



Sudan University of Science and Technology
College of Graduate Studies



The Importance of Reading Strategies in Developing Reading Skills in English Language

(A case study of Ombada Locality Schools – Khartoum State)

أهمية استراتيجيات القراءة في تطوير مهارات القراءة في اللغة الإنجليزية

(دراسة حالة مدارس محلية أمبدة- ولاية الخرطوم)

A thesis submitted in partial fulfillment of the requirements for the MA degree in
English Language (Applied Linguistics).

By:

Mohamed Hassan Mohamed Hamed

Supervisor:

Dr. Areig Osman Ahmed Mohamed

(2018)

Dedication

This work is dedicated to

My parents... family and friends with love and respect.

Acknowledgements

Definitely, no work could be accomplished without the help of Allah Almighty, hence countless thanks are due to my Lord Allah the creator... Special gratitude and appreciate thanks go to **Dr. Arieg Osman Ahmed Mohamed**, my supervisor for her guidance and beneficial advices. My deep thanks are due to Al - Mortaga Secondary School for boys and Osman Shaggasecondaryschool for girl's staff and pupils for their help.

Abstract

This study aims to investigate the importance of Strategies in Developing Reading Skills. The researcher considers that, reading is one of the most important skills in language learning process. The students are able to apply the strategies if they are provided to them properly by their Teacher, therefore the students are motivated by using these strategies. To achieve the purpose of the study, the researcher designed a questionnaire for learners as a tool for data collection. The sample of study consists of (99) students, randomly selected from Ombada secondary school in Khartoum state, who responded to a questionnaire that consists of (15) items. The findings of this study showed that students believe that: Using reading strategies effect on student's reading standard. Also, Implementing reading strategies motivate secondary school students to read more. Moreover, Teachers apply reading strategies to their learners. Finally, the researcher recommends that: Teachers should provide their learners with enough time to practice reading strategies. Students should implement extensive reading both inside and outside the classroom. Teachers should encourage students to read through the role play strategy.

المستخلص

تهدف هذه الدراسة لمعرفة أهمية إستراتيجيات القراءة في تطوير مهارة القراءة ويعتبر الباحث أن القراءة هي واحدة من اهم مهارات اللغة في عملية تعلم اللغة، وان الطلاب بمقدورهم ان يطبقوا هذه الاستراتيجيات اذا زدوا بها بطريقة مناسبة من قبل الاساتذة، مما يزيد الدافعية لديهم عند استخدام هذه الأستراتيجيات. لتحقيق هذا الغرض استخدم الباحث الاستبانة كأداة لجمع البيانات، وكانت عينة البحث تتكون من (99) طالباً تم إختيارهم بصورة عشوائية من مدارس المرحلة الثانوية بمحلية امبدة - ولاية الخرطوم. الذين أجابوا على عبارات الإستبانة المكونة من (15) عبارة. تشير النتائج إلي أن استخدام استراتيجيات مهارة القراءة يحسن مستوى الطلاب كما أن تطبيق تلك الاسر اتيجيات يعطي الطلاب الدافعية للإكثار من القراءة، ووجد الباحث ان الاساتذة يقومون بتطبيق تلك الاستراتيجيات لطلابهم وأخيراً أوصى الباحث بالأتي على الأساتذة أن يزودوا الطلاب بوقت كافي لممارسة مهارة القراءة داخل الفصل، وعلى الطلاب تطبيق مهارة القراءة المكتفة داخل الفصل، وأن يشجعوا الطلاب على القراءة عن طريق مهارة لعب الأدوار .

Table of contents

No.	Item	No. Page
	Dedication	I
	Acknowledgements	II
	Abstract	III
	المستخلص	IV
	Table of contents	V
	List of tables	VII
CHAPTER ONE		
INTRODUCTION		
1.0	Overview	1
1.1	Statement of the Problem	2
1.2	Objectives of the Study	2
1.3	Questions of the Study	2
1.4	Hypotheses of the Study	2
1.5	Significances of the Study	3
1.6	The Limits of the Study	3
1.7	The Methodology of the Study	3
CHAPTER TWO		
LITERATURE REVIEW AND PREVIOUS STUDIES		
2.0	Introduction	4
2.1	Literature Review	4
2.1.1	Definition of Reading	4
2.1.2	Reading Process	5
2.1.3	Importance of Reading	5
2.1.4	Purposes of Reading	6
2.1.5	Reading with Comprehension	6
2.1.6	Reading Skills and Strategies	8
2.1.6.1	Skills of Reading	8
2.1.6.2	Strategies for developing Reading	10
2.1.7	Students Reading Problems in English	11
2.1.8	Teacher's Roles	12
2.1.9	Selection of the Texts for Reading	13

2.1.10	Reading and Meaning	16
2.1.11	Questioning	16
2.1.12	Finding Main Ideas	18
2.2	Previous Studies	18
CHAPTER THREE		
METHODOLOGY OF THE STUDY		
3.0	Introduction	21
3.1	Methodology	21
3.2	The Study Population	21
3.3	The Sample of the Study	21
3.4	Tools of Data Collection	21
3.5	Procedures	22
3.6	Reliability and Validity	22
3.7	Face Validity	23
CHAPTER FOUR		
DATA ANALYSIS AND DISCUSSION OF THE RESULTS		
4.0	Introduction	24
4.1	Hypothesis One	24
4.2	Hypothesis Two	28
4.3	Hypothesis Three	32
CHAPTER FIVE		
FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES		
5.0	Introduction	37
5.1	Findings	37
5.2	Recommendations	37
5.3	Suggestions for Further Studies	38
References		39
Appendix		40

List of Tables

No.	Title	No. page
3.1	Reliability and validity	23
4.1	Frequency distribution for hypothesis one	25
4.2	Chi- square results for hypothesis one	27
4.3	Frequency distribution for hypothesis two	29
4.4	Chi- square results for hypothesistwo	31
4.5	Frequency distribution for hypothesis three	33
4.6	Chi- square results for hypothesisthree	35

CHAPTER ONE
INTRODUCTION

CHAPTER ONE

General Introduction

1.0 Overview

English becomes a language that is used by people in the world. It has popularity all over the world. Therefore, people should master and read it fluently. Actually, many researches have been conducted in discussing the English problems. Particularly, reading skills, because most of the students face difficulty to read even a single sentence correctly and fluently.

