

CHAPTER ONE

Introduction

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Introduction

1.0 Overview :

Nowadays learning English isn't for pleasure or prestige of knowing a language, it is a necessity of life because it is the language of education, technology and commerce. If someone wants to keep up with development in any field s/he has to learn English language.

To learn a language s/he must master the four main skills of listening, speaking, reading and writing which enable him/her to use the language perfectly. For instance if s/he is good at listening and speaking s/he is not considered good at the language also if s/he is good at reading and writing s/he is not good at the language . S/he must manage the four skills together .

Reading is the first step towards education. Also it helps us in communication understanding the various cultures and civilization of the world . so we know our past and pave our way for the future .

Reading improve our listening and speaking skills. If we try to learn new words from a dictionary we easily forget them. We ought to read in order to learn new words. Reading does not only clarify the meaning of words but also makes us remember these new words.

It is scientifically agreed that reading helps the person to become more intelligent. Because when he/she reads something his/her brain becomes active and alert. Additionally regular reading habits lead to enhance concentration. As the proverb says: The more you read, the more knowledgeable you become .

In fact English language learners need reading comprehensions more than other skills in their studies , which directly affects their academic performance . In order to help student learn a language effectively , teachers need to identify the problematic area in reading . Detecting students' reading comprehension problems assist teachers to apply appropriate methods and strategies to improve their student learning achievement . For this reason the researcher is going to investigate reading comprehension problems among EFL learners .

1.1 Statement of the Study Problem :

According to many years of experience the researcher observed that secondary school students in Jebel Aulia Locality have many problems in reading comprehension .First students can't understand the meaning of texts , as a result they can't answer comprehension questions , they only depend on clues from the question and copy the following sentences . Also they can't draw inference and their reading rates are very slow (word by word translation) they spend a lot of time and efforts but their gain is very little so they do not enjoy reading and feel that they can't understand the language .

Coady (1979) claims that slow word by word reading does not mean efficient reading and by concentrating on every word they delay the transmission of information from their short term memory to their long term memory which result in poor comprehension. For this reason the researcher is going to investigate the problems which encounter the students in secondary schools .

1.2 Objectives of the Study :

The objective this study are :

1. To investigate reading comprehension problems among EFL learners.
2. To suggest methods and strategies adopted by learners to improve reading comprehension .

1.3 Questions of the Study :

This study intends to provide answers for the following questions :

1. Why are secondary school students slow readers ?
2. To what extent can secondary school students answer reading comprehension questions ?

1.4 Hypotheses of the Study :

The current study has the following hypotheses :

1. Secondary school students are slow readers .
2. Secondary school students face difficulties in reading comprehension questions.

1.5 Research Methodology :

The researcher will follow descriptive analytical method to get answers to the research questions . The tool of data collection is a test distributed to the second year secondary school students in Jebel Aulia Locality in the academic year 2017 - 2018 . The sample is thirty students selected randomly .

1.6 Significance of the Study :

As comprehension is the ultimate goal of reading . Everyone agrees that reading comprehension is not a simple matter of recognizing or understanding individual words but the readers have to build up a mental representation of texts . So the study is going to find solutions to reading comprehension problems encountered by EFL learners and suggests methods and strategies which help teachers , syllabus designers and the learners to achieve their goals .

1.7 The scope of the Study :

The study will be limited to the problems facing secondary school students in reading comprehension in Jabal Aulia localiy by distributing a test to thirty students from the locality in the academic year 2017 . 2018 .

CHAPTER TWO

Literature Review and Previous Studies

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2.0 Introduction :

This chapter sheds light on the most important language skill which represents the basic of learning a language . It is reading . Reading is a complex language skill that involves interaction of other sub-skills such as skimming , scanning , careful reading and predicting.

Also it offers definitions of reading and reading comprehension from different point of views . This chapter deals with reading models and when the learner is supposed to use one of them , then it presents various strategies that are used in reading comprehension process . In addition to that it ends with some helpful techniques for teaching reading skills .

2.1 Definition of Reading Skills :

Owens (2010) claimed that reading is the synthesis of a complex network of perceptual and cognitive acts along a continuum from word recognition and decoding skills to comprehension and integration . Beyond the printed page , a skilled reader draws conclusions and inferences from what s/he read .

James (1982) defined reading as the ability to understand words contained in the document and use the knowledge for personal growth and development .

Francoise (1981) stated that reading is the identification of symbols and association of appropriate meaning with them . It requires identification and comprehension . Comprehension skills help the learner to get the meaning of words in isolation and in context .Reading is an essential means for knowledge

transfer and habit of reading is an academic activity that increases skills in reading strategies . To know about the world and its environment , a child helps himself through reading books , newspapers , magazines etc .

2.2 Reading Comprehension :

Snider (1989) claimed that reading comprehension refers to the act of thinking and constructing meaning before , during and after reading by integrating information from the writer with the readers prior knowledge .

The development and use of effective strategies before , during and after the reading process to foster reading comprehension skills is one the most significant goals of educators .

Nation (2005) stated that comprehension is the goal of both reading and listening . Successful comprehension enables readers and listeners to acquire information to experience and be aware of other works to communicate successfully and to achieve academic success .

2.3 Silent Reading :

Tarigan (1979) stated that to master reading comprehension subject , the student must master some reading components such as reading aloud and silent reading , which consist of extensive reading and intensive reading . He also described that the key of improving comprehension skills is silent reading . It consists of two steps , extensive reading and intensive reading . From that reason students must have comprehension ability to understand the text quickly . Not only word , language structure and vocabulary but also silent reading comprehension ability will help students in understanding the text .

Barsema , Harms and Pogue (2002) suggested giving lessons on what happens during silent reading and how students can utilize reading strategies to help them become better readers . They found that “ Student were more likely to persist in challenging tasks if they know how to use a wide variety of reading strategies . Moore , et al (1980) agreed with the fact that students need to apply and transfer isolated reading skills to process silent reading to become proficient readers .

They also found that students who participated in silent reading did significantly better in reading comprehension .

Gardiner (2001) found that silent reading programs can increase reading speed as well . Students who participate in silent reading programs enjoy reading more often and develop better skills in reading comprehension , spelling , and vocabulary .

Caldwell , et al (2000) shows that independent reading accounts for vocabulary growth , provides students with background knowledge , enhances reading comprehension and promote reading as a life long activity .

2.4 Passive and Active Readers :

Mifflin (2005) stated that many people don't get everything they can out of reading simply because they are passive readers . Passive readers are people who try to read by just running their eyes over the word in a passage . They expect their brains magically absorb the information after just one quick reading . If they don't , they blame the author and pronounce the work is dull or too difficult . They don't write any thing down . If they come to a word they don't know , they just skip it and keep reading . If they get bored , they let their

attention wander . They read long sections and then they realize they have no memory or understanding of the information or ideas .

To read more effectively you must become an active reader . Active readers know they have to do more than just set a book in front of them . They know they have to participate by interacting with the text and by thinking as they read . They read with a pen or a pencil in their hands , marking key words , ideas or jotting notes in the margins. They read the text more if necessary . Also they consciously try to connect the text's information to their own experiences and beliefs .

2.5 Purpose of Reading :

No doubt that the reading process of books , novels , newspaper are different , when you read a sentence on the billboard on the street these are different skills depend on what we are reading for .

Harmer (2001) stated there are five reading purposes :

1. To identify the topic :

A good reader is able to receive the topic of a written text quickly, depends on his prior knowledge so he can get the idea . This ability allows him to process the text more efficiently .

2. To predict and guess :

Readers guess in order to try to understand what a written text is about . Sometimes they try to predict what is coming and sometime make assumptions or guess the context from the initial glance.

3. Reading for detailed information :

Some readers read to understand everything they reading in detail , this is usually done with written instructions or description procedure .

4. Reading for specific information :

When readers need specific information they only concentrate on the particular items that they interested in . We call this activity scanning process .

5. Reading for general understanding :

Good reader is able to take in stream of discourse and understand the gist of the text , without worrying about the details .

2.6 Types of Reading :

As we have already mentioned we read in different ways depending on the purpose of which we are reading . Hegde et al (2003) stated a few type of reading according to the purpose .

2.6.1. Skimming :

If you go to an exhibition to buy a book and you do not have time to read all pages of the book before deciding on buying the book . Hence you quickly go through the title , contents and decide whether to buy the book or not . This is skimming . So we can define skimming as looking quickly over a text/book to get the general idea of the content .

2.6.2 Scanning :

When someone reads a text or an article s/he suddenly comes across a word that is not familiar to him/her . So s/he gets a dictionary and carefully finds the

word . S/he sees the spelling , pronunciation , meaning and also the various uses of the word . This type of the careful reading to find out the specific details is known as scanning .

2.6.3 Extensive Reading :

The way of reading is usually influenced by the purpose of reading. Most of us have the habit of reading specially when we are free. We get hold of a novel , a magazine , a comic , etc . When we read for the pure pleasure we call it extensive reading . It is enjoyable as well as informative . Here we practice speed reading to get overall understanding of the matter .

2.6.4. Intensive Reading :

When read a short text like a research paper for getting specific details, we read slowly with a lot of concentration . This is intensive reading. When you read a book as a source material for research you read it intensively because the overall understanding is not the purpose of your reading . We use all the skills of reading when we read intensively .

2.7 Cognitive Processing ; Top-down vs. bottom-up processing :

Top-down is the using of prior knowledge to predict the meaning of the text , for example ; The reader develops hypotheses about the context . Which they can be confirmed or rejected while reading .

Bottom-up processing relies on the actual words or sounds that students construct the meaning from . To use the metaphor of the wall , with top-down processing you see the wall as a whole ; you aren't concern with the different bricks that constitute the wall . By contrast with the bottom-up processing the focus is on the bricks of the wall .(Rhalmi, 2017) .

2.8 Factors Affecting Reading Comprehension :

Maprien (2011) divided factors affecting reading into physical and mental factors . Environmental factors include light , quality of eyesight in regard to eye health and source of the page such as book , computer , phone , etc .

Mental factors such as comprehension , learning disability , thought processing and ability to focus away from distractions .

Tompkins (2014) cited that (National Reading Panel , 2000) divided the factors according to the reader and the text .

