of Teaching Reading Skills at Sudanese Secondary Schools EFL Classrooms:
A Case study of *EL Kamleen* locality, Gezira state, Sudan (2016)

Fatima Hajo Altoum Alfaki

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Techniques of Teaching Reading Skills at Sudanese Secondary Schools EFL Classrooms:
A Case study of EL Kamleen locality, Gezira state, Sudan (2016)

Fatima Hajo Altoum Alfaki

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Examination date : /5 /2017 /

Shawgi Abdeldagi Musa
Dedication

To parents.
To my husband.
To my brother and sisters. sons, and daughters.
To my colleagues.
Acknowledgments

First all thanks to Allah for all his blessing. Then my great thank to the university of Gezira for this chance and my thank continue to the faculty of Educational Science.

My deep and great thank to Dr. Al Haj Ali Adam, the main supervisor for all his expertise, and encouragement and for all his advice throughout my study. Also, my thank due to thank Dr. Abd Elgadir Mohammed Ali, the co-supervisor for the technical support offered to me.
Techniques of Teaching Reading Skills at Sudanese Secondary Schools EFL Classrooms:
A Case study of EL Kamleen locality, Gezira state, Sudan (2016)
Fatima Hajo Altoum Alfaki

Abstract

English language today is an international language, the wide chief mean of communication its importance lies in the amount of various types of knowledge that are being presented in English to other nations all over the world. This study aimed to investigate of the problems of teaching English reading at secondary level. Also to find the problems of students in reading skills, and to encourage them to pay attention to the importance of English language, The study was used the analytical descriptive method, and the Population of the study are the teachers of English language in Kamleen secondary school. The sample has chosen randomly (60) teachers. The study found that: Modern techniques is the best techniques for teaching reading skills. Co-operative motivate student to read English texts, and Students at secondary schools have not enough opportunities to read English. Also teachers can motivates their students to practice reading skills with the modern techniques such as computers, magazine, Films. The attractive material which promote students in learning English is not enough. Syllabus designed to some extent with a good activities and visual to some extent. The study recommends to try as far as possible to get with your learner to the levels of English language proficiency used in English language technique. And Student at secondary schools need flexible treatment from teacher to feel safe. They should never been punished for mistakes even if they are frequently made by them. Teacher should measure his students reading and may futherly divide participants and offer more finely differentiated levels of instruction.
طرائق تدريس مهارات القراءة لمتعلم اللغة الإنجليزية بالسودان:
دراسة حالة بمحلية الكاملين، ولاية الجزيرة، السودان.

فاطمة هجو التوم الفكي

منحى الدراسة

اللغة الإنجليزية اليوم لغة دولية، وتمثل الوسط الرئيسي في الاتصال، وأهميتها تكمن في كمية الأنواع المختلفة للمعرفة الذي تقدمه الإنجليزية إلى الأمم الأخرى في جميع أنحاء العالم. هدفت هذه الدراسة لتصنيف مشاكل تعليم القراءة الإنجليزية في المرحلة الثانوية. أيضاً التعرف على مشاكل الطلاب في قراءة المهارات، وتشجيعهم للانتباه إلى أهمية اللغة الإنجليزية، استخدمت الدراسة منهج الوصف التحليلي، ومجتمع الدراسة. تم اختيارها بطريقة العشوائية (60) معالماً. توصلت الدراسة إلى أن: التقنات الحديثة أفضل التقنيات لتعليم القراءة. وتحفز على مشاركة الطلاب في قراءة النصوص الإنجليزية، كما توصلت إلى أن طلاب المدارس الثانوية ليس بس لا يجدوا ما في الكفاية من فرص قراءة الإنجليزية وأن المعلمين يمكن أن يحذروا طلابهم ل максا قراءة المهارات بالمكونات الحديثة مثل الحاسابات، الأفلام التعليمية. كما توصلت إلى عدم توفر الوسائل المادية التي ترقى الطلاب في تعليم الإنجليزية وهي غير كافية. المنهج الدراسي صمم إلى حد ما محتوبا على نشاطات بصرية. توصي الدراسة ويدر الإمكان أن يراعي المعلم مستويات الطلاب ويزيد من براعة اللغة الإنجليزية لديهم. استعمال تقنية حديثة لتدريس اللغة الإنجليزية وطالب في المدارس الثانوية تحتاج معالجة من المعلم للشعور بالانساني. وعلى المعلم أن يقيس طلابه في القراءة.
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Appendixes

1- The Questionnaire
CHAPTER ONE

I

INTRODUCTION

1.0 Background

English language today is an international language, the wide chief mean of communication its importance lies in the amount of various types of knowledge that are being presented in English to other nations all over the world, particularly non-native speakers.

As knowledge is increasing oral communication is the most useful and effective skill to be used for the achievement of this purpose. Thus how to communicate orally is the most essential skill to be emphasized, that is to say how to listen and speak in English.

Teaching English as a foreign language (TEFL) refers to teaching English to students whose first language is not English. Usually occurs in the student's own country, either within the state school system, or privately, e.g., in an after-hours language school or with a tutor. TEFL teachers may be native or non-native speakers of English.

1.1 Statement of the Problem

Learning is important in our life, The researcher tries to reflects the light on the problems of reading skills among Sudanese classrooms by explaining the factors behind the students lack of fluency in reading English to improve them. On the other hand, the researcher note that
the acknowledge of grammar and vocabulary an knowledge of how to respond to various aspects of reading skills and How to use language appropriately in different situations. all that mentioned are makes problems of reading skills

1-2 Objectives of the study

This study aims to:

1- Investigate the problems of teaching English reading at secondary level.
2- To Find out if the students have enough time to practice reading skills.
3- Overcoming students' problems in learning English language
4- Tries to encourage student to pay attention to the importance of English language
5- Make teachers help their students to improve their reading.

1-3 Question of the study

This research tries to answer the following questions:

a. What are the best techniques should teachers used in teaching reading skills?
b. To what extent students at secondary schools have enough opportunities to read English?
c. How can teachers motivates thier students to practice reading skills.?
d. How attractive material promote students in learning English?
e. To what extent syllabus designed with a good activities and visual.

1.4 Hypotheses of the study

a. Using modern techniques are the best techniques for teaching reading skills.
b. Students at secondary schools have not enough opportunities to read English.
c. Teachers can motivates their students to practice reading skills with the modern techniques such as computers, magazine, Films.

d. Attractive material promote students in learning English.

e. syllabus designed with a good activities and visual to some extant

1.5 Significance of the study

Everybody agrees that reading skills is very important and complex so that it is necessary for the teacher to improve the student’s reading by overcoming the difficulties.

The findings of this study will help the teachers to develop reading English among students at secondary school.

1.6 Methodology of the study

The descriptive analytical method will be used in this study. and The research will based on the result collected in field study in which a number of tools were used to collect the data including a test for students at secondary schools.

1.7 Limitations of the study

- The study will be in done in Kamleen locality
- The study will be in 2016.

1.8 Terminologies.

EL: English Language.

EFL: Foreign language learner.

Reading skills: the ability to make sense of written or printed symbols to guide the recovery of information from his or her memory to construct a plausible interpretation of the written message.” Grade, (1986.12)
CHAPTER TWO
LITERATURE REVIEW

2-0 Introduction:

Most of students want to learn English. At the very least, they want to be able to communicate with their grandchildren. They don't like feeling dependent on others and would like to be able to do something without an interpreter. Learning English is empowering and gives students control over their own live.

Good readers are phonemically aware, understand the alphabetic principle, apply these skills in a rapid and fluent manner, possess strong vocabularies and syntactical and grammatical skills, and relate reading to their own experiences. Difficulties in any of these areas can impede reading development. Further, learning to read begins far before children enter formal schooling. Children who have stimulating literacy experiences from birth onward have an edge in vocabulary development, understanding the goals of reading, and developing an awareness of print and literacy concepts.

Reading skills identify a great deal of research, the effort has tried to a catalogue of reading skills, and establish their relationship with another, but the issue remain controversial ands this book does not address them in any case, it is generally a greed that if individual skill exit they work together and re inextricably linked. can instruction aim at developing individual reading skills be justifies.

Most people accept that we can at least identify certain strategies which readers can make conscious use of when reading difficult text probability the bet why to acquire this is simply to read and read.
2.1 The Method of Teaching and Learning:

In the nineteenth century, the grammar translation method predominated ESL/EFL teaching in that era, translating literary texts from the second foreign language to the students’ native language was one of the main learning activities. But when this method was replaced by the structuralism approach during the 1960s the end of 1970s literature was no longer used structuralism approach was concerned with correctness of grammatical form an don’t with content interpretation of the written word 0r style in other words leaching a foreign language was regarded as a matter of linguistics then when the direct method the audio-lingual method conventions Slater (1996..201).

