Sudan Universityof Science & Technology

College of Graduate Studies

College of Languages

كلية الدراسات العليا

Exploring Scondary Schools Teachers' Views on Students' English Reading Competence

استكشاف آراء أساتذة المدارس الثانوية حول كفاءة الطلاب في المطالعة الإنجليزية

A Thesis Submitted in a Partial Fulfillment of the Requirements for Attainment of M.A Degree in English Language (Linguistics)

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Quranic Verses

In the name of God the merciful

[1] Proclaim! (or read!) in the name of thy Lord and Cherisher, Who created

[2] Created man, out of a (mere) clot of congealed blood.

[3] Proclaim! And thy Lord is Most Bountiful.

[4] Who taught (the use of) the pen.

[5] Taught man that which he knew not.

Al-Alaq [1-5]

Source: translation by Abdullah Yusuf Ali .

DEDICATON

To my beloved parents

ACKNOWLEDGEMENTS

ABSTRACT

This study aimed at exploring the problems facing secondary school students in reading comprehension, through the views of teachers. The study adopted a descriptive analytical method, which follows the qualitative and quantitative analysis. The instrument that was used for data collection is a questionnaire. The sample of the study consisted of 30 secondary schools teachers. The data were analyzed by using the statistical program (SPSS). The questionnaire consisted of 5 items with 15 statements. The study came with the following results: Secondary school students are not aware of reading strategies, and students do not practice techniques of reading skill. Based on the findings of the study, the researcher would like strongly to forward the following recommendations: Teachers have to encourage students to use reading strategies in their written text, and make sure of applying them through exercises and teachers should encourage students to practice reading techniques in their real life.

ABSTRACT

(Arabic Version)

تهدف هذه الدراسة إلى استكشاف آراء الأساتذة حول مشاكل القراءة لدى طـــلاب المدارس الثانوية. استخدم الاستبيان كأداة لجمع البيانات المتعلقة بالبحث، واتبعت الطريقة الوصفية التحليلية واشتملت عينة البحث 30 معلماً من المدارس الثانويـــة. وتـــم تحليـــل البيانات باستخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS)، وتوصلت الدراسة إلـــى النتائج الآتية: أن طلاب المدارس الثانوية لا يعرفون إستراتيجيات القـــراءة. الطـــلاب لا يستطيعون استخدام تقنيات مهارات القراءة. وبناء على النتائج، تقدم الباحث بعـــدد مـــن التوصيات، أهمها: بما أن القراءة لديها صلة بالتطبيق العملي، يجب على الأساتذة تشجيع طلابهم على استخدام إستراتيجيات القراءة في نصوص القراءة الصـــامتة عـــن طريـــق التدريبات. ويجب على الأساتذة تشجيع طلابهم على ممارسة تقنيات القراءة فـــي حيـــاتهم اليومية وذلك بإتباع طرق مواكبة في القراءة، وتنمية ثقافة الطلاب الإنجليزية.

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INTRODUCTION

1.1 Review

Reading is a process of constructing meaning from a written text. As Wixom and Peters (1984) define it; reading is the process of constructing meaning through the dynamic interaction among the readers' existing knowledge. The information suggested by the written language, and the context of the reading situation. (p. 4). In the same vein, Durkin (1993) defines it as "An interaction thinking during which meaning is constructed through interactions between text and reader". (p. 5). Along the same line, Harris and Hedges (1995) define reading as "The construction of meaning of a written text through a reciprocal interchange of ideas between the reader and the message in particular text. (p. 39).

As indicated, the previous-mentioned definitions of reading have, at their core, the idea that reading is comprehension and without comprehension, the reader is not truly reading, but following words on a page from left to right. As Trehearne (2015) states: "Comprehension is what reading as all about. Decoding without comprehension is simply word barking, being able to articulate the word correctly, without understanding its meaning". (p. 423). The definitions of reading also have at their core of the idea that comprehension results from the mental processes, and the strategies the reader employs to interact with the text. Readers who are successful in understanding what they read, use various strategies, and strictly focus on the decoding aspect of reading. This, in turn, makes just "word callers' rather than readers, because reading goes beyond decoding words. This problem is stated by Piermgelo and Giuliani (2008).

1.2 Statement of the Problem

Reading is an important skill in English language. Foreign students face many problems, among them secondary school students. The researcher is an English teacher notices that students are not aware of reading strategies. There is no practice of reading skill, and the most difficult problems which exacerbate the reading problems is the textbook (Spine). It handles the reading comprehension in traditional way.

1.3 Questions of the Study

This study has the following questions according to teachers' views on students reading competence:

1. To what extent are secondary school students aware of reading strategies?
2. How does the absence of practice of reading skill result on students' reading competence?
3. How far the handling of the textbook of reading comprehension in traditional way affects students' reading competence?

1.4 Hypotheses of the Study

This study has the following hypotheses according to teachers' views on students reading competence:

1. Secondary schools students are not aware of reading strategies.
2. Secondary schools students do not practice reading skill.
3. The textbook of secondary schools handles reading comprehension in traditional way.

1.5 Objectives of the Study

This study aims to:

1. Find out whether secondary school students are aware of reading strategies.
2. Show whether secondary school students practice reading skill.

3. Highlight how the textbook (Spine Series 6) can handle reading comprehension in traditional way.

1.6 Research Methodology

This study explores the problems of reading comprehension. It targets the teachers of secondary schools to explore their views on 3rd year secondary school students' reading competence. The researcher used the questionnaire to collect data. The researcher uses the descriptive analytical method.

1.7 Limitation of the Study

This study is limited to:

1. Exploring teachers views of English language on problems that encounter students in reading comprehension.

2. Teachers' views are taken into consideration, particularly secondary schools teachers.

CHAPTER TWO
LITERATURE REVIEW AND PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This chapter comprises of two parts. Part one reviews the literature related to the research topic, such as definition of reading by different theorists, the conceptual frame of reading process, reading comprehension process, reading strategies definition and practice, types of reading, comprehension strategies and the most important is how to develop reading skill and conclude by the CCSSELA. Part two discusses the four related previous studies.

2.1 Definition of Reading

Reading is a complex cognitive ability that is considered as one of the basic language skill, which can help students in learning foreign language. However, it is used more by most EFL learners who always used to read various printed materials such as: books, stories, articles, poems, and so on.

Reading is defined by Thao Le Thonh (2010) as: "The meaningful interactions of written or printed verbal symbols that represent language and the readers' language skill, cognitive skill, and knowledge of the world.

Moreover, Rumptz (2003) explains this in his words: "Reading is a complex process. It involves visual action in analyzing printed letters, and then identifying these words".

In very similar view, Goodman (1988) defined reading as the process which requires readers to make interpretation of graphic signs, delineates reading in a variety of ways, i.e., matching sounds to letters; (P, 11-12). In this sense, reading is a cognitive process which could help readers to create meaning from text.

2.3 Reading Process

The process of reading requires the reader to construct meaning from a written text. The readers utilize a multitude of strategies to achieve the goal of comprehension. The interaction in this perspective takes place at4 three levels: The interaction between lower-level and higher level skills; between bottom-up processing and top-down processing, between the background knowledge presupposed in the text, and the background knowledge of the reader. The interactive model explains that higher order knowledge, the processing of lower level therefore, when information from one source, such as word recognition deficient, the reader will rely on information from another source, for example, contextual clues or previous experience to enhance reading. All these sources of knowledge influence the processing and final interpretation of the text. (Rumelhort, 1977). This information from different sources converges in the mind, the reader is thus, expected to use appropriate skills and strategies to retrieve this information. (Schema). Schema is how you develop what you know about a topic or concept and to integrate new information.

2.4 Reading Comprehension

This is the ability of the readers to understand written materials. According to Sayed et al (2010), the word comprehension refers to "the ability to go beyond the words, to understand the ideas conveyed in the entire text". (p. 376-380). Furthermore, Snow (2007) sees that reading comprehension refers to "The simultaneous ability used by a reader to construct and extract meaning through information and involvement with written materials. (p. 11).

Besides that, reading comprehension is the process of extracting meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text, rather than to obtain meaning from isolated words or sentences. (Woodley. G., 2011, p. 15). A similar view was given by Katherine Maria

(1990) who defined reading comprehension as holistic process of constructing meaning from written text through the process of (1) the knowledge reader brings to the text, i.e., word recognition ability, word knowledge, and knowledge of linguistic conventions. (2) readers' interpretation of the language that the writer used in constructing the text; and (3) the situation in which the text is read. (Maria. Katherine, 1990, p. 14-15).

2.5 Reading Strategies

In the area of reading strategies meaning, researcher have utilized different types of strategies. These last more effective, useful and beneficial ones for students which some of them are as follows: predicting, skimming, scanning inferring, guessing the meaning of new words, self-monitoring, and summarizing.

2.5.1 Predicting

Magiliano (1993) stated that: "Prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean; they used pictures, headings, and text as well as personal experience to make predictions before they begin to read" (p. 35-63). So, predicting involves thinking about while reading and anticipating information and events in the text. Jessica also viewed that: "it is used in reading task, it helps learners to think what will happen based upon the text, the author's and book ground knowledge, or pre-teach vocabulary or concepts that maybe different". (Jessica, G., 2000) cited in the Ohio University Education, 2014). In this sense, predicting requires learners to use the text to decide what will happen next. Readers confirm or deny predictions with support from the text. (Test Wise Word Association, 2006).