Reading is one of the most essential skills in the English language, so that learning to read is an important educational goal which will open new world and opportunities for the learners, also learning to read will enable the students gain more knowledge, so that reading is the important skill in English language from other language skills in acquiring language, if students are good in reading, they will be good in other language skills (writing, speaking, and listening). For this reason both teachers and students of English language should focus on this skill. Gibson and Levin (1975:1) state that “reading has received more than the other aspects of education, so there is small wonder that instruction in the early grades is organized around learning to read”. Alderson (1984:1) also points out “reading knowledge of a foreign language is essential to academic studies, professional success and personal development”. The present study aims to identify types of reading problems encountered by Sudanese secondary school pupils and the importance of reading strategies in developing reading skills.

1.1 Statement of the Problem

Although reading is an important skill, most of the students face a problem in reading, this is due to neglect of implementing effective strategies. Thus the researcher attempts to investigate these problems.

1.2 Objectives of the Study:

The objectives of the study can be clearly stated as follows:

- 1- To investigate the effect of using reading strategies to develop reading.
- 2- To find out how far the use of reading strategies motivate learners.
- 3- To enable students to produce accurate reading.

1.3 Questions of the Study:

- 1- To what extent are reading strategies used and have an effect on student's standard?
- 2- To what extent reading strategies motivate learners to improve their reading skill?
- 3- To what extent does secondary school teachers teach reading activities in the classroom?

1.4 Hypotheses of the Study:

This study hypothesizes that:

1. Using reading strategies contribute on developing reading skills.
2. Reading strategies motivate learners to improve reading skills.
3. Secondary school teachers how to apply reading strategies.

1.5 Significance of the Study

The study is important for both students and teachers because it examines the importance of using reading strategies to develop reading skills and tries to help them to read better.

1.6 The Limits of the Study

This study is limited to Sudanese students at secondary level in Khartoum state Ombada locality, in the academic year (2016-2017). The researcher is going to collect data from ninety nine students in Elmortaga secondary school for boys and girls and Osman Shaga secondary school for girls about reading strategies.

1.7 The methodology of the study

The method used in this study is the descriptive approach and the data are obtained by using a questionnaire for the students of the secondary school levels.

CHAPTER TWO
LITERATURE REVIEW AND PREVIOUS STUDY

CHAPTER TWO

Literature Review and Previous Study

2.0 Introduction

This chapter presents a theoretical, and the previous researches related to the present study.

2.1 literature review

The literature review focus on the definition of reading strategies and definition effect of reading.

2.1.1 Definition of Reading: Oxford advanced learner's dictionary defines "reading" as "look at and to understand the meaning of the written or printed word or sample"

According to David Crystal (1978:916) in the language dictionary, reading is defined as:

- Perceiving a written text in order to understand its content. This can be done silently (silent reading). The understanding that results called comprehension.
- "Saying a written text loud (loud reading this can be done without understanding of contents". Crystal , (1987:209) explains about the concept of reading says:
- Reading does not mean simply "reading loud" might be done by suitably equipped automatic machine that would not know that it was saying.
- "Reading" crucially involves appreciating the sense of what is written: we read for meaning.

- Nuttall, (1982:1-2) claims that “different people use the term “reading” in different ways, and much confusing can arise from consequent misunderstanding. He discusses “ if reading is defined as decoding or identifying written words, we have probably wanted to include the first thing of all about reading, namely that unless we can correctly recognize words we meet in print, we cannot often begin to read.”

2.1.2 Reading process

Reading is a process of getting meaning from printed words symbols. It is not merely a process of making conventionalized noises associated with these symbols. By not using the phrase (Reading is a process of getting meaning) an attempt has been made to avoid the implication that there is one meaning which every reader gets for reading the same passage. This could not be achieved if it were a goal of teaching reading. (Heilman, 1967:8-9).

2.1.3 Importance of Reading

Several books and researches talk about the importance of reading activity. Blachowicz (1990:18) states: there is no single more important than skill in the school, work and life than reading. Reading is an internal process, ingrained so deeply people are barely aware of the first reading. But Doff (2000:90) regards reading as follows:

“Reading is probably the most important skills. A person will need for success. He will have to read lengthy an assignments in different subjects with varying degrees of detail and difficulty. If inaccurately, he will have to spend too much time reading his assignments so that his work may suffer”.

2.1.4 Purposes of reading

People read for a variety of purposes, many of these purposes require distinct combinations of skills, in order to achieve the reader purposes. Davies and Whitney (1979:1) state that “the three major reasons for reading are: reading for information, for meaning, and pleasure.

- **Reading for information:** In this reason we read in order to recognize and use the kind of text which is give factual information, such as forms, maps, charts, plans, and notices.
- **Reading for meaning:** Here we read so as to recognize and understand the function and purpose of texts, and how this relates to the kind of language. The writer uses messages, fact opinions, instructions, and persuasion.
- **Reading for pleasure:** Reading for pleasure differs from the two previous purposes that it enable to read variety of real texts fiction and nonfiction from different sources, such as books, magazines, comics brochures and program.

2.1.5 Reading with comprehension

Reading with comprehension means getting meaning from what you read, it is an active, thinking process that depends not only on comprehension skills but also on your own experiences and previous knowledge. Comprehension involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the author’s purpose, evaluating the content, and making judgments(Ophelia H .Hancock, 2001:53-54).

