Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Exploring Teachers' Perceptions of SMILE Series (Book Two) in Developing Reading Skill among Basic School Learners

استكشاف آراء معلمي سلسلة الاسمايل (الكتاب الثاني) في تطوير مهارة القراءة لدى تلاميذ مرحلة الأساس

A thesis Submitted in Partial Fulfillment of the Requirements for M.A. Degree in English Language (Applied Linguistics)

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آية قرآنية

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي (25) وَيَسِّرْ لِي أَمْرِي (26) واحْلُلْ عُقْدَةً مِّن لِّسَانِي (27) يَفْقَهُوا قَوْلِي (28)

صدق الله العظيم

سورة طه الآيات (25-28)

Quatrain Verse

Allah the Al might said :(Oh my Lord, open my chest (25)

and ease my task for me(26) Remove the impediment from

my speech (27) so that they may understand what I say(28)

.

Surah: Taha Verses (25-28).

Source: translation by Abdullah Yusuf Ali.

DEDICATION

To our Beloved Prophet/ Mohammed Bin Abdullah

Peace and bless be upon him,

and to dear parents.

ACKNOWLEDGEMENTS

ABSTRACT

This study aimed at exploring teachers' perception of SMILE Series (book two) in developing reading skill among basic school learners. This study adopted descriptive analytical method, in order to examine the hypotheses, the researcher used a questionnaire as a tool for data collection. The sample were randomly distributed to (70) EFL teachers from different basic schools level in Bahri locality. The data were analyzed statistically by using statistical package for social sciences (SPSS). The researcher came up with main findings that using effective techniques in reading activities motivate young learners to develop their reading skill, and using practice reading strategies encourage young learners in improving their vocabulary . The researcher presented some recommendation that EFL teachers should attend professional training on how to teach young learners English language skills. Furthermore the National center for curricula and educational research should design new curriculum for grade one at basic level. In addition some suggestions for further studies in this field were made.

ABSTRACT
(Arabic Version)

هدفت هذه الدراسة إلى استكشاف آراء معلمي سلسلة الاسمايل (الكتاب الثاني) في تنمية مهارة القراءة بمدارس مرحلة الأساس. اتبعت هذه الدراسة المنهج الوصفي التحليلي، للتحقق من فرضيات البحث استخدام الباحث الاستبانة كأداة لجمع البيانات. واشتملت عينة الدراسة علي سبعون معلماً من مختلف مدارس مرحلة الأساس بمحلية بحري. تم تحليل البيانات بواسطة برنامج الحزم الإحصائية للعلوم الاجتماعية. توصل الباحث إلى النتائج الآتية: إن استخدام الطرق الفعالة في أنشطة القراءة في سلسلة الاسمايل (الكتاب الثاني) يحفز صغار الدارسين في تنمية مهارة القراءة واستعمال استراتيجيات القراءة يزودهم بحصيلة المفردات. أوصى الباحث مركز السودان القومي للغات بتدريب احترافي لمعلمي اللغة الانجليزية في كيفية تدريس صغار الدارسين مهارات اللغة الانجليزية. أوصت الدراسة المركز القومي للمناهج والبحث التربوي بتصميم منهج جديد للصف الأول بمرحلة الأساس بالإضافة إلى بعض الدراسات المقترحة والمستقبلية في هذا المجال.

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INTRODUCTION

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INTRODUCTION

1.0 Overview

This chapter provides adscription of the theoretical frame work of the study. It particularly focuses on the study problem, the hypotheses, objectives, and the research methodology.

1.1 The Context of the Study

English language has become the dominant international language in the world. It's spoken in many countries and language of sciences, technology and commerce. Many people choose to learn English Language to get better positions in their work or communicate more effectively with more different people around the World. Reading is considered as an essential activity in acquiring every knowledge skills. According Alderson (1984) states that reading knowledge of a foreign language is essential to academic studies. Moreover Carrel (1993) also admits that reading is the most important of four skills, particularly in English as a foreign language). The researcher believes that Reading is an important skill that helps people to learn from human knowledge and experience. As stated (SMILE SERIES 2016) the new English language curriculum, SMILE (Sudan Modern Integrated Learning of English), is specially tailored to Sudanese pupils in general education and it is intended to replace the SPINE Curriculum. It is a response to the decision made at the 2012 Educational policy conference to introduce Sudanese pupils to the English language earlier to improve the English language standard in Sudan. The SMILE curriculum adopts communicative approaches for teaching as foreign language at the basic level in Sudan. communicative

mechanisms such as Total physical response (TPR), Storytelling ,guessing games, role plays, body language ,problems solving drills, spelling practice , phonic drills and the incorporation of cross –curricular material ensure that pupils are exposed to many ways to practice English communicatively. The researcher believes that teaching young learners requires sufficient theoretical knowledge to approach young learners properly taking into consideration their special characteristics and different aspects of foreign language teaching in the basic schools level.

1.2 Statement of the Study Problem

It is a known fact that reading activities are essential components to develop reading skill among learners and reading activities an effective skill usually receives special attention, In addition that reading activities are improving vocabulary, practice grammatical forms and enhancing pronunciation.

the researcher has observed that young learners encountered difficulties in developing reading skill through Smile Series(book two) .due to many factors such as: EFL Teachers are unaware of using effective techniques for teaching reading skill among young learners, EFL teachers are not well trained in smile curriculum. Moreover teaching English to young learners is rapidly growing field around the world ,focus specifically on the young learners old (7-12). Sequence that EFL teachers of young learners have to aware of linguistics preparation, psychological preparation ,and cultural preparation,   the present study aims to Exploring Teachers perception of smile Series (book two) in developing reading skill among basic school learners.

1.3 Questions of the Study

This study will provide answers to the following questions:

1. To what extent can the reading activities in Smile Series (book two) motivate young learners to develop their reading skill?
2. How can the reading materials in Smile Series (book two) enrich young learners' vocabulary?

1.4 Hypotheses of the Study

This study sets out to test the following hypotheses:

1-The reading activities in Smile Series (book two) can motivate young learners to develop their reading skill.

2-In Smile Series (book two), the reading materials do enrich young learners vocabulary.

1.5 Objectives of the Study

The present study aims at:

1- Explaining whether reading activities in Smile Series (book two) can motivate young learners to develop their reading skill.

2- Highlighting whether reading material in Smile Series (book two) can enrich young learners' vocabulary.

1.6 Significance of the Study

This study is significant to syllabus designers, because it contributes positively in syllabus assessment. This study encourages the teachers to be creative sharp observes and facilitators in order to enhance teaching reading skill by using effective techniques. In addition that it will improve the young learners' abilities in developing reading.

1.7 Methodology of the Study

The researcher uses a descriptive and analytical approach. A questionnaire is used as a tool for data collection. A sample of study consist of (70) EFL Teachers from different basic schools level in Bahri locality. The sample is taken randomly from both male and female. The results are analyzed statistically by using SPSS program.

1.8 The Limits of the Study

This study is limited at Exploring Teachers perception of Smile Series (book two) in developing reading skill among basic School learners. The sample of study represents EFL Teachers who adopt Smile Series curriculum (book two) at basic school level in Bhari locality. This study will be conduct in the academic year 2018 -2019

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

1.0 Introduction

This chapter consists of two parts: one part reviews literature relevant to the research topic such as definition of reading, components of reading etc. while part two discusses studies relevant to the research topic.

2.1 Definition of Reading

According to Durkin (1993) reading is defined as ; An interaction thinking during which meaning is constructed through interactions between text and reader"(p.5) , Harries 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. According to Thao Le Thonh defined reading (2010) as: the meaningful interaction of written or printed verbal symbols that represent language and the reader language skill, cognitive skills, and knowledge of the world. The researcher believes that reading is one of the most essential skills in the English language ,so that learning to read is an important educational goal which will open world and opportunities for learners, also learning to read will enable the students gain more knowledge , moreover reading is important skill in English language from other language skills in acquiring language . If students are good in reading , they will be good in other skills .(listening , writing , speaking ,) for this reason both teachers and students of English language should focus on these skill .