2.5.2 Skimming

It is used by readers to get "a general idea about the content of printed materials through reading the text quickly, i.e., in this strategy, readers will look for

something quite specific or get general ideas before putting efforts into close reading" (Grellet, 1999, p. 2-25). For instance, one does not want to read the whole texts or articles; s/he may use various techniques to skim: (1) use quick glance through the pages. (2) notice the titles and headings and subheadings. (3) read the opening sentence and conclusion carefully. (4) read the first and the last sentence of each paragraph in order to gain the main idea of the main points. (As Dinch Mack and Holly Epstein Ojalor, 2009 cited in the article at New York Times, 2014). So, skimming is one of the strategies that requires readers to read quickly in order to get an overview of the general idea or gist of a section.

2.5.3 Scanning

According to Grelle (1981), scanning is a reading technique that requires reader to search for specific information without reading the whole text, through look in at its title, table of content and so on. (pp. 58-59). It is a strategy you often use when looking for specific information by reading something quickly such as search for key words or ideas. In most cases, you know what you are looking for; so, you've concentrating based on finding a particular answer. It involves moving your eyes quickly down the page seeking specific words and phrases. (Wood, p. 1-2). In this way, we can say that scanning is reading quickly to locate specific information. (Test Wise word Association, 2006).

2.5.4 Inferring

Prezler (2006) said that: "inferences are evidences based guesses, i.e., in case of reading students use their prior knowledge to make inferences about the text". (p. 4). According to Zimmermann, (2009) saw that inferences are often referred to as what you "read between lines" that means, the author wants the reader to make the jump to the same conclusion the author has made. He states also that: "Drawing inferences from text is a technique which requires readers to use their prior knowledge (scheme), and textual information to draw conclusions, make

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critical judgments, and form unique interpretations from text" (p. 23). So, the inferences are the conclusions that a reader draws about the unsaid passage based on what is actually said by the author.

2.5.5 Guessing the Meaning of New Words

One of the most difficult problems that make an obstacle for students in the comprehension of reading is unfamiliar / new words. According to Clerk (1980), the best way to solve this problem is "to guess the meaning of unfamiliar words from the context in order to save time and to continue reading without interruption or referring to a dictionary". (p. 211-220). The ability to guess meaning from context is a useful skill to practice and try to improve. There are many things that could help students, such as: (1) guess the meaning of the text which surrounds it. (2) the way the word is formed. (3) background knowledge of the students about the subject. (E. O. I. de Sabinaningo or ganizetions, 1993).

2.5.6 Self-monitoring

Hanson (1996) views that the ability of a student to self-monitoring his or her performance is a natural step towards bearing independent, which can only happen when students take responsibility for their own behavior and essentially became "agent of change". (p. 173-191). Fathers are functioning academically and behaviorally, and too improve academic or behavioral performance. (Corr, Punzo, Rutherford, Quinn and Mather, 1997, p. 50-241).

2.5.7 Summarizing

It is the last strategy that can be used by readers. It requires the readers to organize or restore the information or the main ideas of a given text by his/her own style, after their comprehension, or in other words; taking a lot of information and creating and condensed version that covers only the main prints. Oxford (2006) defines "summarizing as a short description of the main ideas or prints of something, without any details". (p. 717). Similarly, Reading Rackets

Organization (2014) puts summarizing teaches students to integrate the central ideas in a meaningful way. Teaching students to summarize improves their cognitive ability about what is read.

Finally, students cannot be able to apply all of these reading strategies without relying on their teachers, who have a role in teaching some instructions for EFL students, and they will be spoken in the text page.

Lexical Control
(1)

Summarizing
(8)

Making prediction
(2)

Reading
strategies

Self-monitoring
(7)

Skimming for gist
(3)

Guessing the
meaning of new
words
(6)

Scanning for details
(4)

Drawing
inference
(5)
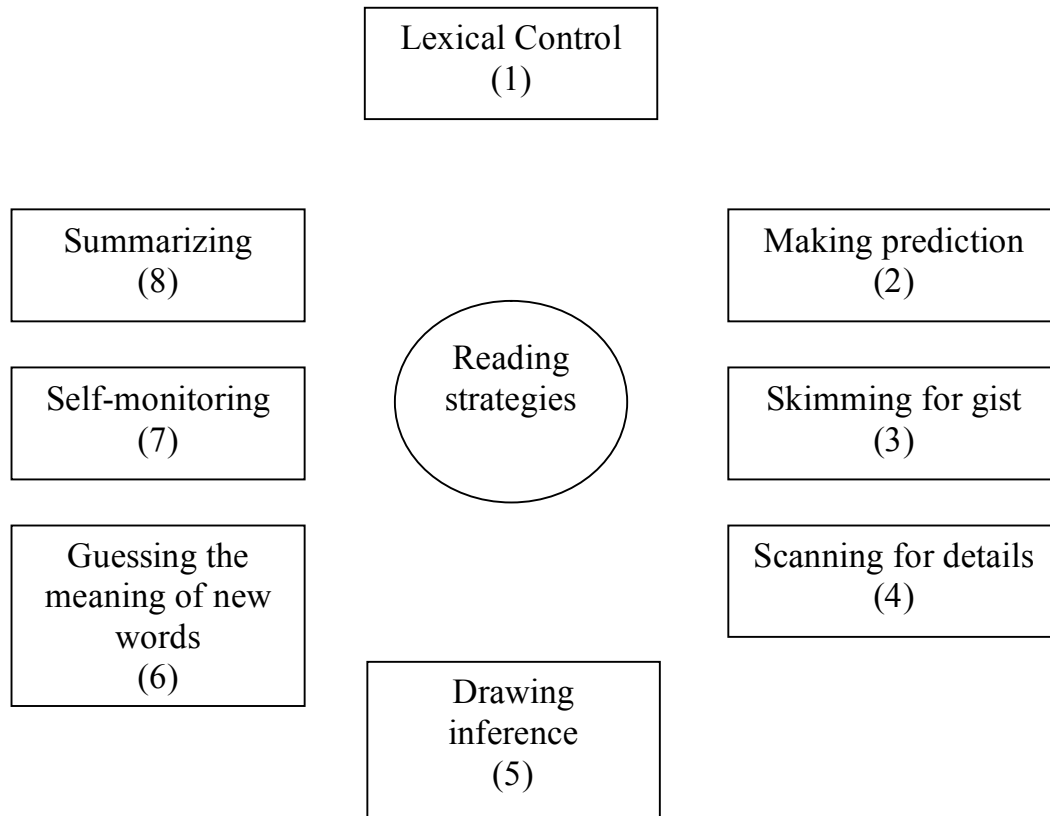
Figure (2.1)

The ability of reading using reading strategy

(Rumptz, 2009)

2.6 Types of Reading

2.6.1 Intensive Reading

It refers to a high degree of comprehension and retention over a long period of time. In other words; it is reading in depth or carefully to comprehend a given text. For example; studying it line by line, rising the dictionary, comparing, analyzing, translating, and retaining every expression that it contains. Brown (1988) explains that intensive reading: "cells attraction to grammatical forms discourse markers, and the surface structure details for the purpose of understanding literal meaning, complicating rhetorical relationships, and retention over along period of time. (Texas Women's University Counseling Centre, 2014).

2.6.2 Extensive Reading

Bamford et al (2004) defined: "extensive reading is a language teaching procedures where learners are supposed to read large quantities of materials or long texts for global understanding. The principle goal being obtaining pleasure from the text". (p. 1-4). According to Liana's Extensive Reading Journal (2011), it is "reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking upwards or translating to English as you go". So, we can say the extensive reading is connected to student choice and pleasure in reading in order to reach enjoyment.

2.7 Developing Reading Skill

Before analyzing what strategies are applied in teaching reading skill to students, we have to identify the main skills that need to be developed in reading acquisition. Ehri, (2005) offers a four-phase models of reading development, in which a major stepping stone towards the acquisition of reading is decoding written words along with mastering of the alphabetic principle. Decoding refers to the ability to used speech codes to represent information in the form of words

and words parts". (Vellutine et al., 2004). Whereas, the alphabetic principle corresponds to how letter in printed words map onto the phonemes in spoken words they represent. (Snowting, Hulme, 2011). From relying only on visual clues for relating a written word to its sound or semantic representation at the pre-alphabetic stage (Beech, 2005), beginner readers start learning the names and sounds of the letters in the alphabetic system, initially managing to link only some of the letters to sounds, usually the first and the last ones at the partial alphabetic stage. (Ehri, 2005). Next, they start forming letters full connections between graphemes, and phonemes, and process the constituent unfamiliar words and retain spelling of words they have already seen several times in their memory. (Ehri, 2005).

At the forth, consolidated alphabetic phase, an increasing number of sight words are retained in their memory, which in turn, makes the acquisition of new words easier. (Beech, 2005). This development of sight words, vocabulary is considered essential by Ehri, (Ehri, 2005).

A similar progression of reading skill acquisition is outlined in Frith's (1985) model of reading development, involving logographic, alphabetic and orthographic stages. Sight words and reading is less highlighted, but still represent in non-visual analysis of words. Unquestionably, however, decoding appears to be a major component of reading development in language in both development models of reading. Stuart, et al (2008) remark that its significance pertains to all recent theories of reading development in languages with an alphabetic orthography.

