Sudan University of Science and Technology

Collegeof Graduate Studies

Effective Reading Comprehension Strategies for Saudi Undergraduate students

(A Case Study of Tabuk University , Alwajh College)

فعالية استراتيجيات القراءة باللغة الانجليزية لدى الطلاب الجامعيين بالمملكة العربية
السعودية   دراسة حالة لطالبات كلية الوجه الجامعية.

A thesis Submitted for the Degree of Ph.D. In Education (ELT)

By

Ehsan Mohammed Ali Fadl Allah Idreis

Supervised by:

Dr . Mahmoud Ali Ahmed

Co – Supervisor: Dr.Abdalla Yassin Abdalla

2016

بسم الله الرحمن الرحيم

In The name of Allah Most Gracious Most Merciful

{ قَتَعَالَى اللَّهُ الْمَلِكُالْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآن مِن قَبْل أَن يُقْضَى إِلَيْكَ وَحْيُهُ وَقُل رَّبِّ

زِدْنِيعِلْمًا }[1] صدق الله العظيم

(Highly exalted be Allah, the true King! Do not hasten with the Koran before its revelation has been completed to you, but say:'Lord, increase me in knowledge)[2]

[1]ـ سورة طه ـ الآية : 114

[2]ـ Grand Shaykh, Professor Hasan Qaribullah. ©:English translation provided and sponsored by

114 . http://www.Allah.com 2001

DEDICATION

To my husband and daughters.

Acknowledgments

Abstract

This study discussed the effect of using reading strategies on comprehending English text by EFL at tertiary education. However, it aimed to find out how Tabuk University students understand a text by using reading strategies. The researcher used descriptive analytical approach to carry out this study and collected data by using tools of questionnaire and tests for teachers and students respectively. Moreover, the researcher used the random sampling method to choose the study sample. The researcher concluded that the reading strategies are helpful in enhancing reading skills, motivation and attitudes are important in developing EFL's reading skills, reading strategies enable students to practice and develop their integrated skills, they help students to communicate successfully with others and finally they enrich students' vocabulary, motivate them and enhance their abilities. Ultimately, the researcher recommends that the teacher should use various strategies and modern techniques to motivate students to acquire English language; they must be very acquainted with using reading strategies in the classroom, and to select relevant reading materials in terms of linguistic difficulty cultural background and interest.

المستخلص

ناقشت الدراسة أثر استخدام استراتيجيات القراءة على فهم النص لدي طلاب اللغة الإنجليزية لغةً أجنبية في التعليم العالي، وهدفت إلى معرفة كيف يتمكن طلاب جامعة تبوك من فهم النص باستخدام استراتيجيات القراءة، واتبعت الدراسة في ذلك المنهج الوصفي التحليلي، ومن أدواته الاستبيان والاختبار،والعينة العشوائية، وخلصت الدراسة إلى أن استراتيجيات القراءة مفيدة لتعزيز مهارات القراءة، والتحفيزفي تطوير مهارات قراءة اللغة الإنجليزية لغةً أجنبية، وأن استراتيجيات القراءة تمكن الطلاب من تطوير مهاراتهم المتكاملة، وأنها تساعد الطلاب على التواصل بنجاح مع الآخرين، وأخيرا أنها تثري ذخيرتهم اللغوية، وتحفزهم وتعزز قدراتهم، وأوصت الدراسة باستخدام استراتيجيات القراءة تحفيزًالطلاب واكتسابا لهممهارة قراءة اللغة الإنجليزية، كما أنه ينبغي للمعلم أن يكون ملَما باستراتيجيات القراءة في الفصول الدراسية، وباختيار مواد قراءة ذات الصلة من حيث الخلفية الثقافية والصعوبة اللغوية والمصلحة.

Table of Contents

Chapter Three

Methodology and procedure of the study

List of Tables

4.10	Reading strategies enable students to build up good vocabulary on the long run and improve their understanding of other disciplines.	65
4.11	Reading strategies use systematic reading techniques and hence can be reflected on the learning of other skills.	67
4.12	Reading strategies effectively monitor and develop .cognitive learning strategies such as mnemonics	98
4.13	Saudi students are not aware of importance of reading strategies.	70
4.14	Students training in reading strategies is essential to improve their abilities to language learning	71
4.15	Tutors are not aware of the role of reading strategies play in developing communicative competence	72

Chapter One

INTRODUCTION

Chapter One
INTRODUCTION

This introductory chapter will provide a description of the theoretical framework of the study with special focus on the statement of the problem, study questions, hypotheses, objectives and the methodology of the study.

1.1 Context of the study

Foreign languages are certainly learnt for the purpose of communication with other people, understand them, talk to them, read what they have written and write to them, too (Byrne,1991). There are as many as 4,000 to 5,000 living languages; English language is extensively used across the global. It is the most universally learnt, taught, and understood language today. It is broadly used as a second language and as official language in many other countries. It is, definitely, the commonest language of international communication (Yule, 1991).

What makes the English language a much important language is the fact that is used as a lingua franca throughout the world. It is the medium of international communication due to the growth of science and technology which involve English language as the major means for interaction. Moreover, the importance of English is not just in how many people speak it, but in what it is used for (Yule, 1991).

English is the major language of news and information. It is the language of business and government even in some countries where it is a minority language. It is the official language of maritime communication, the international aviation and air traffic control. Moreover, it is the major vehicle of debate at the United Nations. That is to say, we no longer speak only the nature of the language, but of its function as well.

Reading is such an indispensable tool for acquiring knowledge. It is true that technology today provides us with numerous means of having access to information such as the satellite stations. However, reading still assumes its traditional incontestable position as a most important instrument for acquiring knowledge and information.

People learn to read their first language in a wide variety of circumstances. Different folk at different places in the world prepare their children to reading in quite a variety of ways. At an early age, childrenare entertained by listening to stories, being read to, and interacting with adults and others about the stories they hear. The major aim of this practice is not an earlier step for preparation for reading, but also considered a cornerstone in their overall upbringing. At the time of storytelling, children sit with the adults, interact with them, show affection and educate children. This situation provides the adults with an opportunity to pas all the important cultural codes they wish to inculcate in minds of younger generations.

The interaction involves asking questions about what is going to happen in the story, getting the child to complete sentences in a known story, talking about the interesting and scary parts of the story, and generally having fun.

According to Yule (1991) reading in their native tongues, already have a large vocabulary of several thousand words which includes most of the words they will meet in early reading. They also have good control of the grammar of the language, have a lot of knowledge about books and reading conventions, and have had many stories read to them. They are very keen to learn how to read.

They begin formal schooling at the age of about five or six. Alderson (2000) states that the teacher and learners work with books that are interesting, are well illustrated, use language that is close to spoken

language, and are not too long. The texts contain a lot of repetition, and are often very predictable but in an interesting way.

Alison (2011) confirms that the techniques used to teach reading are largely meaning-focused. That is, they give primary attention to understanding and enjoying the story. They include shared reading, guided reading and independent reading. A small amount of attention may be given to phonological awareness and phonics but this is in the context of enjoying the story and only takes a very small amount of time. Let us now look at the typical techniques used to teach reading to young native speakers.

Barnett (1998) in his book Teaching Reading Strategies asserts that the learners gather around the teacher and the teacher reads a story to the learners from a very large blown-up book while showing them the pictures and the written words. The teacher involves the learners in the reading by asking them what they think will happen next and getting them to comment on the story. Where they can, the learners read the words aloud together. The procedure is an attempt to make the shared book activity like a parent reading a child a bedtime story.

Alexander (2000) in an article entitled Learning from a Text confirmed that learning to read is also helped by learning to write and learning through listening. In writing as in reading, first language teachers emphasize the communication of messages and expect the learners gradually to approximate normal writing over a period of time. Research indicates that the best age to learn to read is about six to seven years old. Starting early at five has no long-term advantages and may make it more difficult for some learners to experience success in reading. At the age of about six or seven children are intellectually ready to begin reading.

1.2 Statement of the Research Problem

The Problem with the Saudi undergraduates as far as reading is concerned is that they come from secondary and intermediate schools with poor knowledge of English. That further complicates the problem is new situation at university where tutors assume that their students have had adequate mastery over the rudimentary tools of the basic skills. Consequently, they start right away without pausing to consider their real standards.

In fact, a number of factors are responsible for the students' poor reading abilities. Absence of motivation for learning in general, is one of the major factors affecting the students' reading proficiency. Other factors may include text types, school and social environment and bad teaching at the intermediate and secondary level. Complete absence of using specific reading strategies is one of the key reasons behind the students' inefficient reading abilities.

So, in order to help improve the students reading comprehension abilities, the teaching of the different reading strategies should be introduced and practices quite considerably.

There are of course numerous factors that affect the difficulty of learning to read in another language. A Saudi learner beginning to read English will know very little English vocabulary. Despite the fact that there is much English spoken in Saudi streets and public places due to the fact of having many foreigner immigrants, this happy situation is not felt to be useful with Saudi EFL students. To help solve the problem, a reading program should be designed and practiced with meaning –focused input. Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes—reading to

search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.

1.3 Objectives of the Study

This study seeks to achieve the following objectives through the investigation of the students' standards in relation to reading comprehension:

a. To find out whether introducing reading strategies shall have a positive effect of boosting the students reading comprehension.

b. To examine and assess the students' abilities at understanding texts written in English

c. To suggests suitable reading comprehension strategies that better go well with the students' deteriorating standards with the aim of helping them improve.

d. To know the teachers' attitudes towards the teaching of reading comprehension strategies.

1.4 Significance of the Study

This study derives its significance from the very question it seeks to settle. It is the problem of poor reading comprehension strategies of Saudi undergraduates. In its attempt to set the situation right, it draws the teachers' attention to the importance of introducing and practicing reading comprehension strategies to enhance the students' standards.

EFL students consider reading comprehension as a key factor of their success particularly students studying applied disciplines such as medicine and engineering. Excellence in reading comprehension is required for excellence in the very specialization a student may opt for.

Improving reading comprehension skill is required for good academic writing as both calls for big vocabulary.

Reading should be used as a way of developing language proficiency. Learners should read with 98 percent coverage of the vocabulary in the text so that they can learn the remaining 2 percent through guessing from context. Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading. See, for example, Simcock (1993) using the **ask and answer** technique.

Learners should be given training and practice in a range of reading strategies. These strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text. Janzen and Stoller (1998) describe a similar list of strategies.

1.5 Questions of the Study…

This study sets out to answer the following question:

1. To what extent can the utilizing of reading strategies enable students to build up good vocabulary on the long run and improve their understanding of other disciplines?

2. To what extent do reading comprehension strategies motivate students to get involved in more reading practice?

3. How far is the use of reading strategies increase tutors and students awareness of the usefulness of the strategies?

1.6 Hypotheses of the study

1. Reading strategies enable students to build up good vocabulary on the long run and improve their understanding of other disciplines.

2. Reading comprehension strategies motivate students to get involved in more reading practice.

3. The use of reading strategies increases tutors and students awareness of the effectiveness of the strategies.

1.7 Methodology of the Study

In this study, experimental methods will be adopted. There will be two groups of students. One group is control; the other is the experimental group.The experiment is expected to take two months.A questionnaire will be administered to both teachers and students. Furthermore, some language classes will be observed. The researcher will also confirm the validity and the reliability of the research tools before their application.

1.8 Summary of the chapter

In this chapter a detailed description of the theoretical framework has been provided with some focus on the definition of the research problem and the research methodology. In the next chapter some relevant literature will be critically reviewed.

Chapter Two

LITERATURE REVIEW

Chapter Two

LITERATURE REVIEW

This chapter reviews relevant literature on the issue in question which is reading comprehension strategies with some emphasis on the nature of reading comprehension. Important findings and arguments from opponents and proponents of an English-only teaching method will be discussed. The chapter is divided into two parts, the first one is on the theoretical framework, and the other is on previous studies.

Part one: Theoretical framework

2.0 Introduction

Reading assumes the third position as regards the hierarchy of communication skills. According to Akin (2003)reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot take place independently of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

Bright (1976) in his book Teaching English as a Second Language asserts that *there are two elements that make up the process of reading comprehension:* **vocabulary knowledge** *and* **text comprehension***. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing.* If the individual words don't make the sense then the overall story will not either. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words.

The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing.

In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall

conception of what it is trying to say. This is text comprehension. Carrel (1992) confirms that text comprehension is much more complex and varied than vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension.

Block (1986) asserts that reading comprehension is *incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently*. Therefore, reading comprehension strategies must be introduced at an earlier stage over an extended period of time by parents and teachers who have knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true.

Reading comprehension strategies in Eskey (1988) words

> must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, parents and teachers need to continue to help their children develop reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts.

Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

2.1 Importance of Reading Comprehension

Reading cannot be viewed in isolation of comprehension; reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written in a language you totally ignore like Sumerian Cuneiform with no understanding of their meaning. You may like the look of the letters or characters and appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. Byrne (1971) in English Teaching Extracts writes that the words on the page have no meaning. They are simply symbols. People read for many

reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information.

Beyond this, Brown (2000) confirms that reading comprehension is essential to life. Much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase contracts), and directions on packaging and transportation documents (bus and train schedules, maps, travel directions). Cal Pham (1996 p.30) on Reading Comprehension says reading comprehension is a critical component of functional literacy. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

2.2 Types of Reading Comprehension

Certainly the process of reading comprehension is a multi-component, complex process involving many interactions between the reader and what they bring to the text (previous knowledge, strategy use), not to mention the variables interspersed in the text itself and which are inseparable from it and essential for fuller understanding(interest in the text, understanding of the types of texts).

While many middle school, high school, college students –and even adults have learned to read, some will struggle with reading for meaning. To be able to read effectively, these students have to have a good grasp of explicit strategies to use during the process of reading. The strategies are essential for gaining and remembering information from the texts. Good readers are capable of identifying the right types of strategies that readily work with them and know how to apply them to different types of texts. The unfortunate group of those still battling with reading can improve their reading comprehension skills by being exposed and taught strategies, as well as when and how to use them with different types of texts. Consider the following list of strategies which can produce a positive effect on the students' reading comprehension having been taught adequately.

•Discovering Main Idea

•Identifying Detail
•Sequencing Events
•Using Context
•Getting Facts
•Drawing Conclusions/Predicting Outcomes
•Distinguishing Between Fact and Opinion
•Understanding Cause and Effect
•Identifying Figurative Language
•Identifying Bias and Prejudice
•Using Prior Knowledge
Identifying Bias and Prejudice
•Using Prior Knowledge
•Comparing and Contrasting Ideas
•Generating and Answering Questions
•Identifying Inferences
•Summarizing Concepts
•Understanding Vocabulary
•Visualizing Ideas
•Determining Author's Purpose
•Understanding Point of View

Undoubtedly, employing the above exhaustive list after conducting good training for the students can improve their understanding of the reading texts. When a student's reading hurdles are identified in relation to the above cited strategies an effective program can be designed to improve these skills.

2.3 Reasons for Reading
According to Barnet (1989) –

> "Nothing is more important to academic achievement than being a good reader, the basic concept in that text information based in part from the prior knowledge available to the reader. Reading is thus viewed a kind of dialogue between the reader and the text".

Any kind of language pogramme for students is likely to enjoy, no matter the nature of that program may be, as long as it serves immediate needs for the learners. Reading comprehension can be very pleasurable. When readers begin to read, actually a number of decisions are quickly made, almost un consciously in most cases, for example ,when a reader picks up a newspaper, areaderusually reads the front page with some combinations of search processing, general reading comprehension and skimming.

So there are many reasons why getting students to read English text is an important part of the teacher's job. In the first place, many students want to be able to read text in English either for their careers, for study purposes or simply for pleasure. Harmer (2010:100), states-"Reading is useful for language acquisition", provided that students, more or less, understand what they read. The more they read, the better they get at it. Reading also has appositive effect on students, vocabulary knowledge, on their spelling and on their writing.

Reading texts also provide good models for English writing. At different times students can be encouraged to focus on vocabulary, grammar or punctuation. Reading material can also be utilized to demonstrate the way we construct sentences, paragraphs and whole text. Students then have w models for their own writing.

2.4 Reading Stages

Reading is a process which is based on certain diverse levels. Teachers must have materials to cater for all these levels. Below is an attempt to illustrate the different levels.

2.4.1 Word Level

At the word level, the teacher gives students practice in the association of forms and sound symbols, spelling and sound symbols He specially draws the students attention to the fact that not all sound are represented orthographically the same way. A useful classroom technique which can be used in this particular stage is the flash card. During using flash cards, the teacher firstly pronounces the sound and student repeat he then, shows the card and repeats its sound. After that all class in groups and individually repeat the sound. The word is tested by showing a card for a short time until some students say the right sound.

2.4.2 Sentence Level

At this level, the teacher gives students practice in reading sentences to learn from dialogue material. Dialogues are particularly useful for helping students to detect the meaning of different words comprising the sentence and hence the meaning of the sentence. At the sentence level, students also learn the different sound patterns such as the stress and the

intonation. This can best be demonstrated through the use of a recorded material.