The following table shows the two comprehension factors :

Type	Factor	Role in comprehension
Reader	Background knowledge	Students activate their world and literary knowledge to link what they know to what they are reading .
	Vocabulary	Students recognize the meaning of familiar words and apply word learning strategies to understand what they are reading .
	Fluency	Students have adequate cognitive resources available to understand what they are reading when they read fluently .
	Comprehension strategies	Students actively direct their reading , monitor their understanding and troubleshoot problems when they occur.
	Comprehension	Student automatically note details that

	skills	support more ideas , sequence ideas and use other skills .
	Motivation	Motivated students are more engaged in reading , more confident and more likely to comprehend successfully .
Text	Genres	Genres have unique characteristics , and students' knowledge of them provides a scaffold for comprehension .
	Text structure	Students recognize the important ideas more easily when they understand the patterns authors use to organize texts .
	Text features	Students apply their knowledge of the conventions and literary devices used in texts to deepen their understanding .

2.9 How to teach reading skills :

Quiet classes are not good for teaching reading , they are bored and don't not allow connection between students , students or teacher , students whereas asking questions and discussion lead to greater processing of the material and therefore more learning . They set ten steps for teaching reading :

1 . Assess level :

The teacher has to assess students level to choose the suitable materials . To do that s/he should give students short reading passages of varying degree of difficulties . This might take the first week only .

2. Choose the correct level of maturity :

Texts should be at students' maturity level as well . It is inappropriate to give children's books to adults and vice versa .

3. Choose interesting materials :

Ask your students about their interests and choose materials that match these interests . Parenting , medicine and computers are usually common topics which come in majority of students minds .

4. Build background knowledge :

Choose materials which are full of cultural references . This is not easy of course but can become so through such techniques as related discussion before reading (e.g. Who knows SPLA civil war was ? When was it ? Why was it fought ? or where is New England ? Have you been there ? What is the climate like ? It builds background knowledge and the comprehensibility of the text , as well as giving the teacher an idea of where students' background knowledge needs to be developed .

5. Expose different discourse patterns :

When students know discourse patterns e.g. stories , reports , letters, etc . that helps them know what to expect and therefore increases the comprehensibility .

6. Work in groups :

Working in groups gives students a chance for discussion which increases motivation and learning . Students can choose their own groups and groups may vary in size .

7. Make connections :

Connect reading to outside world or hold field trips that help students to gain the value of reading.

8. Extended practice :

Related activities in vocabulary , grammar , comprehension questions and discussion increase the processing of reading and boost students' learning .

9. Assess informally :

The most valuable assessment can be less formal such as walking around , observing , discussing , or giving worksheets .

10. Assess formally :

This doesn't have to be the traditional multiple choice test , It can be writing essay or discussion questions (www.busyteachers.org)

According to Nation (2009) teaching reading should follow specific principles that boost reading skills :

1. Reading is a purposeful enterprise :

To train students developing their reading skills should be done through a range of purposes .

To search for specific information through skimming and scanning activities .

To learn and gain knowledge about different topics .

To be entertained .

To react the text and have to say about its contents .

2. Appropriateness to students level :

Reading activities should be appropriate to students' level of language proficiency , teachers should use simplified texts that are slightly above their level .

3. Vocabulary knowledge :

Read with 98 percent coverage of vocabulary in the text so that they can learn the remaining 2 percent guessing from context .

4. Integrative of skills :

Reading activities should integrate other skills such as speaking , listening and writing .

5. Reading skills :

The focus should be also on developing reading skills such as phonemic awareness, spelling practice, vocabulary learning and grammar study .

6. Reading strategies :

Teachers should train learners to acquire reading strategies :

- A. Previewing
- B. Setting a purpose
- C. Predicting
- D. Asking questions
- E. Connecting to background knowledge
- F. Paying attention to text structure
- G. Guessing words from context
- H. Reflecting on the text and react to it .

7. Text type :

Students should be able to differentiate between the genres of texts ; reports , stories , newspapers article , etc .

8. Reading a lot :

Student should be encourage to read a lot .

Extensive reading helps them become fluent and develop speed reading .

Rhalmi (2017) stated that teaching reading skills depends on which objectives the teacher aims to develop in his/her students ;

The following objectives guide how to teach reading skills ;

- a. Reading for gist
- b. Reading for specific information
- c. Reading for detailed comprehension
- d. Developing speed reading
- e. Training learners on specific reading strategies
- f. Inferring meaning from context
- g. A combination of above goals

He also added that teaching reading depends on the way the lesson is structured . In fact any reading lesson plan should include three stages ;

1. Pre-reading stage
 2. While reading stage
 3. Post-reading stage
1. Pre-reading stage ;

Constructing new knowledge depends on our prior knowledge so teachers have to encourage the learners to utilize their own world knowledge to make sense of the text . Pre-reading activities help students be more prepared , anticipate the topic , and formulate expectation about the contents .

To activate the prior knowledge you need to use the following activities :

1. Brain storming ;

All students brain storming ideas should be accepted .

2. Discussion :

Students react to each other's opinions .

3. Pictures :

The teacher shows pictures related to the topic and students guess what the topic will be about .

4. Pictionary :

The teacher creates a list of vocabulary , term , or concept relevant to the topic and lets students try to draw a picture representing the term or the concept .

5. Predicting :

The teacher should help students predict what the text will be about through the title , subheadings or pictures .

6. Cloud of words :

The teacher creates a cloud of scattered words (relevant and irrelevant to the text) and students identify which ones will be found in the text.

7. Videos :

Videos are an excellent activity to bridge the gap between listening , speaking , reading and writing .

2. While reading stage :

These activities help students connect their prior knowledge with the contents of the text , gain new knowledge , and deal with similar text in the future .

1. Skimming ; To check predictions .

2. Scanning ; The teacher makes students scan to answer specific questions .

3. Comprehension questions; Students should answer comprehension questions while reading .

Types of questions :

1. Pronominal questions ; These questions that begin with wh words.
 - a. These questions test writing ability as well as reading ability .
 - b. These questions can be literal or inferential .
 - c. Their answers might be one word , a phrase or a full sentence .
 - d. They test comprehension , spelling as well as grammar mistakes .
2. Command ;
 - a. Identify
 - b. Circle
 - c. Underline
 - d. Describe
 - e. Explain
3. Yes/no questions ; These are easy to be answered
4. True /false questions ; These questions like yes/no questions but students may be asked to justify their answers from the text or rewrite the false ones to make them true .
5. Multiple-choice questions ;
6. Sentence completion ; This is an excellent way to assess comprehension .
 - a. The sentence may be taken from the passage as it is and the missing word may be copied from the text or students use their vocabulary knowledge to complete the sentence .
 - b. The sentence isn't taken as it is from the passage and the missing word may be copied from the passage or not .
4. Graphic organizers ; This helps students construct meanings and visualize how ideas fit together .

5. Vocabulary and grammar work ; Reading is a great opportunity for vocabulary and grammar practice .

a. Vocabulary activities :

The teacher provides a list of words from the text and students have to sort them into various categories such as part of speech , semantic fields (food , transport , banking , etc) , match synonyms or antonyms or filling gaps .

b. Grammar activities :

Identifying verb tense , verb pattern and distinguishing active from passive .

3. Post-reading stage :

Post-reading activities help students summarize their learning , get deeper understanding and organize their thought and ideas .

1. Discussion ; Students react the contents of the passage .

2. Summarizing ; The teacher ask students to write a summary of the main points of the texts .

3. Retelling the story ; It integrates the speaking skills within reading activity .

4. Thinking – pair – share ; Students write down their thoughts on the topic , discuss with partner and share with the whole class .

5. Drawing ; The teacher encourages students to translate the contents in storyboards , cartoons , or pictures .

6. Presentation ; Students may be asked to prepare a presentation about the text .

7. Vocabulary work ; Students can use the new words in sentences or paragraphs .

8. Peer testing ; Students have to prepare questions about the text and ask each other .

2.10 Part two

The Previous Studies :

Hereby the researcher refers to some previous studies to see to what extent they are similar or different from his study .

2.11.1. Adam (2014) in his study which is entitled problems facing students in reading comprehension in Sudan University of Science and Technology discussed the causes behind the problems and techniques applied in reading comprehension . A test and a number of analytic descriptive statistical techniques were used to find out that students lack motivation to learn English , they don't know the ways of reading , and they can't understand all the text .He recommended that teachers should motivate and encourage students to learn English and give them chances to participate inside the class .

2.11.2 Abdelgadir (2004) in his study which is entitled Reading Speed and Comprehension in Elneelain University used a test and descriptive method to investigate strategies that help students to improve their reading speed and comprehension . He found that fast readers comprehend better than slow readers and students ignored reading speed because teachers neglected it . He recommended that syllabus designers should observe the importance of reading speed in their EFL textbooks and teachers should encourage students to practice reading speed both inside the classroom and outside .

2.11.3 Medjahdi (2015) This study was conducted entitled Reading Comprehension Difficulties Among EFL Learners in Algeria . It aimed to investigate the difficulties and the reason behind them . She used a questionnaire to teachers and students . She followed the qualitative and quantitative methods .

The study showed that students suffer from ambiguous words and the difficulties of pronunciation . The reason behind that is the learners lack of reading habits and text selection . She recommended that teachers should be provided with appropriate teaching strategies depending on learning style and learners needs .

2.11.4 Pawlaczyk (2006) this study was carried entitled Use of Silent Reading Time in Bowling Green State University . The purpose of the study is to discover what happens during silent time reading . Its result was student did utilize specifically taught strategies when an unknown word discovered or a book selection needed to take place . The study was qualitative through observation and interview . He recommended that it would be beneficial for the children to see that modeling to understand silent reading behavior and be motivated by seeing their teacher reading also .

2.11 Comment :

The first , second and third studies have negative results . All of them show that students face many problems such as slow reading , ambiguous words difficulties of pronunciation , etc , whereas the fourth is positive that students well utilize strategies of silent reading . But all these studies suggest that the teacher has to be well qualified because of his main role of learning process . This study seems to be similar to them but burdens the responsibility to community as a whole then the family and the teacher .

Summary of the Chapter :

This chapter consists of two parts ; the first part is literature review which includes some definitions , purpose of reading ,types of reading , factors that affect reading and some strategies to teach reading . The second part is around the related previous studies .

CHAPTER THREE

Research Methodology

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Research Methodology

3.0 Introduction :

The purpose of this chapter is to provide full description of the methodology that was used to carry out this study. It contains the research tool , subjects , validity and reliability, and the procedures for data collection.

3.1 Methodology :

In this study the researcher adopted the descriptive analytical method. A number of analytic and descriptive statistical techniques were used to arrive at the results .

3.2 Research Subject :

The subject of this study involved second year students of some secondary schools in Khartoum State < Jebel Aulia Locality > for the academic year 2017 – 2018 .