Perhaps the one most important factor in determining the degree of comprehension is the word recognition skills. Attempting to comprehend with an educate

vocabulary is almost impossible , just as developing a good vocabulary while ignoring comprehension skills cannot be isolated because they are so interrelated that one skill depends to some degree on another skill. But in a broader sense, comprehension could be divided into three levels of skills:

(1) Literal, (2) inferential, and (3) critical.

Literal reading refers to the ideas and facts that are directly stated on the printed page. In fact, literal ideas and facts are usually so clearly stated that you could go back in the passage and underline the information if you desired. The literal level of comprehension is fundamental to all reading skills at any level because you must first understand what the author actually wrote before you can draw an inference or make an evaluation. The literal level is considered the easiest level of reading comprehension because you are not required to go beyond what the author actually wrote; therefore less thinking is involved. To get inferences, or implied meanings, from your reading, you must “read between lines”. Inferences are ideas that you receive when you go beneath the surface to sense relationships, but facts and ideas together to draw conclusions and make generalizations, and detect the mood and tone of the material. Making inferences requires more thinking on your part because you must depend less on the author and more on personal insight. The third level, critical reading requires an even higher degree of skill development and perception. Critical reading requires that you read with an inquiring mind and with active, creative participation. To read critically does not mean merely looking for false statements; rather, it means questioning, comparing and evaluating. In order to read with the degree of comprehension necessary to succeed in the academic environment, you must be proficient in each of the reading levels. As in most skills, each reading skill depends, to a certain degree, on another skill. For example, you cannot expect to make an inference or to evaluate what the author

stated or implied unless you fully understand the facts and concepts actually presented in the material (Ophelia H .Hancock 1987-2001:53-54).

2.1.6 Reading skills and strategies

2.1.6.1 Skills of reading

Here in broad terms are the skills and strategies of reading learnt through exploitation of text(Nuttal, 1989:40).

- 1. Scanning:** Scanning is reading quickly through the text to find a specific piece of information. Scanning exercises are easy to advise requiring students to scan a single word or specific fact .for example: to ask students to: Look at page (67) and find out when Shakespeare died? How many times does the word (paper) occur in this page (Nuttal, 1989:40)?
- 2. Skimming:** Skimming is to glance rapidly through the text to determine its general content. Students can be asked to locate facts, which are expressed, in sentences rather than in single word to say briefly what can be answered by glancing quickly through the text .for example: One can supply a set for pictures and ask the students which illustrates the text. And to glance over newspaper to see if there is anything about the weather.

The speed is essential for these activities, so time should be limited for each activity. In the speed activity all students should be involved in answering questions (Nuttal, 1989:40).

- 3. Intensive reading:** Intensive reading involves approaching the text under the close guidelines of the teacher. The aim of intensive reading is to arrive at a profound and detailed understanding of the text: not only of what it means, but also of how the meaning is produced. The (how) is an important as the (what)

for the intensive reading lesson is intended primarily to train students in reading strategies (ibid, 1989:23).

4. Extensive reading: Extensive reading simply refers to the outside reading students do on their own with no help or guidance from the teacher. The objective of extensive reading is exactly that to learn reading by reading. The two major problems of extensive reading are: first selecting reading material, second getting the students to do the reading, and Reading longer texts or books to grasp global meaning e.g. a book makes an outline or discusses it, to develop these skills several types of exercises can be used, these have two functions: To clarify the organization of the text and to clarify the content of the text. There is no absolute division between intensive and extensive reading the same text can be employed for training in both. For this reason, one shall try to bear in mind the requirement of both intensive and extensive reading, because both are important and each complements the other (Nuttall, 1989:24).

There are five steps to be followed in technical reading called (SQSR):

- **survey:** First survey the pages to get general idea , skim quickly over the topic headings , look at pictures , graphs , charts , or diagrams; see if there are question or summary at the end .
- **Questions:** After rapid survey asks yourself questions based on the material you have surveyed, this helps you to read with a purpose.
- **Read:** Next read as rapidly as possible your reading speed should be faster than if had not first surveyed the pages and formulated questions for which you are seeking answers.

- **Recite:** At the end of each section, summarize the material by receiving to yourself the important points. This helps you to consolidate the information you have read, relate it to previous information and prepare yourself for what is follow.
- **Review:** Finally when you have finished the assignment immediately review the material so that it will form unified whole (Yorky, 1989:154).

5. Reading game:

- Flash card game: The teacher needs pieces of cards with various commands written on them. One student then stands behind the teacher holds the flashcard and the students have to guess the exact words written on card.
- Matching game: The idea here is for students to make up completed recipes by matching the right title and ingredients to right instructions. Cut up three or four recipes into the three sections and paste them on cards. They do not need to match words, but you could also have game which requires matching words to pictures. (Hubbard, 1986:98-99)

2.1.6.2 Strategies for developing reading

There are many strategies can help students read more quickly and effectively include.

Firstly: previewing reviewing titles, section headings, and photo caption to get a sense of the structure and content of reading selection.

Secondly: predicting using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension, using knowledge of the text type and purpose to make prediction about discourse structure, using knowledge to make predictions about writing style, vocabulary and content.

Thirdly: guessing from context, using prior knowledge of the subject and the ideas in the text as clues to the unknown words, instead of stopping to look them up.

Fourthly: is checking comprehension by restating the information and ideas in the text. (Nuttal 2005:259-262)

Today's most reading comprehension programs teach students explicit strategies using teacher direct instruction with additional student practice. The purpose of the discussions is to promote critical aesthetic thinking about text and encourage full classroom involvement. According to Vivian (as cited in golden 1193:194) class discussions help students to generate ideas and new questions. There are specific comprehension strategies that some teachers are now using in the classroom. A great recourse for elementary teachers on these specific comprehension strategies is the ((into book)) website. There you will find songs booklists, and activities to teach these specific strategies. One of the posters from the book website, explains that, prior knowledge is using what you already know to help understand something new, They can access their prior knowledge on a subject to help them understand the subject that they are learning at the moment. (Sarasota, 2001:p177)

2.1.7 Students reading problem of English as second or foreign language.

Of the four skills, reading can be regarded as especially important, because reading is assumed to be the central means for learning new information (Grebe and staller, 2000).