The techniques for teaching reading at this level are as follows:

a -The teacher presents the students with sentences containing the lexical items they already know.

b -The teacher writes sentences on the board for student to read.

c -Students may practice reading sentences in language laboratory or with cassette / tape recorder etc.

d- Songs are useful in improving student's pronunciation, rhythm and stress.

2.4.3 Paragraph Level

A paragraph is a group of sentences which make a meaningful unit.At this stage, students are introduced to simple narrative or conversational materials. This is done under the guidance of the teacher who often uses the text book.The teacher may prepare sheets of texts which students read, or use overhead transparencies on which he writers reading sections.

2.4.4 Reading Longer Sections

Students, reading activities at this level may be classed as intensive and extensive. The first is what students have in the course book, whereas the second reading is for enjoyment and general information.In order to develop reading skills, students need to make their selections longer.

(Elmutawa and kaillani, 1989:107) state –

> "As progress in learning the language needed for reading, they should read longer sections in addition to guided reading passages students should be offered a choice of reading and select topics which interest them".

From the above quotation, reading longer selections enable students to enjoy guided reading passages, select topics which interest them and help further develop their reading skill.

2.5 Reasons for Teaching Reading

The essential purpose of teaching reading a second or reading a second or foreign language in schools is to encourage students to be effective readers in the second language. The educational institutions should take this responsibility in account. They have to provide authentic and motivating texts that increase students' interest in reading widely outside classroom.

Actual participation of students in reading activities in classrooms can be important factors in this issue. Moreover, teaching reading strategies in the classroom should be directed towards encourages students to develop their reading competence.

Literature serves this purpose effectively with purpose of developing language proficiency. Aebersold and Field (1997:156) outline the objectives of using literary texts in teaching reading, as follows:

A .To promotes cultural understanding.
b. To improve language proficiency.
c. To give students experience with various text types.
d. To provide lively, enjoyable high-interest readings.
e. To personalize the classroom by focusing on human experience and needs.
f. To provide an opportunity for reflection and personal growth

2.6 How to teach Reading
Teaching implies a simple passing on of knowledge from teacher to student, as in teaching names and dates in a history class. But teaching reading is different because it requires developing certain skills in the learner. Therefore; the teachers' intention should be to help the students become skilled readers.

A good reading class must include extensive reading as well as intensive reading, that is, as much outside reading as possible, even though that outside reading may have to be a reading simplified text.

The point of reading class must be reading not reinforcement of oral or discourse analysis, and not the acquisition of new vocabulary. Improvement in any of these areas can make reading easier, but none of them is reading. It is better for students to read a great deal of very easy

material than a few pages of some "classic "that they cannot really read and understand.

2.6.1 Choosing Reading Texts
According to Rivers (1981:262) "the essential aim of choosing texts may be to achieve language proficiency". Texts should be "language focused", i.e. Not just reading but for teaching language formally and functionally in classrooms.

Some teachers argue that the experience with a considerable quantity of reading materials is essential to expand student's knowledge and give them experience with a much wide range of expressions and structures than they could gain from listening and speaking, which are limited to time spent in classroom.

It is preferable in selecting reading texts, for English language classroom, to select these texts that are interesting, highly motivating for learners and adequate to their language level so as to facilitate language learning.

Recently, the use of authentic materials has become common in classroom activities. Mingo (cited in Wallace 1993:79) interprets "authentically "as including "original pieces of written or spoken language which occurred naturally between native speakers and could therefore, be accepted as "genuine communicative acts".

2.6.2 Interest

The most important factor in selecting a reading material is interest.William (1986:42) states that *"In the absence of interesting text, very little understanding can occur…"*Carrel (1984:339) says *"First, teachers of reading should use materials the students are interested in, including materials self – selected by the students"*Nuttal (1982:29) refers to interest as "suitability of contents". She claims that, *"Choosing text that suit students' interest is more critical…"*
Interest is an important factor, because of its relation to motivation. When the topic of a passage does not suit the students' interest, their motivation to read is substantially lessened.

As part of the effort to find an interesting reading material, Nutal (Ibid.) recommends that, "the teacher attempt to discover if the passage will:
A .Tell the students new information they don't already know.

b. Introduce the students to new ideas that make them think about things they haven't thought about before.

c. Help the students to understand the way other people think.

d. Make them want to read for themselves.

There are numbers of approaches to determine learners' interest, as: Ranking and Open- end ranking.

The teacher asks the students to rank their preferences.

And present an open- end questionnaire in which the students respond to many questions. Nuttal (Ibid.) says that: *"paying attention to the materials students read in their language"*.

2.6.3 Exploitability

Exploitability is defined as facilitation of learning as key factor in selecting reading texts. One way to decide the exploitability of a reading text to develop reading skills, is to discover the author's point of view on his / her critical idea about specific information mentioned in the text furthermore, the text can be exploited for various activities to the reader's needs.

2.6.4 Topic

The topic of a reading article is an important factor to be considered.The readers feel that, a wide variety of topics would be helpful to maintain their interest and motivation. Therefore, a topic helps the students to read in depth. There are three techniques for reading depth, to provide background knowledge using anthology built around a particular theme, dividing long text into shorter sections.

2.6.5 Length of the Text

The final factor of readability concerns the length of potential reading passage. That means, the appropriate number of words include the length will affect the rapid reading ability. The reader will not be able to control his understanding, so he will be confused. Therefore, readers will be unable to finish according to time give for them. As a result of this, the readers would be frustrated, they may blame themselves that they are poor readers .So, one technique that helps the students to avoid this burden is to give them ample time to read the text.

2.6.6 Readability

The factor of readability as that of exploitability ranks as one of the most basic consideration for reading improvement. In selecting a reading text, Carrel (1987:223) uses the term readability to refer to the following phenomena *"...syntactic appropriateness, logical, rhetorical ordering of ideas and external phenomena at the discourse level, lexical appropriateness, and background knowledge of the reader"*. She serves this term only for syntactic and lexical consideration. So, readability is affected by the following:

a. Lexical knowledge: lexical knowledge and background knowledge are two important elements that determine a text's readability. It is clear that a number of unknown lexical items in reading a text create more difficulty for readers to read with understanding.

However lexical knowledge is among the more controversial factor in selecting a reading text. The difficulty comes from two issues involved with lexical knowledge. The first concerns how to determine the degree of difficulty of the vocabulary of reading materials.

The second is the number of unknown words that is acceptable in a reading text. So, one way of assessing students' vocabulary is through the use of reading skills exercises, whereby students identify the difficult word in the passage.

Nuttal (Ibid.):26) says: "new lexical items as words idioms or compared phrases" and recommends that in an intensive reading. A passage should contain no new word because learners cannot respond favorably to unknown items". However, if one the objective of reading lesson is to teach learners to guess the meaning of the unknown lexical items that only a maximum of no more than one or two words should exist per-page. This recommendation must be taken into account to improve the students' reading ability.

b. Background knowledge: background knowledge is very important in the readability of a text. The more reader knows about a particular topic of a text, the more quickly and accurately he can read the text.

Alderson (2000:56) has demonstrated that, background knowledge plays a key role in the comprehension of reading a text by advanced learners. Since the background knowledge of the reader plays a critical role in his comprehension of the passage, teachers should make sure that the passage is on a topic that is known to their students.

That factor of background knowledge in reading a text is seen as an issue of course designs. So, to overcome the problem, three or four themes over the course of reading programmer.

c. Syntactic appropriateness: The syntactic of sentence affects their readability.

Construction of syntactic affects the reading of the text. That means, if a reading text contains complicated grammatical constructions, the reader might find them difficult to understand.

Therefore, readers generally, use readability in first language reading lessons often in target language reading as a means of determining the level of syntactic complexity.

2.6.7 Appearance

The final factor is concerned with appearance of the reading text, which includes layout print and type size. The teacher plays a big role as relates the layout of a text. He should examine the article to see whether the layout is beneficial, also he must check the lines or paragraph numbered.

The teacher can also, determine the legibility of the passage.The type size and font "the style of the type" are factors to be considered for the learner, it helps in deciding process.

2.6.8 Organization

Organization refers to both rhetorical organization of the text and clarity of organization. Carrel (1987: 223) indicates, readers who can organize the rhetorical organization of a text, have better comprehension that those who don't. Therefore, the teachers should carefully examine a text to see how its organization might present problems for the students.

2.6.9 Discourse

Discourse phenomena include the arrangements of topics and comments in a reading passage, and considerations of readers need to be aware of the manner in which the author makes use of the cohesive and coherence in the passage.The teachers also, need to know whether their learners can handle the presentation of ideas and ruminants in the passage, natal (1982:43) "…*They are extremely useful syntactic the readers. They don't know themselves contribute to significance, but can help readers to establish the significance"*.

Therefore, the good one way of determining students' knowledge of discourse phenomena is through simple identification exercise. For example, of an unfamiliar text contains samples various cohesion maker and transition devices, students can be instructed of the text.

2.7 Learning to Read by the Orthography of the Target Language:

Each written language in the world has orthography, or writing system and the English uses the Roman alphabet. The experiences ELLS have with the English alphabet can be influenced by the writing system is important and too often over looked in designing instruction for ELLS recognize words and decode connected text.

2.7.1 How words recognition occurs in English

To read English words, we learn to match sound or phonemes, with letters, or graphemes. When we learn to read English words, we learn to perform several steps very rapidly, first we identify the first letter of the word and try to find matching phoneme, then working left to right, we match the rest of the graphemes and phonemes of the word.

Holding the sounds in our wording memory, we recombine then to form a mental representation that we attempt to match with a word from our listening vocabulary. Once that lightning fast process has occurred, we can access it's meaning of course if we are reading out loud, there are additional steps needed in order to pronounce the words.

(Kristin lems, 64, 2010) states "*Accessing and recognizing individual words called word recognition and recognizing the sound and meaning of word across connected text what we call decoding*". There are two broad categories of words in English:

Those with easy to match phonemes and graphemes called decodable words, decoding and sight word recognition are the primary word- attack skills used for English word recognition- there are good reasons that English words are taught through both decoding and memorization.

When learners start write English words they start with the sounds and match them with the letter symbols, no matter which end we start from both processes involve matching the English sound and letter symbol combination, the skill of matching sound and letter symbols is called (phonics).

The researcher thinks that if the teachers want to help learners develop the phonic skill, they need to understand how the phonemes and

graphemes of English work together in the English writing system. The teachers also need to appreciate how the orthographies of ELLS, first language resemble and differ from English and how that affects learning to read.

2.7.2 The effect of orthography on learning to read

(Katas and Frost 1992) proposed the orthographic depth hypothesis to address the question of how different writing systems in flounce the way children learn to read. They hypothesized that it would be easier for children from transparent orthographies to learn to read aloud and spell than for children for opaque orthographies, and that children from transparent orthography language would use more phonologically based strategies to identify words.

The hypothesis has been confirmed by a number of studies, including one that examined children learning to read in a planate syllabic and logographic orthographies. The children from transparent orthographic learned to read more quickly read longer words, more slowly and were more likely to say (non-words) or nonsense words when they made reading mistakes.

Children from more opaque, orthographies, on the other hand, took a longer time to learn to read, did not read longer words more slowly, and were more likely to substitute other real words when they made reading errors.

In addition, they were more likely to skip words (Ellis etal, 2004) . These and comparable results have confirmed that readers form different orthographies undergo different processes in learning to read. Reader from transparent orthographies read across the syllables of word, and as a result it takes longer to read a longer word.

The fact that transparent orthographies readers have a high occurrence of non-words when reading aloud suggests that some may not be reading for meaning at least initially clearly, the transparency advantage has a down side, word calling or decoding without comprehension is a concern because the ease of decoding makes it possible to focus on the sound alone without analyzing the meaning of the words being decoded ,(Paulus

etal,2000)- *Decoding is not really reading if it doesn't include comprehension.*

2.7.3 SQ3R Reading Method

(Survey! Question! Read! Recite! Review!)

SQ3R will help **the students build a framework to understand your reading assignment:** Before you read, **Survey the chapter:**

- the title, headings, and subheadings
- captions under pictures, charts, graphs or maps
- review questions or teacher-made study guides
- introductory and concluding paragraphs
- summary

Question while you are surveying:

- Turn the title, headings, and/or subheadings into questions
- Read questions at the end of the chapters or after each subheading
- Ask yourself,
  "What did my instructor say about this chapter or subject when it was assigned?"
- Ask yourself,
  "What do I already know about this subject?"
  Note: If it is helpful to you, write out these questions for consideration.
  This variation is called SQW3R

When you begin to Read:

- Look for answers to the questions you first raised
- Answer questions at the beginning or end of chapters or study guides
- Reread captions under pictures, graphs, etc.
- Note all the underlined, italicized, bold printed words or phrases
- Study graphic aids
- Reduce your speed for difficult passages
- Stop and reread parts which are not clear
- Read only a section at a time and recite after each section

<u>Recite</u> after you've read a section:

- Orally ask yourself questions about what you have just read, or summarize, in your own words, what you read
- Take notes from the text but write the information in your own words
- Underline or highlight important points you've just read
- Reciting:
  The more senses you use the more likely you are to remember what you read Triple strength learning: Seeing, saying, hearing
  Quadruple strength learning: Seeing, saying , hearing, writing!!!

<u>Review</u>: an ongoing process

- After you have read and recited the entire chapter,
  write questions in the margins for those points
  you have highlighted or underlined.
- If you took notes while reciting,
  write questions for the notes you have taken
  in the left hand margins of your notebook.
- Complete the form for a critical reading review

2.8 A Historical background of teaching reading

The teaching of reading, as mentioned by Robert (1982:194) has attracted the attention of educationalists as early as the 14th century Even earlier than this, teachers invented novel ways to teach reading.

The ancient Greek alphabet with the aid of twenty four slaves, hired to represent each letter of the Greek alphabet. This was known as the ABC method. Later, the Americans like the Greeks, used the ABC method. They used baked bread in the shapes of the letters of the alphabet, believing that they may into a child's mind was his / her stomach.

Another historical aid was a wooden paddle, which was used to teach the alphabet. The paddle was governed in leather and upon each paddle would be inscribed aletter of the alphabet.This was known as "HornBook". Robert (1982) mentioned that during $18^{th}$and 19th centuries, reading primers were designed to introduce children to reading.

The New England primer (1729) included pictures, the rhythmic meter, alliteration and an uplifting message. By (1783), NOAH Webster

published his first book. Later on, editions were introduced to beginning readers of all ages, called Webster spelling Books. They included lists of about 9000 words, rhymes fables and moral instructions for children.

According to McKay, S(1987) reading is an important language skill. Various approaches for teaching the reading skill have been proposed. These were based upon different theories put forward to account for language acquisition and language learning. Because of this diversity of theoretical views, the reading approaches might differ in terminology and content. Each approach provides method and techniques, which are combined to achieve the best result.

Throughout the history of developing skills, different models of reading have been set for different goals of reading instruction. More than a hundred years ago, when methods of teaching foreign language were drawn from the methods of teaching Latin, The scope of reading skills was within the limits of using reading as a means of recitation and translation from the foreign language into the mother tongue and vice versa.

Although some linguist refer to that period of " Grammar Translation Method " as the time of reading, was not taught or developed further more reading for translating foreign literature.

In the early 1700s, the "phonic method" appeared which taught the letters by the sound they make rather than their names.

But this approach was inadequate for teaching language such English where they may have more than one sound.

For instance, how the learner is instructed to read the letter "c"in "CAR""CHILD" and "CELLAR"? Which sound would be chosen? The orthographic reform approach for spelling reform had compensated this problem by introducing pitman's ITA (Initial Teaching alphabet) to provide children with logic relation between letters and sounds.

The weakness that accomplished the phonic resulted in the emergence of so – called " look and say " approach that encourage the child to recognize words, phrases and sentences as wholes. If attempted to widen the young reader's sight vocabulary. This approach was used widely after World War II.

But it has disadvantage of limiting the child's ability to work out for him of new words from the letters forming them. During the year (1929) the reading method was implemented.

It was divided into intensive and extensive reading. Intensive reading. I.e. reading inside the classroom, took the form of loud reading.

Simple phrases were used in listening and speaking practices. Students were encouraged to infer the meaning of words from their contexts without resorting to translation in the native language.

Comprehension questions accompanied the oral practice of reading tests. Reading outside the classroom (the extensive reading) is simply the read of materials that fit the reader's age group, interests, and surroundings past experiences, attitudes and opinions.

The main objective of extensive reading is to get information and pleasure. With the recent introduction of computers and the internet into the sphere of teaching and learning, it has become even more imperative to use a combination of methods to teach reading skills that utilize these new techniques. Yet it can be argued that teachers should not disregard more traditional methods and modern methods to teach reading.

In any case, it can be argued that it is unwise to restrict the teaching of English language to one method only.