Containing real examples of grammatical structures and vocabulary items, the literary texts raise learners’ awareness of the range of the target language and advance their competence in all language skills, Second, using literature in language teaching has the advantage of providing cultural information about the target language literary texts increase foreign language learners insight into the country and the people whose language is being learnt which fosters learners ability to interpret discourse in different social and cultural target language contexts.

Since literature enables students to understand and appreciate other cultures societies and ideologies different from their own, it encourages personal growth. Community language learning suggestopedia the silent way total physical response and the natural approach successively dominated ESL/EFL teaching literature was not utilized. later on and a the appearance of the communicative approach in the late 70s and very early 80’s literature was also ignored the tendency in the EFL classrooms was to teach usable practical contents thus literary works had no place in the curriculum during this period most
EFL courses were mainly aimed to enable the student to communicate orally consequently dialogues dominated the curriculum.

However since the 1980s the situation changed quite radically and literature an undergoing extensive reconsideration within the language teaching profession the inclusion of literary works in ESL/EFL has attracted more interest among teachers and more and more studies on how to use literature in ESL/EFL classes are conducted this interest in using literature in language teaching lies in three interrelated elements authenticity culture and personal growth first of all, literary texts can be more beneficial than informational materials in stimulating the acquisition process as they provide authentic contexts for processing new language since literary tests contain language intended for native speakers, literature stands as a model for language learners to become familiar With different forms and conventions their own it encourages personal growth and intellectual development in line with these ideas.

2.1.1 Grammar Translation Method

Sometimes also known as the Classical Method, this is a traditional teaching technique that was used to teach Latin and Greek and was particularly in vogue during the 16th Century.

The focus at this time was on the translation of texts, grammar, and rote learning of vocabulary. There was no emphasis on speaking and listening comprehension because Latin and Greek were taught more as academic subjects rather than a means of oral communication.

This teaching method is still common in many countries and institutions around the world, and still appeals to those interested in languages from an intellectual or linguistic perspective. However, it does little to improve your ability to use the language for oral communication.
2.1.2 Direct Method

This approach, also known as the ‘oral‘ or ‘natural‘ method, originated around the 1900s as an alternative to the traditional grammatical translation method. At this time teachers were starting to experiment with teaching and educational models as previous techniques were failing to improve spoken communication.

The focus is on good pronunciation, with spontaneous use of the language, no translation, and little grammar analysis.

The Direct Method is based on the direct involvement of the student when speaking, and listening to, the foreign language in common everyday situations. Consequently, there is lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammar rules and syntax.

The focus of the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples.

The Direct Method continues to provoke interest and enthusiasm today, but it is not an easy methodology to use in a classroom situation. It requires small classes and high student motivation, and in the artificial environment of a classroom it is difficult to generate natural situations of understanding and guarantee sufficient practice for everyone.

However, variants of this method have been developed where the teacher allows limited explanations in the student’s native language and explains some grammar rules to correct common errors a student may make when speaking. Anderson (1983, 19)

One of the most famous supporters of this method was the German Charles Berlitz, who founded the Berlitz chain of private language schools.

-Some characteristics of this method are:
Lessons are in the target language

- There is a focus on everyday vocabulary
- Visual aids are used to teach vocabulary
- Particular attention is placed on the accuracy of pronunciation and grammar. A systematic approach is developed for comprehension and oral expression

Kosin (1986: 22) states that:

"Bases form of nationality planned system of an appropriate technique for primary child must be focusing rather more on playing tasks."

The researcher thinks that, Factually the teachers response should follow many kinds of playing tasks during all stages of teaching, therefore he must imagine multiplex types of playing tasks in order to cover at least the suitable need of the learners because this will create more interest between them which will intern assist them in understanding the ideas carried during the information presented by the teacher. The style should at least gears the learner to contain all sections of information particularly for the primary learner abilities. The teacher must own a high ability and acquires rich vocabulary. The teacher can afford to overcome the difficult linguistic problems and know how to deal with them according to his good experience and student's relevant levels.

2.2 Reading skills

There are two kinds of mental representations in the information-processing model, declarative knowledge and procedural knowledge. Declarative knowledge refers to static information in memory, or what we already know about. Procedural knowledge includes dynamic information in memory, or what we know how to do. Strategic knowledge is categorized as procedural knowledge because it works on the applications of our knowledge of rules to solve linguistic problems.
While declarative knowledge or factual information may be acquired quickly, procedural knowledge is acquired gradually and only with extensive opportunities for practice. Anderson (1983, 23)

The ability of reading skills involves the direct speech with the other speaker in whatever accent, it represents the high effort which enables the teacher to speak with a definite confidence and without hesitation. Factually it plainly represents the way of the well mastered speech which grammatically associated with pronunciation and accent at the level of response and expression through all stages particularly in advanced steps of learning and rich vocabulary at a wide standard of English language. The teacher should try to use a great deal of techniques to let the learner be familiars with it from the early beginning of teaches stages.

According to Carrell (1981:22), the text must activate, in the reader, all of the appropriate cognitive schemata in order to be comprehended. When reading a story with a familiar theme, especially one from the native culture, L2 readers might more easily activate the appropriate background concepts and hence more efficiently process the text. Not only is it important for the reader to have the background knowledge to read more efficiently, but that knowledge also needs to be activated. So having awareness is important to readers in the function of elaborating a text and making inferences from it.

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activated. So having awareness is important to readers in the function of elaborating a text and making inferences from it.

The researcher sees the above mentioned is right and the text should be activated to motivate the reader.

Reading a very effective and vital role in developing secondary students’ oral performance. There is a very strong relation between reading and speaking. The more students read, the more fluent they will be in speaking. Basically, and normally a language is acquired and received by means of the two receptive skills (listening and reading).

Reading defines as a one of the most essential skills in learning English language. It is defined differently by different writers.

Grade, (1986.12) defines reading as:

“reading can be defined easily as the ability to make sense of written or printed symbols to guide the recovery of information from his or her memory to construct a plausible interpretation of the written message.”

It is clear that reading can be from writing or painting symbols in the cave or in pyramids.

Ryder, R.J., et al. (1989) claims

“Reading is a mental process involving the interpretation of signs through the sense organs. Interpreting print is a specific form of learned behavior which requires grasping meanings through associations which have been formed between oral experience and the printed sentence concentrations like a phonograph records”

From the above it is clear that he connect between sense (eyes, hearing) and words (signs)


“Attempts to define reading have been numerous. This is partly because of the complexity of the reading skill which includes two major components; a process and a product. Teachers need to be aware of these components and their different aspects in
In order to respond effectively to reading needs. In addition they will find that familiarity with some theories related to the reading process and with important principles of teaching reading activities”.

When a person reads a text, he is attempting to discover the meaning of what he is reading using the visual clues of spelling, his knowledge of probabilities of occurrence, his context pragmatic to a meaningful interpretation to the text.

The above definitions show that reading is an interactive process. On the basis of his/her previous knowledge, the reader interacts with the text. He/she brings meaning to the text as well as taking from it.

Grabe (2002. 26) states "reading is an association between the sound of the spoken sentence and visual symbols.”

The most important resource is that any potential reader processes whether reading in a first or any other language is an awareness of the way in which language is used.

According to Lado,(1964:15) “to read is to grasp language patterns from their written representation.”

In second language, reading is usually taught to students who are already literate in native language presented on a paper and recognition of these (word and sentence) as conveying meaning. He also stated that “Reading involve the reader, the text and the interaction between the reader and the text”.

The reader and collection of previous life and educational experiences that form the basis of his/her knowledge in how to interact with, understand and interpret within texts whilst, the text is any written piece of work whatever the number of words is. The text is of different kinds such as academic texts, legal texts, religious texts,…etc. The reader’s knowledge about the different kinds of texts enables him/her to incorporate the appropriate reading skills to comprehend texts.
Beginning readers need to learn phonological awareness: awareness of the sound system; and graph phonic awareness: Knowledge of the letters and an understanding that letters and letter combinations stand for sounds and words. If people are only doing oral skills, it might not include much attention to the elements of the sounds of the language - the bits and pieces -even if they do some work on pronunciation (Ehri, 1998. 32).