2.2 Reading Process

The process of reading requires the reader to construct meaning from a written text. The reader utilizes a multitude of strategies to achieve the goal of comprehension. the interaction in this perspective takes place at 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 . (Rumelhort1997).The researcher believes the reading process is of getting meaning from printed words symbols.

2.3 Reading Comprehension

According to Seyed et al (2010), the word comprehension refers to "the ability to beyond the words, to understand the ideas conveyed in the entire text". Furthermore, snow stated that reading comprehension refers to "the simultaneous ability used a reader to construct and extract meaning through interaction and involvement with written materials." (p.11). The researcher believes that reading comprehension is the process of making 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. In other words reading comprehension is ability of the readers to understand written materials.

2.4 Reading Strategies

The researcher sees there are many types of reading such as: 1-Skimming strategy. 2- Scanning strategies. 3- Summarization strategies. 4- Predicting strategies. 5- Inferring strategy.

2.4.1 Skimming Strategies

According to Richards et al(1992) skimming strategy is one of reading strategies types for gist; it is a type of rapid reading which is used when the Wants to get the main idea for ideas from a passage . Skimming is important to know the general meaning of a passage, to know how the passage is organized, that is the structure of the text-to get an idea of intention of the writer. It requires the reader to organizer and remembers some of the information given by the author, not just to locate it. It is also a tool which the authors. The researcher believes that skimming strategies it is used by readers to get a general idea about content of printed materials through reading the text quickly.

2.4.2 Scanning Strategies

According to Grelle (1981), scanning strategy is 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. The researcher believes that scanning strategy is one reading strategies types selectively to achieve very specific reading goals; it is reading strategy which is used to find specific information.

2.4.3 Predicting Strategies

According to Magiliano (1993) prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean; they used pictures, heading ,and text as well as personal experience to make prediction before they begin to read (p.35-63) so, prediction involves thinking about while reading and anticipating information and events in the text.

2.4.4 Summarization Strategy

Summarization strategy is one of reading strategies types, it is a process of restating the meaning of text in ones; own words used in original text. It is brief retelling of text and includes the main idea or theme, the focus is on describing in brief the text "major points .It is usually done by choosing the main idea from the text. It is suitable for secondary levels. This strategy involves systematically deleting unimportant part of the text and using what is left as the text for the summary. In other words 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.

2.5 Types of Reading

There are many types of reading, and two major of types reading that can be seen as following:

2.5.1 Intensive Reading

Hornby (2008) states that it is an activity always performed in a classroom under teacher control used on short texts in order to extract specific information. It is focusing upon new words, structures, expression, function, and pronunciation and cultural in sight. This is type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. Moreover brown (1988) explains that intensive reading :cell attraction to grammatical forms, discourse markers, and the surface structure details for the purpose of understanding literal meaning, complicating rhetorical relationships, and retention over a long period of time. The researcher believes that Intensive reading is a type of reading in which readers besides linguistic knowledge should understand semantic and pay attention to the text, because, the aim is to obtain

certain information. In other words Intensive reading requires learners to identify the words, word meaning from them, and determine an accurate reading.

2.5.2 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 texts. The researcher sees Extensive reading is the type of reading which has been defined in various ways by educators, researchers and reading specialists. Extensive reading is a style or way of reading in language teaching term. In other words Extensive reading is used to achieve a general understanding of a text.

2.5.3 Silent Reading

Pressly (2006) states that it is an important skill in the comprehension process. So it should be applied in the students early stage of learning the language. This skill can be supported with more practices to achieve perfect understand. The researcher believes that silent reading is very important skills in teaching of English. Due that silent reading should employ to increase reading ability among learners. Silent reading can save the time because this activity is done at a time; all students participate together in this activity at a time. In other words it is very useful to develop the skill of reading fast, and also play main role to increase the knowledge of students.

2.5.4 Aloud Reading

Huang (2010) stated that "reading aloud is used the major and magic way to improve students' oral-English. The researcher believes reading loud its essential aspect to enhance pronunciation, oral communication, intonation, stress, effective way to help young learners on fluency of language. In other words Reading aloud also plays an important role in teaching of English .teachers have known that the training of reading aloud must be given at primary level, because it is the base of the words pronunciation.

2.6 Reading Strategies in Classroom

According to Omulando (2009) views, a strategy as a class room activity specifying the teacher learner roles in a language class room. The learner could be understood as active reader that constructs meaning through the integration of existing schema; new knowledge and the use of the strategies to monitor regulate and maintain comprehension. The researcher believes that 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 skill.

2.7 Reading problems

The teacher of EFL reading to do is to diagnose the weakness or the problems of the learners. Moreover the researcher has founded that the students have the following major reading problems following:

1. Vocalization that is moving the lips while reading.

2. Limited background knowledge.

3. Focusing too much on form at the expense of meaning and ways of spelling.

4. Thinking of the meaning of very single word in the ignoring the importance of the linking words.

5. Regression "beak word movement of the eye along line of point when reading.

6. Transfer.

2.8 Factor of Age

Some researchers think that there is relation between the learners' age and acquiring a second language, as McDonough (2002) states young children learn languages better, because they are nearer the age at which they became native speakers of their mother tongue.

Children are popularly believed to be better at learning second language than adults , cook (2008) agreed with Lenneberg (1967) human beings are only capable of learning their first language between the age of two years and the early teens. I think in this previous mentioned period of age the children mine acquire the language quickly , any age learn L2 but older better Dunkel (1984) believed that a student of a second language may be anywhere from 9 months to 90 years of age because the student of second language is usually older than an infant, his speech and other motor mechanism are more highly often completely developed, he is aware of himself as a personality and is trying to express and to understand in the foreign language much more complicated matters than those of the infant learning to talk he may or may not live within the a speech community whose language he is trying to acquire.

Always older think wisely than younger Dunkel (1984) see that older people better older motivated than younger the older learner generally has better motivation because his need is more likely to be immediate , he wants language

skill for his further education , for his business , for his profession , for recreation use or for some other interest he has developed , hence because he knows he wants a language and why he want it , he work hard to obtain it , while Gass and Selinker (2008) think differently than above mentioned idea it is commonly believed that children are better language learners than adults in the sense that young children typically can gain mastery of a second language whereas adults cannot, this is reflected in what is known as the Critical period hypothesis (CPH). Furthermore, Krashen (1987) see that Younger acquirers are better at second language acquisition than older acquires.

2.9 Characteristics of Children

In learning language children begin simple expression .Broadly speaking, children learn abstract rules of language from which they listen, and even they also learn expression that they have never heard before. It is extremely important that teachers not get children to learn language, but they also encourage them to learn it positively.

Teaching of English for children has been of particular concerns. This reason, in teaching children English, there are some characteristics whom presented by scott and Lisbeth (1992).

1. Children aged 8-10 are mature enough;

2. They have a particular point of view;

3. They are able to describe the difference between facts and fictions;

4. They are curious of asking questions;

5. They believe in what is said and the real word to express and comprehend meaning /message.

6. They are open to what happens in the classroom and begin asking a teachers decision.

7. They can cooperate with each other and learn from other.

In addition, scott and Lisbeth (1992) say that children particularly aged 8-10 are competent mother tongue users. In this regard they are aware of basic linguistic rules of their mother tongue. At these ages, children can grasp abstracts and symbols, generalize language, and systematize it (Scott, W. A. and Lisbeth, H.Y. 1992 M Teaching English to children –London).

2.10 Motivation

Motivation is usually understood to refer to the desire to initiate L2 learning and the effort employed to sustain it, and in lay terms we all understand it to be a matter of quantity as in the everyday observation that some learners are highly motivated and others have little or no motivation Ortega (2013).