A widow (1979) considers *"reading, writing and conversation as forms of communication"* this indicates that reading is a highly cognitive and communicative aspect.

2.9 The teacher role in an EFL situation

In a reading situation the teacher is active all the time. He is not lecturing, he is moving from group to group giving help guidance, assistance and encouragement. Teachers should also have abroad background knowledge of social environment that in fluencies their students. They should also be award of deferent pedagogical techniques diagnosing physiological characteristics in learners.

Also the students now are not simply passive receptacle in to which the teacher pours knowledge, s/he must participate actively in the learning

process, and the teachers must take responsibility for their student's progress.

According to Nutal (1982:27)"The teachers' responsibility includes the following points:

a- Finding out what their students can do and what they can't of, and working out program aimed at giving them the skills they need.

b- Choosing suitable text to work on.

c- Choosing tasks and activities to develop the required skills.

d- Preparing the class to understand the tasks.

e- Making sure that everyone in the class work productively.

Bringing student's and appropriate materials together is a very part of the reading teachers' job".

The kind of reading and the amount of reading that foreign language student's will do may largely depend on the reading that the teacher introduces them to. The teacher must provide suitable text and activities that will focus the student's attention on the text. (Zahir2012:26) states "The point of the reading class must be reading – not reinforcement of oral skills, not the acquisition of new vocabulary.

The student must develop his /her own skills, but the teacher must make him / her aware of what he / she doing and interested in doing it better". The role of the teacher is to facilitate reading, raise consciousness, build confidence, ensure continuity and system activity and demand performance.

While the learners are busy with their silent reading, the teacher will be very active, ready to help both individual learners with their particular difficulties and the whole class. Observed that in most reading lessons' the teacher does too much of the work. Teacher should be aware that this process devalues the text and makes student's role a passive one, there for in the reading class there must be an interaction between the teacher and his / her students so as be too familiar with task.

Teacher of English as a foreign language must help the students change their reading habits by teaching them efficient reading skills according to (Yuen Mei Yun:83) - " time reading conducted in class under the control and guidance of the teacher ".

In guided reading teachers is always on the alert s / he observes how the students read so can give them immediately by correcting reading habits such as vocalization and sub vocalization.

2.10 Strategies for Teaching English Language Learners

These are some strategies for teaching English language learners.They are introduced to the basic theory principles, and assessment strategies underling the effective teacher of students who are in the process of acquiring English as a second language.

2.10.1 Gist strategy

Gist or generating interaction between schemata and text, (Gunning Gam, 1982) -is strategy for supporting comprehension of information text. Gist is especially helpful when students are required to read long text containing a significant amount of new information. Students work in cooperative groups and read section of the text silently. After each short section is read silently, the members of the group work collaboratively to generate one sentence that summarizes the gist of the passage, in some very dense text.

This summary sentence is generated paragraph by paragraph; once a sentence is generated member of the group write it on their own papers so that each group member ends up with a concise.This is particularly effective strategy for use with English language learners because the group members have chance to discuss and clarify meaning as they decide on the best summary for the section or paragraph.

2.10.2 Guided Reading Strategy

(Founts &Panel, 1996)- is an approach to reading in small group setting, while providing individual coaching. The students are taught in groups of four to six, all reading an approximately the same level, teachers use running records to determine the students reading levels, their use of cueing systems (attention to phonics, meaning, word order, sentence

structure, and the relation of the text of the student's prior experiences) running record also determine the student use of self-correction and their attention to self-monitoring of whether their reading making sense.

A guide reading lesson begins with the book walk, in which the students and teacher look through the book and predict what will happen it then progresses through multiple reading of the book with students reading to themselves at their own pace.

During this time the teacher move from child to child in the group listening to them read and coaching them on decoding self-monitoring and comprehension strategies. This coaching is done by asking the students questions like "Does that word start with a?" teachers then conduct mini lessons based on the need of the students identified during coaching session.

A teacher uses this opportunity to discuss the story and determine with the student need support in understanding what they have read. Vocabulary is discussed, clarifying and related it to the story. The illustrations, and the students, back ground experiences. The group may they engage in writing phonics or at her skills actives.

2.10.3 Free Voluntary Reading Strategy

Free voluntary reading: (Keas hen, 1993) - is powerful tool for involving student in the reading of English text. Free voluntary or (FVR) is a system for encouraging silent -self-selected reading of enjoyable books written at the students, independent levels.

It has been found to support reading comprehension, writing grammar, and spelling and vocabulary development even though that text read are writhen at an easy reading level. Series of books in which the reader become familiar with the structure main characters , and setting in the first book of series and then reads sequels are specially appropriate for building vocabulary and comprehension in readers with limited English vocabularies .

Although free voluntary reading has been criticized (Hernandez ,1997)- as difficult implement because of the large numbers of books required, it has been shown to be effective for English language learners because of the power in exposing them to a large volume of English reading and the anxiety reducing power of easy reading.

2.10.4 Imaging

(Chamot & Malay, 1994) imaging is strategy that encourages students to create and imagine their mind to support the understanding of concept or problem to be solved. The teacher is supporting students to create mind, pictures that enable them to imagine the sense being described in the text being read or the problem to be solved.

Once images are created in the students minds- the teacher encourage the students to describe what can they see - this gives a teacher an opportunity to interact with the student to support their understanding. Research in reading comprehension (Twin, 1991)-has shown imaging attribute of effective readers which is often not employed by poor readers.

2.10.5 Shared Reading Strategies

This strategy (Hold away, 1979) is a strategy that teachers use to read books charts and other text with students when the text is too difficult for the students and the teacher read the text aloud together. Even when the students cannot read along with the teacher, they are hearing the words pronounced as their eyes follow the text.

Shared reading can also be done with multiple copies of small books, poetry chart song lyrics or any text as long as students and teacher can all so the words (Tom Pkins,1997)- using shared reading with English language learners is appropriate because the teacher has opportunities to use illustrations to support vocabulary development, to use think- aloud strategies to teach problem-solving approaches, and to integrated, verbal interactions to support comprehension (Gibbons,1993)-when using shared reading with(ELL) it becomes especially important to build background knowledge and experiences that help the students to understand the meaning of the text.

2.11 Teaching Reading Strategies

It can be said that in a reading lesson, most of the activities supervision.He/she help the students before, during and after reading a text. Accordingly, the teacher my incorporate arrange of strategies that may facilitate students, reading comprehension. This study is confined to three reading strategies that each may have effective role in comprehending a text. These strategies are the following ones.

2.11.1 Predicting

Before entering the word of the text, the teacher may need to prepare his/ her students about what they are going to learn. Moreover, he/she may aim at activating the background provide a title for the text to the students and ask them to predict what the atmosphere of the text will be like. It can be argued that prediction refers to guessing what comes next in a text. Before reading a text, students try to predict, what will be about on the basis of its title?

Depending on their prior knowledge of the subject or their knowledge of the language, students may guess the right meaning. Sometimes prediction may depend on the illustration images, diagrams, picture, etc., that they may accompany the text and may support its meaning.

2.11.2 Extracting Main Ideas

After making some prediction, students have to skim over to confirm what they have predicted. Then, the teacher may ask some questions focusing on the main ideas of the text. It can be said, at this stage, that a detailed reading of the text is needed for more comprehension of its contend and the language used in it.

In doing this activity, students try show sentences that summarize the main ideas of the individual paragraphs in the text or show the sentence that provides the main idea of the whole text.

The teacher may help the students in this activity by giving those options on the board and asking them to choose the option that gives the most accurate summary of the text. It can be recognized that extraction of main ideas is a while- reading strategy that may avoid resorting to translation, or understanding the text as a whole.

2.11.3 Evaluation of the Text

Evaluation takes place as a post-reading strategy. At this stage, the Teacher may need to check the students, comprehension of the text.He/ she may ask them to compare the text content area with what they already knew about it (either through past readings or their personal experiences).The teacher may also search for what sort of opinions or information students can bring to the text as taking from it.

It can be argued that the most important advantage that can be gained from evaluation of the text is acquainting students to various genres of text.

Students try to identify different kinds of texts, who write them and why. The role of the teacher in this activity may be more passive as it a learner centered activity and it can take the form of writing summaries or making discussions as well.

2.12 Other Strategies for Teaching Reading Comprehension

Teacher of English language have realized that teaching reading comprehension couldn't be a piece of cake unless useful and effective strategies are being implemented. The difficulties associated with reading involve a number of cognitive processes that constitute the main core in understanding a text.

To overcome and tackle the problematic areas encountered EFL students in reading classes, the researcher complied a number of strategies that are presented by different authors to be as a starting point for teachers. Some of these contributions are stated in the following:

Green all and Swan (1986:3-4) have proposed some elements to be taken into account when teaching reading comprehension.Their contributions are stated in the following points:

a. Extracting main ideas.
b. Reading for specific information.
d. Predicting.
e. Checking comprehension.
f. Inferring.
g. Dealing with unfamiliar word.
h. Linking ideas.
I. Understanding complex sentences.
j. Understanding writers' style.
k. Evaluating the text.
l. Reading to text.
Machete: al (2002:66) has proposed some practical lips to be considered when teaching reading comprehension. It includes the following points:

a. Modeling.

Show students how to read by thinking about as you read sample text for them and remember that reading aloud is essentially a pronunciation exercise for the readers.

b. Preparation.

Access student's schemata by asking question on their knowledge of the topic. Build schemata with discussion, picture, videos, exploration, and so on also ask students to consider the whole text before they begin to read in terms of length, difficulty, interest and general content. Draw students, attention to any picture, icons, bold or italicized words and sun heading.

c. Negotiation.

Allow students to express their opinion about the text item of difficulty, interest, etc. Also give students opportunity to choose from a selection of text or allow them to suggest text for reading. Reading together in class and orally practice the skills (hypothesizing, differencing confirming questioning, predicting, drawing on cultural and linguistic schema) needed for success in developing reading. Teach your student through skill building to rely more on themselves than on you.

d.Expectation.

Make sure texts are not always processed in exactly the same way, since predictability can dampen students, enthusiasm. Provide traditional "end of text" questions before the reading assignment is given to down play the role of memorization. Introduce the notion of tolerance of ambiguity. The expectations of 100% comprehension of a text will likely lead to frustration.

e. Motivation.

Encourage **USSR**(Uninterrupted Sustained Silent Reading). Don't: ban any topic or try of reading material. Reward efforts to read for pleasure outside of class. Schedule DEAR (Drop Everything and Read) time into your curriculum.

f. Level.

Select text are neither too easy nor too difficult, give students the opportunity to feel both challenged and successful and emphasized interest and relevance in the selection of text, rather than level of difficulty. Remember that authentic material has more potential of success than a contrived text and have students read demanding text selectively, focusing on expects or facets of the text rather than on the entire document.

LE (1997) offers some tips for helping students develop such reading skills. They have divided their strategies into three stages. Firs start-up strategies, second tips during or after reading and finally, post- reading review.

1. Startup strategies.

This includes the following points**:**
- Anticipating author's main ideas.
- Making connection: previous knowledge with the new topics.
- previewing vocabulary.
- Focusing on question.

2. Tips for during or after reading,.

This includes the following points:
- Recognize the writer's style and strategies.
- Recognize the writer's style and strategies.
- Implement the strategy of whose "voice "? Whose "ears"?
- Whose voice speaks from any printed pages?
- Identify the author's style.
- Look for five (Was) (Who, What, Where, When,Why).
- Note comparison, contrasts.
- Recognize cause and effect arguments.
- Don't over-interpret sequence?

3. Post - reading Review.
This includes the following points:
-Paraphrasing
-Order: listing the author's key point then ranks them in order of importance.
-True / False: discrimination between facts and opinions.

- Langer issue: connects the author's argument to a theme or issue in the course they are taking.

-Evaluation

Martin (1991) has suggested some strategies of the area of improving reading comprehension.

His contributions are stated are stated as follows.

a. Develop abroad background.

b. Know the structure of paragraphs.

c. Identify the type of reasoning.

d. Anticipate and predict.

e. Look for the method of organization.

f. Create motivation and interest.

g. Pay attention to supporting cues.

h. Highlight, summarize and review.

I. Build a good vocabulary.

j. Use asystematic reading technique like SQRs.

k. Monitor effectiveness.

Grellet,(1981:14) suggested the following techniques:

a. Sensitizing:

The aim of this is to provide exercises that will develop the strategies that students need to cope with unfamiliar word complex or apparently obscure sentences.

It should ensure that the students don't stumble on every difficulty or get discouraged from the outside.

b. Inference:

Inference means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements.If these are words, the word-formation and derivation will also play an important.Students are encouraged to make agues at the meaning of words they do not know rather than look them up in dictionary.

c. Understanding Relations within sentences:

Inability to infer the meaning of unknown elements often causesdiscouragement and apprehension in students when they are faced

with a newtext.A similar problemariseswhen students are unable to get an immediate graspof sentence structures.This will be a definite handicap in the case of text with relating embedded clause and complex structures.

It is therefore, important to train student, to look firs for the "core" of sentence (subject + verb).In order to do that, the learners can be asked to divide passages into sense group and underline, box or recognize in some other way the important elements of each sentence in a passage.

d. Linking sentence and ideas:

Another area in which it is essential to prepare the students is recognizing the various devices used to create textual cohesion and more particularly the use of reference and link-word.It is important for the students to realize that a text is not made up of related ideas that are announced, introduced and taken up again later throughout the passage with the help of references.

e. Improving reading speed:
Students who read too slowly will easily get discouraged. They will also tend to stumble on unfamiliar word and fail to grasp the general meaning of the passage. One of the most common ways of increasing reading speed as it is suggested by Grilled (1981:16): *"Is to give students passages to read and to ask them to time themselves"*. A conversation table, taking the length of the text and the reading time into account, will tell them what their reading speed is and this will make it easier for them to try and read little faster every time. Reading should also be followed by comprehension questions or activities since reading speed should not be developed at the expense of comprehension.
f. From skimming to scanning:
One of the most important points to keep in mind when teaching reading comprehension is that there is not type of reading but several according to one's reason for reading. Students will never read efficiently unless; they can adapt their reading speed and technique to their aim when read. By reading all texts in the same way, students would waste time and fail to remember points of importance to them because they would absorb too much-non- essential information. This type of technique makes students more confident and efficient readers. This technique involves some other technique like predicting and previewing.

g. Predicting:

Unlike predicting, previewing is a way specific technique which involves using the table of contents, the appendix, the preface, and the chapter and paragraph headings in order to find out where the required information is likely to be. It is particularly useful when studying skimming and scanning as a skill.

h. Anticipation:

Motivation is of great importance when reading. Partly because most of what we usually read is what we want to read (books, magazines, advertisements) but also because being motivated means that we start reading the text prepared to find a number of things in it, expecting to find answers to a number of questions and specific information or ideas we are interested in.

2.13 The Problem of Teaching Reading

The major problems for most readers of foreign language are inadequate knowledge of both content and the form of what they are trying to read.Human (1989) and Nuttal(1982) these skills which include word-attack and text attack skills seem to be the most relevant to our situation.

Effective reading depends upon the difficulty of the text, the unknown words in the text and background knowledge of the reader. It all contributes to the reading successfully getting the message of the writer .I have tried to make a point that difficult level in reading text Unfortunately, vocabulary provides the most obvious example of this, that there are also the problems of a more complex grammar and culture-bound assumption about what any reader may be assumed to know. The following are the main problems of reading:

2.13.1 Vocabulary

The first and foremost problems were unknown or difficult words. Such vocabulary items which students thought were difficult for them to provide to be serious deterrent in the way of reading comprehension. Moderate readers can recognize about 50000 different words in reading while graded readers go higher than 3500 words level.The teacher can teach his students the skill of inferring meaning from Context and to organize aerogramme of vocabulary building and increase the material they read.

2.13.2 Structure Difficulty

Complex sentence structure create a problem for the proper understanding of the text-consequently, along numbers of students do not benefit much from such texts which contain difficult sentence structure. Many commentators have identified (syntactical complexity). As accentual area of difficulty, other scholars have discussed problems due to a lack of extensive vocabulary or range of terminology specific to special field of study.

In a foreign language, knowing the meaning of words alone doesn't help the reader to understand he/she reads. This doesn't mean that vocabulary is unimportant aspect of reading, but the greater problems lies in the language itself, with structural features such as complicated sentence-structures and stylistic devices making reading difficult.

2.13.3 Text Difficulty

  For assessing text difficulty. Teachers often find difficulty suitable text for students even when following publisher's guidelines ,the result can be frustration for students and teachers alike. The knowledge about the reader characteristic, the reading task, surface and deeper features of the text also the knowledge about the modalities represented in the text .all these elements contribute to how difficult or easy text may be for a reader at any of one time.

The researcher has observed that a text which reflects and contains difficult words does not coordinate with background knowledge of the students and they do not know anything about the subject under discussion, they feel it completely difficult to understand the text. The researcher notices that, many readers suffer from a lack of confidence in their skill when they read a text. They believe that they should comprehend every word in the text; they may deliberately read very slowly. Very large part of the reading teachers' job is therefore, a kind of confidence building.

