td>6</td>
<td>10.0</td>
<td>10.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Figure (4.12)**

Table and figure (4.12) show the view of the respondents who agree are 68.3%, 21.7% to some extent and 6% disagree.
Statement (13) A teacher should use predication in teaching reading comprehension

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>25</td>
<td>41.7</td>
<td>41.7</td>
<td>41.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>22</td>
<td>36.7</td>
<td>36.7</td>
<td>78.3</td>
</tr>
<tr>
<td>disagree</td>
<td>13</td>
<td>21.7</td>
<td>21.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table (4.13)

Figure (4.13)

Table and figure (4.13) reveal view of the respondents who agree are 41.7%, 36.7% to some extent and 21.7% disagree. (41.7%) of the respondents agree that teacher should use predication in teaching reading comprehension.
Statement (14) Student’s should be encourage to read extensively outside the classroom

Table (4.14)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
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<th>Cumulative Percent</th>
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<td>agree</td>
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<td>70.0</td>
<td>70.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>12</td>
<td>20.0</td>
<td>20.0</td>
<td>90.0</td>
</tr>
<tr>
<td>disagree</td>
<td>6</td>
<td>10.0</td>
<td>10.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure (4.14)

Table and figure( 4.14) display the view of the respondents who agree are 70%, to some extent are 20% and who disagree are 10%. This indicates that the respondents agree with that extensive reading is so important
Statement (15) teacher should encourage students to extract the main idea of reading text

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>34</td>
<td>56.7</td>
<td>56.7</td>
<td>56.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>16</td>
<td>26.7</td>
<td>26.7</td>
<td>83.3</td>
</tr>
<tr>
<td>disagree</td>
<td>10</td>
<td>16.7</td>
<td>16.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure (4.15)

Table and figure (4.15) indicate the view of the respondents who agree are 56.7%, to some extent are 26.7% and who disagree are 16.7%.
Statement (16) Skimming is an effective strategy in improving students' ability of getting information in a limited period of time.

Table (4.16)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>41</td>
<td>68.3</td>
<td>68.3</td>
<td>68.3</td>
</tr>
<tr>
<td>to some extent</td>
<td>19</td>
<td>31.7</td>
<td>31.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure (4.16)

Table and figure (4.17) shows that 68.3% agree, 31.7% to some extent and (31.7%) disagree. This indicates that Skimming is an effective.
**Statement (17)** Using elements of fun and humor in the classroom

**Table (4.17)**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
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<td>agree</td>
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<td>48.3</td>
<td>48.3</td>
<td>48.3</td>
</tr>
<tr>
<td>to some extent</td>
<td>22</td>
<td>36.7</td>
<td>36.7</td>
<td>85.0</td>
</tr>
<tr>
<td>disagree</td>
<td>9</td>
<td>15.0</td>
<td>15.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Figure (4.17)**

Table and figure (4.17) show the view of the respondents who agree are 48.3%, 36.7% to some extent and 15% disagree. This means that fun and humor are two aspects of language classroom which motivate learners to understand reading text.
Statement (18) Improving students reading comprehension skills through motivation and attitudes of learners

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>40</td>
<td>66.7</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>20</td>
<td>33.3</td>
<td>33.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure (4.18)
Table and figure (4.18) reveal the view of the respondents who agree are 66.7%, 33.3% to some extent. According to the result (66.7%) of the respondents agree Motivation and attitudes are effective ways of improving students reading comprehension skills.
**Statement (19)** The use of ICTs in makes reading comprehension an enjoyable

![Table (4.19)](image)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>43</td>
<td>71.7</td>
<td>71.7</td>
<td>71.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>10</td>
<td>16.7</td>
<td>16.7</td>
<td>88.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>11.7</td>
<td>11.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Figure (4.19)**

Table and figure (4.19) reveal the view of the respondents who agree are 71.7%, 16.7% to some extent and 11.7% disagree. This means that the majority of the respondents agree make reading enjoyable.
4.2 Testing the Study Hypotheses

**Hypotheses One:** question and answer techniques help the teachers to design new activities. On the basis of the results in table (4.5) it is proved that (82.5%) of the respondents agree that comprehension checked question can be used in silent reading to assess its effectiveness.

**Hypothesis Two:** teachers can evaluate the techniques used in reading classes. On the basis of the results in table (4.1) it is proved that (97.5%) or the respondents agree that techniques for teaching reading passage need to be evaluated.