According Wilkins (1972.16) who believes that through reading, learners can effectively come to understand which words are appropriate in which contexts. When conducting extensive reading, learners will also encounter some new structures. If the grade of the material can match learners' level, a certain amount of extensive reading can make learners develop their structural awareness even though these structures have never been taught to them.

According to Krashen, (1985.56):

"L2 learners can understand the input language, which contains "i+1". "i" refers to learners' current level of competence, and "1" refers to a bit beyond the current level. Input Hypothesis maintains that being exposed to the language environment, learners can subconsciously acquire the language from the input they comprehend."

Therefore encountering various structures in extensive reading is beneficial for learners to transfer the input into intake, thus structural awareness can be developed distinctly. Extensive reading can develop learners' schematic knowledge.

Alderson (1981) states that “In Arab world reading skills are commonly considered more important than any other skills”

McDonough & Shaw (1993;101) comment: “As a skill, reading is clearly one of the most important”.
To improve reading ability, there are various approaches in this field at the present, of which two approaches are the most focused, they are sub-skills approach and extensive approach.

Robb and Susser (1989) suggest that "extensive reading procedure would be superior to, or at least remain equal to, the skills-based method".

When L2 learners read, it is probably that there are some repeatedly unfamiliar words in the material. If an individual word is met again and again and understood more than once in different contexts, naturally learners will quickly identify the words and tend to easily remember the words.

Harris and Sipay (1990. 436) comment “all the sources of information about a word are consolidated into a single, highly cohesive representation.”

As skills in some aspects of oral language increase, they help development in reading and as a person improves his reading skills, that improvement seems to enhance further improvement in the spoken language.

A language lesson: Such a pedagogic practice--of focusing on the language of a text--may be justified as a language lesson, but it may very well be counterproductive as a reading lesson. Often what is known as "intensive reading" as traditionally opposed to "extensive reading" is actually not reading at all: the lesson consists of a series of language points, using texts as points of departure. Reading texts, in other words, are sources of language exercises, rather than reading exercises.

Alderson (.1984: 246)

2.3 Importance of Reading Skill:

Reading has certainly great values in both general and specific sides and it will remain the key of knowledge.

Heldreth, (1988. 45) mentioned:
“of all the valuable skills, the average person learns in a lifetime the ability to read easily heads the list, because it is the most universal and most generally useful for everyone today”

According to mentioned above it appears that reading has great importance in the notions’ life.

2.4 Reading Complex Process:

Reading is a very complex process, because it contains a variety of skills and various cognitive processes. Because of this complex nature the understanding of second language reading process is still controversial, and what people know about it, are still a few solid generalizations derived from insights obtained from the psychological descriptions of first language reading research. Many schools of thought define the nature of reading.

According to Harris & Sipay (1990:533):

"wide reading not only increases word-meaning knowledge but can also produce gains in topical and world-knowledge that further facilitate reading comprehension."

Smith, (1973. 214) also emphasizes two important contributions. First, the reader does not use all the information on the page, but rather select the most productive language cues.

Second, reading is only incidentally visual. The third school of thought defines reading as a language related process and the students should be guided to realize that the visual marks on paper on black board have a definite relationship to spoken language.

2.5 Types of Reading

There are many types of reading which can be described briefly as follows:

2.5.1 Aloud Reading.
If you are interested in choosing any one of certain vocations, you must be able to read effectively. For example, successful teachers, preachers, lawyers, actors, radio or television announcers, commentators, or entertainers, must be fluent and placing readers.

You may not be interested, however, in any of the vocations named above. That circumnutated does not mean that you can forget about acquiring skill in oral reading. Just how often do you read aloud, anyway? Not very often, you may hill. As a matter of fact, your daily life is full of oral reading situations

Motivating power of the true audience situation is always found in a play reading comprehension is assured. The student cannot interpret his lines unless he understands them. The student who inclines to read a word at a time or ignores commas and periods in the oral reading will lose a complete phrase and attend to punctuation when he interprets his role. Also, improvement of mood and feeling is the main outcome of play reading.

Reading aloud is for checking the students’ pronunciation, word stress, pauses, intonation and understanding. The passage for these activities should be short, complete and clear.

Byrne, (1971)” states “reading used to be one of the normal methods for giving students language practice regardless of its value”.

Reading aloud comes only after silent reading and after presenting new words, structures and expressions. Reading aloud must be oral first so as to establish good hobbits of pronunciation and to train the students to develop their knowledge of the foreign language of their own.

Some educators and researchers are in favour of silent reading more than reading aloud, but reading aloud can be used during the course to check pronunciation to improve the students’ intonation and fluency.
Also Reading a text out aloud can help students to focus mentally, raise questions and stimulate discussion.

2.5.2 Silent Reading

It is for understanding. It keeps the whole class attentive and enables the students to activate their receptive abilities. Silent reading requires the teacher guidance and assistance in the early stage of the learning. The teacher is expected to help the students develop their speed in silent reading.

This can be realized by forming good habits such as right sitting position, the proper distance between the page and eyes.

Timing in silent reading increase the eye snap to a great extent and makes students force themselves to read fast. Comprehension questions should immediately follow silent reading. The questions should share a logical sequence. Being able to read rapidly to oneself is an essential skill for all students.

2.5.3 Scanning

Scanning is a rabid reading of a text to find out specific pieces of information which are prominent in the text such as numbers, dates, quantities, percents, names or places. In other words, we scan the page until we find what we are looking for.

2.5.4 Skimming

It is a rabid reading of the text to find out the gist or the main idea. When a reader skims he just passes his eyes over titles, headlines, topic sentences and summaries. Therefore, skimming is effective in improving the students’ abilities at getting information written in limited period of time.

2.5.5 Intensive Reading

It a classroom activity guided by the teacher. It takes the form of silent reading than the reading aloud. In this type of reading students
look for the details. The material designed for intensive reading usually a little higher than the students’ level.

According to Robinet, (1978: 59). He states that:

“The reading done in the classroom is usually carefully guided and intensive; it is a necessary preparation of the students to read more rapidly”.

2.5.6 Extensive Reading

This is what usually done when readers are reading for pleasure, perhaps a novel or a play. The reading material here is usually written a little below the level of the students. It is called supplementary reading because it is supposed to supplement intensive reading achieved by the students by letting each student read books, magazines and newspapers outside of the classroom and having him to give oral report on them in the classroom. Graft states that “Extensive reading means, reading in quantity in order to gain general understanding of what we read. It is intended to develop good reading habits, build up knowledge of vocabulary, structure and to encourage a liking for reading.

2.5.7 Effective Reading

Every one reads with a purpose in his mind generally. This purpose is either to enjoy oneself or to obtain information. Effective reading means reading accurately and efficiently to understand as much of the passage as the student can in order to achieve his purpose of reading. It may also be necessary to reproduce the passage in some way such as discussing the main idea or writing a summary.

Sometimes comprehension failure happens and the reader is unable to achieve his/her purpose. This failure may be a simple matter of not knowing the meaning of words but it is just a likely to be a deficiency in one or more of a number of specific reading skills.
2.6 Models of Reading

In the last fifty years reading researchers have been studying the link between the reading process (what goes in the brain?) and how to teach reading. They have developed a model of reading which is considered as an attempt to describe the nature of reading. what happens when people they read? How an individual processes a word and a clause or comprehend a text? Encarta Reading researchers tend to classify reading models into three kinds: (www.Wikibidia.com).

A - Bottom-up Model:

The bottom-up model argues that the reader begins to build up the meaning of the text by processing reading from the smallest units to the highest units, i.e. from letters to words, phrases, sentences, paragraphs and finally the meaning of the whole text. This flow of information is considered to be very fast, and little affected by information stored in the memory.

Scott, M. et al.(1984). Using a 'standard exercise' in teaching reading comprehension, describes reading as:

"being a linear process from graphic symbols to the meaning responses, and readers check words individually, and sound them phonetically. The reader is not a guesser; he plods through sentence, letter by letter, and word by word."

They believes that reading is a bottom-up process. Some other researchers have shown that the description of the reading process as bottom-up approach is inadequate.

While Nunan (2003) says, “readers should only be able to read round 60 words in a minute.”

The researcher sees that he shows that the process of reading from smaller linguistic units to higher ones show reading down.
bottom-up models fail to allow for the fact that comprehension of letters, words and sentences are affected by high level processing, i.e. the interpretation of a word depends on its context. (the surrounding words), e.g. the word “will” in “let me do as I will” and “I will be here soon”, these have different meaning. The first means “decide or choose” while the latter is a helping verb in the future time. In this example, and the similar ones, it is clear that the process of reading cannot be a simple linear progression from low level words.