2.14 Types of Reading Comprehension
1. Literal comprehension:
This refer to reading in order to retain remember, or recall the information explicitly contain in passage.
2. Inferential comprehension:
It is reading to find information which is not explicitly stated in passage.

3. Evaluation comprehension:
It is reading to compare information in a passage with the reader's knowledge and values.
4. Appreciative comprehension:
It is reading to gain an emotional or other kind of valued response from a passage.(Jamal Ahmed:200:44).
2.15 Dilemma Effects in Reading Comprehension

2.15.1. The Influence of vocabulary:
Vocabulary is critical not only for reading but also for reading but also for all L_2 skills, for academic performance and for related background knowledge. Vocabulary is one of the problems that confronting EFL learners because they cannot understand their idea clearly as they would like to and they cannot grasp the ideas that transmitted to them, they cannot understand news cast or radio. Their writing and reading abilities are hampered by their limited vocabulary.

Stomaching vocabulary is an important part of language learning. It helps in practicing useful skills in both receptive and productive language use; in addition to that, vocabulary is necessary in communication.

Parry (1991:649) ads: *"To establish a firm foundation for the vocabulary building to be done in academic courses, we should encourage our students to read as much as they can before they leave our classes"*.

The above quotation shows the importance of vocabulary in reading comprehension, and that students need to know how much vocabulary can be learned by L_2 learners.

2.15.2 Cultural Background Effects Reading:

The differences in cultural ethos can cause problem even for a native speaker who reads something from a place far from his/ her own.
Cultural background also plays a supporting and helps the reader anticipate the discourse organization of the text as well as disambiguate word- level and causal meaning of new information is incorporates into the text.
Sine culture seems to be the super set of language, therefore,the relation between the two will be examined.That is the nature of language form one hand, is said to be closely related to demand that people make on it.

Ruff(1988:44) and Bend (1983:18)states:*"Every language has its own way of expressing things according to its speaker visions of the word"*.
Every group of people can express irony, sorrow, etc. in their own way.
The culture of people who speak alanguage is reflected in that language.
Consequently, every language has specific vocabulary, the concept of which is totally different in other language.*"Because of natural relation between equivalent words* and *expression into two languages"*.
From the above quotation, reading is considered as interaction process between the writer and the reader; therefore, the reader should have insight into the culture of the target language.Since, the objective of the foreign language teaching is to promote international understanding and enabling students to gain access to the life and thought of people who speak another language.

2.15.3 Comprehension

In this dilemma, few teachers are prepared to teach students how to make use of discourse information to build comprehension, even for reading. Moreover, few reading circular focus on text structure and discourse organization as consistent components of instruction.

Yet, L$_2$readers need to learn recognizes and use text structure signaling devices and discourse organization as way to comprehended texts better. Text structure signaling involves the use of text signals that connect sentences and parts of sentences together, these signals include pronouns, definite articles, repetitions of words and synonyms. Discourse organization more broadly refers to larger units of text, how they are organized and how they can be recognized.

Good readers are able to recognize problem- solution and cause- effect sequences in text; they can recognize comparison and contrast as well as strong classification systems that are being explained. Signaling information and discourse organization both regulate the amount of information presented in a text as well as the way in which this new information is introduced. All of these features of discourse contribute to comprehension, particularly with more difficult tasks. Goldman and Pakestraw (200:325) stated:

> "Interventions that focus on genre structure indicated that instruction that improves readers' awareness of how to identify

different genre structures can be effective in improving memory
and learning of text content"

As far as text structure is concerned Goldman and Pakestraw (2000: 323) stated *"knowledge of structure is clearly important in efficient and strategic processing of text".* Alexander and Jetton (2000; 292) added: *"knowledge as they construct their personal interpretation of the text"*

The above quotations show that the awareness of text structure build comprehension abilities and also may be very important for students who read L_2 text in more advanced academic setting and patterns of discourse organization.

2.16 Socio- cultural Aspects and Linguistic Knowledge Ease Comprehension Process

In each cultural context, assumptions about how to use text resources tend to differ. Some social groups see text as sacred and unchanging others consider text as serving utilitarian purposes but not to be highly valued, others view text as a source of truth to be sustained, yet others value text as alternative interpretations of realities and facts that can be disputed.

In each setting individuals are socialized in their L_1 education to engage with text in specified ways. L_2 readers moving from one orientation to anther are likely to encounter some difficulties in reading text for purposes that don'␣t complement cultural assumptions.

In almost all cases L_2 students will have some difficulties with forming assumptions presented in L_2 text, when these texts make use of cultural assumptions that L_2 student don't share. These mismatches in assumptions may cause serious problems when L_2 students read literary and contemporary – cultural text.

Alderson (2000: 25 stated *"What means to be literate, how this literacy is valued, used and displayed, will vary from culture to culture…"* They are a number of longer cultural and social issues that operate outside of the specific classroom content.

Reading development and reading instruction are strongly influenced by parental and community attitudes toward reading uses of literacy. Reading is fundamentally a linguistic process rather than a reasoning

process, though this aspect of reading is often downplayed as is the visual aspect. It makes little sense to discuss or interpret a text linguistically.

For example, anyone who has tried to read a text on political policy written in Chinese – without knowing any Chinese characters will quickly recognize the primacy of linguistic processes for reading comprehension. If we cannot understand any words, we are not going to comprehend the text. The Italian children learn read rapidly, and only six months after the start of formal reading instructions, they are highly accurate at reading both words and non- words.

German although less transparent that Italian, has very consistent grapheme –phoneme correspondence. The demands placed on working memory in successfully applying grapheme – phoneme correspondence to reading are much lower for a regular orthography than an irregular or orthography like English. The social issues mentioned above shows that the cultural aspects and linguistic knowledge help to understand a text and ease comprehension process.

2.17 The Role of Strategies in Reading Comprehension:

A fourth in structural problem centers on the role of strategies in reading comprehension abilities. Everyone agrees that they are important. Reading strategies and strategy instruction are relatively easy to teach.

The goal of reading instruction is not to teach individual reading strategies but rather to develop strategic reader, a developmental process that requires intensive in structural efforts over a considerable period of time.

This goal is much more difficult to accomplish than teaching a set of individual strategies. Schunk (2000: 211) and Pressley (1998:211) *"An unfortunate finding of many research studies is that students can learn strategies and apply them effectively, but fail to maintain their use over time or generalize them beyond the in structural setting"*. Many factors impede strategy transfer, including not understanding that the strategy is appropriate for different settings …etc.

> "The teachers were aware that students did not learn strategies quickly: simplistic use of strategies across a wide range of tasks and

materials occurred only after extensive practice; which included struggling to adopt strategies to a wide range of academic problems".

The above – mentioned quotation shows that reading strategies may be very important for students who read L $_2$text.The problem of teaching is that strategic reading abilities require a lot of practice over an extended period of time and a lot of exposure to reading. Readers need to work out, at a more conscious problem – solving level, strategy responses that seem to work in a given setting.

Part Two:
2.18 Review of Related Previous Studies
For providing more literature review the researcher will present, some relevant dissertation and studies connected to this study and which have been chosen from different places and times. Doubtless these dissertations had great value and effect in providing the researcher with the relevant literature, designing tools and procedures use to collect data. Results and recommendations of the previous studies, on their part helped the researcher a lot in the present study.The aim of the chapter therefore is to provide a thorough review of the contribution of some previous studies in the field of teaching reading strategies and reading comprehension.

The **first** study in this juncture is one entitled "Teaching English Reading Skills at the University Level"An unpublished M.A thesis in ELT, University of Gezira, and Faculty of Education 2000.The study aimed at helping students to identify different purposes of reading and master strategies that are suitable to achieve these purposes. It aimed also at helping the learning of English language to understand and read more effectively and become skilled reading.

The population of this study consisted of students that the faculty of educational sciences – El Kamleen University of Gezira. The sample consisted of (a) (40) non specialized student in the faculty of educational sciences who have taken part in providing the necessary data, the since they don't know the significance of the reading ability. (b) Other (28) specialized student in English department faculty of education sciences Al Kamleen. They are experienced teacher are involved in the study by considering their views, comments and judges in the questionnaire.

The **second** study was conducted by Abd Allah Adam Algazoly is entitled 'developing University Teaching Method to Improve reading skill in English' it is an unpublished M.Ed. thesis in ELT, Sudan University of science and Technology , College of Graduate studies 2008. The study aimed at improving teacher's mode in order to teach EFL reading efficiently. It aimed also at investigating the difficulties, which faced student in teaching reading comprehension in L_2.

The population of this study was the teacher of English language department at Sudan University of science and Technology. It consisted also of the teachers of English language department of Alzaiem Al azhari University. The sample of this study consisted of (30) teachers at Sudan University and Alzaiem Al azhari University who have taken English language as a major subject. In this study the researcher used questionnaire to collect data. The main finding of this study as follows:

a) Teachers of English language find difficulties in teaching reading comprehension.
b) Teachers of English give less attention to the techniques and strategies of reading skill in the process of teaching compressions.
c) The majority of teachers agree that teachers must be trained well so as to use the strategies of teaching reading comprehensions.

This study is directly relevant to the present study since it focuses on teaching reading comprehension.This study and the present study are similar, because they show the importance of strategies of reading in teaching reading comprehension.

The third **study** By Bilal Elimam Hammed is entitled "the effects of schema theory on understanding reading comprehension texts" It is unpublished PhD thesis, Omdurman Islamic university 2005.

The study aimed to investigating the role of the back knowledge in comprehending English text s and the effect of age and experience in building up schema.

The population of this study was the English mature students at White Nile Ahlia College and students at faculty of medicine and arts specifically English and history section first level. The sample of this study was (200) subjects. The study adopted two testes of gathering data.

The main finding showed that the medical students were fast and better in test two than in test one, however, the Ahlia students, results are positive in both test one and test tow because of age and experience.

There is a big difference between this study and the present study is that this study confirmed the importance of the role played by schemata in understanding English texts. And effect of age and experience in building up schemata while the present study focuses on the role of reading strategies in comprehending English text.

This difference between the two studies is important; it helps the researcher to find further idea and suggesting solution to help the learner in understanding English reading texts.

The **fourth** study By Abbas Abdel rahman Babiker Al Ansari is entitled "The impact of strategies on reading comprehension. It is unpublished PhD thesis, Omdurman Islamic University 2005.The study intended to investigate the impact of reading comprehension strategies of Sudanese University student, silent reading comprehensions performance. It also aimed at investigating the relationship between these strategies and efficient silent reading comprehension of English at the first international language of science and technology.

The population of the study were (275) the first year entrants at different faculties and universities. It consisted also (150) teachers form basic and secondary levels. The sample of the study was chosen from larger population of the study. The data of the study were gathered by two measuring instrument:

a) Test designed for two hundred seventy five (257) first year university entrants at different faculties and universities.
b) Questionnaire given to one hundred and fifty (150) teachers from basic and secondary levels.

The results have revealed that teachers both levels of education (basic and secondary) are unaware of the significant impact of reading strategies. This study is very important since attempts to analyze the impact of strategies on reading comprehension. The similarity between this study and the present study is that they both deal with role of reading strategies

in comprehending English written text but they differ in areas such as population, sampling etc.

The fifth **study** was conductedBy Hajer Alamin Youssef Alamin is entitled "Teaching English Reading Skills at up graduate Level". It is unpublished Med thesis El Neelain University, Graduate College, and English department 2005.

The study aimed at enabling university students to improve their reading comprehension with special emphasis on reading skills. It aimed also at examining the impact of reading skills techniques and cast a light on the significance of efficient techniques, and kind of reading skills and successful reading. The population of this study consisted of Omdurman as a town to generate the study problem results; the population chosen for this study is drawn from two different universities in Omdurman, (168 students) using third year students , therefore to achieve the aim of the study the researcher has adopted a descriptive method using oral and written tests and questionnaire. The sample of this study was randomly chosen. It consisted of (100) subjects divided into two groups:

a) University of Khartoum, faculty of education group, consisted of (58) students (36) males and (14) female, third year.

b) Islamic university, faculty of education group, this group consisted randomly of (50) student, who were studying English for academic purposes.

The researcher reached up to the following findings:

a) Students come to university with weak standards.

b) The materials in reading course relate the students to their culture.

c) Students don't take reading course seriously that means they don't give it enough care, attention and time.

d) The results showed that English language teachers' at the universities use and encourage the students to participate the most of the techniques that suit the student's need and interest.

The significance of this study stems from the fact that EFL learners at university level face many difficulties in reading and comprehending English text, because of mentioned results.

The **sixth** study By Osman Elamin Abdlulgadir Elnur is entitled "Reading speed and comprehension at basic and secondary levels". It's unpublished M.A thesis, AL Neelain University, faculty of Arts, 2004.

This study aimed at:

a) Identifying the roots of the problem of reading speed and comprehension.

b) Finding solutions for improving reading speed and comprehension.

c) Providing learning and teaching strategies through highlighting the skills of reading speed and comprehension.

d) Drawing the attention of teacher to the importance of the skill of reading speed.

The population of this study consisted of third year secondary school students and eight from basic school students.The sample of this study was chosen from both basic and secondary levels were examined through comprehensionpassage, and some English teachers of both basic and secondary levels who have taken part in providing the necessary data through the questionnaire.

In this study the following tools were designed to collect data:

a) Test for the students and questionnaire for teachers. The findings of the study were as follows:

a) The skill of reading speed was totally neglected by the teachers of English in all levels.

b) Students ignored reading speed because teachers neglected it.

c) Fast readers comprehended better than slow ones.

The study and the present are similar in the sense that they both investigate in reading and comprehending English texts. The obvious differences between the two studies used different population, samples and tools. The first researcher using secondary school students and basic while the latter using university students.

The **seventh** study was By Ibrahim Mohammed ALsabateen is entitled "The effect of lexical, grammatical and cultural background on reading comprehension".It is unpublished PhD thesis, Sudan University of Science & Technology 2008.

The study aimed at investigating the effect of lexical, grammatical and cultural background knowledge on reading comprehension. It also investigates if there are significant differences between subjects performance. In reading and comprehension that can be attributed to sex and to general ability in English. The population of this study consisted of all first year students majoring m English language at Hebron University in the first semester of the academic ؛¡rear 2006-2007, they were 600.

The sample of this study consisted of 120 subjects, males and females chivied into four groups, two experimental and two controlled.

The researcher followed the experimental method. He gave the first experimental group fire lectures of lexis and syntax while the first controlled group was not given any lecture. The researcher gave the second experimental group five lectures on American culture while the second controlled group was not given any lecture. The results are as follow:

a) There are statistically significant differences in performance in reading comprehension between subjects who have lexical and grammatical knowledge and who don't have any knowledge.

b) There are no statistically significant differences in performance in reading comprehension between male and female subjects who have lexical and grammatical knowledge and those who do not have any knowledge.

c) There are statistically significant differences in performance in reading comprehension between subjects who have cultural background knowledge and these who do not have any knowledge.

d) There are no statistically significant differences in performance inreading comprehensions between male and female subjects who have

Cultural background knowledge and those who do not have any knowledge.The results of the study revealed that the null hypothesis have been ejected , while, the hypotheses which concern the effect of lexical, grammatical and cultural background knowledge on students' performance in reading comprehension according to sex have been confirmed.

The **eighth** study was conductedBy Mahgoup Daffa Allah Ahmed is entitled "Efficient EFL reading at Sudanese secondary schools". It is unpublished M.A thesis, Sudan University science and technology 2005.

The study aimed at improving the teachers' mode in teaching EFL reading efficiency and to help students to read and comprehended in an efficient and effective way. Therefore it sought to shed the light on all aspects FL reading the attitude, training and experience of teachers and their s of the performance of secondary school students. The study also investigated the views of experts about the means of teaching efficient EFL g in Sudanese secondary schools.The population this study consisted of 15 secondary schools teachers' sample of this study consisted of 300 students in 3rd class studying at geographical schools in the state of Khartoum.The data of this research is empirical study of different statistical and tests and questionnaire.

The results:

The purpose of this study was to investigate why the performance of students in EFL reading in secondary schools was not satisfactory. Therefore, framework was viewed in the light of problems and difficulties that face Secondary schools, teachers and students in EFL reading.

This study is very significant, for it is one of the few studies which have been conducted in the sphere concerning efficient EFE reading at Sudanese secondary schools. The big difference between this study and the present study is that, this study investigates the efficient EFL reading at Sudanese secondary schools while the present study investigate the reading strategies in comprehending English language text.

The **ninth** study was carried out byBy Jamal Ahmed Ibrahim Mansur is entitled "Developing reading skill in the pupils at the intermediate stage in the United Arab Emirates". An unpublished M.A thesis, Sudan University of Science and Technology 2004.

!The purpose of this study was to develop the reading skills of the pupils I at intermediate stage, specially the first year pupils. The researcher studied the reading skill in depth so as to find out the causes of the deterioration in the reading of first year pupils in a trail to arrive at the solutions which might help teachers of English language to improve reading and comprehension English texts.