3.3 Research Tool :

The researcher has used one tool to conduct this study. The tool used was a test for second year students of secondary schools. the test was similar to students' test practiced in their text book. It consists of a passage taken from spine two followed by comprehension questions which are formulated by the researcher in the form of short answers, true/ false statements, multiple choice questions and predict the words which were useful for testing a wide range of

skills. They were twenty questions that meant to cover most types of reading. they were as follow :

1. Speed : it was measured by the time they spent in reading .
2. General understanding by the correct answers they chose .
3. Vocabulary knowledge : by predicting the suitable words .
4. And ability to apply different strategies .

It was submitted to a sample of thirty of second year secondary students in khartoum state (Jebel Aulia Locality)

3.4 Validity and Reliability :

The tool that is used to collect the data is a test which believed to have content validity as it aimed at assessing the students achievement in reading comprehension. The tasks required in the test were comparable to the covered in the book and practiced in class. Furthermore to assure the validity of the test the researcher consulted experts instructors at Sudan university of science and technology who suggested some valuable remarks about the test and the researcher responded to them . for the reliability the test consists of twenty questions written clearly and the examinee's task required was defined and marking was completely objectives as the marker didn't give any personal judgment. Then used SPSS to give reliable measurement . average and standard are also calculated with SPSS so the results obtained proved that the tool is reliable .

3.5 Procedures :

the researcher took a letter from the university to the ministry of education which gave him another letter to the general director of secondary

level in Jabal Aulia Locality to allow him to conduct the study in the locality . Then the researcher obtained permission from the head of the school. The test was distributed to the students in their class and every item was clarified to them by the researcher and the pupils were given enough time to read and answer the questions. The researcher randomly selected thirty students from the population that was targeted by the study .

CHAPTER FOUR

Data analysis, results and discussion

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Data analysis, results and discussion

4.0 Introduction :

This chapter presents the results of statistical analysis of the data collection to find answers to the study's questions .

4.1 Results of Data Analysis:

The following tables and graphs display the results of data analysis obtained by the means of test .

4.1.1 Information Questions :

Table 4.1 The amount of water on the earth's surface:

Responses	Frequency	Percentage
Right answers	22	73%
Wrong answers	8	27%
Total	30	100%
Average	15	50%
STDEV	9.899495	33%

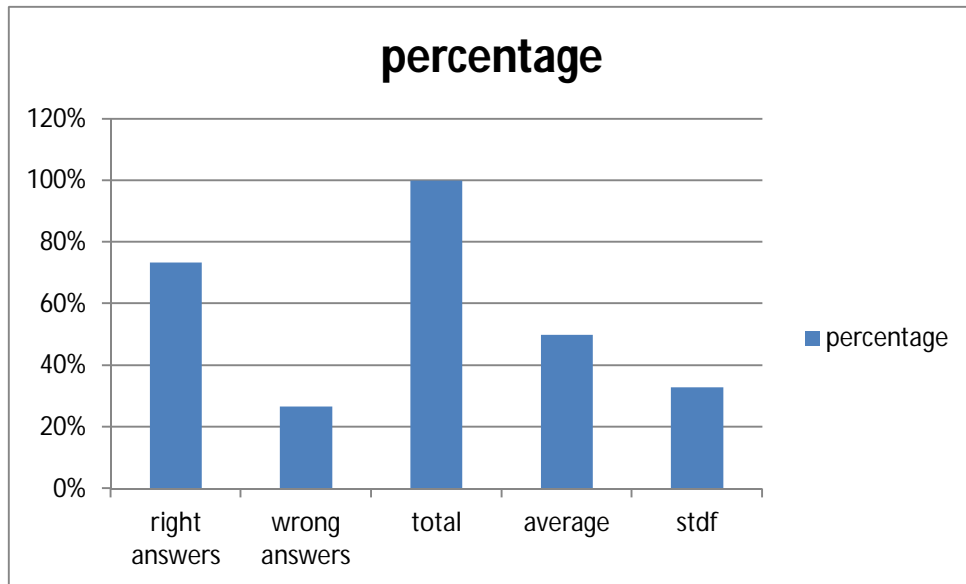


Figure 4.1 The amount of water on the earth's surface .

The above table and figure (4.1) show that most of the pupils answer the question correctly with percentage of 73% but the wrong answers are 27% that means they understand the meaning of the question .

Table 4.2 The sources of water:

Responses	Frequency	percentage
right answers	9	30%
wrong answers	21	70%
Total	30	100%
Average	15	50%
STDEV	8.485281374	28%

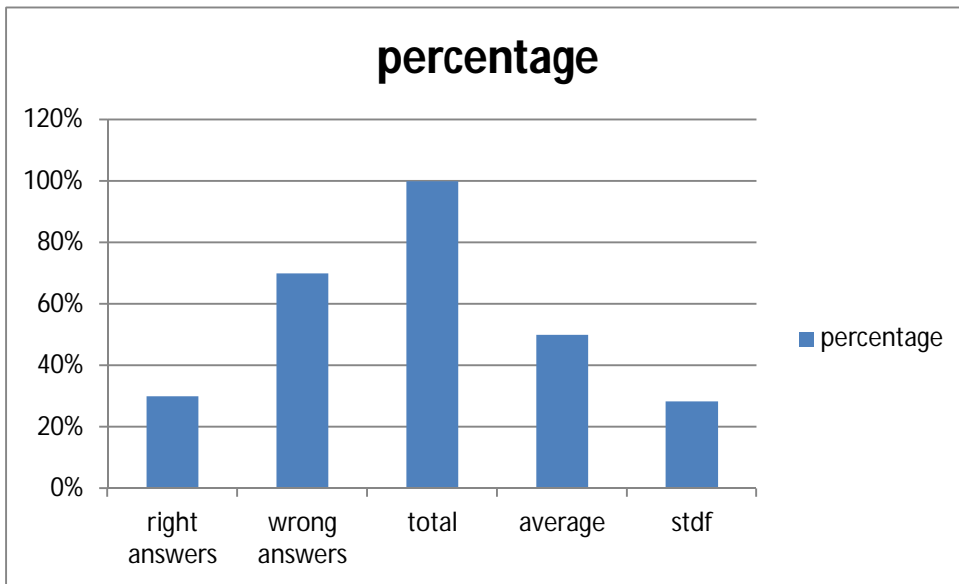


Figure 4.2 The source of water .

These table and figure (4.2) show that the majority of the pupils can't answer the question . Wrong answers are 70% whereas the right answers are only 30% that means they can't understand the meaning of the question . This indicates their lack of vocabulary and background knowledge.

Table 4.3 The causes of water shortage:

Responses	Frequency	Percentage
right answers	5	17%
wrong answers	25	83%
Total	30	100%
Average	15	50%
STDEV	14.14214	47%

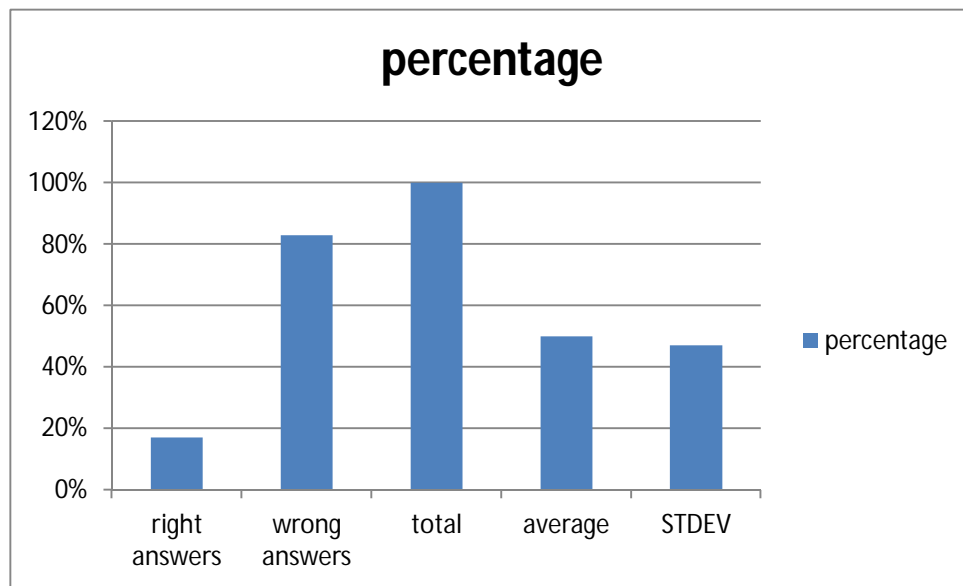


Figure 4.3 The causes of water shortage .

The table and figure (4.3) show that most pupils fail to answer the question . The wrong answers are 83% but the right answers are only 17% that means they don't know how to read and find information.

Table 4.4 The purest source of water:

Responses	Frequency	Percentage
right answers	12	40%
wrong answers	18	60%
Total	30	100%
Average	15	50%
STDEV	4.242641	14%

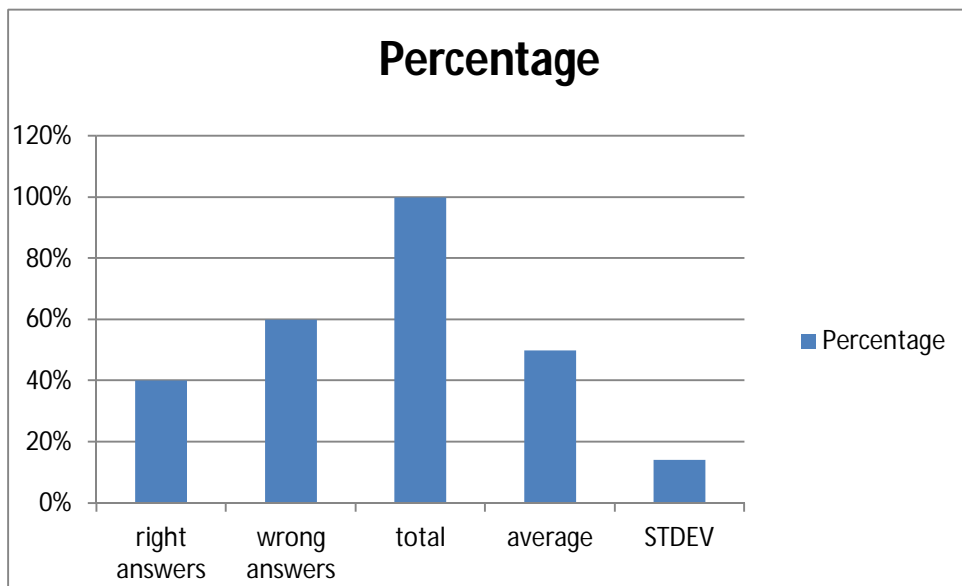


Figure 4.4 The purest source of water .