Lightbown and Spade (2015) state that motivation in second language learning is a complex phenomenon. It has been defined in terms of two factors : on the one hand learners communicative needs and the other their attitude towards the second language community, also they explained the important of motivation and how it will help us to reach our goals, Motivation leads us to achieve our goal when we have the motivation others they will help us, Lightbown and Spada said their motivation students are usually those who participate actively in class, express interest in the subject matter, and study a great deal. Moreover cited in his book in the late 1950, Canadian Researcher Reber Gradaner and Wallace Lambert

developed what would become the dominate model of L2 learning motivation , which they harmed within a wider model of foreign language learning known as the socio educational model. Furthermore, Gradner and Lamber, 1972, Gardner, 1985. Over four decades Gradner and associates furthered their definition of motivation via large survey studies mostly carried out in Canada, however, in 1990, the model underwent serious criticism for being too restrictive and unresponsive to wider development in psychology (e.g. Crookes and Schimd, 1991, Dornyei 1994. Oxford and Shearin) most studies used the instrument.

2.11 Methods and Techniques for Young Learners

According to Professor Jack, C. Richards there is a number of principles can follow approach to teaching young learners.

According to the idea of J.C.R. which mentioned above about the process of learning a language for young learners are that, young learners can learn by physical activities such as drawing pictures, completing puzzles, labeling pictures, matching words ,playing games, acting movement in response to instruction of other activities such as, using hands, eyes and ears.

The researcher believes that this learning process is very benefit for young learners to learn language early of naturally.

2.11.1 Build lessons around linked Activities

Using of activities for young learners should be very short, because young learners less attention for long time, due that teachers move quickly from one activity to another.

2.11.2 Build Lessons around Tasks

Young learners need linguistic resources to complete certain learning task such as, drawing a picture from oral instructions, or working in pairs or group so as to complete the task properly. There are many key features of class room task for young learners as follow:

1. They have coherence of unity for learners.

2. They have clear language (learning goals).

3. They involve the learners actively.

2.11.3 Collaborating Learning in Class Room

One of the most effective method for young learners is learning through collaborating with their partners, classmates, teachers. In other words, collaborating learning its important aspect for teaching young in primary level school.

2.11.4 Choose Content Children are Familiar with

Stories and events are important aspects of learning, so teachers should be aware of children's culture to facilitate the teaching process. The researcher believe that using components of culture through children syllabus enhancing skills of learning knowledge , because young learners needed learn more about every things around their   environment.

2.11.5 Use enjoyable activities that children can accomplish without Frustration

Young learners depend on the good model for teaching process; materials of teachers are main source of language for young learners in order to achieve their activities. The researcher sees that enjoyable activities to help young learners interesting in the classroom and more active through learning process.

2.11.6 Use the Mother Tongue when needed

A teacher needs to use mother tongue in teaching young learners especially homogenous classes, when necessary to explain the activities. The researcher sees that give learners good instructions , explain some things related the lesson the students doesn't understand it, and set home work for learners other things related topic.

2.12 Teaching process

According to Lock (1988) states teaching is the process of transferring knowledge by teachers as mediators between the text, written or spoken and the learners by using different techniques and methods. The researcher believes that teaching the process of providing knowledge and understanding of information. In other words teaching is the process of attending to people needs and experience process involves a teacher sharing knowledge with students.

2.13 Teaching method

Petrina (2007) states a teaching method comprises the principle and methods used by teachers to enable students learning. These strategies are determined partly on subject matter to be taught and partly by nature of the learner. Appropriate and efficient it in has to be in relation with characteristic of the learner and type of learning it supposed. The researcher sees teaching methods refer to general principles, pedagogy and strategies used for classroom instruction. In other words

commonly choice teaching methods depends on what firstly educational philosophy, secondly classroom demographic, thirdly learners' needs, finally issues concerning about culture and identity.

2.13.1 Types of teaching methods

There are different types of teaching methods and each teaching methods is based on a particular vision of understanding the language or the learning process. Moreover using specific techniques and used materials used in teaching method.

2.13.2 Communicative Language Teaching

Communicative language teaching is important aspect for students to learn to communicative in the target language. This idea has stated by Diane (2011) who observed that students could produce sentences accurately in a lesson, but they couldn't use them appropriately outside of the classroom. Therefore, students may know the rules of linguistic usage, but they are unable to use the language properly. This means being able to communicate required more than knowledge of grammatical rules, it needs to have communicate competence that helps you to know how to use always to say how and when to whom, or to express your ideas clearly to others. Communicative language teaching can be used by a teacher in the class room by using different methods and techniques to help students to understand the lesson.

2.13.2.1 Principles of Communicative language Teaching

There are many points state by (Diane-2011) about the principle of communicate language teaching in such question follow:

1-what are the goals of teachers who use communicative language teaching?

The main goal of the teacher is to enable students to communicative in the target language. Therefore students need to know both, meaning of function of linguistic forms. This enables them to communicate their ideas properly and easily as well.

2-what are some characteristics of teaching of learning process?

Students usually use the language through communicative activities such as games, role-play, and problems solving tasks. Communication is purposeful; the assessment can be achieved by the listener based up on the information of the addressee. Using authentic materials is another factor affective teaching process positively. This can provide students golden chance to develop their strategies to understand language as it's actually used.

3-what is nature of students –teacher interaction? What is the nature of students – students' interaction?

A teacher is facilitator between students and the subject. Students themselves can interact with one another through activities and exercises while a teacher sometimes interact with student to facilitate the process of learning.

4-How is the language viewed

Language apart of communicative competence, it needs to know its linguistic function by using different forms to accomplish single function. Thus, the learner needs to know both, functions of meanings in order to convey their intended meanings that may contain cultural aspects that is used in the everyday life style of people who use the language to communicate and understanding each other.

5-How does the teacher respond to students' errors?

It's normally for students to make errors while they use the language or even in doing activities. Therefore, a teacher can observe such errors and return to them with an accuracy based activities in order to correct their errors in directly through their process of learning.

6-what is the role of the students' native language?

The usage of students' native language is accepted in communicative language teaching, the target language should be used not only during communicative activities, but also for explaining the activities to the students or in assigning homework. Students can realize that the target language is not only an objective to be studied, but it's a vehicle for communication. The researcher believes that communicative language teaching method is considered important technique in teaching EFL learners English language as foreign.

2.13.2 Total physical Response

This approach has stated by James (1960) who explains the child learning approach, at the first stage of language acquiring, no one force him to speak, but a child can make sense from spoken around him then a child choose to speak when its ready to do so there are many methods being practiced today to apply these observation to language instructions. Firstly students listen to the teacher using target language communicatively from the first day of instruction. Secondly, students are asked to respond in some way such as pointing to picture as it is described. Thirdly, lexical approach is an approach which is less concerned with students' production that students receive and comprehend abundant input. There are many principles concerning total physical response as stated by questions follow:

1-what are the goals of teacher who use TPR?

In fact, total physical response was developed in order to reduce the stress people when they are studying other believe in the importance of having their students enjoy their experience of learning to communicate in another language.

2-what is the role of the teacher?

The students are Imitators of her nonverbal model; the teacher is the director of all students' behavior. Beside that some students will be ready to speak at that point

There will be a role reversal with individual students, directing the teacher and the other students.

To sum up , TPR, the teachers are responsible for giving commands and monitoring action taken by learners , the learners are imitators of teachers verbal –non-verbal models .in teaching –learning process , the first phase is modeling , in this case , a teacher issues commands to learners , and performs the action with them . In second phase, learners demonstrate that they grasp the commands by performing them, alone; the teacher monitors the learners' action. Above all, the interaction between a teacher and learners are signified by teacher speaking and the learners responding nonverbally.

Later on the learners become more verbal and the teacher responds nonverbally.

The researcher believes that total physical response is main approaches and methods to learn English language skills. Moreover TPR is one of the English teaching approaches and methods develop by Dr. James Asher. It has been applied for almost thirty years.