The subjects of the study were (54) girls and 65 boys they were given two reading comprehension passages as a test to measure their reading comprehension skill, and the researcher found that the girls scores were . higher than boy's scores in reading comprehension and that girls like reading English more than boys.

The researcher used in his research the Descriptive Analytic method. His tools for collecting data included: Tests, an affective questionnaire and personal contacts.

The findings of the study: It is quite clear that the results of the data analysis strongly justified the acceptance of the first hypothesis that there is a decline in reading comprehension skill of the first year preparatory intermediate stage. The study showed that the matter of transfer, good readers lake appositive transfer from l1 to l2and that was the second hypothesis, he result was approved by Abdel Malik (1983) Rod Ellis (1997) and many others.The similarity between this study and the present study was that both of them were in the area of developing reading skill of EFL learners.

The **tenth** study was conductedBy Ibrahim Eltayeb Mohamed is entitled "EFL students, attitudes towards using L2 in teaching reading comprehension in EFL class" An unpublished M.A thesis, university of Khartoum 1999.
The study aimed an investigating EFL student' attitudes towards using Arabic in EFL class room and towards using a monolingual dictionary and bilingual one. It also tried to identify the linguistic areas where Arabic can be effectively used specially in reading comprehension.
The subjects of this study were Sudanese second year EFL students thefaculties of Arts and Education. However the students of Education have
Started study English in the second semester of the first year whiles those of study in the first semester in of the second year. Results of the research have revealed that the mount of Arabic is 35% of the whole teaching methodology employed in this amount is used only when attempts in English have failed.
Furthermore the analysis of questionnaire showed that the amount of needed to be used mainly in explaining idiomatic expressions andit also used in explaining new words abstract words and comprehensible sentence.

The **eleventh** study was carried out by By Yasser Ali Amin is entitled "The reading comprehension in spine special reference to inference". It is

unpublished M.A thesis,of Khartoum, faculty of Arts (1999). The Study aimed at investigating reading texts and their exercises in to find out their effect of the ability of the students to infer the unknown words from the context and the main idea of the context.

The population of this study consisted of third year secondary school students and the sample of this study were chosen randomly consisted of students and forty secondary school teachers of English.

The method of the study is based on a test and questionnaire in addition an analysis of the reading activities in spine six with special reference to inference carried out. The test is used to measure the students' ability to infer meaning known words, while the questionnaire is used to extra information relevant. The main findings of this study included the following:

a) There is a deficiency in the ability of the students to infer meaning of unknown words.

b) Reading material in spine six doesn't satisfy the student's interest in reading.

c) Sine six does not provide adequate aids with the reading texts.

The **twelfth** study was conductedBy Hayat Abdel Bagi Ahmed Mohamed is entitled "problems of reading skills at basic level school". An unpublished M.Ed. thesis, university of Gzira, faculty of educationHassaheisa 2005.The study aimed at training students to read efficiently and quickly ugh to get information or meaning from written material with full understanding. It aimed also at motivating teachers of English language to expose their students to read and understand.The population of this study consisted of fifty basic level teachers.The sample of this study is chosen or selected randomly from the Basic level Schools teachers who have taken part in providing the necessary data through questionnaire. The research findings were as follows:

a) The majority of the respondents agreed that both visual, aids and phonetic drills makes meaning clear and understand.

b) The majority of teachers agreed that mispronunciation occurs in aloud reading. This means that correct pronunciation is the most importantpoint for the teacher.

This study and present one are similar in the sense that they both investigate problems facing learners in reading skills and understanding written materials. The clear difference between the two studies is that each study has different population, sample and tools. The first research investigated the problems of reading at Basic School Level; other investigated them at the university level.

Chapter Three

RESEARCHMETHODOLOGY

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter will provide a full description of the research methodology adopted as well as the research instruments employed. Moreover, the validity and reliability of these instruments will be confirmed.

3.1 The study methodology

The study adopted a mixed- methods approach: the descriptive analytical and experimental method. This allows the research instruments to match each other. Hence, an experiment and a questionnaire were used to deal with the research questions and objectives. The (SPSS) program version was used for data analysis.

3.2 Study population
The study population was the teaching staffs of English, males and females at Tabuk University and Alwajh College University and students at Alwajh College University. All the students are females and aged 17-20 years old. The test used was similar to students test practiced on their text book.

3.2.1 The Teachers
The samples of this study included English language tutors and students at Tabuk University and Alwajh College, 50 tutors filled out the questionnaire.

Table (3.1) shows tutor's years of experience.

Teaching Experience	Frequency	Percentage
1-5	10	10.0%
6-10	20	20.0%
7-15	10	10.0%
8-20	10	20.%

Table (3.2) Number   of Teachers and their percentage..

No.	University	Teacher's number	Percentage
1.	Tabuk University for boys	16	32%
2	Tabuk University for girls	15	30%
3	Alwajh College for boys	7	14%
4	Alwajh College for girls	12	24%

Table (3.2) shows the total number of teachers in the four English Departments. There are (16) Teachers who work in Tabuk University for boys. Theyrepresented (32%) of the whole teachers. (15) Teachers who work in Tabuk University for girls.They represented (30%) of the whole teachers. (7)Teachers who work in Alwajh College for boys. Theyrepresented (14%) of the whole teachers. (12)Teachers who work in Alwajh College for girls. They represented (24%) of the whole teachers.

3.2.2 The Students

The second subjects were university students (females) from Alwajh College University. The sample of this category was (70) students who were chosen randomly from the whole population which consisted of (150) students. (20) Students from Science Department (20) students from Arabic Department (30) students from English Department

Table (3.3) Number of the students and their Percentage

Department	Number	Percentage
English Department	30	42.9%
Science Department	20	28.6%
Arabic Department	20	28.6%

As shown in table (3.3) the respondents (30)students with percentage(42.9%) were from English department,(20)of the respondents with percentage(28.6%) were from science department, (20)of the respondents with percentage(28.6%) were from Arabic department.

3.3 Research instruments

The data for the present study were obtained by using (2) instruments. Firstly, tests for students experiments. Secondly, one questionnaire distributed for the teachers.

3.3.1 Teachers' Questionnaire
The teachers questionnaire (TsQ.), consist of 15 multiple statements. It was divided into four parts (see appendix 2).
Part 1: included 5 statements, surveying teacher use of reading strategies in English classroom, with Likert 5- point scale: (strongly agree, agree, Neurral, disagree and strongly disagree).

Part 11: included 5 statements, surveying teachers' attitudes towards teaching reading comprehension strategies, with Likert 5- point scale: (Strongly agree, agree, Neutral, disagree and strongly disagree).

Part 111: included 5 statements, surveying the teacher's attitudes towards the validity of the syllabus. With Likert 5- point scale: (Always, often, sometimes, rarely and never).

3.4 Validity and Reliability of the Test
Tests are considered to have content validity as they are used as assessing tools or yardsticks aimed at assessing the students' achievement in reading comprehension. The tasks adopted in this experiment are intended to measure reading comprehension ability. Moreover, the test rubric was written clearly in English, and what the students should do was plainly defined. A group of old practitioners who have set exams for such a long time were asked to validate the tests. They made invaluable suggestions that were taken into consideration and applied to improve the tests. Test-test method was drawn upon to assess the reliability of the tests. This method ensures that for the test to be reliable it should be administered twice for the same group. Then the first set of scores is correlated with the second set of scores. Correlation ranges between 0 (low reliability) and 1 (high reliability) (highly unlikely they will be negative!).The coefficient correlation formula was used to calculate the correlation:

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[\, n\Sigma x^2 - (\Sigma x)^2 \,][\, n\Sigma y^2 - (\Sigma y)^2 \,]}}$$

The results shown that there was strong positive correlation between the pre-test and post-test: Pre- test: .576 Post-test: 456.

3.5 Validity of the questionnaire

A panel of old hands comprising three professors and two associate professors all specialized in English language was asked kindly to validate the questionnaire for the present study. Their judgment was made on the following grounds:
(I) The clarity of the items and instruction.

(ii) The simplicity of items, and how far they related to the subject.

(iii) The language used.

3.6 Summary of the chapter

This chapter described the methodology employed for gathering the data of the present study. Research instruments were described; instruments reliability and validity were confirmed. Having finished with the methodology of the study, the next chapter will present data analysis, results and discussion.

Chapter Four

DATA ANALYSIS, RESULTS and DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS and DISCUSSION

This chapter presents the analysis of data obtained from the experiment and the teachers' questionnaire.

4.1 The Analysis of the Experiment

The analysis of the experiment will focus on answering a very important question: To what extent can the utilizing of reading comprehension strategies in the Saudi undergraduate syllabus maximize students' comprehension? In order to provide thorough response to this question, a number of operations were carried out:

- Computation of the mean
- Considering the standard deviation
- Standard error
- Considering the ranges of the re-test and post test scores
- Computing the T-test with the objective of finding out whether any group had made the expected progress as a consequence of applying the desired reading comprehension strategies.

Table (4-1) Distribution of Pre-test and Post-test Scores within the Experimental and Control Groups.

GROUP		MEAN	SD	SE of MEAN
EXPERIMENTAL	Pre-test	61.333	20.9241	3.5064
	Post-test	69.667	20.9241	3.8202
CONTROL	Pre-test	60.300	19.2055	2.6846
	Post-test	60.300	20.2055	3.5064

Table (4-2) T-test comparing the results of the two groups.

GROUP	N	MEAN	STD DEVIATION	STD ERROR MEAN	T-OBSERVED	DF	SIG
EXPERIMENT	30	6.967	2.0924	.3820	18.26	29	000
CONTROL	30	6.300	1.3170	.2404	26.201	29	000

By casting a quick look at table (4-2) , It can readily be said that the results demonstrate quite clearly that all showed sign of progress and improvement. Consequently, the results of the experiment group improve more adequately than the control group. Improvements on side of the control group were not expected. However, the utilization of reading comprehension strategies and their implementation to the control group was responsible for the unpredicted result.   Both groups demonstrate improvements however; the experimental group revealed a noticeable improvement with regards to the highest scores as compared to the slender improvements accomplished by the control group. These results evidently exemplify the strongest proof which directly verifies the first hypothesis "**Reading strategies enable students to build up good vocabulary on the long run and improve their understanding of other disciplines.**".

4.2 Analysis of the Teachers' Questionnaire.

It consists of three interrelated parts linked to surveying teachers" use of the reading comprehension strategies at the undergraduate level, Tabuk University, AlWajh College University for Girls.

Table (4-3): *Reading strategies enable students to evaluate thoroughly what they read as it enhances their understanding of the subject-matter*

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
63%	20%	10%	4%	3%	100%
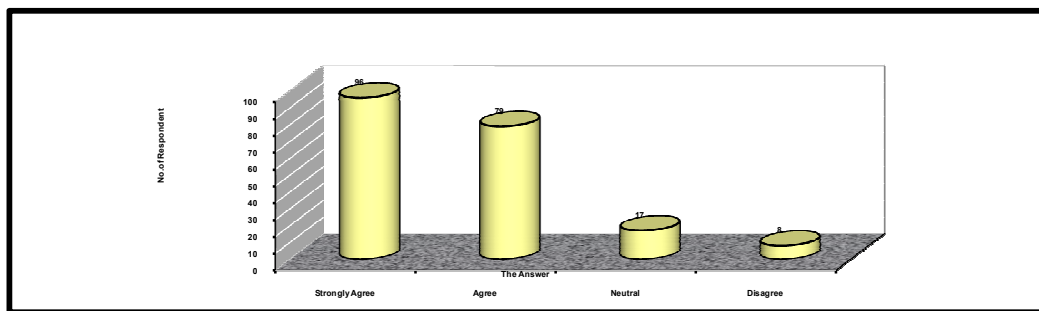
As regards the first option "Reading strategies enable the students to evaluate thoroughly what they read as it enhances their understanding of the subject matter", the majority of teachers (63%) stated they strongly agree with the implementation of the strategies in question. This suggests that the introduction and utilization of these strategies is highly desirable and welcome.

Table (4-4)*Reading strategies create motivation and interest which are greatly stemming from the fact of understanding the text.*

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
70%	20%	5%	4%	1%	100%
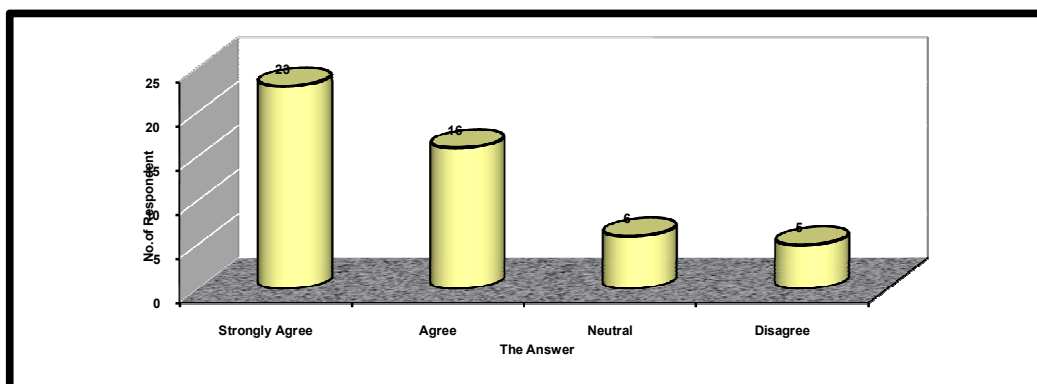
Quite a big number of respondents (70%) do really agree to the concept that reading strategies create motivation and interest which are greatly stemming from the fact of understanding the text. This reflects the fact of the absence of these strategies overall the syllabus and the dire need for them by the students. It also confirms what (Willy and sons2009:137) hypothesized. They state -"Reading is one of the key skills in language learning, it reinforces the skills students acquire in speaking. Listening and writing on the other hand it really isn't enough just to put a book or short text in front of student's and ask them to read, whether silently or out round".

According to Barnet (1989) – "Nothing is more important to academic achievement than being a good reader, the basic concept in that text information based in part from the prior knowledge available to the reader.

Reading is thus viewed a kind of dialogue between the reader and the text". Any model of language whether it will be listening, speaking reading or writing may be used to serve immediate needs, to learn from, or to give us pleasure in language for its own sake.

Table (4-5)*Reading strategies help the learners to increase, anticipate and hence make good predict in reading comprehension.*

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
55%	33%	10%	2%	0.0%	100%
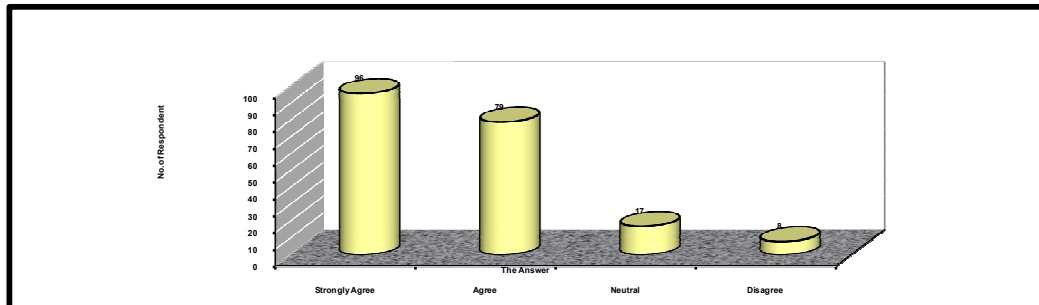
Judging by both table (4-5) and the figure above, all respondents (55%) and (33%) do agree to a greater extent that*reading strategies help the learners to increase, anticipate and hence make good predict in reading comprehension.* This result, on the spot, confirms the second hypothesis in this study. Harmer (2010:100).states-"Reading is useful for language acquisition". Provided that students more or less understand what they read. The more they read, the better they get at it. Again, the result is in great harmony with the fact that Reading also has appositive effect on students, vocabulary knowledge, on their spelling and on their writing. Reading texts also provide good models for English writing. At different times we can encourage student to focus on vocabulary, grammar or punctuation. Moreover reading material can be used to demonstrate the way we construct sentences, paragraphs and whole text. Students then have well models for their own writing.

In connection with that, and in other settings, usually academic or professional ones, sometimes information are synthesized form multiple reading sources, from different parts of alone text and an a accompanying diagram or chart, such reading is quite different from searching , skimming or reading for general comprehension to have good grasp of main ideas.