How do Ethri's and Frith's models inform the teaching of reading skill? On the one hand, they pinpoint decoding and mastering the alphabetic principle as the two major gateways to reading acquisition. On the other hand, they draw a picture of specific steps in the reading acquisition process. According to Frith,

(1985), the three stages are sequential, and each is built on the previous. That would mean that decoding skill and knowledge of the phoneme-grapheme correspondence precede the acquiring of sight words.. conversely, Ehri, (2005)'s phases presuppose a greater flexibility, in children being able to exhibit behavioral characteristics of different phase. Still, Ehri, (2014) acknowledges that accumulation of skills from one phase secures that reader's movement to the next one. Snowling (2000), however, argues that research does not prove a universal sequence of reading development, as this process is strongly influenced by the language orthography. (Wimmer, 1996, cited in Snowing, 2000). Nevertheless, as far as the acquisition of reading in English is concerned, the two theories provide a rough guideline at what processes teachers should enhance and expect for their pupils t master while learning to read. By singly out of context (Gongh, Tummer, 1980) cited (Rose, 2006). To represent this dimension more correctly, later works on the SVR (Stuart et al, 2008) use the term 'word recognition processes', figure (1).

Having revised these three major theories of reading development, the conclusion is that the major skills involved in reading are word recognition (including both serial decoding and sight word reading), and language comprehension (associated with meaning) on all levels of language.

The brain is specialized for processing spoken language, but not written language, but not written language. (Liberman, 1992, cited in Reid, 2003). That appear to mean that, while teachers of reading are expected to facilitate the acquisition of skills in both dimensions, a focused support would be more necessary in the development of decoding and sight word reading.
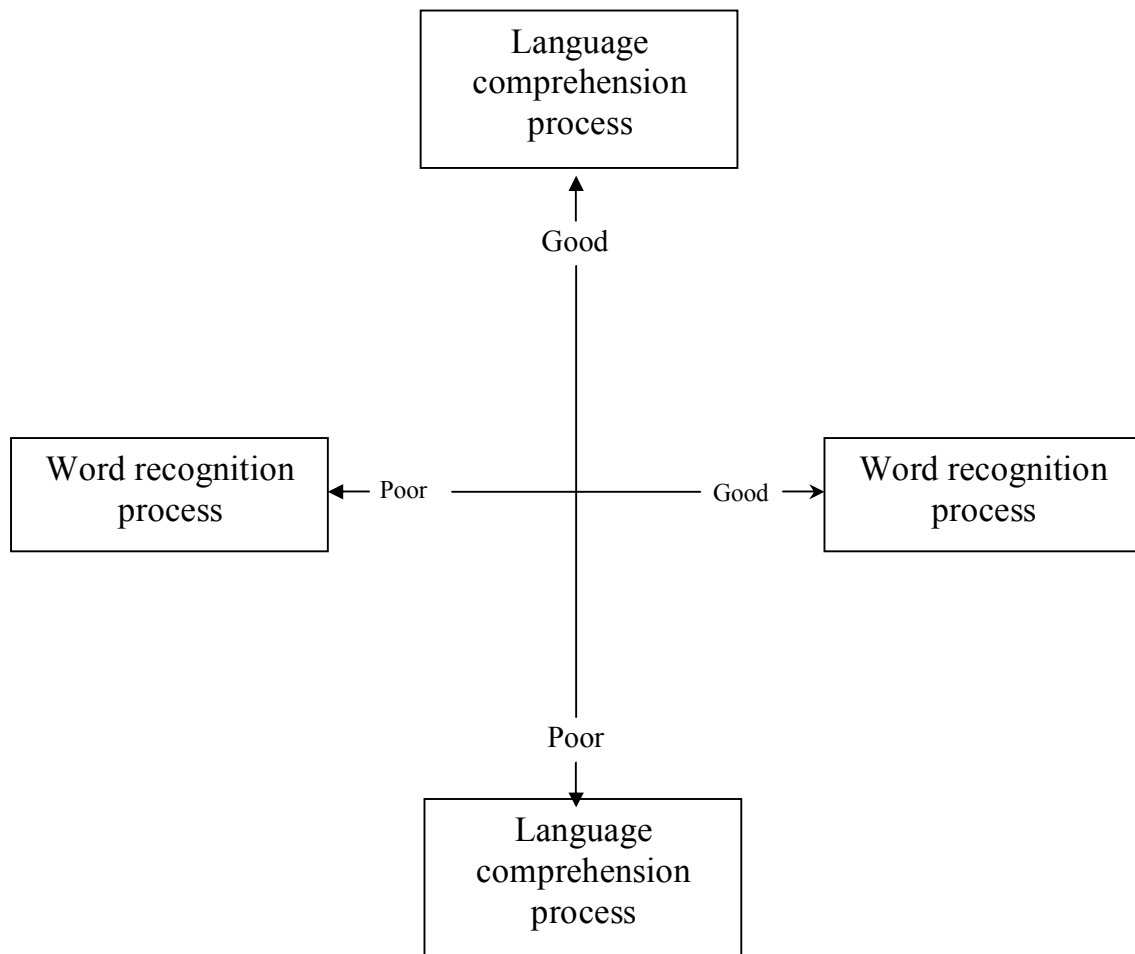
Figure (2.2)

The Simple view of reading

2.8 Reading Comprehension Strategies

2.8.1 Definition

Reading comprehension strategies are specific procedures used by readers to help them make sense of a written texts. Pani (2004) defines these strategies as: "The mental operations involved when readers approach a text effectively to make sense at what they read". For Mamil et al, (2008), "comprehension strategies as the conscious, deliberate, and flexible plans readers use and adjust with a variety of texts to accomplish specific goals" (p. 152). According to Treheerne (2015), "comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text when reading" (p. 446). Similarly, the Alabama Department of Education 2015) defines comprehension strategies as "specific actions that readers use as they attempt to make a text". (p. 68). In essence, reading strategies are conscious procedures that help readers to comprehend what they read and to repair breakdowns in comprehension. Thus, reading comprehension strategies are a means to an end rather than the end itself.

2.8.2 Classification of Reading Comprehension

Reading comprehension strategies have been classified differently by different reading scholars. Some scholars, (e.g.) Levin and Pressely, 1983, Paris, Wasitk and Turner, 1991, Pressley 2000; Vaughn and Linan, Thempson, 2004) classified reading strategies on the basis of the order they take place, i.e., pre-reading, while reading and post-reading strategies. The pre-reading comprehension strategies include, but are not limited to, setting goals for reading, activating prior knowledge by thinking about previewing, asking questions based on the title of the text, and skimming. The while-reading strategies include, guessing meaning of the words from the context, identifying the main idea of a paragraph, identifying supporting details, visualizing, making

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connections among important ideas, resolving comprehension difficulties, underlying important portions of the passage, comprehension monitoring, clarification, making inferences, and note taking. The post-reading strategies include, summarization, reviewing, elaborating, re-reading key points, and evaluating.

Some other reading scholars (e.g., Abbott, 2006, 2010, Eskey, 2005; Lee – Thompson, 2008, Rao, 2003) classified reading strategies on the basis of bottom-up and top-down processing theories into two groups: "bottom-up reading comprehension strategies are data-driven, whereas top-down strategies are conceptually or hypothesis-driven" (Abbott, 2010, p. 15). The better-up strategies requires readers to breakdown texts into their most basic elements of meaning, and translating. In contrast, the top-down strategies are holistic and all require readers to combine and synthesize different pieces of information. They include predicting, previewing, planning, paraphrasing, using book ground knowledge to speculate beyond the text, hypnotizing, taking notes, formulating questions, summarizing, monitoring comprehension, s, identifying problems and evaluating strategies used performance.

On the basis of cognitive theory of learning, some other reading scholars (e.g., Aghaci and Pillaire, 2011; Fowler, 2003) classified reading strategies into two gravel categories; cognitive strategies and meta cognitive strategies.

The cognitive strategies include:
- Previewing.
- Making predictions.
- Translating.
- Summarizing.
- Monitoring comprehension.
- Identifying problems.

- Linking with a prior knowledge.

- Evaluating strategies use.

- Guessing meaning from the contact.

Whereas, the meta cognitive strategies include:

- Self-regulation.

- Planning.

- Self-monitoring.

- Self-assessment.

2.8.3 Benefits of Reading Comprehension Strategies

The importance of reading comprehension strategies is widely recognized in the literature;

- These strategies are necessary for meaningful reading, and understanding from the text to occur.

- As Alexander and Jetton, (2000) point out; "strategies are essential tools in learning. This unfathomable to expect meaningful learning from the text to occur without some evidence of strategic processing.

- Likewise, when readers employ strategies efficiently and effectively, these procedures are facilitative, promoting deeper and better understanding. (p. 295).

- Similarly, Thompson, (2000) puts this benefit as follows:

- Comprehension strategies are useful in helping students in the preparing, organizing, elaborating, rehearsing, and monitoring of the text.

2.9 Good Learners

According to Berge, (1971), a good reader is one who:

- Has purpose.

- Can concentrate.

- Comprehends what is read.

- Remembers what was read.

- Has good vocabulary; and

- Can rapidly, but ith rate depending on the material.

2.10 Poor Readers

Bad reading habits can be due to many reasons. According to Berg, (1971), it might be lack of effective practice with new techniques.

Swan, (1975), in the introduction of his book inside meaning mentions some defective reading habits, which he claims can affect the3 right comprehension.

These habits are summarized as follows:

- The reader reads fast, but ignores some important details, even if small like negation or contrast.

- That there are "imaginative readers" who brings their tenses subjectivity is imposed on the text.