The above table and figure (4.4) show only twelve of the pupils answer the question with percentage 40% whereas the majority fail . This means that they don't understand the text.

Table 4.5 Two areas suffer from water shortage:

Responses	Frequency	Percentage
Right answers	16	53%
Wrong answers	14	47%
Total	30	100%
Average	15	50%
STDEV	1.414214	4%

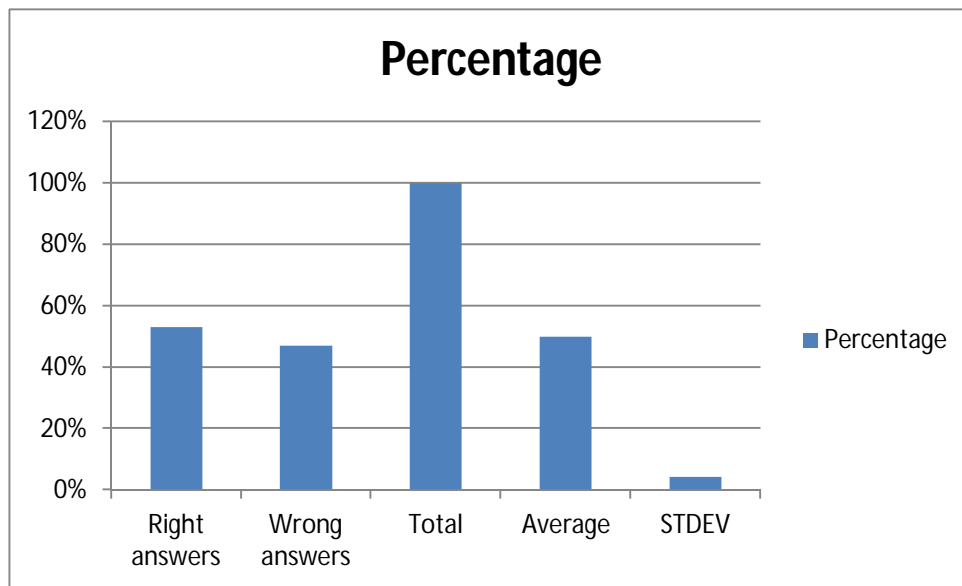


Figure 4.5 Two areas suffer from water shortage .

These table and figure (4.5) indicate that sixteen of the pupils' answers are right with percentage 53% and fourteen of them are wrong with percentage 47% . This question is easy to be answered . Those who failed to answer it are very weak in reading comprehension.

Table 4.6 Total result of information questions:

Responses	Frequency	Percentage
Right answers	64	43%
Wrong answers	86	57%
Total	30	100%
Average	75	50%
STDEV	15.55635	10%

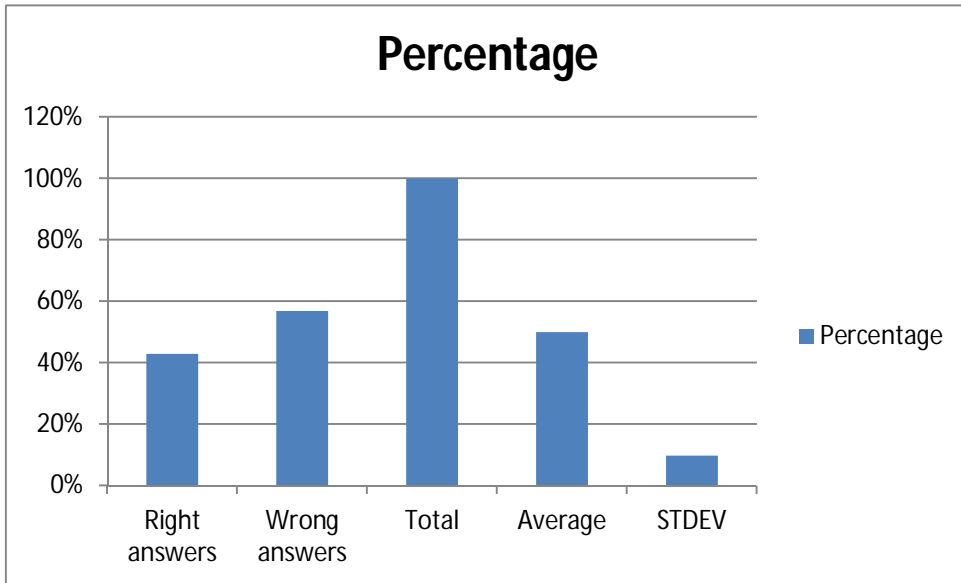


Figure 4.6 Total result of information questions .

Table and figure (4.6) represent the result of the five information questions . The percentage of the right answers is 43% and the wrong answers are 57% . This shows that most of the students don't know how to get information from the text.

4.1.2. True/false questions:

Table 4.7 Water is used to cool big engines in factories:

Responses	Frequency	Percentage
Right answers	26	87%
Wrong answers	4	13%
Total	30	100%
Average	15	50%
STDEV	15.55635	52%

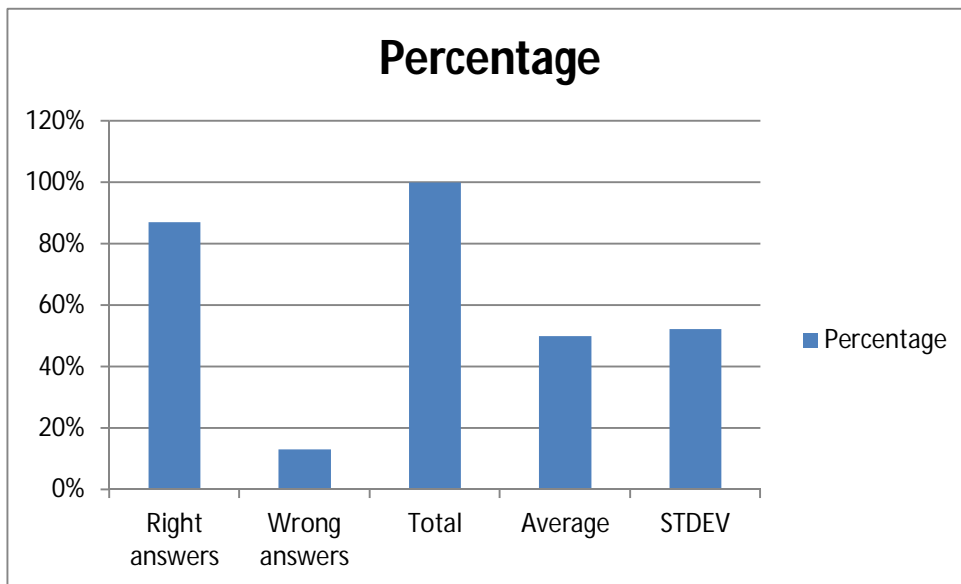


Figure 4.7 Water is used to cool big engines in factories .

The above table and figure (4.7) show that most of the pupils' answers are right with percentage 87% percentage but a few of them are wrong . This means students understand the statement.

Table 4.8 People store water in wells:

Responses	Frequency	Percentage
Right answers	18	60%
Wrong answers	12	40%
Total	30	100%
Average	15	50%
STDEV	4.242641	14%

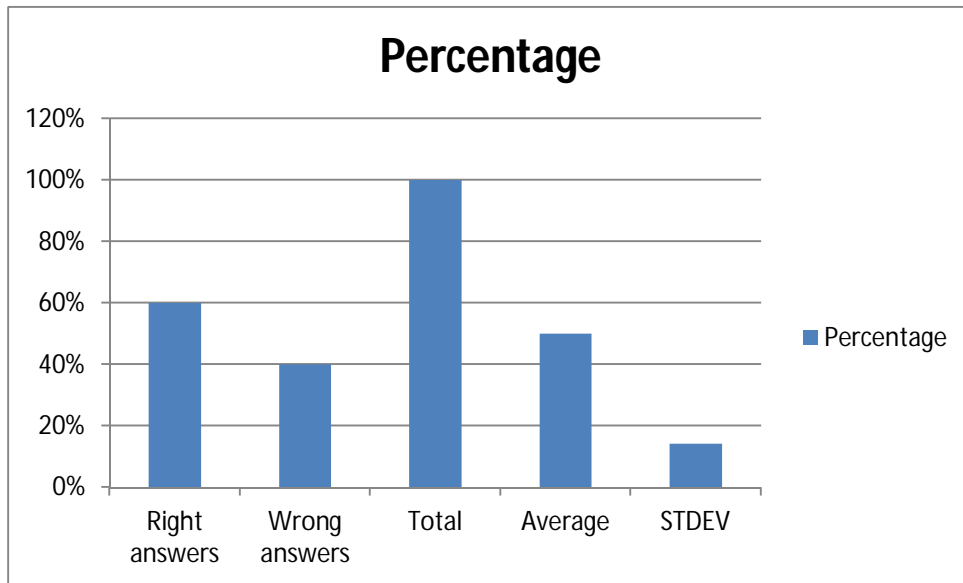


Figure 4.8 People store water in wells .

These table and figure (4.8) show that eighteen of the pupils answer the question correctly , their percentage is 60% and twelve of them answer wrong . Those who failed to understand this statement have a problem in reading comprehension.

Table 4.9 We get fresh water from seas:

Responses	Frequency	Percentage
Right answers	24	80%
Wrong answers	6	20%
Total	30	100%
Average	15	50%
STDEV	12.72792	42%

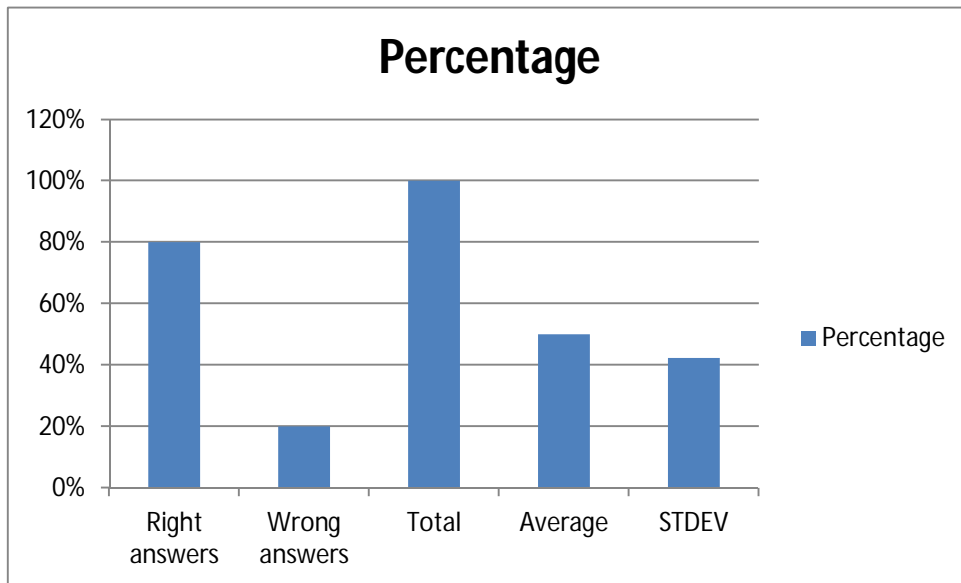


Figure 4.9 We get fresh water from seas .