Freeze (1997) point out that some students encounter problems when they are reading .They read the text but they are still an aware of what they have read. Un like these students ,Carrel and Grabe 2002 claim that proficient readers can employ

different reading skills when reading different texts or reading for different purposes .for instance ,they read for the information in a manual by scanning for the words . Reading the newspaper, they skim heading to see if they want to read in more details. For study, they read carefully to integrate information, so various reading skills are employed in different situations. From this prescriptive, the nature of reading is complex. In addition to complexity of reading, the reading process is cognitively demanding because the learners need to coordinate attention, perception, memory, and comprehensions (Sellers, 2000). Moreover there are additional factors to consider, such as language ability, learner motivation and cultural background (Sellers, 2000). Hence, L2 reading is further complicated. when L2readers read second language texts ,they are trying to decode un familiar script ,writing system ,and cultural materials .If encountering difficulty in processing ,then they may get frustrated with reading ,and experience anxiety .The anxiety aroused during the process of reading L2 text is known as reading anxiety (Saito and *et.,al* 1997).

2.1.8 The teacher's Role

Reading involves skills that the students must learn for himself , and that is the measure of the teacher , success; how far the student learns to do this without his help .the teacher's job as been provided , first , a suitable texts and second , activities , that will focus the student's attention on the text .the students must develop his own skills , but the teacher must make him aware of what is doing , and interested in doing the better.(Nuttal, 1989: 23)

Therefore the teacher's role is to enable students to read silently with adequate and understanding .student should develop their ability on their own to develop strategies based on these assumptions.

- 1- The faster they read the more they read.
- 2- The more they read the more they learn.
- 3- The more they learn the more they enjoy it.
- 4- The more they enjoy it the more they read. (Nuttal, 1989: 23)

2.1.9 Selection of the texts for reading.

The criteria that have to be considered:

1. General:

The most important thing is that, pupils should enjoy what they read. A book that satisfies all other criteria but fails this one is a reject.

2. Linguistic:

- a) The vocabulary level must be appropriate.
- b) The complexity of the grammatical structure must not be too great.
- c) Even if vocabulary and grammar are suitable, a high density of idiom may make it desirable to postpone a book.
- d) One must consider style remembering the pupils may use what they read as a model of language use.

3. Background:

- a- If the background is familiar to the pupil because it is local or refers to school, there is no problem.
- b- If the text supplies an adequate background there may be little difficulty.
- c- The book may have to be rejected reluctantly because it would be tactful of useful to read a certain community.
- d- Text can give students an idea or a glimpse of the target language culture.

4. Matter

- a) Obviously the text must arouse interest of the teacher.
- b) The pupil must be able to see some relevance to his own situation, so that he gets drawn into the book.
- c) The matter must be appropriate to the age of students. It is easy to see when the text is too childish but more difficult to know when it is too adult.

5. Variety of type and genre:

This is a matter that arises when the syllabus is considered as a whole. At stage one would include drama in the reading program. At all stages expect in the examination year it includes poetry. The more different kinds of books, the better (Bright, 1986:58-60).

Books of comprehension passage are more likely to provide satisfactory material and they may have the added bonuses:

- a) Being accompanied by well –conceived questions or other exercises .But not all collections offer both bonuses and even the best do not offer all that is needed for a full reading course. So you will need to supplement, then you will to look at possible material from three points of view:
 - Readability.
 - Suitability.
 - Exploitability.

Readability:

Obviously a text should be at the right level of difficulty for students, but assessing the right level is not straight forward.

Our concern here is with linguistic difficulty only, ignoring for the moment the question of conceptual difficulty and interest.

The combination of structural and lexical (i.e. vocabulary) difficulty is readability.

Suitability:

Suitability of content, one criterion for a class library there for inclusion of a variety of books on subject known to appeal to the students. Various studies have been made of student's reading. It is dangerous to generalize when there many variations of age and nationality to be taken into consideration, you really need to carry out an investigation of what your own students like before order many books or select class reading materials.

Exploitability:

Exploitability is arguably the most important after interest. A text that you cannot exploit is no use for teaching even if the students enjoy reading it. The term exploitation is used to mean facilitation of learning. When you exploit a text you make use of it to develop students, competence as readers.

6. Guide lines for text selection:

You will want to choose passages from many sources to give your classes wide range of material, in particular texts of these kinds the student will later read for themselves. You may find the following guide lines useful:

- a- Will the text do one or more of these things?
- b- Tell students things they do not already know.
- c- Introduce them to new and relevant ideas.
- d- Help them to understand the other people think.

- e- Make them want to read for themselves (to continue story, find out more about subject and so on).
- f- Does the text challenge the students, intelligence without making unreasonable demands on their knowledge of the fly?
- g- Does the text lend itself to intensive study? Does it enable one to ask good questions or devise other forms of exploitation? For example:
 1. Making a map, diagram, graph, beds, an information in the text.
 2. Reprocessing of information from the text e.g. functional summary (write up the incident for the newspaper).
 3. Debate, discussion, role-play (Nuttal, 1989:30).

2.1.10 Reading and Meaning:

Even if the reader has exploited discourse markers to guide him, he will have to make use of the other skills if he is going to make sense of the text successfully. Not all relationships can be unambiguously signaled by markers: the reader will always have to draw on his interpretive skills to reconstruct the writer's presupposition and draw appropriate inferences. The view of reading essentially with the transfer of meaning from mind to mind the transfer of message from writer to reader, one has also noted that the writer, the reader and text each have unique contribution to, if communication is to take place. We shall concentrate on ways of developing the reading skills of students at secondary level (ibid, 1989: 17-18).