2.11 Reading Skill

The difference between reading skill and reading strategies, Olshvasky (1977) theoretically differentiate between reading skill and strategies. A skill is defined as an acquired ability, which has been atomized and generally operates subconsciously. A strategy, on the other hand, is a conscious procedure carried out to solve problem. Assuming that the reader knows the code of the language, and has ability to decipher the written symbols, etc.

2.12 Reading with Comprehension

Reading with comprehension involves reading skill as argued by some researchers and applied linguists: Pearson (2018) example of CCSS ELA.

2.12.1 The Common Core State Standards for English Language Art:

A surface-level analysis of reading standards in CCSS ELA permits the conclusion that its anchor standards for reading comprehension (note: Standard 10 omitted on text complexity from the CCSS ELA to focus on comprehension.

Examination of the CCSS Pearson (2018) found that the mapping to C-1 description of construction the three CCSS categories in complicated ways. So, for example, standards 1-3, 5 and 8 focus on close reading of the content on the page a text-based orientation. Standards 2, 7, and 9 foreground the integration of ideas, within and across text and R, with existing knowledge-classic situation model work. Still other standards focus more on analysis and interpretation (e.g., comparing the text at hand with prior texts in standard 9. critiquing text-based arguments in table (1).

Table (2.1)

The Common Core State Standards for English Arts

Cluster	Standard
Key idea and details	1. Read closely to determine what the text says explicitly and to make logical references from its cite specific textual evidence when writing or speaking to support conclusion drawn from the text. 2. Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas. 3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.
Craft and structure	4. Interpret words and phrases as they are used in a text, including determining technical, connection, and figurative meanings, and analyze how specific word choices shape meaning or tune. 5. Analyze the structure of a text, including how specific sentence, paragraph, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other, and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.
Interaction of knowledge and ideas	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as words. 8. Delineate and evaluate content presented in claims in a text, including the validity of the reasoning as well as relevance and sufficiency of the evidence. 9. Analyze how two or more text address similar themes or topics in order to build knowledge or to compare the approaches the author's take.

2.13 Previous Studies

This section will present four previous studies that have been conducted in the same area as the present day.

2.13.1 The first study

This study was carried in 2012 by Khaled Hassan and supervised by doctor Saledin Adam. The researcher investigated the reading comprehension problem among EFI learners. The researcher used questionnaire of 30 teachers randomly selected from Kenana Secondary School in White Nile State to confirm that secondary school students face lack of vocabulary, motivation and the teachers' lack of training. He attributes these problems to the untrained teachers.

2.13.2 The second study

This study was carried by Ehsan Mohammed in 2016. Investigated the effect of using reading strategies on comprehension English text by EFL. The researcher attribute the using of reading strategies will develop and enhance reading skill. The researcher also recommended the teachers should use various strategies to help their students and motivate them to develop skills and vocabulary.

2.13.3 The third study

This study was carried by Salah Mohammed, 2017, and supervised by doctor Hillary Marino. The researcher investigated reading comprehension problems among 3rd years secondary school in Omdurman locality. The researcher used questionnaire for English teachers, as well as written test for the students. He attributed the problems faced by students of secondary school syllabus, it doesn't play a significant role in addressing reading comprehension difficulties.

2.13.4 The fourth study

The study was carried by Elobaid Adam, and was supervised by doctor Nada Sid-Ahmed in 2018. the researcher investigated reading comprehension

problems among EFL learners. The case study was of second year, Kalakla. The researcher asked the teachers to choose suitable text according to the students' level, and devote enough time for silent reading to address the lack of background knowledge of students, lack of reading habits, and slow reading.

2.14 Summary

In this section, almost, the four researchers attributed the students' problems in reading comprehension to the secondary school textbook, and lack of addressing the problems by the teachers. The researcher in this study concentrated on how the textbook complicated the reading comprehension with more topics and without paying attention to the practice of reading strategies and the absence of the practice reading skill.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter handles the research methodology procedures and steps that have been used in order to explore the students of secondary school reading competence. This chapter presents data collected.

3.1 Methodology of the Study

This study explores the problems of reading comprehension. It targets the teachers of secondary schools to explore their views on 3rd year secondary school students' reading competence. The researcher used the questionnaire to collect data. The researcher uses the descriptive analytical method.

3.2 Population

The population of this study are secondary schools students third year.

3.3 The Sample

The researcher selects 30 teachers from secondary schools (who are selected randomly). It contains five items, with fifteen statements. Teachers' answers are analyzed by computing them to get accurate results, to explore the problems of reading competence of secondary school students.

3.4 Study Instruments

In this study, only one tool is used for data collection. A designed questionnaire contains five statements, with fifteen items arranged to explore the problems of reading competence of the third year students at secondary schools.

3.5 Procedures

Thirty copies of the questionnaire are distributed for secondary schools teachers to collect the data. The participants were required politely to answer the questionnaire.

3.6 Validity of the Tool

In order to assure the validity of the tool, the researcher has concentrated and chosen teachers. A questionnaire was verified by three teaching staff, who have long experiences at Sudan University of Science and Technology, College of Languages.

3.7 Reliability of the Questionnaire

The reliability measure, the SPSS was used to verify the reliability which indicates that statements of the questionnaire are reliable.

Statistical Reliability and Validity

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the

validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Re liability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (40) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability Statistics

Cronbach's Alpha	N of Items
0.81	15

3.8 Chapter's Summary

This chapter gives full description of methods and techniques which the researcher used to conduct the study. It exhibits that the study is descriptive analytically. Also, it considers the tool of the study and explains the procedures which the researcher followed to test the validity of this tool, and how he collected data of the study, and how he will analyze them in the next chapter.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the secondary schools teachers' community in Khartoum State.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2 Analysis of the Questionnaire

The researcher   distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists of the transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

Hypothesis (1) : students are not aware of reading strategies

Statement No.(1): Secondary school students are not able to use scanning (i.e , searching for specific information).

Table No (4.1) The Frequency Distribution for the Respondents' Answers of statement No.(1)

Valid	Frequency	Percent
Strongly agree	22	71.0
agree	3	12.3
Neutral	2	6.7
disagree	3	10.0
strongly disagree	0	0
Total	30	100.0

Fig (4.1)
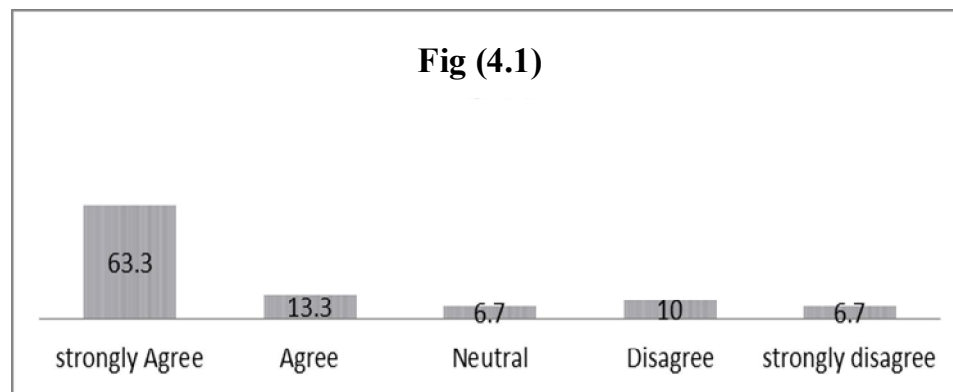
From the above table No.(4.1) and figure No (4.1) It is clear that there are (22) persons in the study's sample with percentage (71.0%) strongly agreed with "Secondary school students are not able to use scanning (i.e., searching for specific information". There are (4) respondents with percentage (13.3%) agreed with that, and (2) respondents with percentage (6.7%) were not sure that, and (3) respondents with percentage (10.0%) disagreed. And (0) respondents with 0% are strongly disagreed.

Statement No. (2): Students have no idea to apply skimming on comprehension text (skimming is to get general idea from the text) .

Table No (4.2) The Frequency Distribution for the Respondents' Answers of statement No.(2)

Valid	Frequency	Percent
Strongly agree	8	24.3
agree	16	55.7
Neutral	1	3.3
disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0

Fig (4.2)
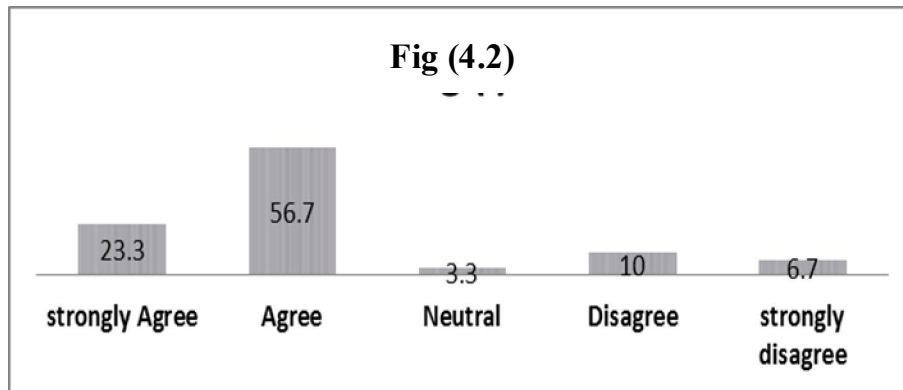
From the above table No.(4.2) and figure No (4.2) It is clear that there are (7) respondents in the study's sample with percentage (33.3%) strongly agreed with "Students have no idea to apply skimming on comprehension text (skimming is to get general idea from the text)". There are (17) respondents with percentage (56.7%) agreed with that, and (1) respondent with percentage (3.3%) were not sure that, and (3) respondents with percentage (10.0%) disagreed. And (2) respondents with 6.7% are strongly disagreed.