The researcher notice that most EFL teachers are not applied this technique in proper way, due that most young learners encountered difficulties of learning reading skill.

2.14 Part Two

2.14.1 Review of Previous Studies

The second part of chapter two is about the previous studies used by different researchers who conducted their researcher on the same present topic regardless of the tools, procedures samples and population.

2.14.1 The first study

Balala Ali Elbashir (2014) conducted MA research entitled "Investigating the Reading Skill Activities in SPINE as Perceived by EFL Teachers". The aim of this study is to find out the basic level school teachers attitudes and opinions towards using activities in teaching skill in SPINE 3. To confirm these three hypotheses or not, teachers questionnaire was structured by the researcher for data collection. They study sample of this researcher consisted of (20) English language teachers from Khartoum Locality. They were randomly chosen. The Result of data analysis has shown that three hypotheses are confirmed. The activities used in spine3 can develop the reading ability. According the result, the researcher recommended that teachers should motivate their pupils as much as possible to encourage learning English correctly.

2.14.2 The second study

Mohammed Adam (2016) conducted MA research entitled "The Role spine three in Developing Reading Skill". The researcher believes that the reading passage

in Spine three are poor / motivating and accordingly, did not motivate the students , to investigate these phenomenon, the researcher disbanded a number of (30) copies to school teachers, what means did the researcher use one result to analyze the collected data. The researcher comes with the conclusion and results. Spine three doesn't develop reading ability of the students.

2.14.3 The third study

Salah Mohammed Abd Allah Adam (2017) conducted MA research entitled "Investigating Reading Comprehension Difficulties Encountered by EFL Learners". This study aims at investigating reading comprehension problems encountered by third year secondary school students in Omdurman, Karari Locality. The participants were 40 students that represented a sample that was exclusively drawn from third year secondary school students at Karari Locality, Omdurman that included both male and female students. The study data were collected through a questionnaire for the English language teacher and test for the students .After analysis of data, the result have shown that the teachers of English Language at secondary school do not play insignificant role in addressing comprehension difficulties. The results also have shown that secondary school syllabus does not participate in addressing reading comprehension difficulties recommended that the ministry of education should provide syllabus to students to give them more practice in reading comprehension. the ministry of education also should give enough training to English language teachers on how teach students reading skill.

2.14.4 The fourth study

Ikhlas Mubarak Ahmed (2017) conducted MA research entitled "The Role Short Stories In Developing Reading Skill for EFL Learners". The aim of conducting

this research is to Investigating the role of short stories in developing reading ability for EFL Learners. The study has adopted the descriptive analytical approach. The sample of the study has been chosen from Al-Nukhab secondary school for girls. The researcher availed (30) questionnaire and attest papers for the students and analysis done using SPSS program. The researcher has reached to some findings the most important ones are: Secondary school students at Al-Nukhba see that short stories help them a lot in developing their reading skill through vocabulary and grammar based on the finding the researcher recommends the fowling Teacher, educationist need to take into account teaching students through short stories to develop their skill in general and reading in particular.

2.14.5 The fifth study

Wahiba Babaiba Medjahdi (2015) conducted MA research entitled "Reading Comprehension Difficulties among EFL Learners". Reading comprehension skill is considered as one of the four fundamental language skill that an EFL Learner must perform .Actually, it is not an easy skill since most of learners have many reading issues. The purpose of this present work is to investigating on these reading difficulties that third –year secondary school learners face, and to identify their reading problems and the reasons behind their weaknesses in performing the reading task. The questionnaire and interview have been used as research instruments which are addressed, respectively have, to third –year learners and teachers at Nehali Mohamed secondary school. The results reveal that most the learners have difficulties in reading comprehension at the level of pronunciation and ambiguous words, as well as, the nature of the selected materials.

2.14.6 The sixth study

Abdelfattah Abdallah (2017) conducted MA research. This research is purposely designed to explore theimpact of extensive reading on EFL Learners language Abilities. The participant of this study includes a number of secondary school teachers about 3o who specialized in English language and work at different school in Omdurman karari locality. The sample is randomly selected to answer the questionnaire statements. The study concludes that Extensive reading can promote learners reading speed and reading comprehension and extensive reading can improve learners' vocabulary. In addition to that extensive reading can improve learners listening and speaking skills.

The study recommends that teachers should be aware of the power of extensive reading in general and vocabulary in particular and they should provide their students either EFL or ELS with different books title and Authors of the most interesting books and they should from time to time devote lectures for reading stories , articles, and journals in the classroom to enable students to exchange opinions , and offer their judgments, suggestions that help students to know how to deal with different texts and questions. As for the students, the researcher recommends that they should know that improving English level hand in hand with knowing its vocabulary and extensive reading encourage independence and develops reading habit. Moreover, reading different materials such as graded readers improves language proficiency in writing, reading and speaking as well.

2.14.7 The seventh study

Dr Josephine OBrient and etal (20-14) conducted a research entitled "Teaching English To Young Learners-A Look at Sudan".Teaching of English to young learners has grown considerably as a business in the past two decades.

Psychological, cultural and economic factors all play a role in influencing the decision to teach English to children. While young learners share many commonalities and characteristics, factors such as a country Language policy, traditional relationship with the target language, and in particular available educational resources and the willing to devote these to the learning situation different educational environment in which effective teaching of English is being revived in general and in particular to young learners. The work is based on a recent workshop (April-2014), with selected group of teachers in the University of Khartoum and explores some of the challenges and issues facing teachers of English to young learners, these include resources, environmental challenges and teacher training.

2.14.8 The eighth study

Mahgoub DafaAllah Ahmed (2005) conducted MA research entitled "Efficient EFL Reading at Sudanese Secondary School". This study with improving teachers' mode in order to teach EFL reading efficiently and how our students read in an efficient and way. Therefore, it sheds the light on all aspect of EFL reading the attitudes , training and experience of teachers and their effects on the performance of secondary school students. The study also investigates the view of experts about the means of teaching efficient EFL reading in the Sudanese's secondary schools.

2.14.9 The ninth Study

Zahir Adam and et al (2013) conducted MA research entitled "The Impact of Using Reading Strategies on Developing EFL Learners Reading Comprehension Skill". The aim of this study is to investigate the effect of use of reading strategies in comprehension English texts, and tries to find out how can Blue Nile University

students understand apiece of reading by Using strategies and encouraging them to develop their reading comprehension skills. The researcher used the descriptive analytical approach because it is suitable for such studies. Data has been collected through the following tools :questionnaire for English language teachers at university level , pre-test and post-test for the students from Blue Nile University department and an interview with experienced teachers of English language from ministry of education blue Nile state. The main findings of this study are: Reading strategies and variation of techniques in reading comprehension are helpful to enhance reading skill. Motivation and attitudes which are important in developing (EFL) Learners reading skill. And students were weak in reading comprehension and unable to score excellent degrees in it. In the light of the result mentioned above, the researcher recommends the following: there should be qualified Teachers in the field of comprehension reading. Teachers should adopt the reading strategies in teaching comprehension reading. Teachers should select an appropriate reading material in terms of difficulty, cultural back grounds and interest.

2.15 The Comment

Many studies have been carried out in the field of Developing reading, for different reasons and different objectives. There are some international and local studies which have been carried out in the area of reading strategies. This study shared light on exploring teachers' perception of Smiles Series book two among basic school learners .In contrast with previous studies, this study used one tool for data collection while other studies were used two tools for data collection. Different methods were used in the related studies while a descriptive analytical method was used in this study. Beside that some studies provide negative results .moreover in this study is different from others in field developing reading skill

among young learners. Finally, the researcher deal with specific aspects in teaching young learners English language, and other conceptual concerning learning reading skill through best techniques and methods.

2.16 Summary of the Chapter

This chapter reviewed theoretical framework of the study, and some factors that effect in teaching reading skill process with some scholars' ideas, this study also, reviewed some previous related studies.