2.1.11 Questioning

Reading comprehension lessons have traditionally centered on a text followed by questions. But questions were usually designed to find out whether the students

have understood, rather than to produce understanding. They were devices for testing rather than teaching.

The purpose of questioning:

Poor questions may defeat even the ablest teacher, so you may need to devise some of your own to supplement or even to replace the ones in textbook .Questioning in the reading class is not an attempt to test, the purpose is to make the students aware of the way language is used to convey meaning from the text, check that students reading the text.

Forms of questions:

Questions are often classified according to their form and it is sometimes suggested that each form in turn should be used with reading texts , as each is progressively easier or more difficult to handle the things that makes a question form easier or more difficult is usually it is answer rather than the question itself

e.g.:-

a) Yes/No questions:

Is a trout fish? Yes, (it is)

b) ALTERNATIVE QUESTIONS.

Is a trout fish or a bird? It is a fish.

c) Wh---questions.

What is about? It is a fish.

d) HOW/WHY questions

How did a trout hide? Under a black stone.

Presentation of questions:

- **Written or spoken:**

Most reading lessons include written questions, but it is usually necessary to ask a great many more orally. In the fact that the questions written down are never enough, many questions you ask depend on the class responding(Ophelia, 2001:54):-

- **Open- ended**

- Multiple choice or true/false.
- Open ended are question in which the student is free to compose any response that seems suitable to him and the term particularly often used of why- and how forms of questions. Multiple choice questions are these in which the student is offered a set of possible response of which he has to choose one.
- True /false questions present students with statement; he has to decide whether it is true or false in accordance with text.

2.1.12 Finding Main Ideas

One of the most important specific comprehension skills is finding main ideas. This could be a literal skill if the idea is directly stated; the main idea is the essence of a piece of writing, or what the author is trying to get across to the reader. If you were to discard the main idea, the remaining sentences would be practically meaningless. In order to simplify this discussion, we will concentrate on finding main ideas in paragraphs (Ophelia, 2001:54).

2.2Previous studies

Study one:

YousifAlshumaimeri(2011) conducted a research on the effect of using different reading methods on the comprehension performance of Saudi EFL 10th grade male students. The scores of participants who read three comparable passages in three ways (oral,silent and sub vocalizing) were compared. Results revealed a significant difference between oral reading and silent reading. The study recommended that oral reading had the greatest effect on comprehension performance among the three reading methods examined. All groups reported that oral reading was preferred specifically because it helps in memorizing words and texts, concentration, and practicing and pronouncing words for real world encounters. It is remanded that second language teachers and students use all available reading methods and strategies in order to identify which method best serves their study objectives.

Study two:

EYMAN GEEB (2006) conducted a research on the effective methods on teaching reading skills. She founded out that teachers at secondary schools need training in the reading skills, and the importance of using authentic texts including literature. She also found that silent reading is given more attention than loud reading. In addition, reading should take most of the students, learning time and should be learn in stage. She recommends that reading skills should be improved and developed,and the focus should be on silent reading and reading aloud. She farther, recommended that the problems of reading skill must be solved, and the Ministry of education must pay attention to the teachers, training in teaching as general and reading in particular. Finally, she suggests the following areas for further studies: firstly the topic student perceived for learning reading in Sudan should be studied deeply to identify the needs for each stage.Secondly, teacher qualifications should

suit the use of reading skills. Lastly there is areal need to know the ways in which the reading skill should be developed.

Study three:

Ibrahim Fasher (2006) in his study evaluation of spine 4 with reference to reading components recommended the following issues: to maintain a good standards of English language in general and in reading skill in particular, it might be useful to implement the following suggestion as for as possible: Reducing the number of students in the class room. Increasing the number of English lesson periods. Making extensive reading compulsory. Reintroducing of intensive reading. He suggested the following area's for further studies; to find ways in which teachers are organized to get training particularly in phonetics and phonology. To discover strategies that will assist in supplementing students with additional reading material and audiovisual aids should be inactive use in lessons.

Study four:

Fatima (1998) conducted a study on Recognition Skill and Fluent Reading were concerning the reading, comprehension ability and overage of reading comprehension. In addition of that the researcher showed the deficiency in word recognition ability. The researcher recommended that teachers of reading should focus on teaching reading as skill for it is on sake not only for information.

CHAPTER THREE
METHODOLOGY OF THE STUDY

CHAPTER THREE

Methodology of the Study

3-0 Introduction

This chapter presents the procedures of the data collection from the samples of the study, using questionnaire for pupils of secondary schools.

3-1 Methodology

The method used in this study is the descriptive approach and the data are obtained by using a questionnaire for the students of the secondary school levels.

3-2 The Study Population

Choosing a sample for a research is one of the salient procedures, for providing answer for the questions raised by the study. Moreover, it helps in establishing evidence which is necessary for validating the hypothesis of the study. The research populations are chosen from Sudanese secondary schools students in Khartoum stateombada locality. These populations consist of both male and female students are in the same level of the schools and similar ages in Khartoum state. These schools are “Almortaga and Osman Shga secondary schools”.

3-3 The Sample of Study

Ninety ninepuiples, both males and females participated in the study. All of them are secondary school students, their age range between 17-20 years. They had similar educational background. They were randomly selected.

3-4 Tools of Data Collection

The researcher used a questionnaire to collect data.

The questionnaire is for secondary school students at Khartoum state, Ombada locality. This questionnaire includes three categories; each one consists of five items represent one question (hypothesis) of the research. The students' questionnaire has fifteen items reflects the opinions and ideas of Sudanese secondary school learners as concerning the problem of the research.

3-5 Procedures

The researcher distributed ninety nine questionnaire for ninety nine students both boys and girls in three different school. The researcher visited them in their schools and asked them kindly to respond to the questionnaire.

In The questionnaire students were asked to answer according to the following options :(always, often, sometimes, rarely and never). The respondents answer by choosing the response that suits their views by making (√) in front of the choice which is in to the category. The researcher used The Kicker types of the choices. So the questionnaire contains closed-questions which at the investigation of the opinions of the students toward the Sudanese secondary school learners "The Importance of strategies in Developing Reading Skill" (See appendix).