B - Top-down Model:

The top-down model argues that readers bring the knowledge they have already processed to the text. They make predictions about the text and as they read they try to check if their predictions confirm the information in the text or not Goodman as cited in Calpham (1996) suggests that:

“reading can be driven by hypothesis. The reader follows cyclical procedures of sampling the text, predicting what will come next, testing predictions and adjusting or confirming them.”

In top-down model the reader plays an active role, far from being a passive reader as in the bottom-up model approach. The reader uses his/her background knowledge to form predictions and interpretations for a written text. One of the top-down model defects is that the reader may process little knowledge about the topic of the text, in order to make predictions about it.

He may need a great deal of time to make these predictions. While the bottom-up model is the process of reading letter by letter the whole text, and the top-down model is the process of predicting that, based on the prior knowledge of the reader, the interactive model is a balance between the two because both models (top-down and bottom-up) are used throughout the reading process.
C - Interactive Model:

Eskey (1988: 36-39) explains the word “interactive” as referring to both interaction of the readers with several kinds of knowledge (using both bottom-up and top-down approaches) and the interaction of the reader and the text. So, an interactive reader is the one who apply both bottom-up and top-down approaches in the reading process.

The previous knowledge is important. Without it the reader may not be able to comprehend a text. It is the knowledge that a reader already processes and brings to a text. It is known as “Schema”.

According to Aebersold (1997: 79), schema theory research shows that there is a strong relationship between the background knowledge of the reader about the text and the content of text. The more the reader has of this background knowledge, the better the reader will comprehend that text. Schema is divided into three types

2.7 Reading purposes

According to the goal of reading in the second language and it is to be able to read comfortably, students should reach a stage at which they do not feel conscious of strain while reading.

Songsiri (2007. stats that " students who spend most of their time thumping through the dictionary while preparing an assignment have not attained a reading level consistent with a certain objective. In order to attain this objective the teacher has the responsibility, as in the other language skills of leading students from their states of knowledge at the beginning of the sequence to the desired goals, as with the other language skills.

The ultimate goal is to be able to read without concentrating on structure or translating into their mother tongue.

When a student reads a certain reading material there a strong purpose that pushes the learner to do so, for example, a student reads a
given text if he/she feels that, what he/she gets out of it, will fill in an information gap which he/she badly lacks. Therefore, reading should be of a clear purpose, because students who have got a purpose to read tend to understand and retain what they read better than those who have no purpose.

In fact the overall purpose for teaching reading in secondary schools is to improve the reader attitudes, abilities and skills needed for obtaining information, developing interest, reacting positively to ideas and deriving pleasure by reading through proper understanding to what is written or printed. In addition to these, the reason for reading is to understand other people ideas.

Alderson (2000:35) thinks that different readers read the text with different purposes. So, the readers need different skills to suit their different purposes. Therefore, it can be said that the reason for reading a text will influence the way the students read it. For example, reading a short story for pleasure at the bedtime is likely to be different from reading a history text for an examination.

Wallance (1992) states that: there are some personal reasons for reading:

2.8.1 **Reading for Survival**: Some kinds of reading that might be called in response to the surrounding environment.

2.7.1 **Reading for Learning**: It acts as a means of finding out information, such as reading for extending the general knowledge of the world. Today, reading for learning takes place in academic contact.

2.7.2 **Reading for Pleasure** It is done for its own sake; readers do not have to do it. This point may be lost in children schools. Educators insert literature written primarily for enjoyment for example simplified books ad supplementary readers to be by students in their free time.
2.8 Reading Aspect:

Wallace (1992) states that

“Reading is a complex skill which requires the coordination of interrelated sources of information. Thus eyes play a crucial and a significant role in the reading process. The mechanical quick recognition of words, phrases, and sentences accurately is extremely essential for the reading process. The more words one can see at one eye look, glance, or fixation, the better ones reading comprehension becomes”.

A single sense unit with a single meaning is necessary for efficient reading because human short memory can only hold a small amount of information for a short time. Somebody who tries to read word by word will try to hold too much information in his memory. But when this happens the reader may forget what the beginning of sentence was about before he reaches the end of the sentence.

2.8.1 Visual Perception:

It involves identification and interpretation of size, shape and relative position of letters and words. The ability to differentiate visual forms is an important part of visual perception, because many letters and words are very similar in form but very different in pronunciation and meaning. Accurate identification and interpretation of words results from detecting the small variation.

2.8.2 Sequential Aspect of Reading.

It is generally known that printed material written in English appears on a page of print in left to right, top to bottom. So, a person eye must follow that sequence in order to read.

2.8.3 Cognitive Aspect

Reading is a thinking process. The act of recognizing words requires interpretation of grading selection. A person must be able to use an information to inference, for example, guessing the meaning of new
lexical items and read critically and creatively to understand the figurative language determines the author’s point, evaluates the ideas presented and applies the ideas to actual situation.

Cognitive aspects of reading are mental process. It enables students to identify and comprehend the string of words and how they are related and organized to convey the intended meaning. It is reading from behind the eyes to discover the meaning of words, syntactic, logical and cultural clues and the overall meaning of the text.

2.9 Components of Reading Skills.

The goal of reading program should be to get students to read independently, and over comprehensively. To do this firstly, we should train them to read paragraph to get the main idea, monitor their comprehension combining these skills in an efficient manner. Secondly, Reading is an interactive skill in a sense that linguistic information from the text interacts with the information activated by the reader from the long-term memory, as background knowledge. These two sources of knowledge are essential for building the reader’s comprehension of the text.

According to Perffetti & Hart (2001: 38) they reported:

"the reader builds a situation model from the text based by combining knowledge sources through additional inference processes. Thus, a text base is essentially linguistic and consisting of proposition derived from sentences, where as a situation model is essentially agonistic in its form of representation."

The researcher moment that, as above, a text model and a situation model construction require the abilities to over ease or monitor comprehension strategies as needed.

Gough Hoover and Peterson (1996. 27) mentioned “skilled reading, clearly requires two very necessary skills; decoding and comprehension ability”.
Also Alderson (2000: 34) adds that

“an increasingly common view in research literature is that: skill in reading is essentially in two components: decoding and comprehension...”.

The researcher think that reading comprehension abilities and reading development is composed of a combination of word recognition ability and general comprehension abilities. Also trough reading students can learn other skills, and new word in addition to grammatical, and he will communicate with the target language.

2.10 Reading Comprehension

Comprehension defined as a getting meaning from a print. Also the word comprehension means that the reader holds together in his mind the elements of meaning which is coded by the writer into the print. (www. Encyclopedia . Education).

There are tow types of comprehension exercise. The first, looking for main ideas concentrates on a general understanding of the reading. This exercise may be done after a first silent reading of the texts. Students can re read the text to check answer. The second comprehension exercise looking for details, concentrates on developing skimming and seaming skills (Study skills)

The process of reading comprehension constitutes the first issue in defining the meaning of the word “literacy”. Traditionally the word literacy is defined as the ability to read and write. A person who is not capable of reading a word for instance, is totally illiterate. Fighting against illiteracy has become as a very important issue in most countries especially in the third world. Those who are in charge of education have started adult education to eliminate or at least to diminish the amount of illiteracy in their countries. Blyth . T (1993. 123)
Reading comprehension also has captured the attention of many linguists, instructors and teachers. The fact behind that, is that reading has become indispensable aspect of human interactions. People interact with written, printed or on-line texts and daily basis for the purpose of getting information, self entertaining, broadcasting, background knowledge, obtaining facts, verifying information, conducting international proficiency.

Al-Mutwa & Kilani, (1989) reports :

"Reading comprehension can be defined as the ability to grasp a deeper understanding of a written text. Linguistically, understanding a text requires a reader to be skillful in decoding the vocabulary of the text whatever it is, extracting main ideas, evaluating the amount of information presented on that materials, understanding the writer’s point of view".

The above report is true, and reading helps student to understand the text well. And this is the main goals of reading, as according to Al-Mutwa & Kilani (1989) “The process of extracting meaning from printed or written material”

That is the ability to decode meaning from graphic symbols as illustrated by The main purpose of teaching comprehension is to develop students’ understanding of a piece of a written language.

J. Michael (2004 126) stated :

“Interactive reading can be defined as a process in which readers have a control over the text they are reading. This control enables students to influence the nature of the reading process, in that they are able to enough and free to participate actively in the construction of meaning of whatever text they are reading.