These table and figure (4.9) show that pupils respond to this question positively except six react negatively . That means it's not difficult to be answered by them.

Table 4.10 Demand of water in the Middle East:

Responses	Frequency	Percentage
Right answers	13	43%
Wrong answers	17	57%
Total	30	100%
Average	15	50%
STDEV	2.828427	10%

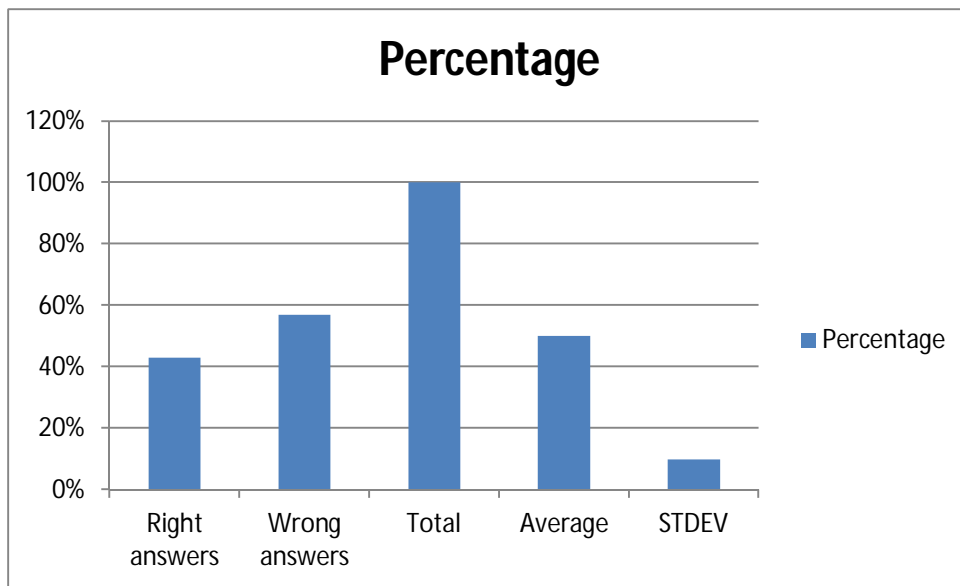


Figure 4.10 Demand of water in the Middle East .

Thirteen of the pupils' answers are right , their percentage is 47% whereas seventeen of them are wrong their percentage is 57%.

Table 4.11 Broken pipes cause a lot water loss :

Responses	Frequency	Percentage
Right answers	28	93%
Wrong answers	2	7%
Total	30	100%
Average	15	50%
STDEV	18.38478	61%

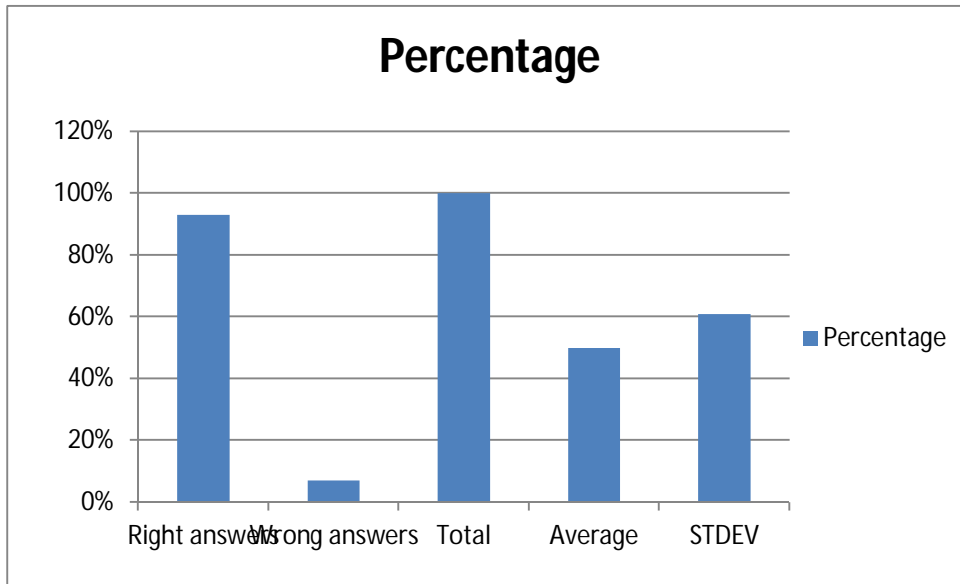


Figure 4.11 Broken pipes cause a lot of water loss .

These table and figure (4.11) show that the pupils understand the statement easily and react positively except two of them are fail.

Table 4.12 The total result of true/false questions:

Responses	Frequency	Percentage
Right answers	109	73%
Wrong answers	41	27%
Total	30	100%
Average	75	50%
STDEV	48.08326	33%

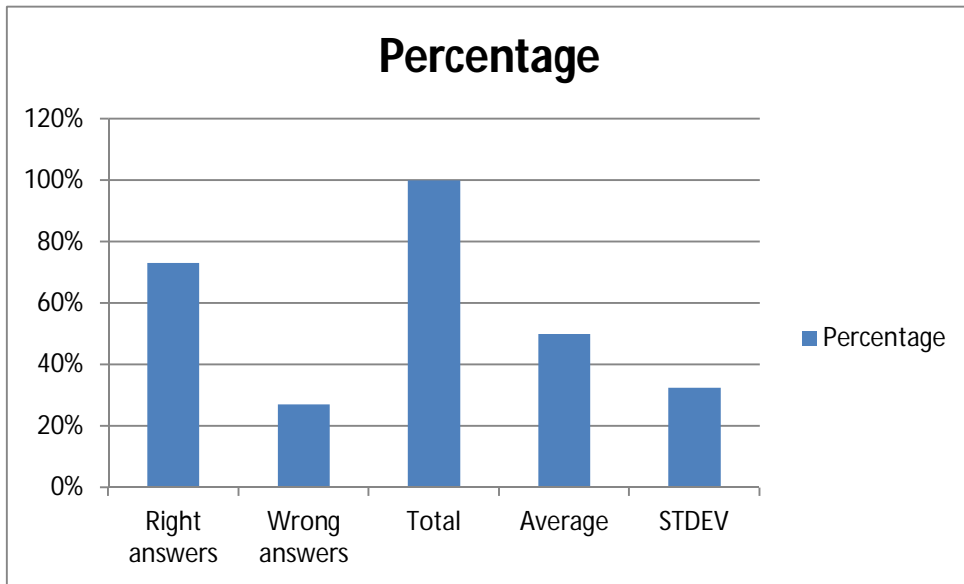


Figure 4.12 The total result of true/false questions .

These table and figure (4.12) reflect the result of the five true/false statements . The right answers are 73% . The wrong answers are 27%.

4.1.3 Circle the correct answer:

Table 4.13 Water is used to generate

Responses	Frequency	Percentage
Right answers	23	77%
Wrong answers	7	23%
Total	30	100%
Average	15	50%
STDEV	11.31371	38%

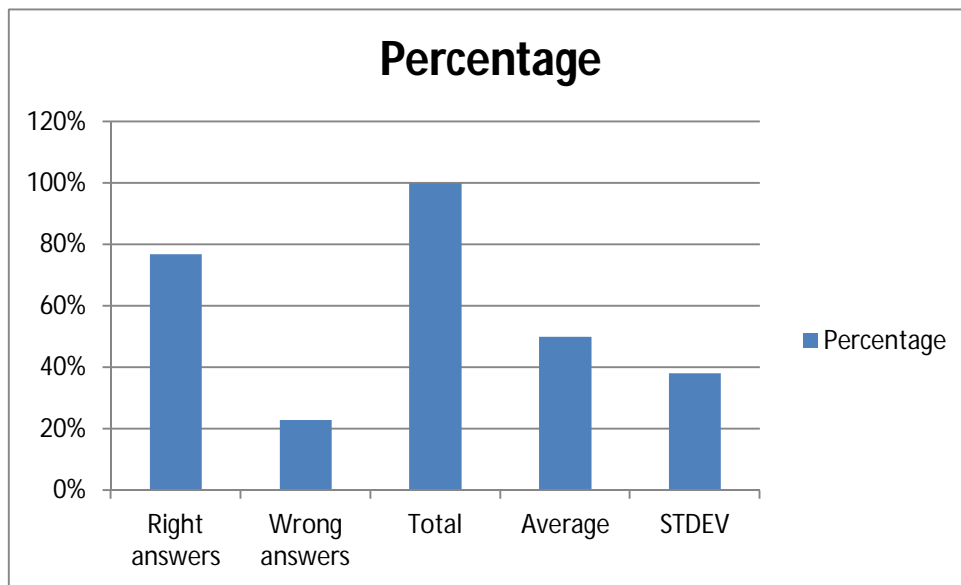


Figure 4.13 Water is used to generate

The above table and figure (4.13) show that the pupils respond positively to this question. Twenty three answers are right with percentage 77% . Only seven are wrong with percentage 23%.