3-6 Reliability and validity

Stability means that measure give the same results if used more than once under similar conditions. Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials.

Validity is defined as the extent to which the instrument measures what it purports to measure. And calculate in many ways represents the easiest being the square root of the reliability coefficient

$$\text{Validity} = \sqrt{\text{Reliability}}$$

Researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

Table (3-1): Reliability and Validity

Questionnaire	
reliability coefficient	Validity coefficient
0.725	0.85

Source: prepared by researcher, using SPSS, 2017

Notes from the results table (3.1) that all reliability and validity coefficients for questionnaire is greater than (50%) and close to the one, this indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

3-7 Face validity

To grantee validity and reliability of the questionnaire, the following steps were taken:

The questionnaire was refereed by eight scholars who are university staff with long experience in the field of teaching English language as a foreign language all necessary oral and written explanation was provided by the researcher.

CHAPTER FOUR
DATA ANALYSIS AND
DISCETION OF THE RESULTS

CHAPTER FOUR

Data Analysis and Discussion of the Results

4.0 Introduction

The researcher carries out analysis and obtains data from students, questionnaire. As the questionnaire covers the three hypothesis of the study, each hypothesis is analyzed (frequencies, descriptive statistics and Chi-square value test). Brief comments will be provided.

Testing the Hypotheses

To answer the questions of the study and verification of hypotheses will be calculated medium for each of the phrases in the questionnaire and which show views of individuals the study, which was given Grade (5) as weight for each answer "always", and grade (4) as a weight for each answer "often" grade (3) as a weight for each answer "sometimes", grade (2) as a weight for each answer, "Rarely" and grade (1) as a weight for each answer "never".

To know trends answer, by calculated medium. and then it will use the Chi-square test to know the significance of differences in answers.

4-1 Hypothesis (1): To what extent do reading strategies are used and its effect on students' standard?

Table (4-1): Frequency distribution for hypothesis one

Statements	Always		Often		Sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1- Using extensive reading, both inside and outside the classroom improves learners' performance in reading skills	49	49.5%	15	15.2%	27	27.3%	4	4%	4	4%	99	100%
2- Dictionaries when used during reading lessons to encourage learners to pick up unfamiliar words.	32	32.3%	18	18.2%	23	23.2%	18	18.2%	8	8.1%	99	100%
3- Using sub-skills such as skimming and scanning help learners to understand a reading text.	8	8.1%	11	11.1%	16	16.2%	13	13.1%	51	51.5%	99	100%
4- Using synonymous words helps students to choose the exact word that is needed to convey the intended meaning.	40	40.4%	19	19.2%	19	19.2%	19	19.2%	2	2%	99	100%
5- Using pictures shapes and flashcards give general idea about the text.	45	45.5%	19	19.2%	12	12.1%	11	11.1%	12	12.1%	99	100%

* F: frequency Source: prepared by researcher, using SPSS, 2017

From the table (4-1), in the first statement of hypothesis(1) "Using extensive reading, both inside and outside the classroom improves learners' performance in reading skills." The Participants responded with "Always" (49) and with (49.5%) while the total number is "Sometimes" (27) and with (27.3%).

In the second statement of hypothesis(1) "Dictionaries when are used during reading lessons to encourage learners to pick up unfamiliar words." Participants responded with "Always" (32) and with (32.3%) while the total number is "Sometimes" (23) and with (23.2%).

In the third statement of hypothesis(1) "Using sub-skills such as skimming and scanning help learners to understand a reading text." Participants responded with "Never" (51) and with (51.58%) while the total number is "Sometimes" (16) and with (16.2%).

In the fourth statement of hypothesis(1) "Using synonymous words helps students to choose the exact word that is needed to convey the intended meaning." Participants responded with "Always" (40) and with (40.4%) while the total number is "Often" (19) and with (19.2%).

In the fifth statement of hypothesis(1) “Using pictures shapes and flashcards give

No.	Statements	Chi-square value	P-value	Median	Trend
1	Using extensive reading, both inside and outside the classroom improves learners’ performance in reading skills.	72.061	0.000	5	Always
2	Dictionaries when used during reading lessons to encourage learners to pick up unfamiliar words.	15.394	0.004	5	Always
3	Using sub-skills such as skimming and scanning help learners to understand a reading text.	63.172	0.000	4	Often
4	Using synonymous words helps students to choose the exact word that is needed to convey the intended meaning.	36.707	0.000	4	Often
5	Using pictures shapes and flashcards give general idea about the text.	42.162	0.000	4	Often
Hypothesis		52.752	0.000	4	Often

general idea about the text." Participants responded with “Always” (45)and with (45.5%) while the total number is “Often” (19) and with (19.2%).

Table (4-2): Chi-square test resultsfor hypotese one

Source: prepared by researcher, using SPSS, 2017

From the table above:

- The value of chi-square for the first statement is (72.061) with ($p\text{-value}=0.000 < 0.05$), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Always.
- The value of chi-square for the second statement is (15.394) with ($p\text{-value}=0.004 < 0.05$), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Always
- The value of chi-square for the third statement is (63.172) with ($p\text{-value}=0.000 < 0.05$), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Often.
- The value of chi-square for the fourth statement is (36.707) with ($p\text{-value}=0.000 < 0.05$), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Often.
- The value of chi-square for the fifth statement is (42.162) with ($p\text{-value}=0.000 < 0.05$), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Often.

The value of chi-square for all statements in the first hypothesis (52.752), with ($p\text{-value} = 0.000 < 0.05$) this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Often.

We conclude From the above that the first hypothesis " To what extent do reading strategies used and its effect on students' standard" has been achieved and in favor of Often.

4-2 Hypothesis (2)

To what extent reading strategies motivate learners to improve their reading skills?