CHAPTER THREE

METHODOLOGY OF THE STUDY

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

 This chapter will provide adscription of the research methodology of the study and techniques adopted, as well as instrument, population, sample, and the procedures of data analysis.

3.1 Design of the Study

This study will be conducted through a descriptive analytical method as an appropriate way of Exploring teachers' perceptions of Smile Series (book two) In developing Reading Skill among basic Schools learners.

3.2 Population of the Study

The population of this study will be EFL Teacher's adopts Smile Series in basic schools level. The subject of the study will involve both male and female teachers', for Academic year 2018-2019.

3.3 Instruments

Instrument of a study is the tool for the required data of the study. According to Creswell (2009) different types of research tools can be used to collect data: observation, interview, questionnaire, audiovisual material and test. In this study one a tool will be utilized to collect data. A questionnaire will be used to collect data about the problem.

3.4 Sampling

The sample of this study will be selected from randomly the population. The sample of the study consist of (70) EFL teachers', both male and female from different basic schools level.

3.5 Validity of the Tool

In order to assure the validity of the tool, the researcher has showed to some experts, (Dr. .Abbas Mukhater, Dr. Nada Sid Ahmed El-Jack, Dr. Nalgla Taha, and ,Dr. Montasir Hassan, Dr Hala Salih) who have made their modification by deleting ,adding and changing some elements in the questionnaire.

3.6 Reliability of the Questionnaire

The reliability measure, the SPSS will be 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

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 square root of the (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

Validity=Reliability.

Reliability and Validity:

Reliability coefficient	validity coefficient
0.69	0.83

Source: prepared by researcher, using SPSS, 2019

Notes from the results table (1) that all reliability and validity coefficients for questionnaire is greater than (60%) and close to the one, This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

3.7 Summary of the Chapter

This chapter describes the full methods of the research about the population of the study, the instruments of the study, the tool and Reliability and validity of the study.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter consists of questionnaire data analysis of this study, the results and discussion for each statement.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 70 teachers were tabulated and computed .the following is an analytical interpretation and discussion of the finding regarding different points related to the objectives and hypotheses of the study. Each Item in the 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 (70), and constructed the required tables for collected data. The step consists of the transformation of the qualitative (nominal) variables (strongly agree, agree, disagree, strongly disagree).to quantitative variables (1,2,3,4,5) respectively, also the graphical representations were used for this purpose.

4.3 Discussion of the First Hypothesis

"Reading activities in SMILE SERIES (Book Two) can motivate young learners to develop their reading skill"

Table (4.1): Using colored photos in Smile Series (book two) motivate young learners to understanding meaning.

Statement	Answer	Frequency	Percentage
The using colored photos in SMIEL SERIES (book Two) motivate young learners to understanding meaning.	Strongly agree	43	61.4%
	Agree	23	32.9%
	Neutral	3	4.3%
	Disagree	0	0.0%
	Strongly disagree	1	1.4%
	Total	70	100%

Source: prepared by researcher, using SPSS, 2019
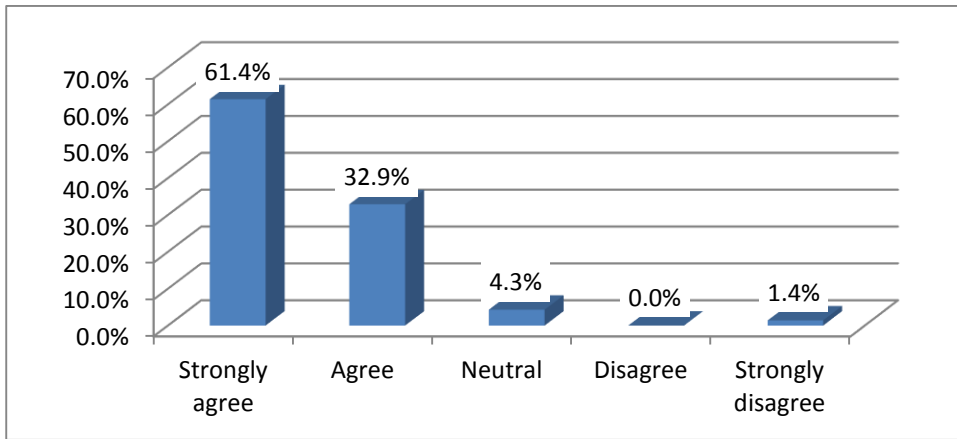
Figure (4.1)

Source: prepared by researcher, using Excel, 2019

It is clear From the above Table No (4.1) and Figure (4.1) that there are (43) participants in the study's sample with percentage (61.4%) strongly agreed with " the using color photos in Smile Series (book two) motivate young learners to understanding meaning, and there are (23) participants with percentage (32,9%) agreed with that, and (3) participants with percentage (4.3%) were not sure that , and while (1) participants (1.4%) strongly disagreed with that .

Table (4.2): Using Flash cards, realia and pictures in Smiles Series (book two) motivate young learners to improve reading skill.

Statement	Answer	Frequency	Percentage
Using flash cards , realia and pictures in SMEIL SERIES (book Two) motivate young learners to improve reading skill.	Strongly agree	35	50%
	Agree	32	45.7%
	Neutral	2	2.9%
	Disagree	1	1.4%
	Strongly disagree	0	0.0%
	Total	70	100%

Source: prepared by researcher, using SPSS, 2019

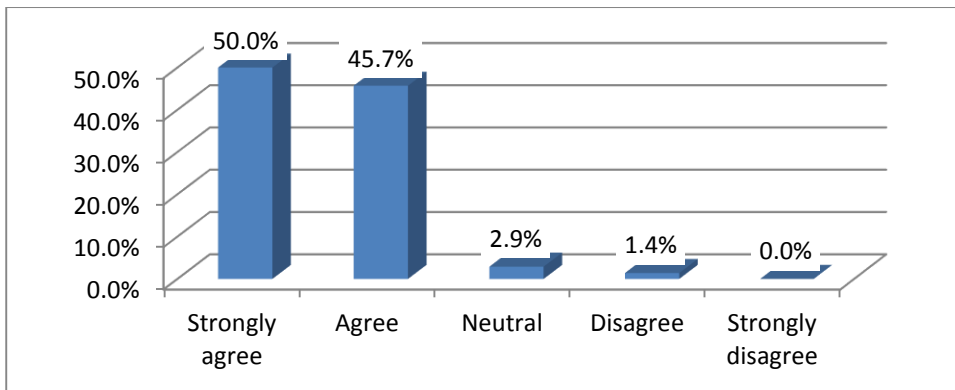**Figure (4-2)**

Source: prepared by researcher, using Excel, 2019

It clear is the above From Table (4.2) and Figure (4.2) that there are (35) participants in the study's sample with percentage (50) strongly with " using flash cards and pictures in Smile Series (book two) motivate young learners to improve reading skill." , there are (32) participants with percentage (45.7%) agreed with that , and (2) participants with percentage (29%) were not sure that , and while (1) participant percentage (1.4%) strongly disagreed with that .

Table (4.3): Short passages relevant to Sudan in Smile Series (book two) encourage young learners to develop reading skill.