Table (4-6)*Motivation is missing in our classroom settings despite its importance in language learning.*

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
60%	30%	3%	6%	2%	100%
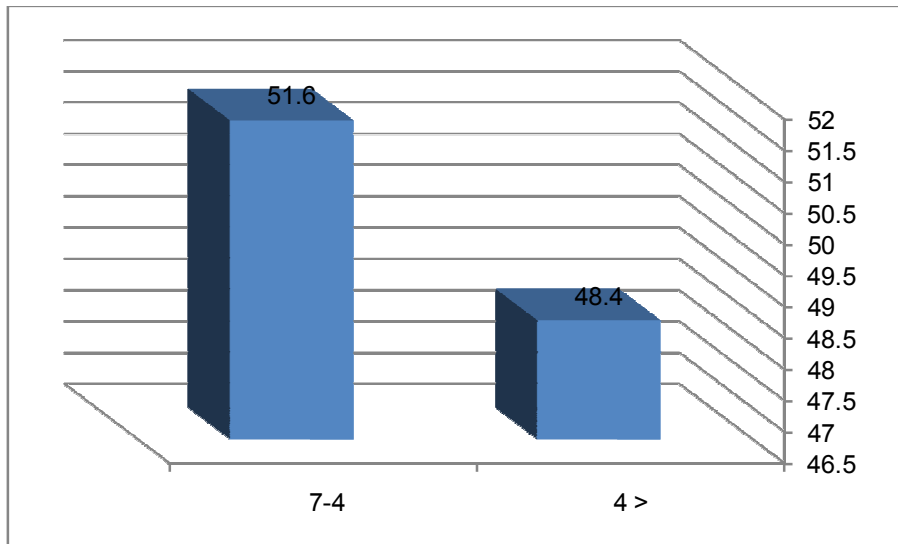
The above result as shown by table (4-6) (60% and 30%) demonstrated evidently that *motivation is missing in our classroom settings despite its importance in language learning.* All old hands or practitioners do substantially agree that motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion. And instructors should find ways to connect to this passion.

Another point to be mentioned in this connection is that Learners need quality instruction, input, interaction, and opportunities for meaningful

output, not only to make progress, but also to maintain motivation for language learning. A good teacher, then, must tap into the sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to a classroom setting. This is especially significant when English is not seen as important to the students' immediate needs, other than to pass exams. Because learners have different purposes for studying a language, it is important for instructors to identify students' purposes and needs and to develop proper motivational strategies. Students should understand why they need to make an effort, how long they must sustain an activity, how hard they should pursue it, and how motivated they feel toward their pursuits -

Table (4-7) reading strategies are viewed as supporting tools to successful reading.

Strongly agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**Total**
59%	**30%**	**4%**	**6%**	**2%**	**100%**
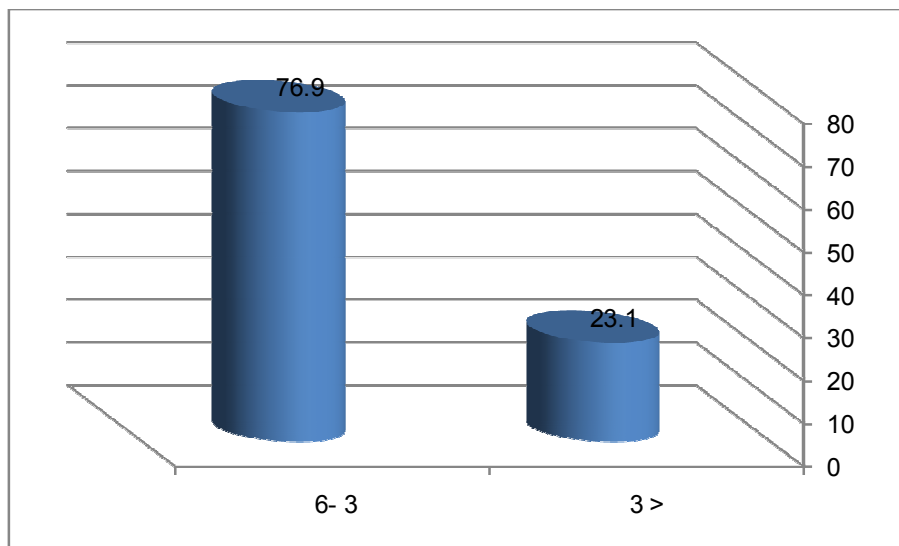
Table (4-7) demonstrates clearly (59%,30%) that *reading strategies are viewed as supporting tools to successful reading.* This result supports firmly hypothesis three. To further augment that point, language instructors have to pay special attention to the supportive role of these

strategies and should not be frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language. Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation. Some of the strategies which support reading comprehension are the ones connected withpreviewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection. Another salient factor or strategy is 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 predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content. Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions. Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up .Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Table (4-8) reading strategies have the effect of narrowing the gap between the method of organization in reading and comprehension.

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
65%	25%	4%	6%	0%	100%
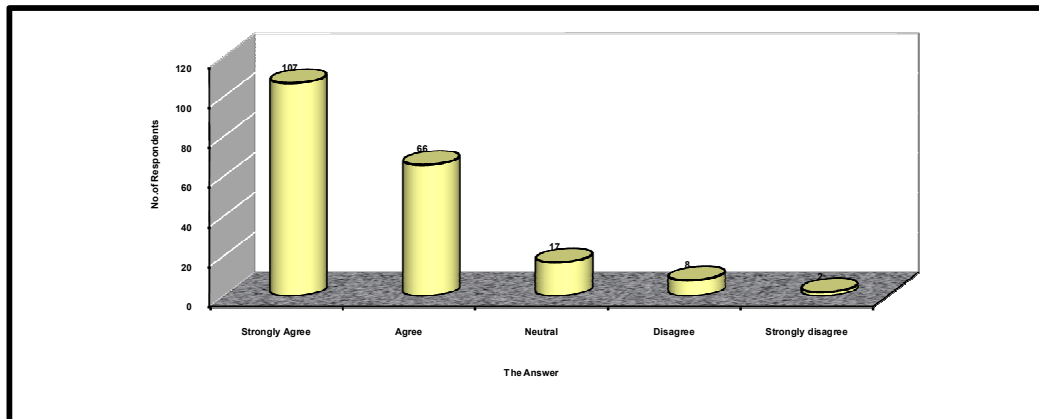
Judgingby table (8-4) and the figure above it is clear that *reading strategies have the effect of narrowing the gap between the method of organization in reading and comprehension,* which also confirms that last hypothesis. This entails much reading is needed on the part of the learners as reading is an essential part of language instruction at every level because it supports learning in multiple ways. Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning. Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading. Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are

studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

Table (4-9) reading strategies highlight the summary of reading and comprehension.

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
60%	35%	4%	1%	0%	100%
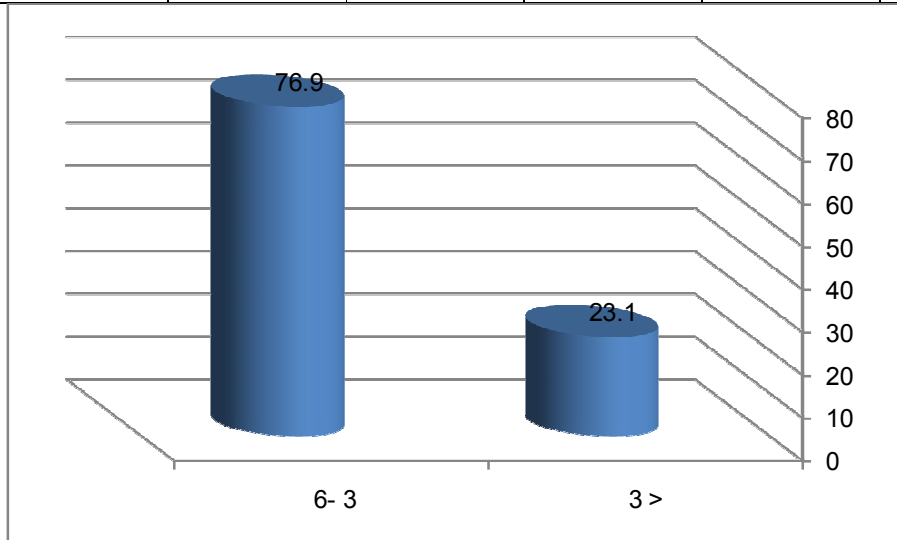
Looking at table (4-and the figure attached to) it is evident that *reading strategies highlight the summary of reading and comprehension*. They help students figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies. Moreover, they also urge them to attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.

They also assist the learners toselect strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning. Students are also aided to check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to

use alternate strategies. This segment of the analysis **confirms** and **verifies** the third hypothesis stated her in this study:*The use of reading strategies increases tutors and students awareness of the effectiveness of the strategies.*

Table (10) *Reading strategies enable students to build up good vocabulary on the long run and improve their understanding of other disciplines.*

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
50%	40%	2%	6%	1%	100%
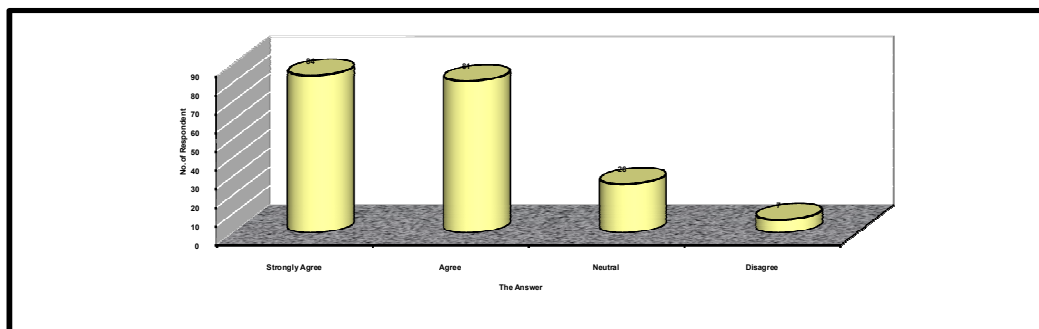
In view of the above table and figure the effect of reading comprehension is strongly felt on students:*Reading strategies enable students to build up good vocabulary on the long run and improve their understanding of other disciplines.* Accordingly, tutors have to be selective as to the type of texts to introduce to their students. According to Rivers (1981:262) "the essential aim of choosing texts may be to achieve language proficiency". Texts should be "language focused", i.e. Not just reading but for teaching language formally and functionally in classrooms.

Some teachers argue that the experience with a considerable quantity of reading materials is essential to expand student's knowledge and give them experience with a much wide range of expressions and structures than they could gain from listening and speaking, which are limited to time spent in classroom.

It is preferable in selecting reading texts, for English language classroom, to select these texts that are interesting and highly motivating for learners and adequate to their language level so as to facilitate language learning.

Recently, the use of authentic materials has become common in classroom activities. Mingo (cited in Wallace 1993:79) interprets "authentically "as including "original pieces of written or spoken language which occurred naturally between native speakers and could therefore, be accepted as "genuine communicative acts".

Table (4-11)*Reading strategies use systematic reading techniques and hence can be reflected on the learning of other skills.*

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
60%	30%	2%	6%	2%	100%
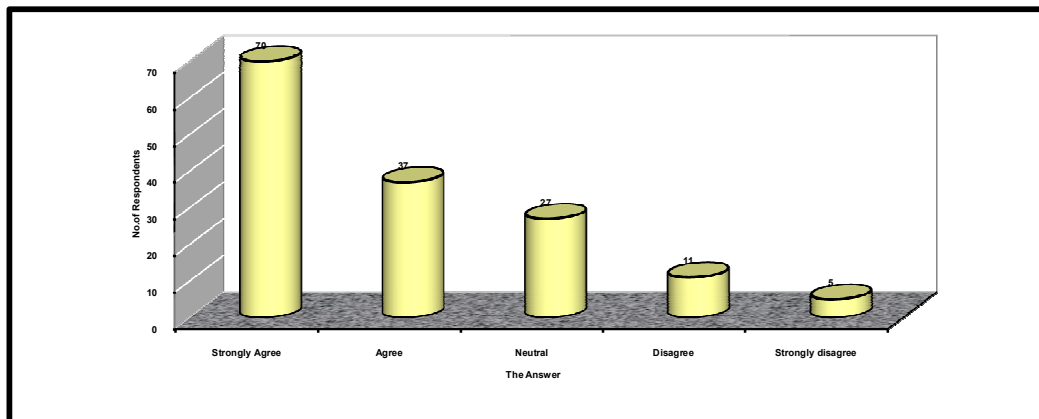
The table above reflects quite clearly the respondents' opinions as regards the option in question:*Reading strategies use systematic reading techniques and hence can be reflected on the learning of other skills.* Reading comprehension is a multifaceted process (Adams, 1990). For students to adequately comprehend text, they will need an awareness of print, which can be obtained through multiple channels to facilitate word recognition. Carlisle and Rice (2002) found that the lack of phonological sensitivity did impede reading, but other factors came into play as students progressed through the different levels of reading comprehension. These factors are evident because children who receive

phonological awareness training do not necessarily become fluent readers (Scarborough, 2001). In addition to decoding skills, students need vocabulary knowledge and metacognitive skills so they can monitor their understanding and reflect on what has been read. Competent readers learn these components simultaneously and fluently. In addition, if either component is inadequate, comprehension can be impeded.

Some teachers may assume that reading comprehension will develop naturally without any direct teaching of comprehension (Denton & Fletcher, 2003). This line of reasoning places reading in the same developmental progression as oral language development. Children are able to acquire speech without formal instruction if given enough exposure to it. This led many researchers to believe that given enough exposure to print the child would experience the same developmental pattern. Nevertheless, research has proven this line of reasoning to be faulty (Gough & Hillinger, 1980; Wren, 2002). Humans have been communicating through speech for thousands of years. We have used written communication for the masses for only several hundred years. This skill must be taught through formal education. Research evidence gathered over the last 20 years has shown that children need to learn phonological awareness, phonemic awareness, and awareness of print, phonics, and fluency. Instruction of these components enables the child to decode unknown words. These components are the basics or prerequisites needed for reading. Learning to decode is a means to an end, and that end is to read and understand written communication created by others and to be able to write in order to communicate. In other words, reading instruction does not end when students can decode the words. They continue to need instruction that will support their understanding of what they are reading.

Table (4-12) *Reading strategies effectively monitor and develop cognitive learning strategies such as mnemonics.*

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
59%	30%	2%	7%	2%	100%
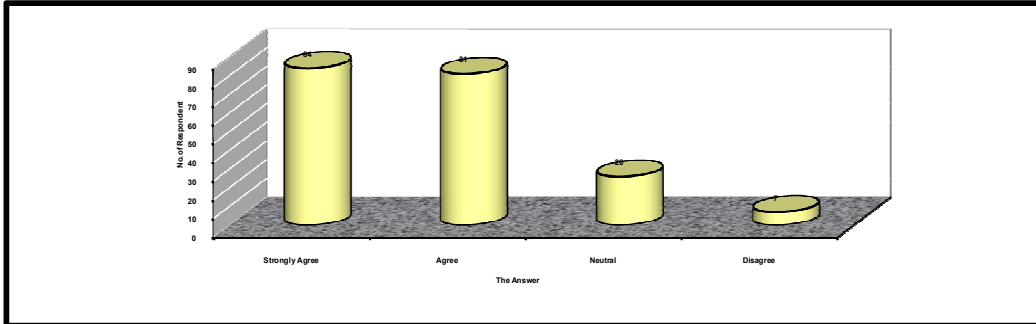
The above table and figure reflect what the respondents feel about the option: *Reading strategies effectively monitor and develop cognitive learning strategies such as mnemonics.* Mnemonic strategies are systematic procedures for enhancing memory. Their particular use is in developing better ways to take in (encode) information so that it will be much easier to remember (retrieve). Although there are retrieval strategies that can be employed to attempt to retrieve information that has been forgotten, research has demonstrated that the way we encode information when we first study facilitates memory better. The particular task in developing mnemonic strategies is to find a way to relate new information to information students already have locked in long-term memory. If we can make a firm enough connection, the memory will last a very long time. For example, Crystal had learned the capital of Florida so well because the mnemonic strategy had carefully linked it to things she was very familiar with.

It might be helpful, at this point,.to also mention briefly what mnemonic strategies are not. Mnemonic strategies do not represent a "philosophy" of education. We do not use, or recommend the use of, mnemonic strategies because they are compatible with someone's particular philosophy or because they are a part of someone's theory about what education should be. We recommend mnemonic strategies for only one reason: Over and over again, they have been proven to be extremely effective in helping people remember things (Bulgren, Schumaker, & Deshler, 1994; Mastropieri & Scruggs, 1989).

It is also true that mnemonic strategies are not an overall teaching method or curricular approach. The focus of mnemonic strategies is so specific that they are intended to be used to enhance the recall of the components of any lesson for which memory is needed. We have found, for example, that mnemonic strategies can be used to enhance science learning when the curriculum involves a textbook/lecture format (Scruggs & Mastropieri, 1992) or when the curriculum involves a hands-on, inquiry learning format (Mastropieri, Scruggs, & Chung, 1997). Even though these approaches to science learning are very different (Mastropieri & Scruggs, 1994), mnemonic strategies can still be incorporated for the elements that require recall.