Table (4-3): Frequency distribution for hypothesis two

Statements	Always		Often		Sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1- Activities such as pre - reading questions motivate students to read the text.	77	77.8%	8	8.1%	12	12.1%	1	1%	1	1%	99	100%
2- Teachers use a texts that are related to learners' interesting facilitate reading	53	53.5%	13	13.1%	23	23.2%	9	9.1%	1	1%	99	100%
3- Students who practice English through the role play are motivated.	36	36.4%	18	18.2%	35	35.4%	6	6.1%	4	4%	99	100%
4- Familiar subjects to learners' lives make them learners more interested.	41	41.4%	19	19.2%	10	10.1%	6	6.1%	23	23.2%	99	100%
5- Reading texts which include a set of comprehension questions help learners to have a better understanding of the text.	38	38.4%	20	20.2%	22	22.2%	13	13.1%	6	6.1%	99	100%

* F: frequency Source: prepared by researcher, using SPSS, 2017

From the table (4-3), in the first statement of the hypothesis (2) "Activities such as pre - reading questions motivate students to read the text." Participants responded with "Always" (77)and with (77.8%) while the total number is "Sometimes" (12) and with (12.1%).

In the second statement of hypothesis (2)"Teachers use a texts that are related to learners' interesting facilitate reading." Participants responded with "Always"(53)and with (53.5%) while the total number is "Sometimes" (23) and with (23.2%).

In the third statement of hypothesis (2) "Students who practice English through the role play are motivated." Participants responded with "Always" (36)and with (36.4%) while the total number is "Sometimes" (35) and with (35.4%).

In the fourth statement of hypothesis(2) "Familiar subjects to learners' lives make them learners more interested." Participants responded with "Always" (41)and with (41.4%) while the total number is "Never" (23) and with (23.2%).

In the fifth statement of hypothesis(2) "Reading texts which include a set of comprehension questions help learners to have a better understanding of the text." Participants responded with "Always" (38)and with (38.4%) while the total number is "Sometimes" (22) and with (22.2%).

No.	Statements	Chi-square value	P-value	Median	Trend
1	Activities such as pre - reading questions motivate students to read the text.	2.111	0.000	5	Always
2	Teachers use a texts that are related to learners' interesting facilitate reading.	82.263	0.000	4	Often
3	Students who practice English through the role play are motivated.	47.313	0.000	3	Sometimes
4	Familiar subjects to learners' lives make them learners more interested.	37.717	0.000	3	Sometimes
5	Reading texts which include a set of comprehension questions help learners to have a better understanding of the text.	28.929	0.000	3	Sometimes
Hypothesis		32.771	0.000	3	Sometimes

Table (4-4): Chi-square test results for hypothesis two

Source: prepared by researcher, using SPSS, 2017

From the table above:

- The value of chi-square for the first statement is (2.111) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Always.
- The value of chi-square for the second statement is (82.263) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Often.
- The value of chi-square for the third statement is (47.313) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Sometimes.

- The value of chi-square for the fourth statement is (37.717) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Sometimes.
- The value of chi-square for the fifth statement is (28.929) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Sometimes.

The value of chi-square for all statements in the second hypothesis (32.771), with (p-value =0.000 < 0.05) this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Sometimes.

We conclude From the above that the second hypothesis " to what extent reading strategies motivate learners to improve their reading skills " has been achieved and in favor of Sometimes.

4-3 Hypothesis (3)

To what extent do secondary school teachers teach reading activity skills in the classroom?

Table (4-5): Frequency distribution for hypothesis three

Statements	Always		Often		Sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1- Teachers train students to infer meaning from context.	50	50.5%	12	12.1%	19	19.2%	8	8.1%	10	10.1%	99	100%
2- Teachers are able to use various strategies, such as antonyms, definitions, and word relation to clarify meaning of the words.	46	46.5%	19	19.2%	21	21.2%	9	9.1%	4	4%	99	100%
3- During English lesson, teachers' direct students to practice reading through filling the gap.	29	29.3%	15	15.2%	29	29.3%	18	18.2%	8	8.1%	99	100%
4- Teachers train learners to guess and explain meaning from the content.	20	20.2%	27	27.3%	17	17.2%	15	15.2%	20	20.2%	99	100%
5- Teachers provide students with interesting reading texts that help them to read English well.	29	29.3%	13	13.1%	15	15.2%	14	14.1%	28	28.3%	99	100%

* F: frequency Source: prepared by researcher, using SPSS, 2017

From the table (4-5), in the first statement of hypothesis (3) "Teachers train students to infer meaning from context." Participants responded with "Always" (50) and with (50.5%) while the total number is "Sometimes" by (19) and with (19.2%).

In the second statement of hypothesis (3) "Teachers are able to use various strategies, such as antonyms, definitions, and word relation to clarify meaning of the words." Participants responded with "Always" (46) and with (46.5%) while the total number is "Sometimes" (21) and with (21.2%).

In the third statement of hypothesis (3) "During English lesson, teachers' direct students to practice reading through filling the gap." Participants responded with "Always" and "Sometimes" (29) and with (29.3%) while the total number is "Rarely" (18) and with (18.2%).

In the fourth statement of hypothesis (3) "Teachers train learners to guess and explain meaning from the content." Participants responded with "Often" (27) and with (27.3%) while the total number is "Always" (20) and with (20.2%).

In the fifth statement of hypothesis (3) "Teachers provide students with interesting reading texts that help them to read English well." Participants responded with "Always" (29) and with (29.3%) while the total number is "Never" (28) and with (28.3%).