Statement	Answer	Frequency	Percentage
Short passages relevant to Sudan in SMILE SERIES (book Two) encourage young learners to develop reading skill.	Strongly agree	29	41.4%
	Agree	31	44.3%
	Neutral	6	8.6%
	Disagree	3	4.3%
	Strongly disagree	1	1.4%
	Total	70	100%

Source: prepared by researcher, using SPSS, 2019

Figure (4-3)
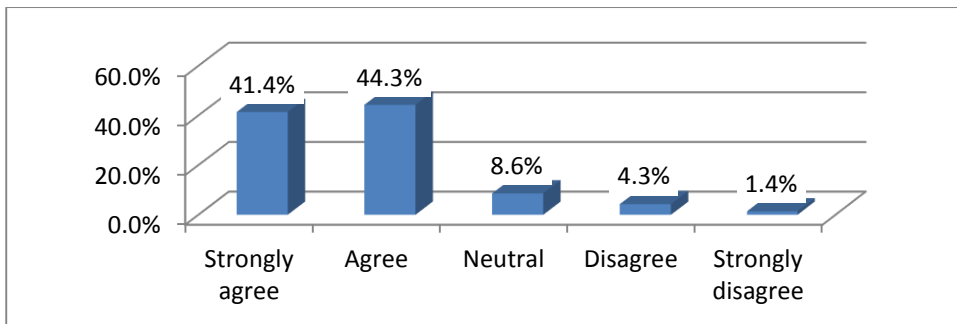

Source: prepared by researcher, using Excel, 2019

It is clear From the above Table No (4.3) and Figure (4.3) that there are (29) participants in the study's sample with percentage (40.4%) strongly agreed with " short passage relevant to Sudan in Smile Series (book two) encourage young learners to develop reading skill" ., there are (31) participants with percentage with (44.3%) agreed with that , and (6) participants percentage (8.6%) were not sure that , and (3) participants with percentage (4.3%) disagreed with that , while (1) participant with percentage (1.4%) strongly disagreed.

Table (4.4): Using good model and clear language in Smile Series (book two) motivate young learners to practice reading skill.

Statement	Answer	Frequency	Percentage
Using good model and clear language in SMILE SERIES (book Two) motivate young learners to practice reading skill.	Strongly agree	37	52.9%
	Agree	27	38.6%
	Neutral	3	4.3%
	Disagree	3	4.3%
	Strongly disagree	0	0.0%
	Total	70	100%

Source: prepared by researcher, using SPSS, 2019

Figure (4.4)

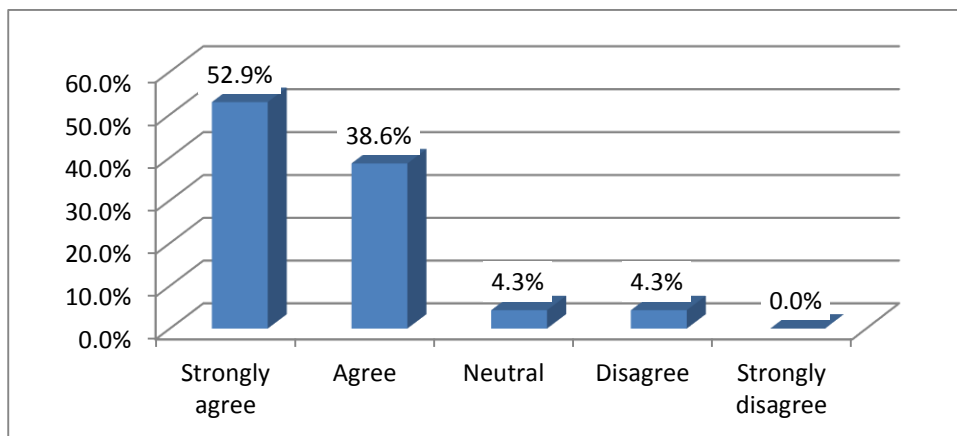Source: prepared by researcher, using Excel, 2019

It clear from the above from Table No (4.4) and Figure (4.4) that there are (37) participants in the study's sample with percentage (52, 9%) strongly agreed with "using good and clear language in Smile Series (book two) motivate young learners to practice reading skill." There are (27) participants with percentage (38.6%) agreed with that and (3) participants with percentage (4.3%) were not sure that while (3) participants with percentage (4.3%) disagreed with that.

Table (4.5): Conversation activities in Smile Series (book two) cannot motivate young learners to enhance their reading skill.

Statement	Answer	Frequency	Percentage
Conversation activities in SMILE SERIES (book Two) cannot motivate young learners to enhance their reading skill.	Strongly agree	9	12.9%
	Agree	12	17.1%
	Neutral	4	5.7%
	Disagree	32	45.7%
	Strongly disagree	3	18.6%
	Total	70	100%

Source: prepared by researcher, using SPSS, 2019

Figure (4-5)
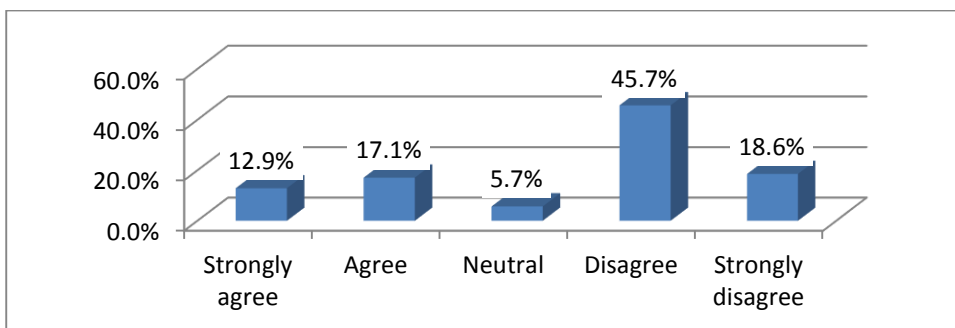

Source: prepared by researcher, using Excel, 2019

It is clear From the above Table (4.5) and Figure (4.5) that there are (9) participants in the study's in sample with percentage (12.9%) strongly agreed with "conversation activities in Smile Series (book two) cannot motivate young learners to enhance their reading skill, there are (12) participants with percentage (17.1%) agreed with that , and (4) participants with percentage (5.7%) were not sure that , and (32) participants with percentage (45.7%) disagreed with that, while (3) participants with percentage (18, 6%) strongly agreed .

Table(4.6):Chi-square Test Results

No.	statement	Chi-square value	P-value	Median	Trend
1	The using colored photos in SMILE SERIES (book Two) motivate young learners to understanding meaning.	66.5	0.000	5	Strongly agree
2	Using flash card, realia , and pictures in SMILE SERIES (book Two) motivate young learners to understanding meaning.	58.8	0.000	5	Strongly agree
3	Short passages relevant to Sudan in SMILE SERIES (book Two) encourage young learners to develop reading skill.	62.0	0.000	4	Agree
4	Using good model and language in SMIEL SERIES (book Two) cannot motivate young learners to practice reading skill.	50.9	0.000	5	Strongly agree
5	Conversation activities in SMIEL SERIES (book Two) cannot motivate young learners to enhance their reading skill.	32.4	0.000	2	Disagree
	Hypothesis	237.2	0.000	4	Agree

Source: prepared by researcher, using SPSS, 2019

From Table (4.6), the value of chi-square for the first phrase is (66.5) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for the second phrase is (58.8) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for the third phrase is (62.0) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

The value of chi-square for the fourth phrase is (50.9) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for the fifth phrase is (32.4) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of disagree.

The value of chi-square for all phrases in the second hypothesis (237.2), with (p-value =0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

We conclude from the above that the second hypothesis "**Reading activities in SMILE SERIES (Book Two) can motivate young learners to develop their reading skill"** has been achieved and in favor of agree.