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Statement No.(3): Headings help readers to predict what will happen in a text secondary school students cannot use them to predict .

Table No (4.3) The Frequency Distribution for the Respondents' Answers of statement No.(3)

| Valid	Frequency	Percent
Strongly agree	11	36.7
agree	13	43.3
Neutral	1	3.3
disagree	2	6.7
strongly disagree	3	10.0
Total	30	100.0

Fig (4.3)
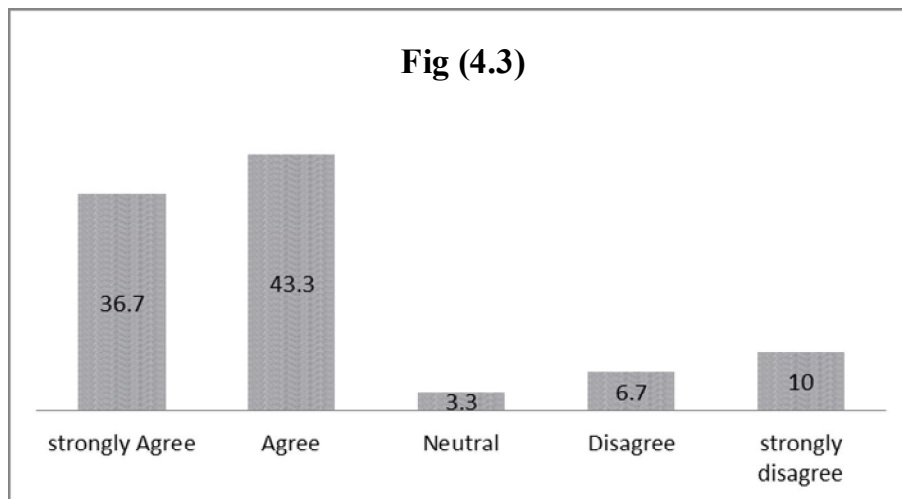
From the above table No.(4.3) and figure No (4.3) It is clear that there are (11) respondents in the study's sample with percentage (36.7%) strongly agreed with "Headings help readers to predict what will happen in a text secondary school students cannot use them   to predict". There are (13) respondents with percentage (43.3%) agreed with that, and (1) respondent with percentage (3.3%) were not sure that, and (2) respondents with percentage (6.7%) disagreed. And (3) respondents with 10.0% are strongly disagreed.

Statement No.(4): Students of secondary are not able to summarize passage properly .(summarizing is to get the main idea).

Table No (4.4) The Frequency Distribution for the Respondents' Answers of statement No.(4)

| Valid	Frequency	Percent
Strongly agree	7	23.3
agree	16	53.3
Neutral	1	3.3
disagree	4	13.3
strongly disagree	2	6.7
Total	30	100.0

Fig (4.4)
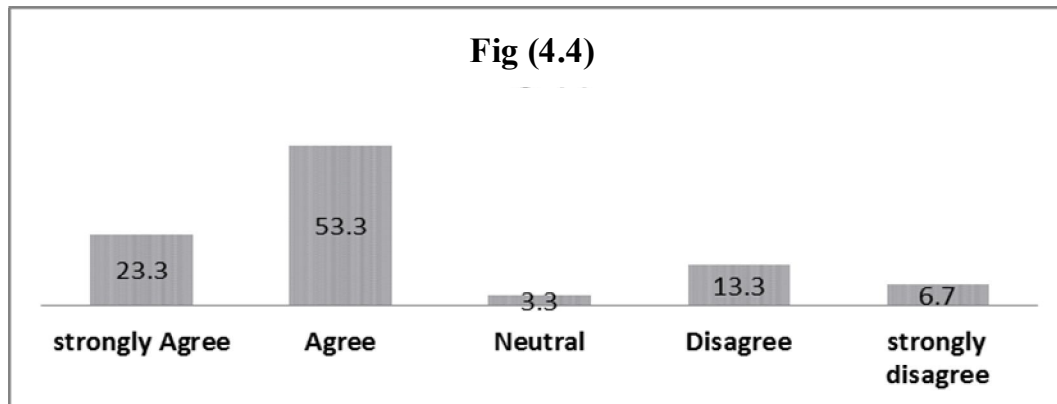
From the above table No.(4.4) and figure No (4.4) It is clear that there are (7) respondents in the study's sample with percentage (23.3%) strongly agreed with "Students of secondary are not to summarize passage properly .(summarizing is to get the main idea)". There are (16) respondents with percentage (53.3%) agreed with that, and (1) respondent with percentage (3.3%) were not sure that, and (4) respondents with percentage (13.3%) disagreed. And (4) respondents with 6.7% are strongly disagreed.

Statement No.(5): One of the most common problems which face students in comprehension is to get the meaning of unfamiliar word from context .

Table No (4.5) The Frequency Distribution for the Respondents' Answers of statement No.(5)

| Valid	Frequency	Percent
Strongly agree	10	33.3
Agree	14	46.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

Fig (4.5)
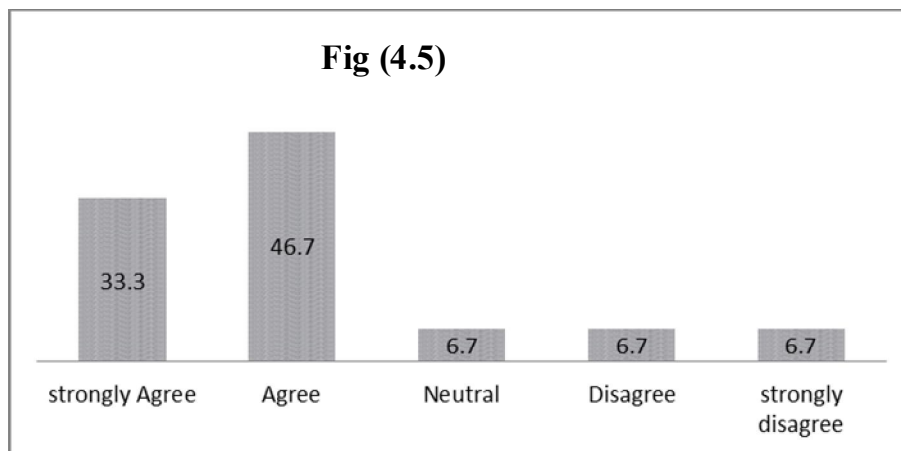
From the above table No.(4.5) and figure No (4.5) It is clear that there are (10) respondents in the study's sample with percentage (33.3%) strongly agreed with "One of the most common problems which face students in comprehension is to get the meaning of unfamiliar word from context". There are (14) respondents with percentage (46.7%) agreed with that, and (2) respondents with percentage (6.7%) were not sure that, and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagreed.

Hypothesis (2): the absence of practice of reading skill

Statement No.(6): Students of secondary school face real challenges when reading because they have no previous knowledge.

Table No (4.6) The Frequency Distribution for the Respondents' Answers of statement No.(6)

| Valid	Frequency	Percent
Strongly agree	7	23.3
Agree	18	60.0
Neutral	1	3.3
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

Fig (4.6)
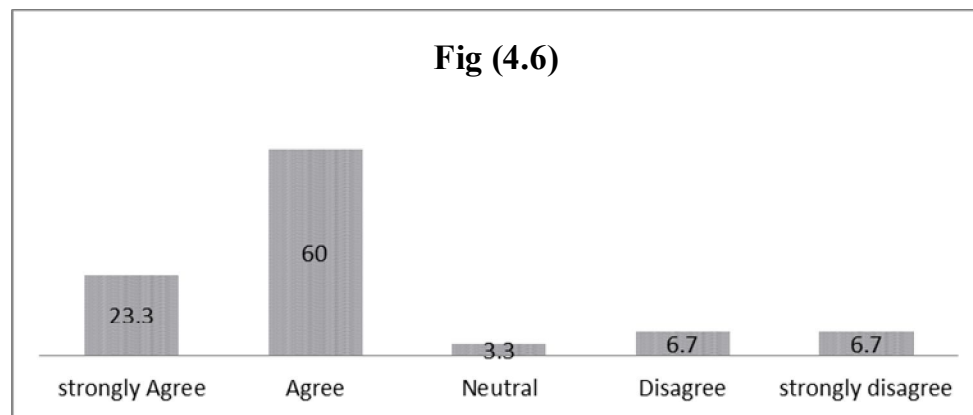
From the above table No.(4.6) and figure No (4.6) It is clear that there are (7) respondents in the study's sample with percentage (23.3%) strongly agreed with " Students for secondary school face real challenges when reading because they have no previous knowledge." There are (18) respondents with percentage (60.0%) agreed with that, and (1) respondent with percentage (3.3%) were not sure that, and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagreed.

Statement No.(7): Secondary students are not able to decode the written words of a text due to the lack of practice .