Hedge (2000) mentions a set of the following goals of reading components:

a- To be able to read a range of texts in English.
b- To adapt reading style according to a range of purposes and apply different strategies.
c- To be able to interpret meaningful texts.
d- To develop awareness of structure of written texts.
e- To make a critical stand to content of a text.

2.11 Techniques of Reading:

A method for reading aims to understand the material in some depth. This method involves the following steps.
- Survey: to skim through to gain an overview and not the key points.
- Question: to devise questions you hope the text will answer.
- Read: to read slowly and carefully.
- Recall: to write down from memory the main points made by the section.
- Review: to revisit your questions comparing to your recall.

b- Word by Word Reading

This type of reading is time consuming and demands a high level of concentration. The material is not readily understood and it requires slow and careful analytical reading, for example, unfamiliar words and concepts, scientific formula can take up an hour just to read a few lines of a text.

c- Pre reading questions:

Each chapter is introduced with a page of photographs or drawing accompanied by a set of discussion questions. The purpose of the pre reading questions is to prepare students for the reading by activating their background knowledge and encouraging them to call on and share their experience.

In addition to the play reading, there are several materials that help students develop their reading skills. They can enrich their minds with vocabulary and new approaches so that they can be good readers.
from early time. This can be more productive by practicing reading literature. If the students keep on doing so, they will their reading ability and achieve their goals. Anderson. (1979.82).

2.12 Strategies for Developing Reading skills.

Croft (1980:68) points out that: teachers need to distinguish between introduction to reading and the development of reading skills even though they are arbitrary divisions in developing reading competence.

Teachers nowadays concern about how to develop the students’ reading comprehension. The teachers should select the suitable techniques and strategies that enable them to improve their students’ reading comprehension skills. That initial introduction to reading has many to do with helping learners, sense relationship between the spoken language they know and the letters, words, sentences and paragraphs on the page.

The EFL teachers' cannot improve the students reading without being thoroughly acquainted with the different stages of reading development.

A - level 1: In this stage the students are dependent on the teacher. Students read the materials they have learnt. This material may consist of alphabet song, short dialogue, songs, series of action, and repetition which is very important in this stage.

B- level 2: In this stage, the student is partly dependent on the teacher. Students read newly reconstituted materials in which all the elements are familiar to them. At the end of this stage, the student can read simplified texts and adopted versions of classics or magazine. This is the longest stage in developing the reading skill.
C- Level 3: It is the last stage in developing the reading skill in which the students read full text material. They read books in any curriculum as well as books on sports, scientific fiction, adventure or love.

According to Grellet (1981:65): most of the techniques which are dealt with in him reading already familiar to the students in their native language. And he mentioned it is necessary to retain them as some students have difficulty in applying them to the second language. So, the teachers must takes these techniques

a- Consideration. The aim of Consideration is to provide exercises that will develop the strategies which students need to cope with unfamiliar words and complex sentences. It should ensure that they do not stumble on every difficulty or get discourage from the outset.

b- Inference: It means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements, if these are words, then word formation and derivation will also play an unimportant part. When dealing with the new text, it is better not to explain the difficult words beforehand, they would only get used to being given pre-processed texts and would never make the effort to cope with a difficult passage on their own.

The researcher agree the above and students should be encouraged to make a guess sat the meaning of the words they do not know rather than look them up in the dictionary.

c- Understanding Relations between sentences: Inability to infer the meaning of unknown elements often causes discouragement and apprehension in the students when they are faced with a new text. A similar problem arises when the students are unable to get an immediate grasp of sentence structures. This will be a definite handicap in the case of texts with relatives, embedded clauses and complex structures.
d- **Connecting Sentences through Ideas:** It is essential to prepare the students to recognize the various devices used to create textual cohesion and more particularly the use of reference and link-words.

When the reader is scanning the index for page reference, his eyes are look for one entry to find out how much he is going to read and understand.

This often requires that reading the first sentence of each paragraph to note which he will come back to for the second reading. After that, the reader can read in details the essential paragraphs. By now the reader should have a good sense of the variety of reading techniques he can use. Moreover, he can scan to find a particular piece of information or to answer a particular question. When the reader looks through the papers, he should decide which one really has to be dealt with. He can run his eyes down the page with one question in his mind and pay no attention to anything else. (Macmillan (1989.57) . In addition to the above, the following points also can help the readers:

- Read in detail only by skimming or scanning.
- Read critically, when he is reading a material in which a view is expressed explicitly, such as when various newspapers give different interpretations of the same opinions.
- Read for pleasure any way he likes, because he is not either going to be examined.

Davis (1968) identifies eight skills for reading as follows:

- Recalling meaning of the word.
- Drawing inferences about the meaning of word in context.
- Finding answers to questions answered explicitly or in paraphrase.
- Weaving together the ideas in the content.
- Drawing inferences from the context.
- Recognizing a writer’s purpose, attitude, tone and mood,
- Identifying writer’s techniques.
- Following the structure of the passage.

Macmillan, (1989) states five useful steps in the reading process:

1- Survey: to make sure that he has taken in all the basic information, a reader should always survey the text critically in terms of title, subtitle, another date of publication, contents and index.

2- Questioning: The reader needs to ask himself questions about what he expects to find in a certain book to keep his reading active and to help him to concentrate.

3- Reading: The reader will find that he reads more efficiently once he has pinpointed what he is going to read and why he is reading it.

4- Recall: What was the text about? Can the reader answer the question? The reader should make his notes now and set out the main points as he remembers them, then check the text if he is not sure.

5- Review: The reader should look back over the text in order to make sure that he can answer the questions he sets and also to check that he hasn’t missed any essential.

The researchers sees that reading skills are very important. Teachers should try to concentrate on it by giving students a chance for oral reading practice in order to encourage them to read so that they can improve their oral reading.

According Anderson (1979: 75) says that:

"In oral reading, the reader should know his audience’s interests and needs. The reader must have mastered the skills of perception, so that he can recognize the word more quickly and accurately. Equally important, the reader should have the ability to group words together in thought units and to read smoothly to help his listeners grasp the author’s meaning”

The researcher agree to the above, because a good oral reader is very eager to share with his listeners something that seems important. It may be new information, an experience, an interesting character, etc....
"the skill of the oral reading is most naturally developed in the reading of plays because this type of reading adds many values to reading".

The researcher sees the enriches students' reading of fiction or it provides disciplines which are not found in the other types of reading and it enriches comprehension, vocabulary development, phrase reading expression and general speech skills. In addition to the above mentioned. Grabe (1986: 36) reports:

"the more reading done, of the greatest informational variety and ranges of purposes, the quicker the reader will achieve the capacity for creating, refining, and connecting diverse arrays of cognitive schemata."

Encourages reading because it is a great factor in foreign language improvement and believes that students who read a lot are good at reading, good at writing and have a good vocabulary and grammar knowledge. Learners see structure of a sentence and this enables them to build their own sentences and utterances. (Hill and Holden. 1990.87)

Reading may contribute significantly to competence in a second language. There is good reason; in fact, to hypothesize that reading makes a contribution to overall competence, to all four skills. (Krashen & Terrel. 1983.21)

**2.13 Methods of Teaching reading skills:**

It is the way of doing any technique and style used in teaching like the detailed point under the statement below. Teaching strides should be identified as follows:

1. It is to mention the types of lesson and illustrate its categories and show the ideas of it.
2. Purpose: it means clearing the sum of content advantages.

3. The lesson strides.


"The classical way of teaching a lesson which would constantly be presented by the teacher is to organize the subheadings of information that purposely specify the content in order to offer the demanded concepts."

According to what is explained by Kay, The researcher thinks that; teachers should almost admit his opinion that had been put in the statement quoted above, as a successful way of teaching.

2.14 The Effectiveness of the Given Question:

At a certain point of teaching any lesson, after the teacher had been ascertained that the learners were reached the persuading level of understanding how to conserve the questions relevant for them according to their standard, the teacher can give them some questions and encouragers them to answer them trustfully. Through the middle stage of the teaching steps, the teacher can show the learners the types of questions and he may sometimes give them opportunities to ask each other so as to feel familiar with the question in some important situations like interviews, dialogues, meetings and so on. This can help the learners benefit from what they read. The most important types of questions are: the indirect oral question and the direct question.