No.	Statements	Chi-square value	P-value	Median	Trend
1	Teachers train students to infer meaning from context.	61.051	0.000	4	Often
2	Teachers are able to use various strategies, such as antonyms, definitions, and word relation to clarify meaning of the words.	53.273	0.000	4	Often
3	During English lesson, teachers' direct students to practice reading through filling the gap.	16.909	0.002	1	Never
4	Teachers train learners to guess and explain meaning from the content.	4.182	0.382	4	Often
5	Teachers provide students with interesting reading texts that help them to read English well.	12.869	0.012	4	Often
Hypothesis		40.253	0.000	4	Often

Table (4-6): Chi-square test results for hypothesis three

Source: prepared by researcher, using SPSS, 2017

From the table above:

- The value of chi-square for the first statement is (61.051) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Often.
- The value of chi-square for the second statement is (53.273) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Often
- The value of chi-square for the third phrase is (16.909) with (p-value=0.002 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Never.

- The value of chi-square for the fourth statement is (4.182) with (p-value=0.382 > 0.05), this indicates that there is no significant differences at the level (5%) between answers of study individuals .
- The value of chi-square for the fifth phrase is (12.869) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Often.

The value of chi-square for all statements in the third hypothesis (40.253), with (p-value =0.000 < 0.05) this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Often.

We conclude From the above that the third hypothesis " To what extent do secondary school teachers teach reading activity skills in the classroom " has been achieved and in favor of Often.

CHAPTER FIVE
FINDINGS, RECOMMENDATIONS
AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

Findings, Recommendations and Suggestions for Further Studies

5.0 Introduction

This chapter provides summary of the study and also includes findings, recommendations and suggestions for further studies.

5.1 Findings

1. Students reading standard are affected by using reading strategies.
2. Using reading strategies facilitate understanding reading text.
3. Implementing reading strategies motivate Sudanese Secondary Schools to read more.
4. Students are motivated and encourage by using visual aids.
5. Teachers apply reading strategies to their learners.
6. Students are more interested with familiar subject.

5.2 Recommendations

- 1- Teachers should provide students with enough time to practice reading skills.
- 2- Learners should implement extensive reading both inside and outside the classroom.
- 3- Secondary schools, syllabus should be provided with some visual aids such as pictures shapes and flash cards.
- 4- Teachers should motivate learners to read through role play strategy.

5.3 Suggestions for further studies

The researcher also suggests the following for further studies:

1. The impact of using short stories on reading comprehension.
2. The importance of using supplementary readers to overcoming reading difficulties.

References

- Alderson, J. and Charles, A. (1984). Reading in a foreign language. Cambridge
- Barr, Rebecca, Marilyn, W.S, and Camille, L.Z. Blachowicz (1990) Reading Diagnosis for teacher: An instructional approach New York, Longman, Dallas library.
- Bright J A (1986) Teaching English as second language.
- Cambridge Encyclopedia of language. Cambridge.
- Carrell, P.L., Devine, J., and Eskey, D.E. (Eds.) (1988). "Interactive approaches to second language reading." Cambridge: Cambridge University
- Crystal, David (1987) "Rethinking the Teaching of English" In Rewriting in Bangladesh. (Eds.) Fakrul Alam, Niaz Zaman and Tahmina Ahmed: 16 -17.
- Davies, E and Norman, W. press. (1979), Butler and Tanner Ltd, London.
- Grellet, Françoise (1981): Developing Reading Skills.
- Doff, A (2000), Teaching English, (Training course for teachers), CUP. Britain.
- Heilman, A W (1967) principles and teaching reading U. S. A, Charles E Merrill publishing company.
- Lipson M.Y (1991), Assessment and instruction of Reading, Disability, Harper Collins publisher.
- Nuttal, C. (1982) Teaching Reading Skills in foreign language, first led, London: Heineman Educational books ltd.
- Ophelia H. Hancock (1987-2001) Reading Skills for College Students Fifth Edition Prentice-Hall, Inc.
- Saito A, et al., (1997) "Cloning and functional analysis of p 44.5 and p 55, two regulatory sub unit of the 265 proteasome gene 203 (2): 241-50.
- Sarasota, (2001) "Difference between Strategy and Skill" (Accessed) February, 2010.
- Schaffniz, N. Reid. (1990) Reading Smart: Advanced Techniques for Average readers first led. Review Publishing L.C.C, New York.
- Yorkey Richard, C. (1982) "Study Skills for Students of English Second". McGraw-Hill, New York.

APPENDIX

Dear students:

This questionnaire is a part of M.A. study on Sudanese secondary school learners, under the title "The Importance of strategies in Developing Reading Skills ".I would be highly appreciative if you could answer all questions appropriately and honestly .I assure you that, the information of this questionnaire will be treated as confidential for research purpose only.

Please tick (✓) in the box which represents your opinion.

Category (1)

1-To what extent do reading strategies used and its effect on students’

Statements	always	often	sometimes	Rarely	never
a) Using extensive reading, both inside and outside the classroom improves learners’ performance in reading skills.					
b) Dictionaries when used during reading lessons to encourage learners to pick up unfamiliar words.					
c) Using sub-skills such as skimming and scanning help learners to understand a reading text.					
d) Using synonymous words helps students to choose the exact word that is needed to convey the intended meaning.					
e) Using pictures shapes and flashcards give general idea about the text.					

standard?

Category (2)

2-to what extent reading strategies motivate learners to improve their reading skills?

Statements	always	often	sometimes	rarely	never
a) Activities such as pre - reading questions motivate students to read the text.					
b) Teachers use a texts that are related to learners' interesting facilitate reading.					
c) Students who practice English through the role play are motivated.					
d) Familiar subjects to learners' lives make them learners more interested.					
e) Reading texts which include a set of comprehension questions help learners to have a better understanding of the text.					

Category (3)

Statements	always	often	sometimes	rarely	never
a) Teachers train students to infer meaning from context.					
b) Teachers are able to use various strategies, such as antonyms, definitions, and word relation to clarify meaning of the words.					
c) During English lesson, teachers' direct students to practice					

To what extent do secondary school teachers teach reading activity skills in the classroom?

reading through filling the gap.					
d) Teachers train learners to guess and explain meaning from the content.					
e) Teachers provide students with interesting reading texts that help them to read English well.					