Table (4-13)*Saudi students are not aware of importance of reading strategies.*

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
49%	40%	2%	7%	2%	100%
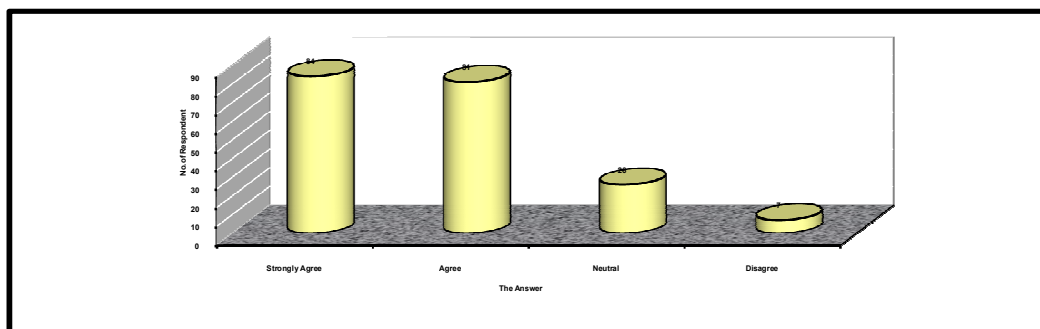
The table and the figure reflect an ambivalent or an undecided situation as regards this option: *Saudi students are not aware of importance of reading strategies.* Students' awareness of strategies, namely mnemonics should be increased. Mnemonic strategies as already described here described are not the only way of improving memory in students who exhibit difficulty remembering things. It is important that you consider all possible methods for improving memory and not assume that mnemonic strategies are your only option. In other publications (Mastropieri & Scruggs, 1993; Mastropieri & Scruggs, in press), we have described more general methods for improving memory. These include the following: They increase attention in a way that students   will not remember something that they did not pay attention to in the first place. Be sure your students' memory problems are not really attention problems. Use strategies for enhancing attention, such as intensifying instruction,

teaching enthusiastically, using more visual aids and activities, and reinforcing attending.

They also promote external memory many things that need to be remembered can be written down, a practice known as "external memory." Practices such as keeping an assignment notebook and maintaining a student calendar can be helpful in remembering to do things. Unfortunately, external memory is usually of little use (ethically, anyway) on tests. Of all the merits accredited to them, is that they enhance meaningfulness through finding ways to relate the content being discussed to the student's prior knowledge. Draw parallels to the students' own lives. Bring in concrete, meaningful examples for students to explore so the content becomes more a part of their experience.

Table (4-14) Students training in reading strategies is essential to improve their abilities to language learning.

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
50%	40%	2%	7%	1%	100%
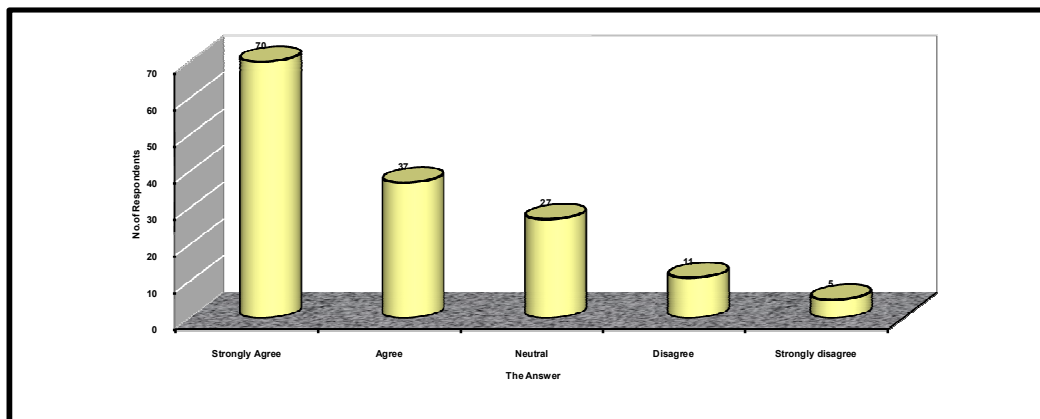
The table and the figure reflect that respondents are well aware of the importance of training as regards the issue in question:Students training in reading strategies is essential to improve their abilities to language learning.

The training techniques were modified from the procedure developed by Brown and Palincsar (1984), which involved three concrete reading

strategies training: predicting, text mapping, and summarizing. Making predictions is more than just guessing what is going to happen next. Predicting helps students become actively involved in reading and helps to keep their interest level high. According to Duffy (2003), predicting is the strategy most relied upon as the students begin reading, so as that good readers anticipate meaning. They do this by predicting what they think is going to happen in the selection and by revising their prediction as they read. Then, text mapping is a method by which text is laid out, or mapped, to emphasize key words, phrases and concepts within documents using outlining, hyper- linking and text formatting features found in most word processors. It can decrease study time, work as an effective teaching tool and increase reading comprehension, thereby shortening the learning curve of a subject.

Table (4-15) *Tutors are not aware of the role of reading strategies play in developing communicative competence.*

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
50%	44%	2%	3%	1%	100%
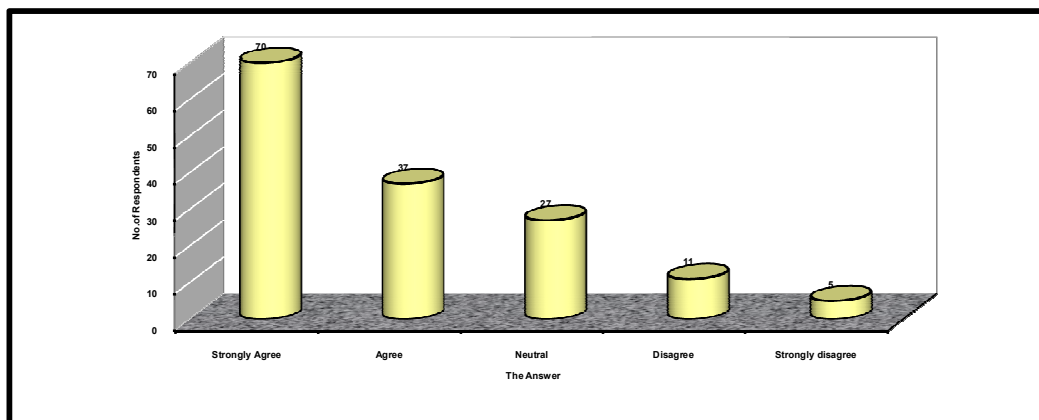
Judging by both the table and the figure respondents are well aware of the significance of the role played by reading strategies in developing communicative competence.Carnine, Silbert, and Kameenui (1997) stated that behaviours such as summarizing, paraphrasing, retelling, self-

questioning, predicting and verifying, reading aloud, and rereading or reading on to clarify meaning are typically referred to as meta-comprehension strategies. In addition they mentioned that summarizing not only allows the students to identify the key ideas from a passage, but also reduces the information in the passage to key ideas that the students can remember. Casazza (1993) says that good readers are able to distinguish the most important ideas in a passage and summarizing them according to an appropriate organizational pattern. Furthermore, she said that teaching students to summarize increase their comprehension of report text.

4.4 Summary of the chapter

This chapter presented the analyzed data of the study which consisted of: analysis of experiment, two teachers' and pupils' questionnaire through tabulation of frequencies and percentages.

Chapter Five

SUMMARY, CONCLUSIONS and RECOMMENDATIONS

CHAPTER FIVE

SUMMARY, CONCLUSIONS and RECOMMENDATIONS

This chapter provides a summary of the study, conclusions, recommendations and suggestions for further studies.

5.1 Summary and Conclusions

This study is an attempt to investigate the use of reading comprehension strategies and their effects on maximizing the students' understanding of written English texts. Moreover, it explored possible reasons including an element of training on the strategies to further help students make use of the reading materials they are exposed to. The study also highlighted the role of mnemonics in enhancing and improving students' memories and strengthening their power of grasp and retrievability. It also surveyed teachers" and students" views on the use of reading comprehension strategies. This study is set out to answer the following questions:

1. To what extent can the utilizing of reading strategies enable students to build up good vocabulary on the long run and improve their understanding of other disciplines?

2. To what extent do reading comprehension strategies motivate students to get involved in more reading practice?

3. How far is the use of reading strategies increase tutors and students awareness of the usefulness of the strategies?

The very same questions, for the purpose of the study, have been formulated into the following hypothetical statements:

1. Utilizing of reading strategies enable students to build up good vocabulary on the long run and improve their understanding of other disciplines.

2. Use of reading strategies increase tutors and students awareness of the usefulness of the strategies

3. Reading comprehension strategies motivate students to get involved in more reading practice.

To attain the set objectives, the study adopted a mixed-methods approach: the descriptive analytical and experimental methods. This allowed the research instruments to match each other. Hence, an experiment and questionnaire were used to tackle the research questions and objectives. The (SPSS) program version 20 was used for data analysis.

150 (male and female students from *Tabuk University, Alwajh College*) have participated in the experiment in this study, in addition to 50 tutors from the girls and boys colleges.

In much of the literature examined in the present research, it was found that the use of reading comprehension strategies is immensely vital to understanding and enhancement of the students' standards to read in other disciplines as well. As many as 14 local studies were explored with the effect that they all confirmed that fact. So the overall result firmly verifies the three hypothetical statements perfectly well.

The study also revealed that Reading strategies enable the students to evaluate thoroughly what they read as it enhances their understanding of the subject matter", the majority of teachers (63%) stated they strongly agree with the implementation of the strategies in question. This suggests that the introduction and utilization of these strategies is highly desirable and welcome.

In this direction the study also confirmed the fact thatsome teachers may assume that reading comprehension will develop naturally without any direct teaching of comprehension (Denton & Fletcher, 2003). This line of reasoning places reading in the same developmental progression as oral language development. Children are able to acquire speech without formal instruction if given enough exposure to it.

The study further found that*reading strategies have the effect of narrowing the gap between the method of organization in reading and comprehension.*This entails much reading is needed on the part of the learners as reading is an essential part of language instruction at every level because it supports learning in multiple ways. Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts

Again, some of the results that came up is that *motivation is missing in our classroom settings despite its importance in language learning.* All old hands or practitioners do substantially agree that motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion. And instructors should find ways to connect to this passion.

5.2 Recommendations

As regards the results obtained from this study the following recommendations are suggested:

1. Reading comprehension strategies should be introduced at an earlier stage of the syllabus and that students should practice it in a way that help them master these strategies.

2. Tutors should pay special attention to the teaching of reading comprehension strategies.

3. Some tutors who are not in full identification of the importance of these strategies should be made aware of the role these strategies play in enhancing the grasp of the students of the reading texts.

4. Reading instruction does not end when students can decode the words. They continue to need instruction that will support their understanding of what they are reading.

5. Use of text mapping which is a method through which text is laid out, or mapped, to emphasize key words, phrases and concepts within documents using outlining, hyper- linking and text formatting features found in most word processors. It can decrease study time, work as an effective teaching tool and increase reading comprehension, thereby shortening the learning curve of a subject.

5.3 Suggestions for further studies

This study puts the following suggestions for future researchers:

1. Reading comprehensions strategies is still a virgin area ripe for investigation and that more research needs to be done.

2. One area in the strategies which is still open to further investigation is the one linked with syllabus design. In that how can these strategies be incorporated in English syllabuses in a practical manner.

3. The relationship between reading strategies and vocabulary learning

4. The role to be played by mnemonics in reinforcing memory and increasing its retrievability.

5. Establishing the link between motivation and reading comprehension strategies.

References

REFERENCES

Aebersold, J. and MarryE , (1997) From Reader to Reading Teacher (Issues and Strategies for second language Classroom). Cambridge University Press.

Alderson,J .(2000) Assessing Reading, New York, Cambridge University Press.

Alison,(2011) Building comprehension Strategies.

Alexander, P .and Jetton. (2000) Learning from a text. NJ. Mahwah, NJ .Lawrence Err;Baum.

Allah, A. (1991). Teachers and students Reflections on reading and reading strategies – Hong Kong Journals on line 3,37- 51.

Akin, A. I. (2003). Teachers' attitudes towards computer technology use in vocabulary instruction.Unpublished Masteral thesis, University of Bilkent, Istanbul.

Aziz Mohammadi, F., &Samadi, F. (2014).The impact of call on improving Iran students' accent. Indian Journal of Scientific Research, 7(1), 794- 798.

Barnett, M (1998) Teaching Reading Strategies. How Methodology Affects Language Course Articulation .C . f. ELT. Journal: October 1998 (vol.26/ 1). Cambridge University Press.

Becta. (2006) Benefits and features of ICT in English.ICT I the Curriculum.http://curriculum.becta.org.uk/docserver.php/?docid=657 (11/ 4/2006).

Block. E (1986) The comprehension strategies of second language readers .TESOL Quarterly . 26 (2),319 – 343.

Bright,J ;G P. Mc. Gregor (1976) Teaching English as a second Language . Hong Kong, Sing Cheong Printing.

Brown (Ed) , English in southeast Asia 99; Developing multiliteracies (PP.83.96) Singapore.

Byrne, D. (1971) English Teaching Extracts, Longman group limited, England.

Cal Pham, C . (1996) A Study of the Effect of Background knowledge on Reading Comprehension . Great Britain , Cambridge University.

Carrel , P.(1992) Awareness of text Structure Effects on recall , Language Learning , Cambridge , University Press.

Douglas Brown (2000) Principles Language learning and teaching . San Francisco state university.

Eskey , D, (1988) " Holding in bottom" , " An interactive approach to the language problems of second language reader ". C.F. Interactive approach to second language reading,(P. Carrel ,J. (Devine and D. Eskey) Eds. New York , Cambridge University Press).

Field J.(2003)psycholinguistic, are source book For students. Oxon: Rout ledge.

Gamal Ahmed Ibrahim , (2004) Developing Reading Skill of Pupils at the Intermediate stage in The United Arab Emirates. Sudan University of Science& Technology.

Goldman , S. and Pakestraw Jr, J.A (2000) Structural aspects of constructing meaning from text . Mahwah, NJ. Lawrence Erlbaum.

Goodman K. S (1971) Psycholinguistic Universals in the Reading Process – Cambridge University Press.P1.135.

Grabe, W. and Stoller,F. (2002) Teaching and Searching reading Great Britain, Person Education limited.

Hammer (1983) the practice of English Language Teaching Harlow: Longman.

Hartman, H. J Glasgow, N.A. (2002) .Tips for the science teacher; Research based strategies to help students learn. Thousand Oaks .C A Corwin Press , Inc.

Hartman, H , J . (2004) Metacognition in Learning and instruction:Theory , research and Practice . Dordrecht: Kluwer publishers.

Hu, M., & Nation, I. S. P. (2006). Vocabulary density and reading comprehension. Reading in a Foreign Language, 13(1), 403–430.

Kailani, T. and Elmutawa, N(1989) Methods of Teaching English to Arabs Students . Hong Kong.

Krashen, and Terrell. (1983) the natural approach. Language acquisition in the classroom. Hayward, CA: Alemany Press.

Lado, R. (1964) Language Teaching New York. Guilford Press.

Livingston J.A. (2003) Meta cognition: An over view. Retrieved December 2010 From http: // www.ed.gov/ PDFS/ ED 474273. Pdf.

Levin, T., & Wad many, R. (2006a). Teachers' beliefs and practices in technology-based classrooms: A developmental view. *Journal of Research on Technology in Education, 39*(2), 157-181.

Magno,C.(2010).Korean Learners' Language Learning Strategies and year of studying English as predictors of proficiency in English. TESOL Journal 2,39,61.

McKay's (1987) Cultural Knowledge and teaching Successful Comprehension. Forum.Vol. XXV NO, 2.

Mei – Yun, Y. (1989) Teaching Efficient E. FL Reading. Forum Vol III No , 2.

Michael Adrienne (2011) Fifty Strategies for teaching English Language Learners, California state university, Fresno.

Michelle Maxim (2009) Teaching English as a foreign language for Dummies.

Morris, 1(1966) "The Art of Teaching English as a Foreign Language"London, Macmillan Co. Ltd.

Moseley, D. et al (1999) Ways forward with ICT: effective pedagogy using information and communications technology for literacy and numeracy in primary schools./4/06).

Nunan, D. (1996) The Self -direct Teacher , Cambridge University Press

.

Nuttal. Christine (1998) "Teaching Reading Skills in Foreign Language" London.Macmillan publishers, Oxford.

Parry, k. (1991)Building a Vocabulary through Academic Reading , TESOL Quarterly.

PETA (2006). Literature on the Net.

http://www.peta.edu.au/Teaching=resources/page_1319.aspx

(11/4/2006).

Richards& Willy (2002) Methodology in Language Teaching, Cambridge University.

Rivers W.(1988) Teaching Foreign Language Skills , 2nd Chicago University Press.

Robert. (1982) Teaching Reading Strategies.www.greater good .org/ Donate to literacy – related causes.

Reid, M. et al. (2002) Evaluation report of Becta Digital Video Pilot Project. Coventry

Widdowson, G. (1979) Reading and Thinking in English. Oxford, Oxford University Press.