Table 4.14 We get water from

Responses	Frequency	Percentage
Right answers	11	37%
Wrong answers	19	63%
Total	30	100%
Average	15	50%
STDEV	5.656854	18%

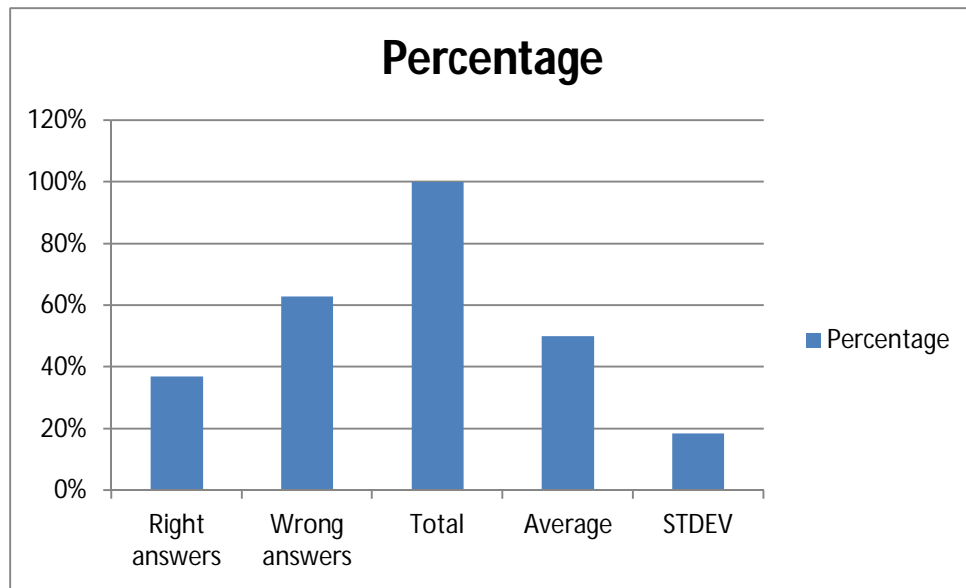


Figure 4.14 We get water from.....

These table and figure (4.14) show that eleven of the students answer this question correctly whereas the majority of them fail to answer it . The answers are 37% . The wrong answers are 63% . This indicates students' lack of vocabulary knowledge.

Table 4.15 It refers to

Responses	Frequency	Percentage
Right answers	14	47%
Wrong answers	16	53%
Total	30	100%
Average	15	50%
STDEV	1.414214	4%

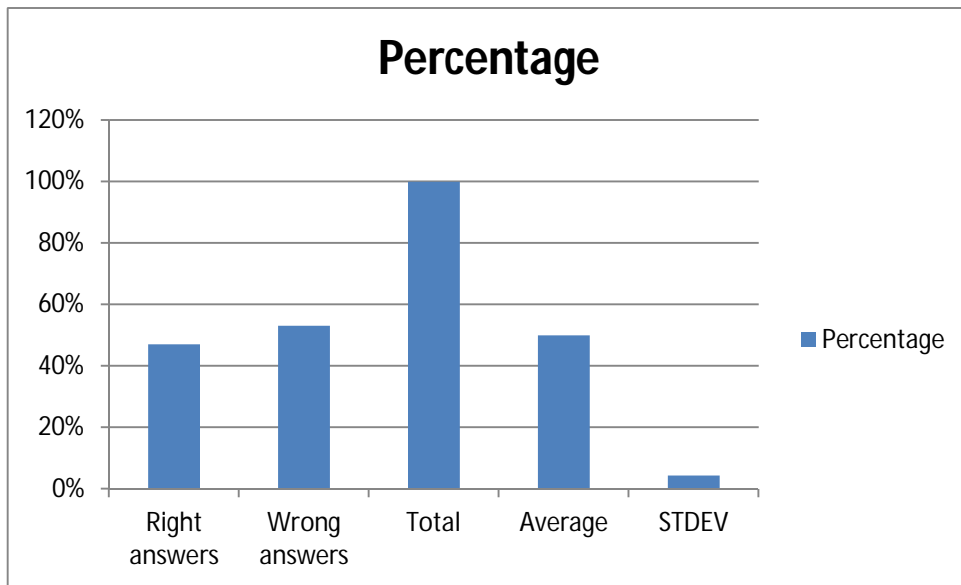


Figure 4.15 It refers to

This table and figure (4.15) show that fourteen of the pupils answer the question right with percentage 47% but sixteen of them answer wrong with percentage 53%. This means students don't know cohesion and coherence of sentences.

Table 4.16 The water source in the Middle East is

Responses	Frequency	Percentage
Right answers	8	27%
Wrong answers	22	73%
Total	30	100%
Average	15	50%
STDEV	9.899495	33%

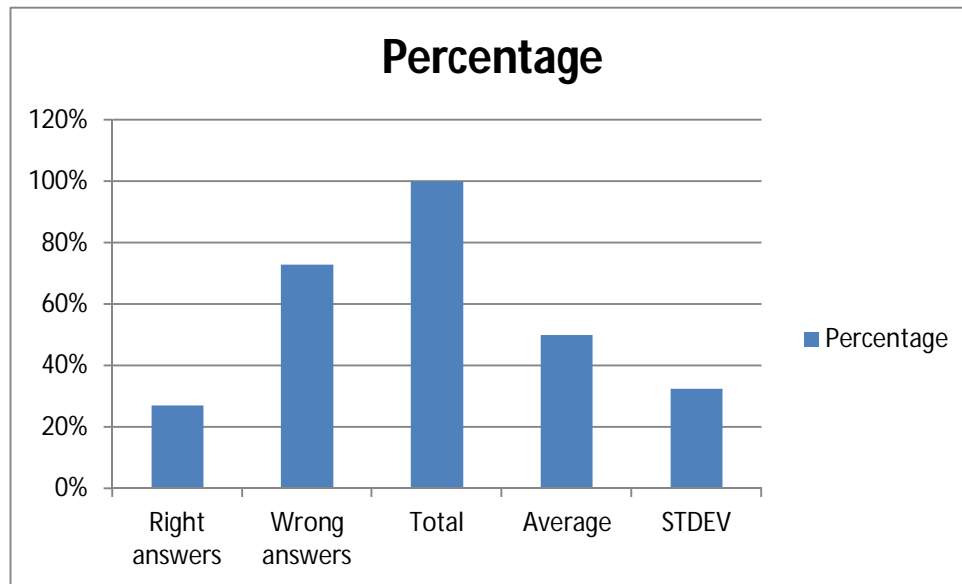


Figure 4.16 The water source in the Middle East is

These table and figure (4.16) show that only eight of the students answer this question right with percentage 27% whereas most of them answer wrong with percentage 73% . This reflects that students are very poor in vocabulary and general knowledge.

Table 4.17 Lack of water for washing

Responses	Frequency	Percentage
Right answers	25	83%
Wrong answers	5	17%
Total	30	100%
Average	15	50%
STDEV	14.14214	47%

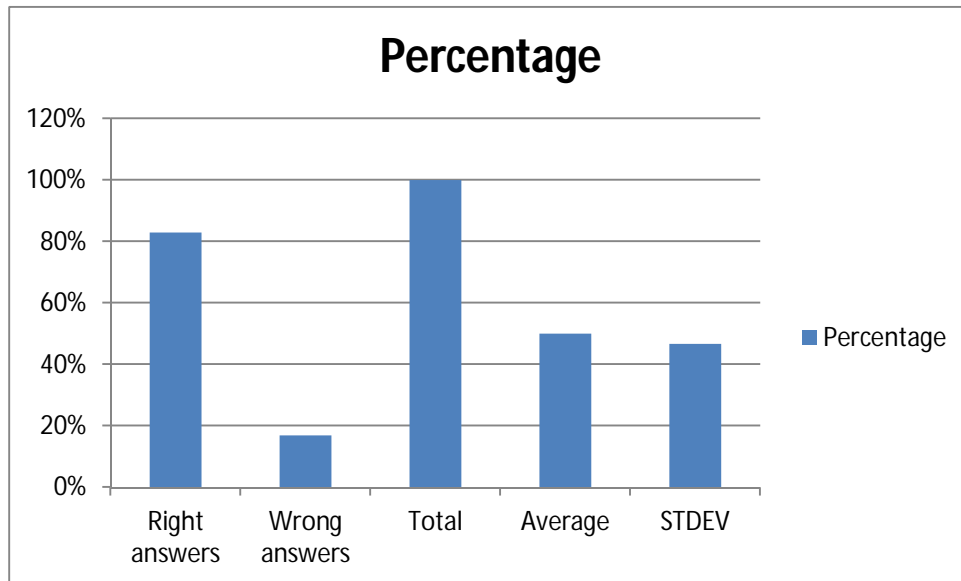


Figure 4.17 Lack of water for washing

The above table and figure (4.17) show that most of the pupils understand the question and answer it correctly , their percentage is 83% but only five of them respond negatively their percentage is 17%.

Table 4.18 The total result of multiple choice questions:

Responses	Frequency	Percentage
Right answers	81	54%
Wrong answers	69	46%
Total	30	100%
Average	75	50%
STDEV	8.485281	6%

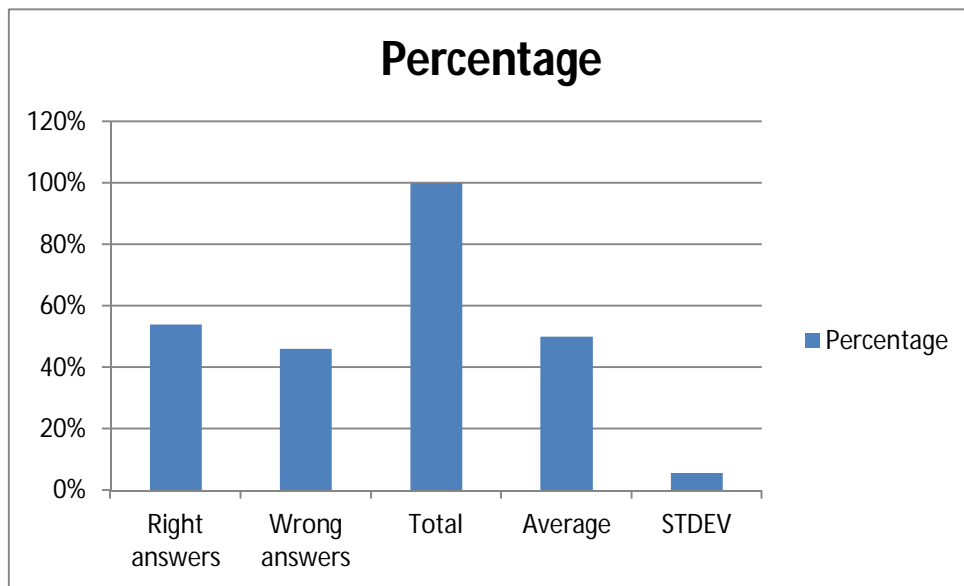


Figure 4.18 The total result of multiple choice questions .

The right answers are 54% . The answers are 46% . Students who fail to get the right answer have problems in vocabulary knowledge and the of reading.