Table No (4.7) The Frequency Distribution for the Respondents' Answers of statement No.(7)

| Valid	Frequency	Percent
Strongly agree	10	33.3
Agree	14	46.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

Fig (4.7)
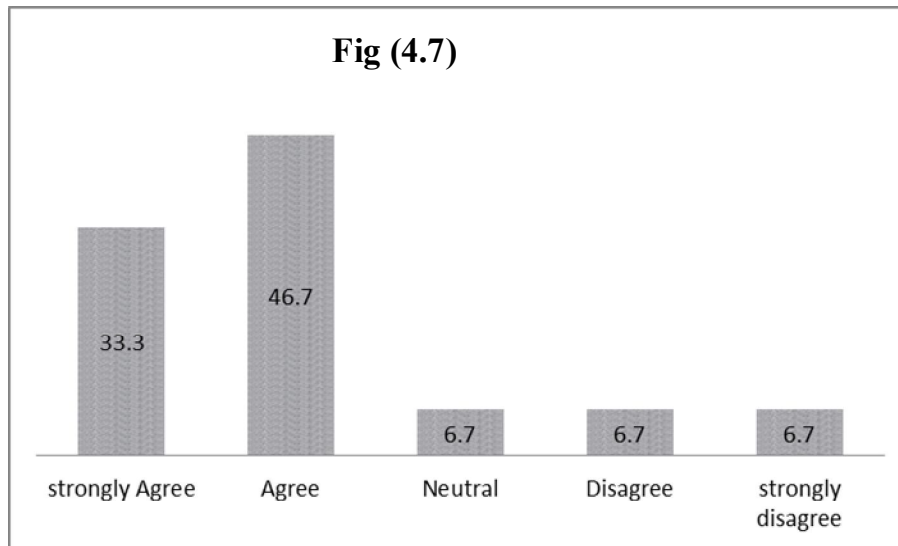
From the above table No.(4.7) and figure No (4.7) It is clear that there are (10) respondents in the study's sample with percentage (33.3%) strongly agreed with " Secondary students are not able to decode the written words of a text due to the lack of practice". There are (14) respondents with percentage (46.7%) agreed with that, and (2) respondents with percentage (6.7%) were not sure that, and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagreed.

Statement No.(8): Students of secondary school fail to comprehend different text s because they have no practical experience .

Table No (4.8) The Frequency Distribution for the Respondents' Answers of statement No.(8)

| Valid	Frequency	Percent
Strongly agree	16	53.3
Agree	8	26.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

Fig (4.8)
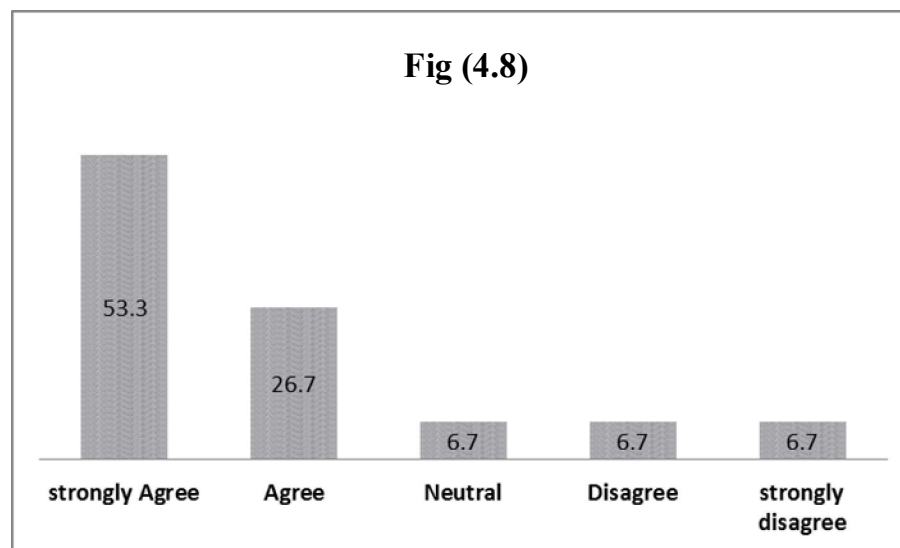
From the above table No.(4.8) and figure No (4.8) It is clear that there are (16) respondents in the study's sample with percentage (53.3%) strongly agreed with " Students of secondary school fail to comprehend different text s because they have no practical experience." There are (8) respondents with percentage (26.7%) agreed with that, and (2) respondents with percentage (6.7%) were not sure that, and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagreed.

Statement No.(9): The absence of practice reading technique result in difficulties for the students to understand long comprehension texts .

Table No (4.9) The Frequency Distribution for the Respondents' Answers of statement No.(9)

| Valid	Frequency	Percent
Strongly agree	6	20.0
Agree	18	60.0
Neutral	1	3.3
disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0

Fig (4.9)
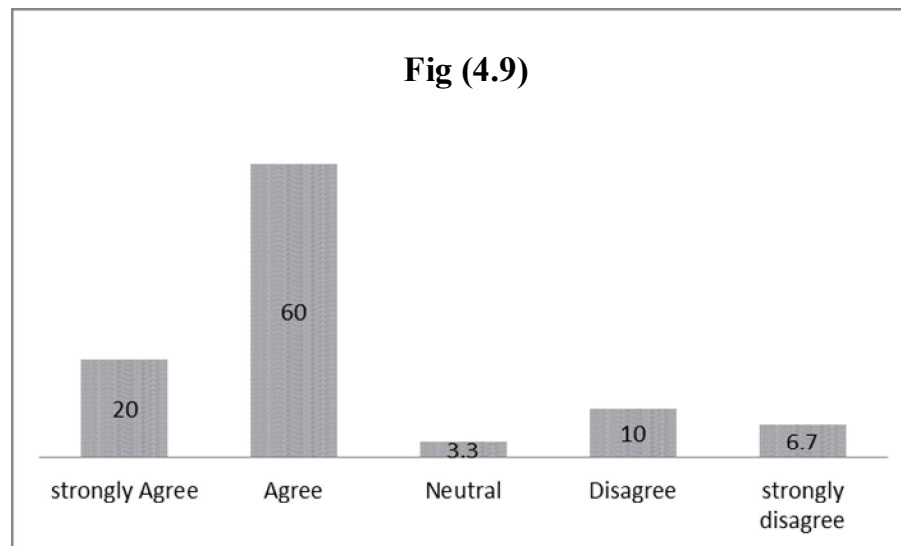
From the above table No.(4.9) and figure No (4.9) It is clear that there are (6) respondents in the study's sample with percentage (20.0%) strongly agreed with " The absence of practice reading technique result in difficulties for the students to understand long comprehension texts." There are (18) respondents with percentage (60.0%) agreed with that, and (1) respondent with percentage (3.3%) were not sure that, and (2) respondents with percentage (10.0%) disagreed. And (2) respondents with 6.7% are strongly disagreed.

Statement No.(10): Slow readers are not able to understand a written text

Table No (4.10) The Frequency Distribution for the Respondents' Answers of statement No.(10)

Valid	Frequency	Percent
Strongly agree	12	40.0
Agree	12	40.0
Neutral	2	6.7
Disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

Fig (4.10)
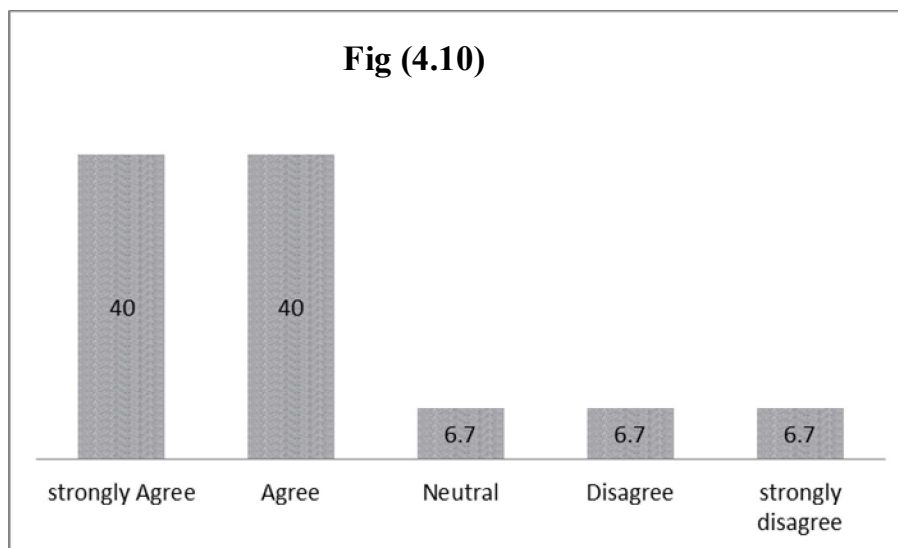
From the above table No.(4.10) and figure No (4.10) It is clear that there are (12) respondents in the study's sample with percentage (40.0%) strongly agreed with "Slow readers are not able to understand a written text." There are (12) respondents with percentage (40.0%) agreed with that, and (2) respondents with percentage (6.7%)   were not sure   that, and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagreed.

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Hypothesis (3): textbook (Spine) handles reading comprehension in traditional way.

Statement (11): Spine concentrates on comprehension topics without using different reading strategies to develop students' reading competence.