4.4 Discussion of the Second Hypothesis

" In SMILE SERIES (Book Two), the reading materials do enrich young learners vocabulary "

Table (4.7): Using chants and Songs, enrich young learners vocabulary

Statement	Answer	Frequency	Percentage
Using chants and songs enrich young learners' vocabulary.	Strongly agree	48	68.6%
	Agree	20	28.6%
	Neutral	1	1.4%
	Disagree	0	0.0%
	Strongly disagree	1	1.4%
	Total	70	100%

Source: prepared by researcher, using SPSS, 2019

Figure (4.6)
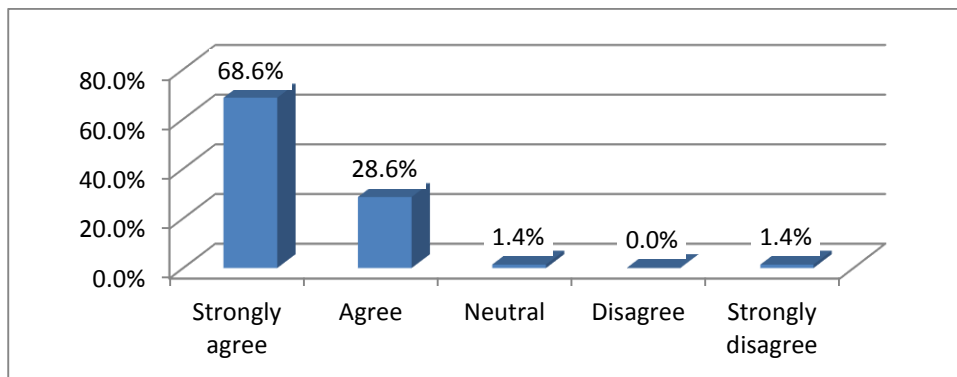
Source: prepared by researcher, using Excel, 2019

It is clear from above Table (4.7) and Figure (4.6) that there are (48) participants in the study's sample percentage (68. %) strongly agreed with "using chants and songs, enrich young learners vocabulary, there are (20) participants with percentage (28.6%) agreed with that, and (1) was not sure, and (1) participants with percentage (1.4%) strongly disagreed that.

Table (4.8): Using body language (gesture, Facial expression, eye contact) helps young learners to develop English vocabulary.

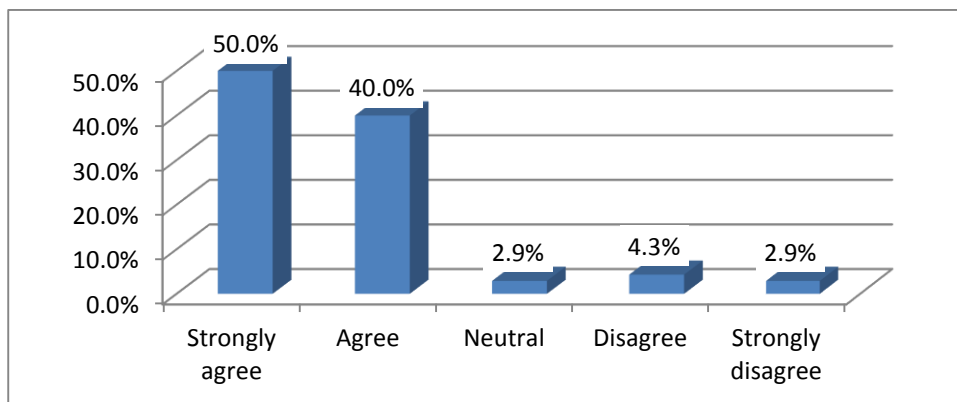| Statement	Answer	Frequency	Percentage
Using body language (gesture, facial expressions, eye contact) help young learners to develop English vocabulary.	Strongly agree	35	50%
	Agree	28	40%
	Neutral	2	2.9%
	Disagree	3	4.3%
	Strongly disagree	2	2.9%
	Total	70	100%

Source: prepared by researcher, using SPSS, 2019

Figure (4-7)

Source: prepared by researcher, using Excel, 2019

It is clear From the above Table (4.8) and Figure (4.7) that there are (35) participants in the study's sample percentage (50%) strongly agreed with using body language (gesture, facial expression, eye contact) help young learners to develop English vocabulary). And there are (28) participants with percentage (40%) agreed with that. And (2) participants with percentage (29%) were not sure that, and (3) participants with (4.3%) disagreed, while (2) participants with percentage (2.9%) strongly disagreed.

Table (4.9): Reading material used in Smile Series (book two) can enrich young learners' vocabulary.

Statement	Answer	Frequency	Percentage
Reading material used in SMILE SERIES (book Two) can enrich young learners' vocabulary.	Strongly agree	21	30%
	Agree	40	57.1%
	Neutral	7	10%
	Disagree	2	2.9%
	Strongly disagree	0	0.0%
	Total	70	100%

Source: prepared by researcher, using SPSS, 2019

Figure (4.8)

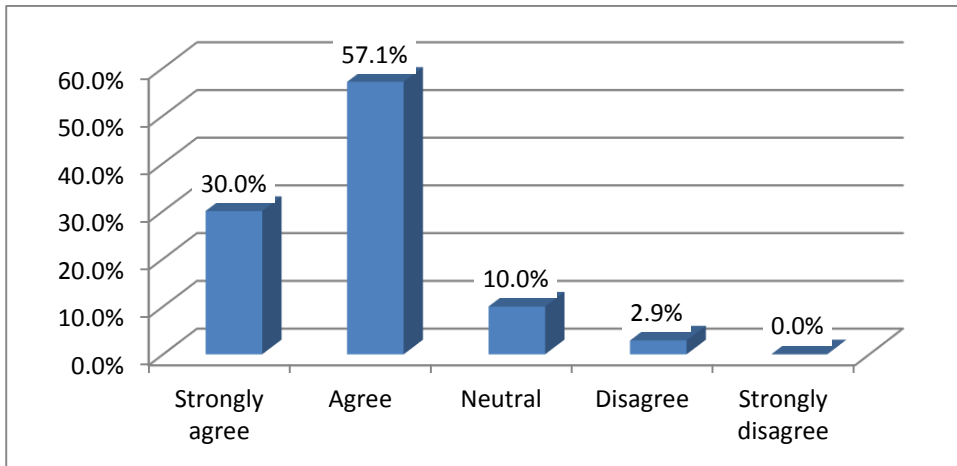Source: prepared by researcher, using Excel, 2019

It is clear from the above Table (4.9) and Figure (4.8) that there are (21) participants in the study's sample with percentage (30%) strongly agreed with "Reading material used in Smile Series (book two) enrich young learner's vocabulary", and there are (40) participants with percentage (57.1%) agreed with that, and (7) participants with percentage (10%) were not sure that, while (2) participants with percentage (2.9%) disagreed with that.

Table (4.10): In Smile Series (book two) there are different activities which provide young learners with model to practice vocabulary.

Statement	Answer	Frequency	Percentage
In SMILE SERIES (book Two) there are different activities which provide young learners with model to practice vocabulary.	Strongly agree	27	38.6%
	Agree	35	50%
	Neutral	5	7.1%
	Disagree	3	4.3%
	Strongly disagree	0	0.0%
	Total	70	100%

Source: prepared by researcher, using SPSS, 2019

Figure (4.9)
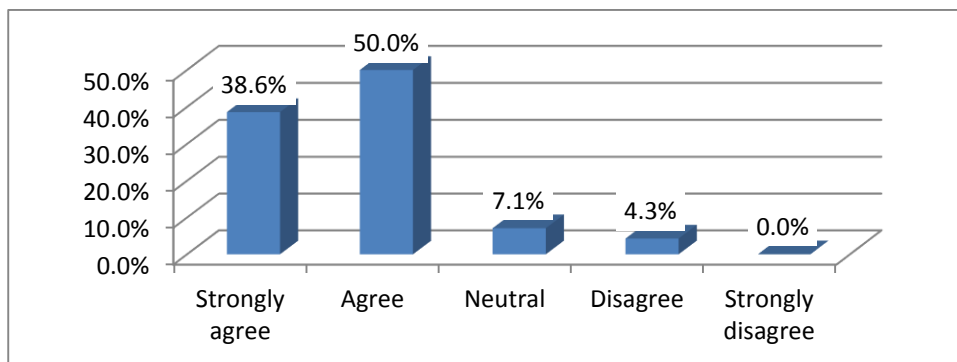

Source: prepared by researcher, using Excel, 2019

It is clear From above Table (4-10) and Figure (4-9) that there are (27) participants in the study's in the sample with percentage (38. 6%) strongly agreed with " In smile Series (book two) there different activities which provide young learners with model practice vocabulary ." and there are (35) participants with percentage (50) agreed with that , and (5) participants with percentage (7.1%) were not sure that , and (3) participants with percentage (4.3%) disagreed with that .