4.1.4 Prediction :

Table 4.19 Surface:

Responses	Frequency	Percentage
Right answers	6	20%
Wrong answers	24	80%
Total	30	100%
Average	15	50%
STDEV	12.72792	42%

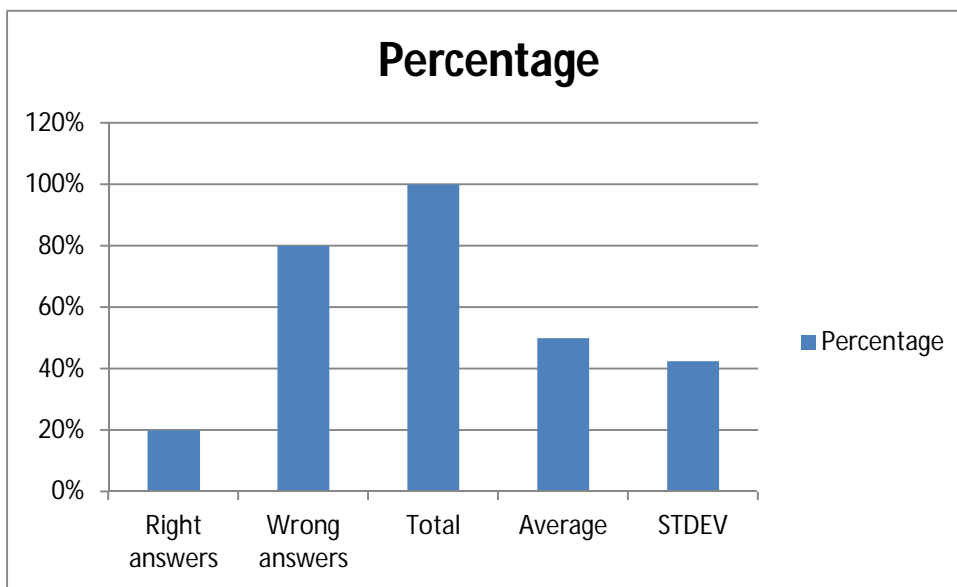


Figure 4.19 Surface .

These table and figure (4.19) show that only six of the pupils get the right answer , their percentage is 20% whereas twenty four answer wrong , their percentage is 80% . This means students can't predict they have very poor vocabulary knowledge.

Table 4.20 Pure :

Responses	Frequency	Percentage
Right answers	9	30%
Wrong answers	21	70%
Total	30	100%
Average	15	50%
STDEV	8.485281	28%

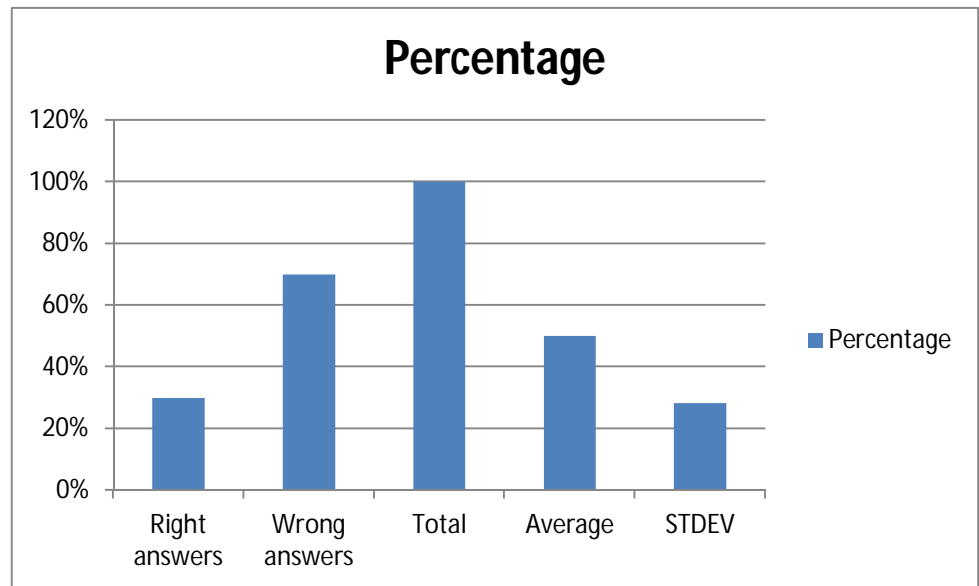


Figure 4.20 Pure .

The above table and figure (4.20) show that majority of the students can't predict the meaning with percentage 70%.

Table 4.21 Shortage :

Responses	Frequency	Percentage
Right answers	14	47%
Wrong answers	16	53%
Total	30	100%
Average	15	50%
STDEV	1.414214	4%

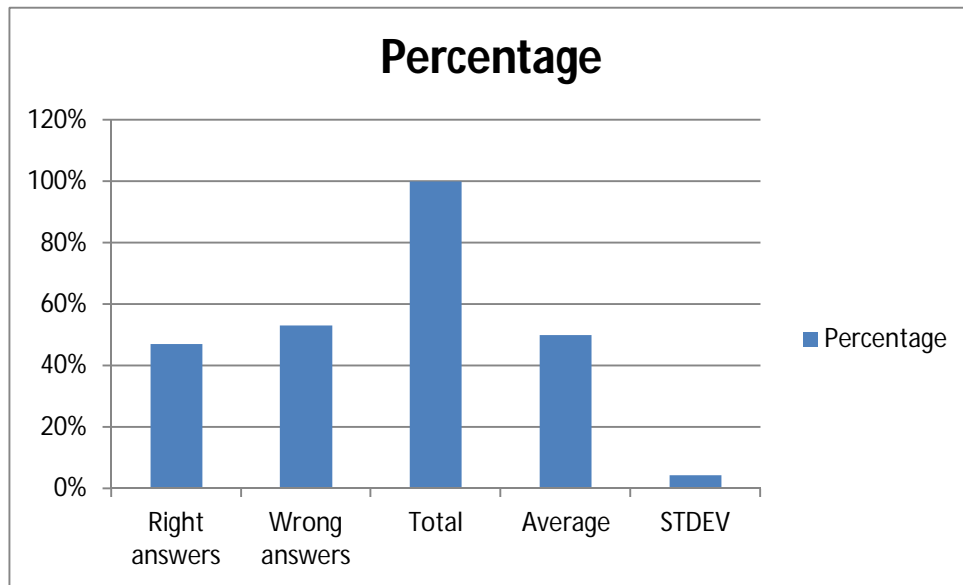


Figure 4.21 Shortage .

The above table and figure (4.21) show that fourteen of the pupils' answers are right with percentage 47% whereas 16 of them are wrong with percentage 53% .

Table 4.22 Abundant:

Responses	Frequency	Percentage
Right answers	10	33%
Wrong answers	20	67%
Total	30	100%
Average	15	50%
STDEV	7.071068	24%

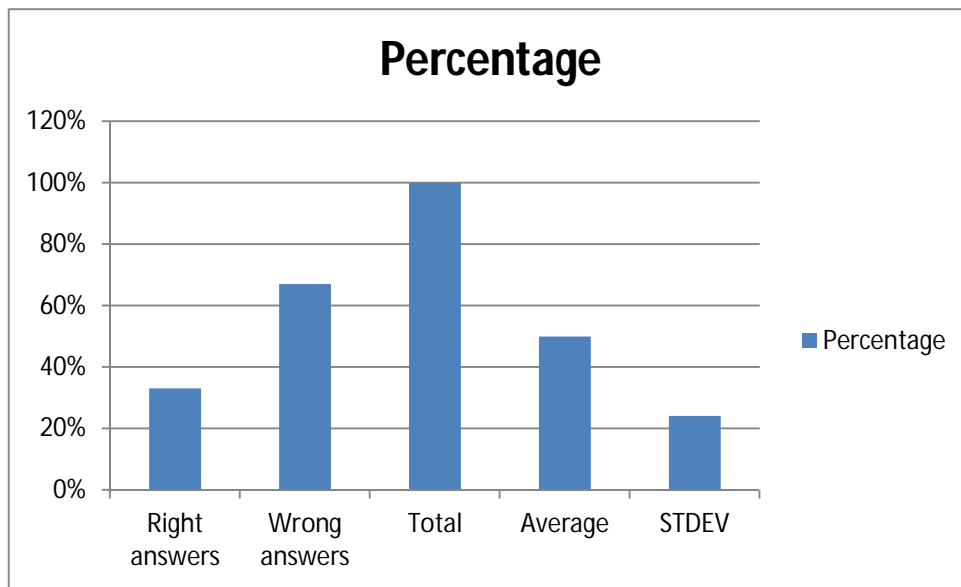


Figure 4.22 Abundant .

These table and figure (4.22) show that ten of the pupils answer the question correctly , their percentage is 33% but twenty pupils answer it wrong , their percentage is 67%.

Table 4.23 A hill :

Responses	Frequency	Percentage
Right answers	16	53%
Wrong answers	14	47%
Total	30	100%
Average	15	50%
STDEV	1.414214	4%

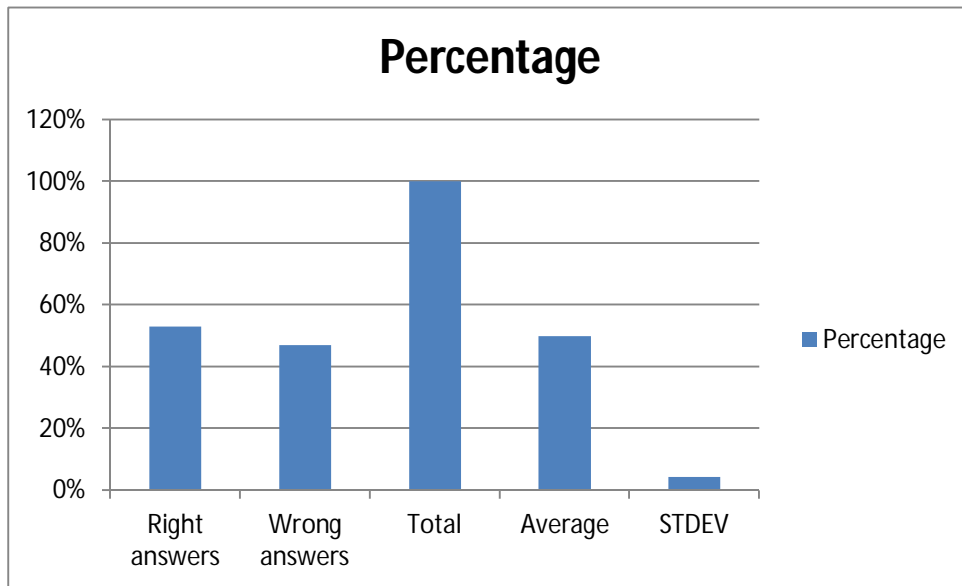


Figure 4.23 A hill .