Table No (4.11) The Frequency Distribution for the Respondents' Answers of statement No.(11)

| Valid	Frequency	Percent
Strongly agree	6	20.0
Agree	11	36.7
Neutral	3	10.0
disagree	8	26.7
strongly disagree	2	6.7
Total	30	100.0

Fig (4.11)
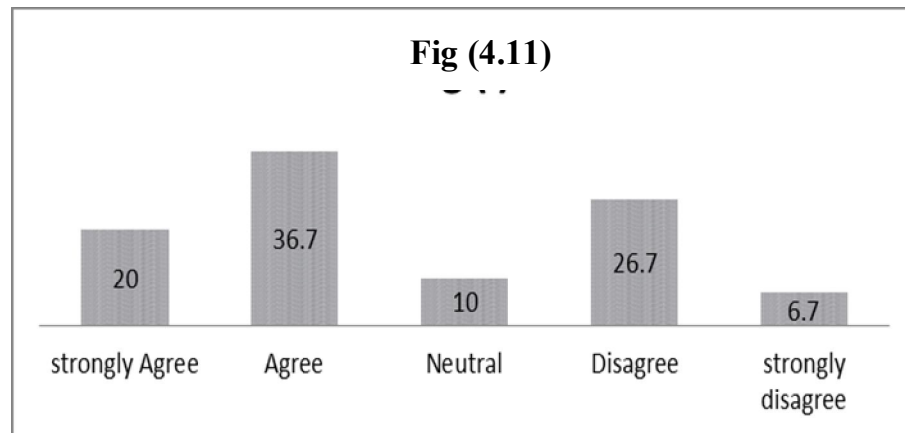
From the above table No.(4.11) and figure No (4.11) It is clear that there are (6) respondents in the study's sample with percentage (20.0%) strongly agreed with " Spine concentrates on comprehension topics without using different reading strategies to develop students' reading competence." There are (11) respondents with percentage (36.7%) agreed with that, and (3) respondents with percentage (10.0%) were not sure that, and (8) respondents with percentage (26.7%) disagreed. And (2) respondents with 6.7% are strongly disagreed.

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Statement No.(12): Students have no way to develop their reading comprehension because the Spine limits comprehension questions only around W-H Questions .

Table No (4.12) The Frequency Distribution for the Respondents' Answers of statement No.(12)

| Valid	Frequency	Percent
Strongly agree	4	13.3
Agree	6	20.0
Neutral	1	3.3
disagree	13	43.3
strongly disagree	6	20.0
Total	30	100.0

Fig (4.12)
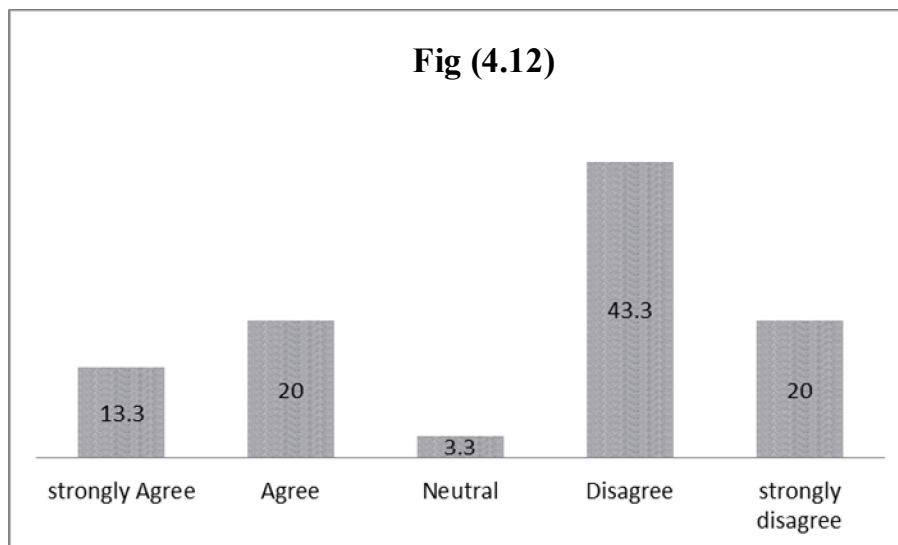
From the above table No.(4.12) and figure No (4.12) It is clear that there are (4) respondents in the study's sample with percentage (13.3%) strongly agreed with " Students have no way to develop their reading comprehension because the Spine limits comprehension questions only around W-H Questions." There are (6) respondents with percentage (20.0%) agreed with that, and (1) respondent with percentage (3.3%) were not sure that, and (13) respondents with percentage (43.3%) disagreed. And (6) respondents with 20.0% are strongly disagreed.

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Statement No.(13): Students do not benefit from Spine vocabulary because it does not help them to build background knowledge.

Table No (4.13) The Frequency Distribution for the Respondents' Answers of statement No.(13)

| Valid	Frequency	Percent
Strongly agree	12	40.0
Agree	12	40.0
Neutral	2	6.7
Disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

Fig (4.13)
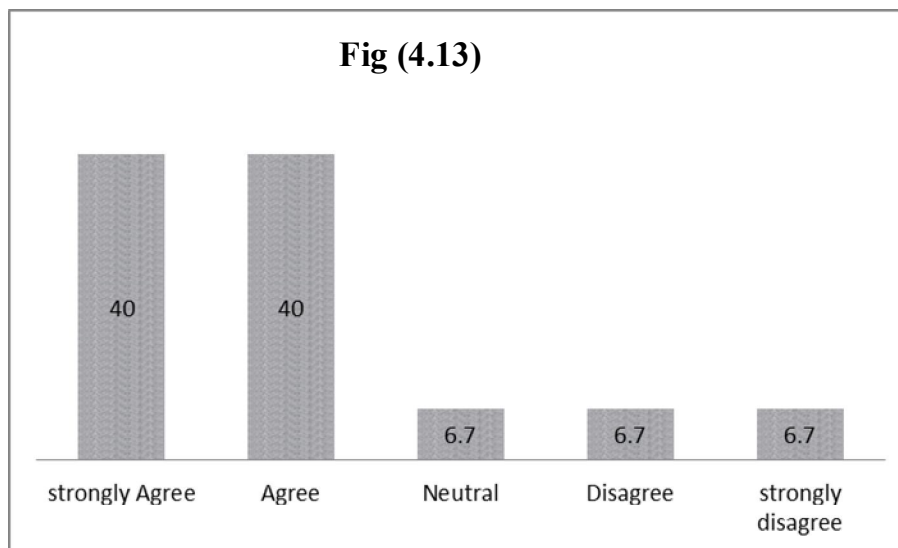
From the above table No.(4.13) and figure No (4.13) It is clear that there are (12) respondents in the study's sample with percentage (40.0%) strongly agreed with " Students do not benefit from Spine vocabulary because it does not help them to build background knowledge." There are (12) respondents with percentage (40.0%) agreed with that, and (2) respondents with percentage (6.7%) were not sure that, and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagreed.

Statement No.(14): Secondary text book (Spine) does not pay attention to the use of foreign names to their characters . This may weaken students cultural knowledge

Table No (4.14) The Frequency Distribution for the Respondents' Answers of statement No.(14)

| Valid	Frequency	Percent
Strongly agree	1	3.3
Agree	12	40.0
Neutral	5	16.7
Disagree	6	20.0
strongly disagree	6	20.0
Total	30	100.0

Fig (4.14)
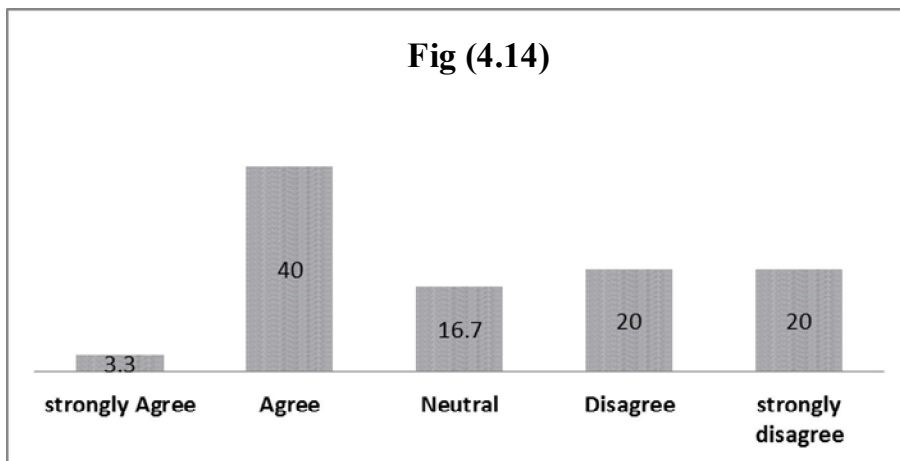
From the above table No.(4.14) and figure No (4.14) It is clear that there are (1) respondents in the study's sample with percentage (3.3%) strongly agreed with " Secondary text book (Spine) does not pay attention to the use of foreign names to their characters this may weaken students cultural knowledge." There are (12) respondents with percentage (40.0%) agreed with that, and (5) respondents with percentage (16.7%) were not sure that, and (6) respondents with percentage (20.0%) disagreed. And (6) respondents with 20.0% are strongly disagreed.

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Statement No.(15): The absence of phonetics practice in secondary school text (Spine) affects the reading process .