- The oral question is the un written question said by a member orally to be answered orally by an other member, it is normal because the answer which is to be offered will not be hidden, or ambiguous.
- The direct question.
The dealing with this type is equally balanced in both the question and the answer. According to the answer any defect will directly be known and therefore it can easily be treated.

- Importance of training tests.

2.15 Practical and active vital task:

Students are the setting of some types of motional practices which are usually performed during any lesson and they mostly depend on the classroom level, they are mostly used as a technique in peer-groups. The effective drilling gives the students plenty of opportunity for more participation in classroom Toller Locarb. B. (1993: 16) explains that:

"if the student are given an ample opportunity to practice the new language they well have more confidence which in turn can lead to motivation and the latter leads to active learning."

The researcher think that it is normally to believe the concept because mastering the practice in the so description will affect the students sprits and motivate them for attempting more important experiments associated with language.

There are numerous type of activities whether practiced in side the class room or outside it, but since activities are free practices the teacher can give the students more opportunities to express themselves out side the class room to avoid annoying from being restricted between the walls for along time 2:9:4Creativity

The creative teacher can think of other vital techniques as it is believed that varying of activities is help full for students in learning English language. e.g. the teacher asks the students to draw a picture of a determined object and let them compare their works with each other to observe the contrast or the similarity between the features of their drawing. The availability for more activities is really needed because
they will motivate the students to realize the gravity of such practices for acquiring well mastered knowledge.

Gimson (2004: 4) states that:

"To be well organized the teacher should have to explicit a training test and while the pair is taking place he should be moving around the space and if necessary guiding and correcting what individual pair are doing."

I think that this opinion shows us that pair and group work is actually regarded as a systematic action that confirm the guarantee of possessing good knowledge because they supply the learner with additional concepts through the discussions and other practices like conversation and exchanging ideas.

2.16 Other systematic samples of more requiring patterns of activities:

They contains a range of exercises the teacher should practice through enjoyable moments and structural line drawing activates to accustom pupils to write from left to right, pupils have to be encouraged to know about their echo through the four skills, for example writing in a striate line because this is representing a great problem for the beginners they are not expected to read whole words at this stage, reading skills will be covered later on.

- The teacher guide:

its representing a single which concerns only the teacher plan so as to be main tained in his memory. tgey are

1. Charts with a summary of the new vocabulary and structures in each unite.
2. Introduction to the course material.
3. Summaries of the aims and content of materials and teaching resources needed for each lesson.
4. Suggestion for the use of teaching material aids including flash card and wall cards and all the modern technological medium.

2.17 Activities:

All exercises that are to be given to the pupils have to be understood upon the moment of presentation display in which the new vocabulary and structure taught through a range of activities.

a- The special domain for the beginner learning:

Before to begin teaching the teacher should try to devote one or two periods for speaking in English randomly using any kinds of utterances or expressions on various topics without concentrating on certain plans so as to raise the students' interest since the spoken foreign language had not been provided to them before, therefore this will generate more curiosity upon them and makes them more eager to learn target language.

i. Pair/Group Work:

Pair and group work serves in more satisfaction of time which will be exploited in discussion and gives students wide opportunities to speak and express their opinions more freely. Above all it assists in providing the students with the entire sense of confidence and it will also improve their levels.

ii. An additional concept for learning Aids:

They might be considered both activities and techniques used through all linguistic studies, they are effectively useful when exploited as one of the important types of technique like illustrative pictures which is necessary to be coloured. They should purposely displayed and provided in a good presentation. The most distinguished one of the learning aids are the visual aids. Teacher should strictly be concerned to use it. Toller Locarb. B. (1993: 18)

b- Students readiness:
One of the important procedures that should be considered as a permanent step in any period before to begin teaching is the teacher role of checking up the atmosphere to keep the learners feel relax so as to be ready for receiving the lesson information that will be applied.

**c-Primary Techniques:**

Students repetition after the teacher pronunciation to understand the pronunciation as well as it has been said by the teacher it should be considered that the researcher sees that this is an appropriate procedure which enable them to be affected by the major aspect of learning to pronounce words correctly as they are following the teacher pronunciation and repeat after him. This is normally believed with, and applied at a certain stage.

**2-18 Teaching text attack skills:**

Students need a range of strategies to deal with text as we want them to can front problems instead of running a way from them, we refer to these as attack skills borrowing a term mother tongue.

The first steps to identify source of potential trouble most students are well aware when they have problems with vocabulary through not always, we shall see, so that usually appreciate the need for word attack skill other source of difficult tend to less familiar, running in text attack skill there fore invades making students aware of things they normally do not notice at all. This awareness is crucial readers who understand what can go wrong take step to sort their difficulty..

**2-19 The problems of credibility:**

It is difficult to convince people that problems can rise from bits of text they are hardly aware of some of the strategies required (go working out what reference word like (it) and this refer to maybe dismissed unless the practice material offers genuine difficulties – it is
important not to work on a skill unless you can demonstrates that problem and can therefore see the point of practicing of a strategies to deal with it if you can manage without training are some of the duller aspect attack dealing with complex syntax for instance, so much the better. But not of the expense of learning of text learning students helpful, but that most of it should be on gain as problem are encountered in texts if you are not clear about the purpose of an exercise or not convinced of it value it better not use it because it easy to training seem pointless. Toller Locarb. B. (1993: 19)

**2-20 An integrated process:**

It is conventional to assume that readers use different skill to make sense of different feature of a text (cohesion – organization and so on).

This enable us to describe each aspect separately and to focus and simply our approach.

The various text features are not however fully separable, but tightly bound up with one other and it is important not to ever look the integrative skill required to make sense of the text as whole. The reader must to be able to respond to it's overall message, evaluate the writer's success, and it appreciate the text as literature.

**2-21 Efficient ready:**

Efficient means using the least effort to obtain satisfactory result, we want students use their time and energy to best effort. Most part (2) is about helping students to understand text. But understanding is not the only criterion for effort efficient reading another is the time taken to read. These two criteria after conflict.

Who has read more efficiently some are who has understand more or some are who has read faster.

To answer the question, you need to know the readers purpose
a- Knowing what you want from reading:

If you are in a hurry to find out how to use a fire extinguisher, speed is at approach appremineum, but there is no advantage in reading the instruction quickly if you still can not act. The extinguisher at the end, so the demand of speed and understanding have to be balanced occurring to the purpose.

The first requirement for efficient reading is to know what you want. There you can judge you success according to how well and know how fast you are reading for pleasure there is not much point in defining your purpose, although it is difficult to enjoy a book if it takes age to finish it. However, if you are reading to learning, or for many practical purpose, finishing a train time checking how to operate a tool and so on

The more closely you can specify what you want from your reading, the easier you make your job. This chapter applied chiefly to this kind of purposeful reading.

So the first things for the students to do is to decided exactly what he wants to get out of his reading.

It saves time in the end.

Teacher can help by setting clear purpose for reading in class and by helping people, who are reading for assignments, or professional purpose to find out and then decide what and how to read.

Try to set task that effect the real needs of the class, or think of reason, why they may need to read in the not too distant future and based practice on these.

b- Choosing the right materials:

One reader has defined his objective he must text decide what source to consult there efficiently pays big dividends, it is so easy to
waste time on book or article that do not help, if students are able to use skimming and scanning (describe below) they can showen the time taken to choose material and also make their selection more reliable.

c- Using external resource:

Advice and bibliography from a acknowledge person leg the two who set your zoology assignment, the friend with long experience of your new hobby), are the first resource for choosing material.

After that you must rely on biographies from other source, and on library catalogues and so on. Being able to use these is an essential study skill but does not full with in the scope of this book.

Then when you find a possible title, you need to check that the material really is suitable and decide which part of it to read. Let us consider what you can find out about a text without actuality reading it.

2-25 Using resource within the text:

a- liner and non liner text:

These often called other parts of text are non liner in this sense that they do not another into organization of sentence and paragraph and so on. Yet they contribute to our understanding of linear text.

b- Non linear element including:

- References apparatus: all the part text that help the readers to locate information or predicate what the contain the title – index – graphs- and so on)

- figures: We include under this headline al information such as (diagram – tables – maps – graphs .. and illustration include any words they contain.

- Graphic conversion: Punctuation, type face – use a simple and so on. He first two categories value able for people trying to choose
suitable material, we deal with the third in later section. A skilled reader takes much of this non-linear information for granted but even (L1) readers benefit from learning how to use it. Exploring non-linear information can make reading easier and more efficient and is fairly straightforward for word. So it is worth spending time on.