**Hypotheses Three:** group and pair work activities help the teachers to discuss the meaning when reading a passage. On the basis of the results in table (4.8) it is proved that (77.5%) of the respondents agree that group work activities can be evaluated as suitable techniques for enhancing learners critical thinking.

**Hypotheses Four:**  teachers can used suitable techniques for teaching reading comprehension. On the basis of the results in table (4.2) it is proved that (60%) of the respondents agree that teacher should be trained on how to evaluate the techniques used in reading classes.
CHAPTER FIVE

CONCLUSION, FINDINGS AND RECOMMENDATIONS

5.0 Introduction

This chapter shows the conclusion, findings and some recommendations.

5.1 Conclusion

This study aims at improving reading comprehension skill in EFL Sudanese secondary schools and it tries to find ways of developing learners in reading comprehension as general, besides solving the difficulties which face the learner when reading comprehension.

5.2 Findings

In the light of the data analysis the study has reached the following findings:

a. Crowded classes don't allow teacher to evaluate the techniques used in reading class.

b. The time given to teach reading comprehension in secondary school is not enough

c. Using technology enables students to be familiarized with authentic materials.

d. Explaining the meaning of a new words is said to be a good techniques for encouraging learners to read the text.

e. Reading aloud is one of the types of reading that can be used to check the students’ pronunciation.

f. Techniques used for teaching reading comprehension should be evaluated.

g. Good comprehension instruction includes both explicit instruction in specific comprehension strategies and a great deal of time and opportunity for actual reading, writing, and discussion of text.
h. the study find the cause of reading comprehension problems represent to (teachers and student). techniques used in reading classes.

i. In case of teachers: lack of using teaching aids and lack of training courses for teachers re min cause of reading problems.

j. It is better to train teachers on how to evaluate

5.3 Recommendations

Based on the findings, the study has recommended the following:

a. Teachers should encourage students to infer the meaning of word rather than looking them up in a dictionary.

b. Teacher should care of literature and short stories to improve student's reading skills.

c. EFL learners should be motivated through using ICT.

d. Student's should be encourage to read extensively outside the classroom.

e. pair work activities should be assessed through learners production.

f. School should be equipped by English labs to increase reading performance.

g. Teacher should provide students with enough assignment and exercises after any reading passage so s to support their comprehension.

h. Teachers should adopt the modern teaching method in teaching materials in English language.

i. Syllabus designers should also produce test that give more attention to develop learners comprehension reading texts.
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WWW. Educational .com / activities
Appendix

**Questionnaire**

Dear teacher,

This questionnaire has been designed to collect data for the study under the title “Improving Reading Comprehension”. I would be grateful if you could response to the following statements by making tick on the scale ( √)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Agree</th>
<th>To some extent</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teachers should be trained on how to evaluate the techniques used in reading classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The pre-questions activities are seen as affective techniques for new reading material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teachers should be trained from time to time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Crowded classes don't allow teacher to evaluate the techniques used in reading class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Explaining words is a good techniques for encouraging learners to read the text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Group work activities are suitable techniques for enhancing learners critical thinking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Comprehension question are used in silent reading to assess its effectiveness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Teachers should encourage students to infer the meaning of word rather than looking them up in a dictionary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The time given to teach reading comprehension in secondary school is not enough</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Teacher should care of literature and short stories to improve student's reading skills</td>
<td></td>
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<td>11. The lack of attention in secondary school is a big problem in reading classes</td>
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<td>12. Teacher should use intensive reading to prepare students to read more rapidly</td>
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<td>13.</td>
<td>A teacher should use predication in teaching reading comprehension</td>
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<td>14.</td>
<td>Student's should be encourage to read extensively outside the classroom</td>
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<td>15.</td>
<td>Teacher should encourage students to extract the main idea of reading text.</td>
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<td>16.</td>
<td>Skimming is an effective strategy in improving students' ability of getting information in a limited period of time.</td>
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<td>17.</td>
<td>Teacher should use elements of fun and humor in the classroom to motivate students to understand.</td>
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<td>18.</td>
<td>Motivation and attitudes are effective ways of improving students' reading comprehension skills</td>
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<td>19.</td>
<td>The use of ICTs make teaching reading comprehension in EFL class more enjoyable.</td>
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