Table No (4.15) The Frequency Distribution for the Respondents' Answers of statement No.(15)

| Valid	Frequency	Percent
Strongly agree	14	46.7
Agree	4	13.3
Neutral	3	10.0
Disagree	1	3.3
strongly disagree	8	26.7
Total	30	100.0

Fig (4.15)
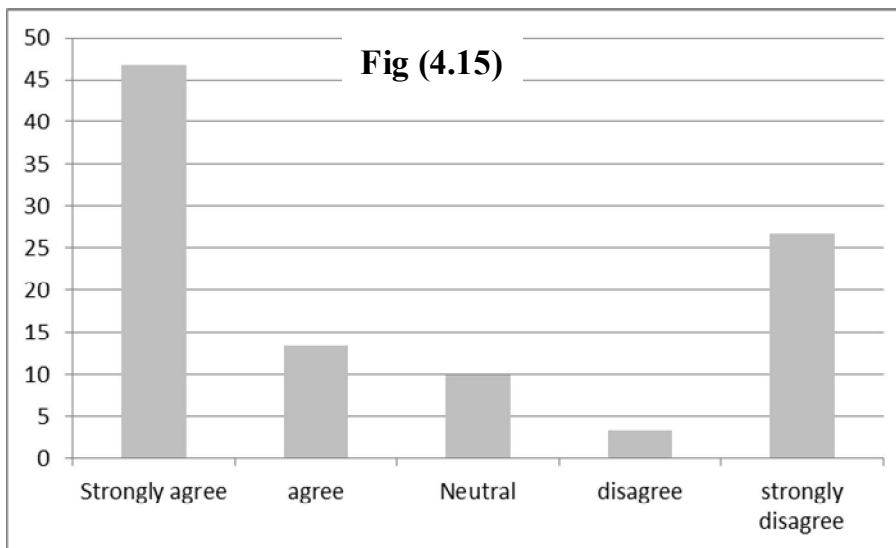
From the above table No.(4.15) and figure No (4.15) It is clear that there are (14) respondents in the study's sample with percentage (47.3%) strongly agreed with "The absence of phonetics practice in secondary school text (Spine) affects the reading process." There are (4) respondents with percentage (13.3%) agreed with that, and (3) respondents with percentage (10.0%) were not sure that, and (1) respondent with percentage (3.3%) disagreed. And (8) respondents with 26.7% are strongly disagreed.

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Table No.(4.16) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis (1): secondary school students are not aware of reading strategies

Nom.	Statement	mean	SD	Chi square	p-value
1	Secondary school students are not able to use scanning (i.e , searching for specific information .).	3.4	1.9	17	0.00
2	Students have no idea to apply skimming on comprehension text (skimming is to get general idea from the text) .	2.5	2.6	17	0.00
3	Headings help readers to predict what will happen in a text secondary school students cannot use them to predict .	2.4	2.4	13	
4	Students of secondary are not to summarize passage properly .(summarizing is to get the main idea).	3	0.8	25	0.03
5	One of the most common problems which face students in comprehension is to get the meaning of unfamiliar word from context .	2.9	1.6	20	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (1) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Secondary school students are not able to use scanning (i.e , searching for specific information .).**

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The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Students have no idea to apply skimming on comprehension text (skimming is to get general idea from the text) .**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **Headings help readers to predict what will happen in a text secondary school students cannot use them to predict .**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Students of secondary are not to summarize passage properly .(summarizing is to get the main idea).**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents,

which support the respondent who agreed with the statement "**One of the most common problems which face students in comprehension is to get the meaning of unfamiliar word from context**

According to the previous result we can say that the first hypothesis of our study is accepted

Table No.(4.17) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis(2) : the absence of practice of reading skill

Nom.	Statement	mean	SD	Chi square	p-value
1	Students of secondary school face real challenges when reading because they have no previous knowledge.	2.5	1.7	15	0.00
2	Secondary students are not able to decode the written words of a text due to the lack of practice .	2.7	2.7	15	0.00
3	Students of secondary school fail to comprehend different text s because they have no practical experience.	2.8	.02	20	0.001
4	The absence of practice reading technique result in difficulties for the students to understand long comprehension texts .	2.5	0.7	21	0.008
5	Slow readers are not able to understand a written text	3.5	2.7	26	

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Students for secondary school face real challenges when reading because they have no previous knowledge.**

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The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Secondary students are not able to decode the written words of a text due to the lack of practice .**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Students of secondary school fail to comprehend different texts because they have no practical experience .**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**The absence of practice reading technique result in difficulties for the students to understand long comprehension texts .**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents,

which support the respondent who agreed with the statement "**Slow readers are not able to understand a written text**

According to the previous result we can say that the second hypothesis of our study is accepted

Table No.(4.18) Chi-Square Test Results for Respondents' Answers of the Hypothesis (3): text book handles reading comprehension in traditional way

Nom.	Statement	mean	SD	Chi square	p-value
1	Spine concentrates on comprehension topics without using different reading strategies to develop students' reading competence.	3.9	3.5	20	0.00
2	Students have no way to develop their reading comprehension because the Spine limits comprehension questions only around W/H Questions .	3.5	2.7	33	0.00
3	Headings help readers to predict what will happen in a text. Secondary school students can not use them to predict.	3.03	4.6	41	0.00
4	Students do not benefit from Spine vocabulary because it does not help them to build background knowledge.	3.8	1.4	22	0.00
5	Secondary text book (Spine) does not pay attention to the use of foreign names to their characters . this may weaken students cultural knowledge	2.2	2.4	29	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Spine**

concentrates on comprehension topics without using different reading strategies to develop students' reading competence..

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ' **Students have no way to develop their reading comprehension because the Spine limits comprehension questions only around W-H Questions .**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Students do not benefit from Spine vocabulary because it does not help them to build background knowledge.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Secondary text book (Spine) does not pay attention to the use of foreign names to their characters . this may weaken students cultural knowledge**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (29) which is greater than the

tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the r respondents, which support the respondent who agreed with the statement "**The absence of phonetics practice in secondary school text (Spine) affects the reading process .**

__According to the previous results we can say that the third hypothesis of our study is accepted__

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

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MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents the summary conclusion and recommendations. In this section, firstly a summary of the study and the major findings are made. Secondly, the conclusion of the fundamental findings is drawn. Lastly, some possible recommendations are forwarded on the basis of the findings of the study

5.1 The Main Findings

Based on the questionnaire that had been performed by candidates as an instrument of data collection, it is obviously observed that the following hypotheses for this study, which are:

1. Students of secondary schools do face problems in reading. They are not aware of reading strategies.

2. Students do not practice reading skill, as they are not able to use techniques in written texts.

3. Students are not able to decode the unfamiliar word from context. This refers to their poor background knowledge.

4. Textbook (Spine) uses traditional way in reading comprehension. It concentrates only on W, H questions, and whose vocabulary does not helps students to build background knowledge.

5.2 Conclusion

The data obtained from the above sources were analyzed by using qualitative and quantitative methods of analysis. After the data had been collected, they were sorted, organized and identified according to their categories. Based on the analysis of both the qualitative and quantitative data, the following major findings were achieved.

As we know, reading is important skill in English language. And finally, by the end of this study, the researcher concluded this study with the following findings.

5.3 Recommendations

Based on the findings of the study, the researcher would like strongly to forward the following recommendations to enhance reading competence.

1. As reading comprehension problems have great connection with practicality, teachers have to encourage students to use reading strategies in their written text, and make sure of applying them through exercises for the students.

2. When students obtain reading skill, it would be better for them to practice them in their real reading life. The absence of practice reading techniques will accelerate the lost of the skill.

3. Spine should update its ways of comprehension by using foreign names to their characters to enhance students' cultural knowledge, as the majority of students are native Arabic speakers. Spine should use other names in their topics.

4. The vocabulary of Spine should go in line with students' language needs, and build effective background knowledge.

5. Teachers should encourage students to use more than reading strategies and techniques to approve that their students engage in reading process.

5.4 Suggestions for Further Studies

1- Investigating Students' Awareness of Using Reading Strategies.

2- Integration of Reading Techniques into Spine Series 6 for 3rd Year Students at Secondary Schools.

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APPENDIXES

Appendix

Questionnaire

Dear Teachers.

This questionnaire is used as a tool to collect data for the research entitled: "Exploring Teachers' Views on Students' Reading Competence".

Please put a tick (√) for one of the appropriate options; strongly agree, agree, neutral, disagree, and strongly disagree.

Thank you for cooperation.

(1) Students are not aware of reading strategies.

S.N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Secondary school students are not able to use scanning (i.e., searching for specific information).					
2.	Students have no idea to apply skimming on comprehension text (skimming is to get general idea from the text).					
3.	Heading help readers to predict what will happen in a text. Secondary school students cannot use them to predict					

S.N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4.	Students of secondary school are not able to summarize a passage properly. (Summarizing is to get the main idea).					
5.	One of the most common problems which face students in comprehension is to guess the meaning of unfamiliar word from context.					

(2)   The absence of practice of reading skill.

S.N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Students of secondary school face real challenges when reading because they have no previous knowledge.					
2.	Secondary students are not able to decode the written words of a text due to the lack of practice.					

S.N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3.	Students of secondary school fail to comprehend different texts because they have no practical experience.					
4.	The absence of practice reading techniques result in difficulties for the students to understand long comprehension texts.					
5.	Slow readers are not able to understand a written text.					

(3)Textbook (Spine) of secondary school handles reading comprehension in traditional way.

S.N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Spine concentrates on comprehension topics, without using different reading strategies to develop students' reading competence.					

S.N	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2.	Students have no way to develop their reading comprehension because the Spine limits comprehension questions only around W/H Questions.					
3.	Students do not benefit from Spine vocabulary because it does not help them to build background knowledge.					
4.	Secondary textbook (Spine) doesn't pay attention to the use of foreign names to their characters. This may weaken students' cultural knowledge.					
5.	The absence of phonetics practice in secondary school text (Spine) affects the reading process.					