- **The heading:**

  Title are not always reliable indicators of content, but they are a reasonable starting point in choosing relevant text, and title of chapter or section can be a great help in finding the relevant part of text you can take them from several angles:

  (a) Get students to predict from the title to encourage wariness.

  (b) Get students to choose from title alone the book, article they would, first on given topic, include some highlight relevant

  (c) Source of information deal with below:

  Present students with article or chapter that has heading at various levels (perhaps signaled by the use of different size or styles or by a number system. Eg: "main section 1-2-1, 1-2-2 etc").

- **The blurb:**

  There is usually a blurb on the back cover, the inside fold of the dust jacket.

  Blurb may include press comment consist mainly of the writers own estimation of the book’s purpose, principal features and strong point—despite the probability of bias, blurb are useful for selection the right book, yet students after seem un aware of them. Use of some of these activities to draw attention to them:

  (1) Supply a list of title, or extract from text and selection of blurbs task, match the blurbs with the right title extract.

  (2) Supply a selection of blurbs: task: select the most likely books for a particular purpose. Eg: "which book would be of most use if
you wanted to find out how repair your can yourself. Binggs M and Perkiers. D (1996. 98)

2-12 Using the text Effectively:

When you want and have located suitable material, the text task is use efficiently.

This does not necessarily mean reading as fast as possible no need it entail understanding every debit. speed is not always appropriate, who wants to finish a good novel in ten minutes total mastery of the text is pointless if you only need to understand a signal chapter.

The important things is to determine what is a appropriate for your purpose.

a- Flexibility:

One of the principal characteristics of a good readers if "flexibility it varies his speed, and his whole manner of reading according to the text and his purpose in reading it. For students who have read title expect in the lock–step of reading aloud in the classroom he concept of both speed and flexibility need careful explanation and plenty of practice.

b- Adequate understanding:

People who read flexibly are skilled at judging what they need to got out of a text to accomplish their purpose. With an urgent need to put out afire, such a person ships the technical details about the fire extinguisher to buy he might read the technical detail carefully and only skim the operating instructions.

Reading flexibly means always keeping in mind how much you need to read in order to satisfy your purpose.

This helps you to which parts of text to ignore, which to skim to get the gist and then which part "it any" to study closely.
c- Scanning and skimming:

The idea at some part of next may be ignored or skipped is strange to some students, but efficient reading and special techniques of scanning skimming require it. By scanning we mean glancing rapidly through a text either to search for specific piece of information (e.g., named - date) or to get on initial impression of weather the text is on gardening deals with a particular plant, disease.

By skimming, we mean glancing rabidly through a text to determine it is gist, for example, in order to decide weather a research paper is relevant to our own work (not just to determine it is field, which we can find out by scanning), or to keep ourselves superficially informed about matters that are not of great importance to us much newspapers reading is skimming.

The distinction between the two is not particularly important in both readers forces his eye over print at a rate in only, perhaps (where information is after summarized) chapter heading and so on. understanding without your help, he may not realize that he does not understanding the whole sentence, so ask a question which cannot be answered unless the idioms is understand, once students are ware of the deceptively simple ones, you can keep them on the lookout for idioms and deal with them individually as they occur.

2.24 Previous studies:

1- The Effect reading on enhancing secondary schools students’ oral communication Thomas N. Robb. Kyoto Sangyo University:

This study aims at investigating the Effect reading on enhancing secondary schools students’ oral communication. The researcher used the descriptive analytic method for data analysis by designing two questionnaires. The first one was addressed to secondary school teachers
of English in the Locality of Bahri and the second one was addressed to EFL secondary school students in the same locality.

The study has come out with the following results:
- Secondary schools English language syllabus is not enriched with sufficient reading lessons which reinforce students’ oral performance.
- English language teachers do not provide the students with a variety of reading activities which improve oral ability.
- The syllabus is not supported by a variety of good literature books which

2- Jae-Hwang et al (2005) * Seoul University a research on” Teacher Talk as Strategies in the Classroom”*

The study Aimed to identify the interaction patterns between teacher and student and teacher skills in the real classroom lesson.

The data in this research identify the patterns of teacher talk in eliciting, questions, and giving feedback to students during the class. The data were collected from the middle school classrooms in Seoul. Two teachers, one female and one male, led the 2nd grade middle school English classes for two weeks. The classroom interactions between teacher and students in the two weeks. The recordings for two weeks were transcribed by means of transcription symbols and analyzed based on the taxonomy of foreign language interaction analysis system. The results show that teacher utterances are quite dominant in every pattern of tasks during the class, while student responses or other attributes are relatively low in volume in a teacher-focused classroom. The analysis also shows that elicitation, response, and feedback are used systematically by teacher, and students are part of the structure of classroom discourse activities. The pattern, however, can be changed depending on the teacher intention or the periods of lesson that students learn.
CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter explains the methods used in this study for collecting data. It presents the subjects, the sample, the procedures and instrument that used for analyzing the data.

3.1 The Population

The subjects are the teachers of English Language at secondary level. The sample has chosen randomly (60) teacher from them.

Qualifications

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>BSc</td>
<td>42</td>
<td>70.0</td>
</tr>
<tr>
<td>Master</td>
<td>13</td>
<td>21.7</td>
</tr>
<tr>
<td>PhD</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Diploma (5.0%). BSc (70%). Master (21.7%). PhD (3.3%)

Experience

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 5 years</td>
<td>19</td>
<td>31.7</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>26</td>
<td>43.3</td>
</tr>
<tr>
<td>11 to 15 years</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>More than 20</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1 to 5 years (31.7%). And 6 to 10 years (43.3%) while 11 to 15 years (8.3) last More than 20 (16.7%)

3.3 Procedures: The questionnaire was prepared and revised by the researcher. The final version was distributed to the teachers. The questionnaire was prepared by the researcher and the supervisor checked it first, then researcher write the questionnaire rightly. The questionnaire was prepared in two sections, The first was the personal data. and the second was the questions (18) questions.
3.4 Instrument: The instrument used was a questionnaire in which the teachers. The data collection for this study was through questionnaire. The participants were 60 teachers of both sexes. The data analyzed by the SPSS programme.

3.6 Reliability and Validity

The researcher distributed (60) copies of the questionnaire to the teachers at secondary level in Al Kamleen unit.

The researcher used Pearson's correlation through the formula:

\[
r_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}}
\]

Where

\( r \) = correlation
\( R \) = Reliability of the test
\( N \) = number of all items in the test
\( X \) = odd scores
\( Y \) = even scores
\( \Sigma \) = Sum

The correlation between forms = 0.73

The Reliability of the questionnaire was found through the formula:

\[
R = \frac{2 \times r}{1 + r}
\]

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

Correlation = 0.73

\[
R = \frac{2 \times 0.73}{1 + 0.73} = \frac{1.46}{1.73} = 0.84
\]

Reliability = 0.84

Val = \( \sqrt{0.84} = 0.92 \)

| CORREL | 0.73 |
| RELIA  | 0.84 |
| VALID  | 0.97 |
CHAPTER FOUR
DATA ANALYSES

This chapter consists the results of the data that was collected from teachers of secondary level.

Results:

Statement No 4.1: Techniques of Cooperative in learning helps students to read English inside class room.

Table No 4.1: Techniques of Cooperative in learning helps students to read English inside class room

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>30</td>
<td>50.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>27</td>
<td>45.0</td>
</tr>
<tr>
<td>disagree</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and figure (4.1) shows that 50% of the sample are agree. and 45% of them to some extent, and few 5% are disagree.
**Statement No 4.2**: Literature can empower students reading

Table 4.2 Literature can empower students reading

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>32</td>
<td>53.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>25</td>
<td>41.7</td>
</tr>
<tr>
<td>disagree</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and figure (4.2) above shows that 53.3% of the sample are agree. and 41.7% of them to some extent, and few 5% are disagree.
Statement No 4.3: Some English teachers at secondary schools don’t regard teaching of stories.

Table 4.3 Some English teachers at secondary schools don’t regard teaching of stories.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>25</td>
<td>41.7</td>
</tr>
<tr>
<td>To some extent</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>disagree</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and figure (4.3) shows that 41.7% of the sample are agree. And 46.7% of them to some extent, and few 11.7% are disagree.
Statement No 4.4 Computer is more enjoyable for students and helps them of read passages.