Williamson, J. (1988) Improving Reading Comprehension Some Current Strategies. English – Teaching Forum.Vol. 25 No. 1.

Woodrow, J. (1991). Teachers' perceptions of computer needs.Journal of Research on Computing in Education, 23(4), 475-496.

Zhang,L , J (2000) Metacognition in L2 reading literacy acquisition : The case of ten Chinese tertiary students learning to read EFL. In A.

Web sites:

1.http://www.readingrockets.org/article/recognizing-reading-problems.

2.http://rer.sagepub.com/content/61/2/239.short.

3.http://www.answers.com/Q/What_is_appreciative_comprehension

4.http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension.

5.infoDev's Knowledge Maps: ICTs in Education -- What do we know about the effective uses of information and communication technologies in education in developing countries?

Appendices

Sudan University of Science and Technology

Graduate College

College of Education

Dear Colleagues,

I should be grateful to receive your responses to the following questionnaire under the title:

"Evaluating Reading Comprehension Strategies at the Preparatory Year in Saudi Arabia Class Rooms"

(A Case Study of Tabuk University, Alwajh College)

This questionnaire is part of a PhD thesis on Applicability of Reading Strategies in Saudi Arabia Classroom settings at Preparatory Year University of Tabuk. I kindly ask you to tick the options you think as compatible with your opinion. Your responses are confidentially saved and will not be tampered with, as only used for rigorous scientific research, which would likely to identify and measure the impact of various reading and comprehension.

Name
(Optional)………………………………………………………………..

General information :(Personality) please put a tick in provided box ☐

1- **Sex** ☐ Male ☐ Female

2- **Qualifications:**

Bachelor ☐ Master ☐ PhD ☐

3- **Years of experience**: 1- 5 years ☐ 6 – 10 years ☐

11 – 15 years ☐ more than 16 years ☐

No	Item	OPTIONS				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Reading strategies enable the students to evaluate thoroughly what they read as it enhances their understanding of the subject matter.					
2	Reading strategies create motivation and interest which are greatly stemming from the fact of understanding the text.					
3	Reading strategies help the learners to increase, anticipate and hence make good predict in reading comprehension.					
4	Motivation is missing in our classroom settings despite its importance in language learning.					
5	Reading strategies are viewed as supporting tools to successful reading.					
6	Reading strategies have the effect of narrowing the gap between the method of organization in reading and comprehension.					
7	Reading strategies highlight the summary of reading and comprehension.					
8	Reading strategies could be integrated into English language teaching programs.					

9	Reading strategies enable students to build up good vocabulary on the long run and improve their understanding of other disciplines.					
10	Reading strategies use systematic reading techniques and hence can be reflected on the learning of other skills.					
11	Reading strategies effectively monitor and develop cognitive learning strategies such as mnemonics.					
12	Reading strategies enable students to read without stopping at when encountering new words and structures.					
13	Saudi students are not aware of importance of reading strategies.					
14	Students training in reading strategies are essential to improve their abilities to language learning.					
15	Tutors are not aware of the role of reading strategies play in developing communicative competence.					

Appendix (2)

Sudan University for Science and Technology

Faculty of Education

English Language Department

(The ReadingComprehension Test (1) (for students) Alwajh College University)

Name Optional

……………………………………………………………………………

Answer all questions:

Question (1)

Read the passage and then answer the following questions.

1   Lots of people all over the world have heard of the soft drink called Coca-Cola. But not many people know the real story about how this drinks as invented.

(A)Coca-Cola was the invention of Mr. John Pemberton. Although he wasn't a doctor, most people called him Dr. Pemberton. He was a druggist in a town in USA. Dr. Pemberton liked to invent new things'.   One day, Dr. Pemberton decided to make a headache medicine.

8   He made it from must, fruits, and leaves. He also added the drugs necessary to cure a headache. Dr. Pemberton now thought he had something to sell that tasted well.

(B) In the summer of 1886 Dr. Pemberton took a jug of this headache syrup to one the best drugstores in the town. He told the manager of the drugstore to mix some of the syrup with water and have just people with headaches drink it. At first, it did not sell very well.

(C)he one day a clerk sold some of the new medicine to a customer with a bad headache. But instead of using regular water, he used carbonated water by accident. Carbonated water has bubbles in it.

18   Everyone loved this new change, and carbonated water is still used in Coca-Cola today.

Most of the medicine that cures headaches was taken out of Coca-Cola as time went on. But Dr. Pemberton's drink is still one of the world's favorite soft drinks.

Answer all questions:

Question (1)

Read the passage then answer the following questions.

1. Why didn't the medicine sell very well at first?

………………………………………………………………………………

……….

2. Why could one say that Coca-Cola became popular because of a mistake?

………………………………………………………………………………

…………

3. What is different between today's coca - cola and the original version?

………………………………………………………………………………

…………

4. What's the difference between regular water and carbonated water?

………………………………………………………………………………

……………

5. In "Everyone loved this new change" (line18) what does this new change refer   to?..

6.The word <u>he</u> in line (8) refers to…………………………………..

Question two: circle the letter of the correct answer for each of the following statements.

6.Which of the following is the best summary of the passage?

A. How Dr. Pemberton made his headache drug.

   B. How Coca-Cola was invented.

C .How headache medicine was taken out of Coca-Cola.

D. How Coca-Cola cured headaches.

7. Which of the following is most important about the passage?

A. How Coca-Cola protected people from headaches.

B. Dr Pemberton made a headache medicine from nuts, fruits, and leaves.

C. The headache medicine was originally sold in USA.

D. Coca-Cola became popular when carbonated water was added by accident.

8. Which of the following questions could NOT be answered from the passage?

A. How did Coca-Cola become popular?

B. What was the headache medicine taken out of the Coca-Cola?

C. What was the original purpose of Coca-Cola?

D. Did Dr.Pemberton's headache medicine sells very well at the beginning?

9. The word "he" (line 13) refers to:

A .Dr. Pemberton

B. The clerk

C. The manager of the drugstore

D. The druggist.

10. What is the best title for this passage?

A. The Invention of Coca-Cola.

B. The Success of Coca-Cola.

C. The Popularity of Coca-Cola.

D. The Failure of Coca-Cola.

Question three:

a. In lines, write the main idea of the passage.

……………………………………………………………………………………

……………………………

……………………………………………………………………………………

……………………………

…………………………………………………………………………………………

……………………………

b. What is the main idea of paragraph (A)?

……………………………………………………………………………………

…………………………………………………………………………………………

c. What is the main idea of paragraph (B)?

…………………………………………………………………………………………

…………………………………………………………………………………………

d. What is the main idea of paragraph(C)?

…………………………………………………………………………………………

…………………………………………………………………………………………

Read the passage then answer the following questions

Long ago there were two brothers. The brothers were not at all alike. Ali was poor farmer. His farm was small. He worked hard .Ahmed was a <u>wealthy</u> man who owned much land. He was very <u>greedy</u>. And Ahmed loved to play mean tricks. One day Ali went to his brother's house. He said that times were hard. He could no longer grow enough food for his family. He needed more land. He begged Ahmed for small bit of land. Ahmed did not want to share his land. However, he did want to play a trick. He said Ali could have some land. Ali was surprised by Ahmed's <u>kindness</u>. He had never seen the land but he thanked Ahmed. He ran to tell his family the news. The next day, Ali and his wife went to see land. They found only rocks and prickly bushes. This land would not grow crops.Sadly he started home. Ali tripped over a vine. A gourd grew on the vine. This fruit looked like one of the melons that grow by the side of the rood. But this was the biggest gourd he had ever seen. It was as big a wasp's nest. And it was pure gold.

"Ali, we have a treasure "said his wife. But Ali was honest. He was sure that Ahmed would want the gold. "No "said Ali.''We must tell Ahmed, he will want the gold. Maybe he'll give us better land" Ali told Ahmed about the gourd. Ahmed of course, took back the land. He gave Ali small field. This makes Ali happy. Ahmed rushed to find the gourd. He looked everywhere. He didn't find the golden gourd. All he found was a huge nest of wasp. "Ali <u>tricked</u> me "thought Ahmed.''I'll teach him a lesson" Ahmed carried the wasp's nest to Ali's hut. He called, "Ali I found the gourd. I want you to have it; I'll toss it in the window. Ahmed threw the nest into the hut. Then he ran away. He didn't want to be stung by angry wasps. The nest hit the floor .it spilt open. No wasps flew out; instead the

nest was full of gold coins. The coins <u>spilled</u> everywhere. "Should we tell Ahmed about the gold? Ali's son asked. "No "said Ali." We will let him think he taught us a lesson."

<u>Question four:</u> Mark these statements true (T) or false (F).

1. Ali had a problem did Ali have at the beginning of the story (---)2. At the beginning of the story, Ahmed gave Ali some land (---)

3. Ahmed didn't takethe wasp's nest to Ali's house (---)
4. At the end of the story, Ali gave half of the gold to Ahmed (---)

5. Ahmed refused to give Ali the land. (---)

<u>Question five</u>: match the underline wordsfrom the passage with the following statements.

1. She cheated me and took my ring. …………………………….

2. He is selfish; don't give his things to anyone. ……………………………

3. Ali is a rich man; he has a lot of money. ……………………………………….

4. I like my mother's pity. …………………………………..

5. Amelthrown her pens everywhere. …………………………..

Good luck

The Vocabulary

Choose the best meaning (a, b, c or d)

1- Aliʾ s bedroom is very ------------------------------------. He doesn't clean it at all.

a-lovely.

a-messy.

c - tidy.

d - modern

2- A: sally's family is very rich

B: yes, they are really ---

a- horrible

b- expensive

c- wealthy

d- poor

3 - A: this movie really boring.

B: I know. I'm really -- with it.

a: fed up

b: interested

c: mean

4 - A: the weather is lovely today.

B: yes, it's very ---

a – horrible

b – beautiful

c – boring

5- A: Paris has a lot of new buildings.

B: yes, they are really---

a - old

b - modern

c - kind

d - cheep

6 - A: the food was awful in this restaurant.

B: yes, it wasn't --- at all.

a - nice

b - rich

c - mean

d – horrible

7-we,re terrified---------them.

a-with

b-of

c-in

d-at

8-I,m afraid ----------lions.

a-by

b-of

c-to

d-about

9 - Bill gate is one of the most ---------------------------------- people in the world. He made a lot of money.

a - brilliant

b - stupid

c - bored

d - expensive

10 - A: Is your Arabic teacher old?

B: no, she's very ---

a - like

b - funny

c - young

d - fat

11– I'm scared -------------death of snakes.

a - by

 b - for

c - to

d – in

12 - A: Mary's uncle is very rich.

B: yes, he is really --------------------------------------- isn't he?

a - modern

b - messy

c - wealthy

d – poor

13- A: "Dubai has hundreds of new buildings."

B: " yes, it is a very --- city "

a - modern

b - brilliant

c - messy

d - tidy

14 – That place ---------------me the creep.

a - takes

b - gives

c - makes

d – gets

15 - A: "Henry is not wealthy, but he is very kink."

B: "Of course, he is ----------------------------. "

a - modern

b - bored

c - fed up

d – generous

16 –that movie sent--------------down my spine.

a - shivers

b - shavers

c - shavings

d – worms

17 - A: "Mary's uncle is so mean."

B: "Right, he is not ----------------------------. "

a - fed up

b - generous

c - old

d – tidy

18- A: "Ashley's family ----------------------------."

B: "Yes, they aren't very rich. Are they?"

a - tidy

b - poor

c - horrible

d – nice

19 - A: "This movie is boring .Let's watch something else."

B: "Yes, it isn't ------------------------------ is it? "

a - tidy

b - fed up

c - horrible

d – interesting

20 - A: "Their children are so stupid."

B: "Yes, they aren't -- are they?

a - clean

b - mean

c - noisy

d - smart

21-That sent shivers down my------------- -

a - spoon

b - spinal

c – Spleen

d-spine

21- We're --- a picnic next weekend.
Would you like to come?

a - going

b - having

c - doing

d – coming

22 - My sister -- first in the last race.

a - did

b - came

c - had

d – goes

23 - If you work hard, your dreams can ------------------------- true.

a - go

b - have

c - come

d – do

24 - Let's -- shopping to night.

a - to go

b - go

c - have

d - come

25 - He -- a car accident last week.

a - came

b - went

c - had

d – make

26 - Why don't we ----------------------------- out for a meal to night.

a - go

b - have

c - come

d – take

27-   -------------------------------------- and see me. I miss you much.

a - Come

b - Go

c - Work

d - Leave

28 - All the workers are ------------------------------ a meeting with the manager now.

a - making

b - going

c - having

d - doing

29 - I always --- to school by bus.

a - bring

b - come

c - play

d - take

30 - They can't ------------------------ abroad. They do not have a holiday.

a - leave

b - take

c - have

d - go

31- Ali did not go to school. He -------------------------- a bad cold.

a - had

b - come

c - get

d - went

32- ----------------------------------- is a very popular dish in England.

a - Do' s and Don'ts

b - Fish and Chips

c - peace and Quiet

33 - -- Welcome to our program.

a - Now and then

b - Ladies and Gentlemen

c - Salt and pepper

34 - How's your uncle? --------------------------------- There are good days, and then not such good days.

a - Up and down

b - Now and then

c - Peace and quiet

35 - ------------------------We reached home.

a - Especially

b - At last

c - Too

36 - A: Do you like reading English books?

B: ---------------------------- I do. I love reading them.

a - Just

b - Of course

c - Still

37 - This dish needs some -- to be delicious.

a - now and then

b - ladies and gentlemen

c - salt and pepper

38 - I like sitting in the backyard of my house. I do that to get some -------
----

a - safe and sound

b - peace and quiet

c - do's and don'ts

39 - A: Did you like the film?

B: --. The story was exciting but the
actors were not so good.

a - Salt and pepper

b - Yes and no

c - Fish and chips

40-you freaked me --------------------.

a - off

b - out

c - on

d-up

41 - He works very -------------------------------- to get his university
degree.

a - hard

b - only

c – nearly

42 - I have ------------------------------- finished cleaning the dishes.

a - together

b - hard

c - just

d - too

43 - A: Do you like cheese cake?

B: ------------------------ I do. They're my favorite sweet dish.

a - At last

b - Carefully

c - Of course

44 - My alarm --------------------------------- wakes me up every day.

a - light

b - clock

c –time

Reading Strategies

Reading strategies will help students to reconnect with the meaning of the text.

Reading Strategies can be defined as "plans for solving problems encountered in constructing meaning " Duffy 1993 :232.They range from bottom –up vocabulary strategies, such as looking up an unknown word in the dictionary, to more comprehensive actions, such as connecting what is being read to the reader's background knowledge. More proficient readers use different type of strategies and they use them in different mays.

"More over reading strategies can be taught to student and when taught Strategies help improve student performance on tests of comprehension and recall (Pearson and Fielding, 1991).

In TESOL little has been published that relates to teaching reading strategies in an ongoing class room reading program.

This is not the case, however, in the LI field, and one answer to the pedagogical dilemma is to adapt methods that have been found successful in| teaching to an ESL situation. In the teaching approach of Brown and Palincsar (1989). For example, students are taught for reading strategies: summarizing, predicting, clarifying and asking questions. Versions of this have been tried with L2 students and have been found helpful (cotter all 1990 Hewitt, 1995) in the LI (Jack AND Willy: 200).

Field today, however, state of the art reading strategies instruction has moved to a more comprehensive approach as Methodology in Language Teaching. Reading strategies' are great interest to the field of reading research .in recent years reading strategies, as goal-oriented procedures, serve of achievement.

research has shed light on the perception of strategies and strategies use in reading comprehension. since the 1970s there have been a variety of reading strategies advocated by second language learning theorists to teach students to read well (Carrell,1989).Not able researchers such as Brown (2001)and Flavell (1981)have studied several cognitive strategies and effective reading.

Flavell first introduced the term metacognition in his 1976 article, saying that metacognition is defined as "one's knowledge concerning one's own cognitive processes and outcomes or anything related to them" .

Flavell further explains that metacognition is "the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective" Flavell (1977), and Miller (2002) point out that the

improvement of metacognitive skills is a key to the success of the formal operational stage, in Piaget's Theory of of Cognitive Development, and that metacognition is generally fundamental in a variety of areas, such as oral skills.

Flavell's (1979) model of   metacognition is the foundation for research in the field of metacognition today. According to his model, there are four categories:

(1)   metacognitive knowledge, (2) metacognitive experiences, (3) goals/tasks   (4) actions/strategies.

He reported that people monitor their cognitive process by using components described in these four categories.

Declarative knowledge refers to   "knowledge that a person may have about his or her abilities and about the learning characteristics that affect cognitive processing.

In the example of reading, declarative knowledge indicates a learner's understanding about what reading strategies are; knowing what summarizing, skimming, inferring, and taking notes are declarative knowledge. Procedural knowledge is identified "Knowledge of how to execute procedures such as learning strategies" .