The above table and figure (4.23) show that sixteen of the pupils get the right answer , their percentage is 53% and fourteen of them get wrong one , their percentage is 47% .

Table 4.24 The total result of predictions:

Responses	Frequency	Percentage
Right answers	55	37%
Wrong answers	95	63%
Total	30	100%
Average	75	50%
STDEV	28.28427	18%

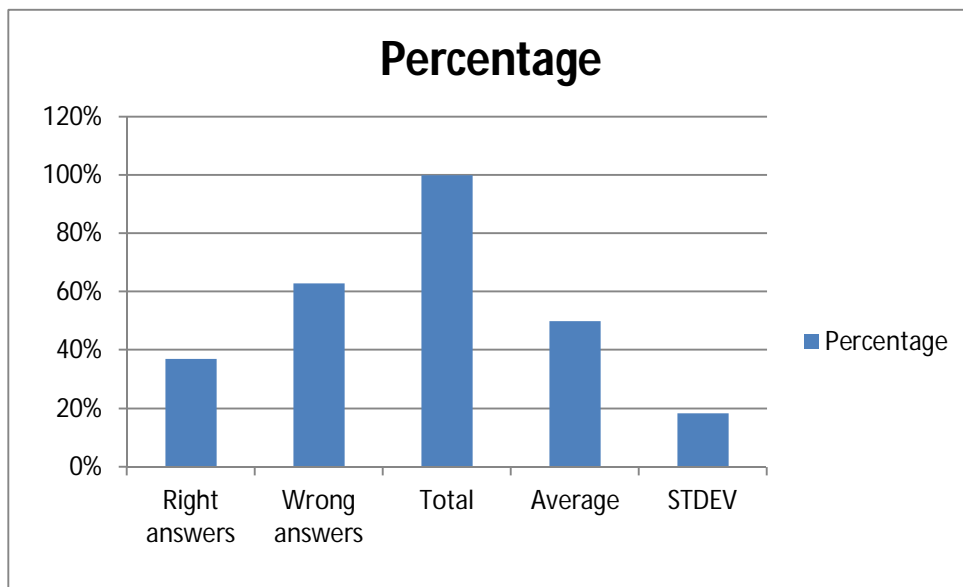


Figure 4.24 The total result of prediction .

These table and figure (4.24) show the result of the five prediction questions . The positive responses are 37% whereas the negative responses are 63% . This means students can't predict the meaning of new words.

Table 4.25 Reading Speed :

Responses	Frequency	Percentage
Less than 30 m	12	40%
More than 30 m	18	60%
Total	30	100%
Average	15	50%
STDEV	4.242641	14%

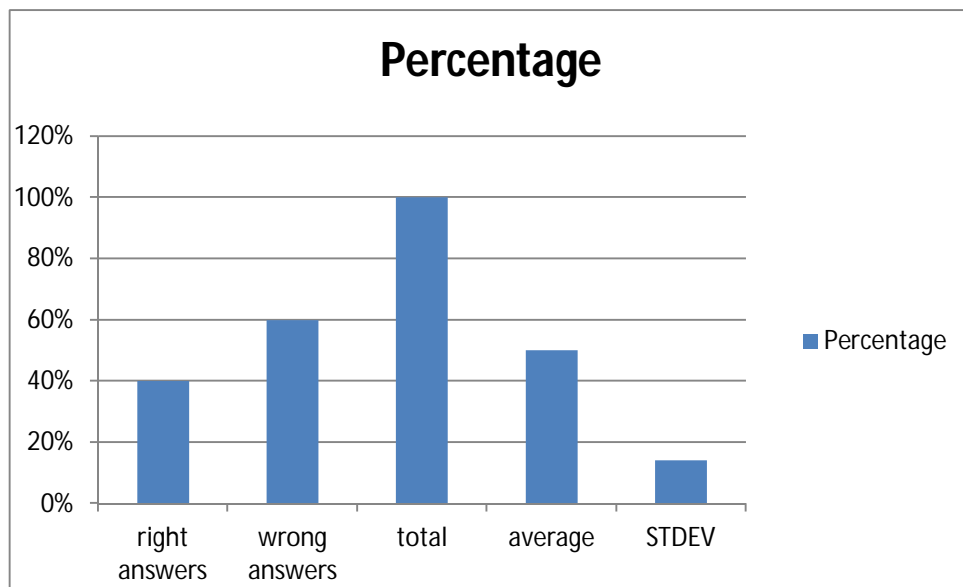


Figure 4.25 Reading Speed .

The table and figure (4.25) show that only twelve students did the test in less than thirty minutes their percentage is 40% whereas eighteen of them took more than thirty minutes , this means they are slow readers.

4.2 Discussion of the results :

This study aims to investigate reading comprehension problems among EFL learners .The results reveal that second year secondary school students are good at a few items but their performance in the majority of sub skills is extremely poor . The tables and graphs (4.2 and 4.16) proved that students have a poor background knowledge as mentioned in chapter two receiving a topic of a written text depends on the reader's prior knowledge which means this ability has an important role in reading comprehension . The tables and graphs (4.3 and 4.4) show that students don't know how to apply skimming and scanning strategies to find out specific information from the given passage . The table and graph (4.15) reveals that most of the students don't know cohesion and coherence of the sentence . Their proficiency in true/false questions seems to be good whereas they are weak in guessing words meaning , this shows their lack of vocabulary knowledge as Nation said : “ The reader has to cover more than 90% of vocabulary so as to be able to guess the remaining from the context . The table and graph (4.25) prove that students are very slow readers as Fry (1972) stated that good readers can read more than 350 wpm , and the test passage is only 450 words they took more than half of an hour to read and answer the questions . The researcher postulated some hypotheses in this study . The hypotheses were confirmed .

CHAPTER FIVE

Main findings, Conclusions, Recommendations and Suggestions for further Studies

CHAPTER FIVE

Main findings, Conclusions, Recommendations and Suggestions for further Studies

5.0 Introduction :

This chapter provides the main findings, conclusions, recommendations and suggestions for further studies .

5.1 Main Findings :

- 1 - Students have poor background knowledge .
- 2 - Students have little knowledge of vocabulary .
- 3 - Students don't know sentences cohesion and coherence .
- 4 - Students are slow readers .
- 5 - Students can't predict the new words .
- 6 - Students lack of reading habits .

5.2 Conclusions :

This study is an attempt to find answers to the following questions :

1. Why are secondary school students slow readers ?
2. To what extent can secondary school students answer reading comprehension questions ?
2. Consequently the researcher found out that EFL learners face many problems such as slow reading , poor background knowledge , lack of vocabulary and lack of reading habits . According to this result the hypotheses of this study proved to be true .

5.3 Recommendations:

In the light of the results that obtained and discussed in the previous chapter the researcher recommended :

1. families and teachers should concern building rich background knowledge by encouraging children to read materials full of cultural information .
2. teachers should choose short text according to the students level .
3. teachers have to devote enough time for silent reading .
4. encouraging reading for pleasure and entertainment .

5.4 Suggestions for further studies :

1. Reading comprehension problems among EFL learners should be studied further more.
2. The real reasons behind reading comprehension problems should be studied .
3. Investigate strategies that utilize the growing access to technological resources to help increasing reading comprehension .

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Appendix

The Students' Test

Water is more precious than gold

Water is the most abundant substance on earth. Two thirds of the surface of the earth is covered with water. It's found in nature in the forms of ice , snow , liquid , or steam .

Water is also one of the most essential substances for living . All humans , animals , and plants need water to survive . Water is also used in manufacturing and industry . It's used to cool big engines in factories , to produce and distribute heat and to generate electrical power , to transport goods and dispose of waste .

Where do we get water from ?

We get water from many sources. We get water from rain and snow. Rain is a very pure natural source of water but snow is the purest. In some parts of the world rain the only source water. People have different ways of collecting it . For example in some places in Africa, people collect rain water from the roofs of houses , using pipes and store it in wells . In some parts of our country e.g. Western Sudan people collect rain water in specially prepared catchment areas called < Hafeers >

People also get fresh water from rivers , streams , natural lakes , natural springs and underground wells . In places where there are no sources of fresh water , people use sea water after removing salt from it .

What are the main water problems ?

Shortage of water ;

Water shortage is the first of these problems . in many parts of the world the quantity of available water is decreasing while the demand for it is growing . For example , in the Middle East and North Africa , water is already getting scarce . Most of the major water sources such as the Jordan , the Nile , the Euphrates and Tigris Rivers are shared between two or more countries . In these countries themselves there is a growing demand for water for using in agriculture and industry .

In the Sudan there are many rural areas which suffer from permanent or seasonal shortage of water , for example the Red Sea Hills area , Kordofan and Darfur .

Water shortages are also caused by insufficient water supply and wastefulness . In some places people buy water from water sellers at higher prices than tap water . They can't buy enough water to satisfy their domestic needs . Lack of water for washing can cause skin diseases and blindness .

In areas of plentiful water supply , e.g. big cities , we find a lot of water is wasted or misused . Broken water pipes and leaks cause a lot of water loss . People also tend to use water wastefully in their homes . They water their gardens and wash their cars with good drinking water . They also leave taps running and don't repair leaks .

Read the passage and answer the following questions :

1. How much of the earth's surface is covered with water ?
.....
2. What are the sources of water ?
.....
3. What causes the water problems ?

4. What the purest water source ?

5. Mention two areas in Sudan that suffer from water shortage ?

.....

Tick or cross :

1. *Water is used to cool big engines in factories .*
2. Some people collect rain water and store it in wells .
3. We get fresh water from seas .
4. In the Middle East and North Africa demand for water is decreasing .
5. Broken water pipe and leaks cause a lot of water loss .

Circle the correct answer :

1. Water is used to generate .
a. transport b. electricity c. water
2. We get water from .
a. wells b. rain c. both a and b
3. Underlined word it in paragraph four refers to .
a. sea b. water c, removing
4. One of the water sources in the Middle East is .
a. The Amazone b. The Nile c. The Tigris
5. Lack of water for washing can..... skin disease .
a. good b. cause c. leaks

Find words to match these definitions :

1. Up-side of the flat object .
2. Free of pollutant materials .
3. Lack or not enough .
4. Existing in a large number or ample amount .
5. An elevated locations smaller than a mountain .