Table 4.4: Computer is more enjoyable for students and helps them of read passages.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20</td>
<td>33.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>39</td>
<td>65.0</td>
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<tr>
<td>disagree</td>
<td>1</td>
<td>1.7</td>
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<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.4) and figure (4.4) shows that 33.3% of the sample are agree and 65.0% of them to some extent, and few 1.7% are disagree.
**Statement No 4.5:** Syllabus at secondary schools don’t include attractive activities for reading skills

**Table 4.5:** Syllabus at secondary schools don’t include attractive activities for reading skills

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>24</td>
<td>40.0</td>
</tr>
<tr>
<td>disagree</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.5) and figure shows that 13.3% of the sample are agree, and 40.0% of them to some extent, and few 46.7% are disagree.
**Statement 4.6**: The uses of modern media (WhatsApp – Facebook) motivate students to read English.

**Table 4.6**: The uses of modern media (WhatsApp – Facebook) motivate students to read English

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>19</td>
<td>31.7</td>
</tr>
<tr>
<td>To some extent</td>
<td>18</td>
<td>30.0</td>
</tr>
<tr>
<td>disagree</td>
<td>23</td>
<td>38.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
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</tbody>
</table>

Table (4.6) and figure (4.6) shows that 31.7% of the sample agree. And 30.0% of them to some extent, and few 38.3% are disagree.
Statement no 4.7: Literature can develop students reading by thinking capacity through short stories

Table 4.7: Literature can develop students reading by thinking capacity through short stories

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>27</td>
<td>45.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>disagree</td>
<td>5</td>
<td>8.3</td>
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<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
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</tbody>
</table>

Table (4.7) and figure (4.7) shows that 45.0% of the sample are agree and 46.7% of them to some extent, and few 8.3% are disagree.
Statement No 4.8: Book shops in schools motivate students in reading mistrials in English.

Table 4.8: Book shops in schools motivate students in reading mistrials in English.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
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<td>58.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>21</td>
<td>35.0</td>
</tr>
<tr>
<td>disagree</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
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</table>

Table (4.8) and figure (4.8) shows that 58.3% of the sample are agree, and 35.0% of them to some extent, and few 6.7% are disagree.
Question 4.9: T.V and Films provides more chances for oral English practice.

Table 4.9: T.V and Films provides more chances for oral English practice.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>32</td>
<td>53.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>24</td>
<td>40.0</td>
</tr>
<tr>
<td>disagree</td>
<td>4</td>
<td>6.7</td>
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<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
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</tbody>
</table>

Table (4.9) and figure (4.9) shows that 53.3% of the sample are agree, and 40.0% of them to some extent, and few 6.7% are disagree.
Statement 4.10: To some extent teachers solves the lack of students reading problems.

Table 4.10: To some extent teachers solves the lack of students reading problems.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>30</td>
<td>50.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
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</tbody>
</table>

Table (4.10) and figure (4.10) shows that 50.0% of the sample are agree. and 46.7% of them to some extent, and few 3.3% are disagree.
Statement No 4.11: Students prefacing listening to reading in English lesson, so using CDs and tapes encourages them.

Table 4.11: Students prefacing listening to reading in English lesson, so using CDs and tapes encourages them.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>30</td>
<td>50.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table (4.11) and figure (4.11) shows that 50.0% of the sample are agree, and 46.7% of them to some extent, and few 3.3% are disagree.
Statement No 4.12: Secondary school learners pay no attention toward reading activities.

Table 4.12: Secondary school learners pay no attention toward reading activities.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>25</td>
<td>41.7</td>
</tr>
<tr>
<td>To some extent</td>
<td>30</td>
<td>50.0</td>
</tr>
<tr>
<td>disagree</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.12) and figure (4.12) shows that 41.7% of the sample are agree, and 50.0% of them to some extent, and few 8.3% are disagree.
Statement No 4.12 Excellent EFL management of class helps in teaching English language.

Table 4.11: Excellent EFL management of class helps in teaching English language.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>32</td>
<td>53.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>26</td>
<td>43.3</td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.12) and figure (4.12) shows that 53.3% of the sample are agree and 43.3% of them to some extent, and few 3.3% are disagree.
**Question No 4.13**: One of the modern Technique for the teacher to know the individual ability in the class is learning.

**Table 4.13**: One of the modern Technique for the teacher to know the individual ability in the class is learning.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>34</td>
<td>56.7</td>
</tr>
<tr>
<td>To some extent</td>
<td>25</td>
<td>41.7</td>
</tr>
<tr>
<td>disagree</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.13) and figure (4.13) shows that 56.7% of the sample are agree, and 41.7% of them to some extent, and few 1.7% are disagree.
**Statement No 4.14:** The uses of group work in crowded classroom solved problems of reading.

**Table 4.14:** The uses of group work in crowded classroom solved problems of reading.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>37</td>
<td>61.7</td>
</tr>
<tr>
<td>To some extent</td>
<td>22</td>
<td>36.7</td>
</tr>
<tr>
<td>disagree</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table (4.14) and figure (4.14) shows that 61.7% of the sample are agree, and 36.7% of them to some extent, and few 1.7% are disagree.
Statement No 4.15: Listen to radio – T.V improving English language skills for the students

Table 4.15: Listen to radio – T.V improving English language skills for the students

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>29</td>
<td>48.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>27</td>
<td>45.0</td>
</tr>
<tr>
<td>disagree</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and figure (4.15) shows that 61.7% of the sample are agree, and 36.7% of them to some extent, and few 1.7% are disagree.
Statement  No 4.16 : Reading comprehension must be an obligatory part in the curriculum for its importance

Table 4.16: Reading comprehension must be an obligatory part in the curriculum for its importance

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>26</td>
<td>43.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>31</td>
<td>51.7</td>
</tr>
<tr>
<td>disagree</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.16) and figure (4.16) shows that 43.3% of the sample are agree. and 51.7% of them to some extent, and few 5.0% are disagree.
Testing Hypothesis :

**Hypothesis No 1:** Most of teachers agree that the use of modern techniques is the best techniques for teaching reading skills. The results are agreement and teachers see that the use of modern techniques helps students in achieve reading skills. Also through Co-operative students learn how to speak and to read and their vocabulary enhanced.

The researcher sees that Techniques now has became one of the important material in teaching especially the use of computers,

**Hypothesis No (2):** Students at secondary schools have not enough opportunities to read English. It clear that from the responses of sample, the student need more books shop and Literature books for enhancing their reading and motivates them by reading materials (table 8, 4).

Also some teacher sees that Syllabus at secondary schools don’t include attractive activities for reading skills, table (5, 6).

**Hypothesis No (3):** Teachers can motivates their students to practice reading skills with the modern techniques such as computers, magazine, Films. The researcher sees that media today used as attractive material in teaching English, and it motivates students to achieve reading skill. Because for example films lead students to translate and to read and also speak. Table (6)

**Hypothesis No (4):** Attractive material promote students in learning English.

Teaching English need attractive material in learning because it promote students well, and reading skills need many different material in teaching, But to some extent syllabus have this material (picture – texts), these lead to improve books and added other materials such (projector, computer T.V). see table (6,11,13). While some teacher
don’t agrees that the modern techniques (Table 8) don’t helps students.

**Hypothesis No (5)** syllabus designed with a good activities and visual to some extant.

From the responses of teachers we found that most of them sees that syllabus designed to some extant with a good activities and visual to some extant. This result shed a light of designer of syllabus.
CHAPTER FIVE
CONCUSSION . FINDINGS AND RECOMMENDATIONS

At the end the researcher conclude his research by saying The efficient goal of English language knowledge and high standard needs if possible is an international professional organization for the field of English as a second or foreign language should be applied by members of skilful researchers, administrators, materialists, developers, testing specialists and linguists as well as classroom teacher and teachers trainers.

5.1 Findings :

1- Modern techniques such as Co- operative, motivates students abilities in reading English language.
2- :Students at secondary schools have not enough opportunities to read English .
3- Teachers can motivates their students to practice reading skills with the modern techniques such as computers , magazine , Films.
4- Attractive material promote students in learning English. And helps teachers to promote students well .
5- Syllabus designed to some extent with a good activities and visual to some extant .

5.2 Recommendations :

a. Modern technique should be used in teaching English language..

b. Teacher should be flexible when treatment Student at secondary schools in learning.

c. Teacher should measure his students reading and may futherly divide participants and offer more finely differentiated levels of instruction.
d. Provide information in well planned strategies that should be limited in weeks and month of the course interval.

e. Teachers should use the modern techniques in teaching reading skills

f. Syllabns should included tab script and modern aids to motivate students in reading skills.
References


Appendixes

1- The Questionnaire