Table (4.11) Reading activities used in Smile Series (book two) enable young learners to identify different meaning of words.

Statement	Answer	Frequency	Percentage
Reading activities used in SMILE SERIES (book Two) enable young learners to Identify different meanings of words.	Strongly agree	31	44.3%
	Agree	33	47.1%
	Neutral	3	4.3%
	Disagree	3	4.3%
	Strongly disagree	0	0.0%
	Total	70	100%

Source: prepared by researcher, using SPSS, 2019

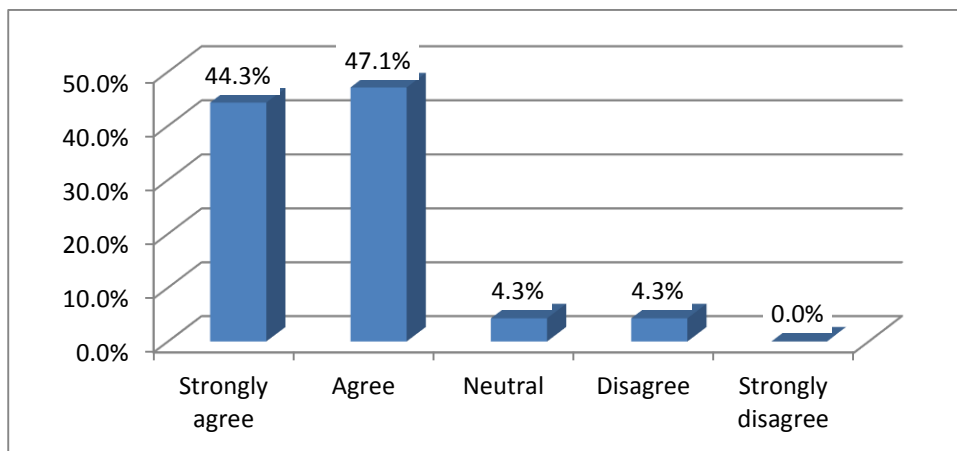**Figure (4.10)**

Source: prepared by researcher, using Excel, 2019

It is clear From above Table (4-11) and Figure (4-10) that there are (31) participants in the study's sample with percentage (44.3 %) strongly with " Reading activities in Smile Series (book two) enable young learners to Identify different of words , and there are (33) participants with percentage (47.1%) agreed with that, and (3) participants with percentage (4.3%) were not sure that, and (3) participants with percentage (4.3%) strongly disagreed with that .

Table (4.12):Chi-square Test Results

No.	statement	Chi-square value	P-value	Median	Trend
1	Using chants and songs can enrich young learners' vocabulary.	84.6	0.000	5	Strongly agree
2	Using body language (gesture, facial expressions, eye contact) help young learners to develop English vocabulary.	74.7	0.000	5	Strongly agree
3	Reading materials used in SMIEL SERIES (book Two) can enrich young learners' vocabulary.	49.7	0.000	4	agree
4	In SMIEL SERISE (book Two) there are different activities which provide young learners with models to practice vocabulary.	43.6	0.000	4	agree
5	Reading activities used in SMILE SERIES (book Two) enable young learners to Identify different meanings of words	48.2	0.000	4	agree
	Hypothesis	379.1	0.000	4	agree

Source: prepared by researcher, using SPSS, 2019

From Table (4.12), the value of chi-square for the first phrase is (84.6) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for the second phrase is (74.7) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for the third phrase is (49.7) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

The value of chi-square for the fourth phrase is (43.6) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

The value of chi-square for the fifth phrase is (48.2) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

The value of chi-square for all phrases in the third hypothesis (379.1), with (p-value =0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

We conclude from the above that the third hypothesis " **In SMILE SERIS (Book Two), the reading materials do enrich young learners vocabulary** " has been achieved and in favor of agree.

4.4 Summary of the Study

This chapter discussed the analysed of data which have been collected from EFL Teachers from different basic schools in Bahri locality.

CHAPTER FIVE

CONCLUSIONS, MAIN FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

SUMMARY, MAIN FINDINGS, RECOMMENDATIONS, CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This is the final chapter of the study. It provides a summary of the whole study, main finding, conclusion, recommendations, and suggestions for the further studies and suggestions for further studies.

5.1 Summary of the Study

The results of this study are supported the objectives of the study; that is find out the exploring teachers' perception of Smile series (book two) in developing reading skill among basic schools level. This study is also attempts to show what extent EFL teachers aware of using effective techniques to teaching reading skill through young learners. Moreover, the study endeavours to the reading activities in smile Series (book two) can motivate young learners to develop their reading skill. This study aimed at exploring the teachers' perception of Smile Series (book two) in developing reading skill among basic school learners. A descriptive analytical method was used in this study; two hypotheses were set by the researcher. Firstly, reading activities in Smile Series can motivate young learners to develop their reading skill. Secondly, reading materials in Smile Series (book two) can enrich young learners 'vocabulary. To verify the above mentioned hypotheses, the researcher used one tool questionnaire for EFL teachers from different basic Schools level in Bahri locality, the results obtained analysed, discussed and verified in relation to the hypotheses of the study that are confirmed and accepted. Moreover, the study came out with the findings that using effective

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techniques in teaching reading motivate young learners to develop their reading skill, and using good model and clear language in Smile Series (book two) motivate young learners to practice reading skill. Using chants and songs enrich young learners' vocabulary. At the end of the study researcher presented some recommendation and some suggestions for further studies in this field.

5.2 Main Findings of the Study

This study has come out with the following findings:

1. The results found that Using effective techniques in reading activities to motivate young learners to develop their reading skill.

2. EFL teachers are little aware of using good model and clear language in Smile Series (book two) motivate young learners to practice reading skill.

3. With reference to the achievement questionnaire, the results show that using practice reading strategies motivate young learners in improving vocabulary.

4. Reading material used in Smile Series (book two) enrich young learners' vocabulary

5. Different activities are encouraging young learners in developing vocabulary.

5.3 Conclusions

1. In the light of above – mentioned facts , a number of outstanding conclusion can be drawn in following :

2. It is clear notice that using effective techniques in reading activities to motivate young learners to develop their reading skill.

3. It is obviously found that EFL teachers 'of Smile Series are lack of competence teaching method among young learners.

5.4 Recommendations

In the lights of the finding of the study, its recommended that :

1. The National centre for curricula and educational researcher should   design curriculum   for grade one to support smile series and provide young learners good background of learning English language skills .

2. The Sudan national centre for languages should provide high professional training   for EFL teachers on how to teach young learners English language skills .

3. The teachers should aware of using effective techniques in teaching reading skill among young learners.

4. Teachers have should motivating young learners to learn language inside and outside the classroom.

5. The teachers should encouraging young learners to enhance interaction of English language in the classroom.

6. Teachers should be aware of characteristics of young learners in learning new language.

5.5 Suggestion for Further Studies

1. Investigated is the difficulties encountered by EFL Teachers in teaching reading skills among young learners through Smile Series.

2. Exploring the role of vocabulary in developing reading skill through Smile Series.

3. Investigating the impact of short stories enhancing speaking skill through Smile series.

4. The exploring awareness of EFL teachers in teaching listening skill through Smile Series.

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APPENDIX

Sudan University of Science and Technology

College of Graduate Studies

EFL Teachers Questionnaire

Dear, Teacher,

This questionnaire is designed to collect data for MA degree in Applied Linguistics entitled Investigating the Role of Smile Book Two in developing reading skill a among young learners.

I would be grateful if you could respond to this questionnaire accurately. The questionnaire is used for academic purposes only.

Tick (√) in the option of your choice.

The First hypothesis:

1. **Reading activities in SMIE SERIER (Book Two) can motivate young learners to develop their reading skill:**

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The using colored photos in SMILE Series (Book Two) motivate young learners to understand meaning.					
2	Using flash card, Realia, and pictures in SMILE SMILESERIES (Book Two) motivate young learners to improve their reading skill.					
3	Short passages relevant to Sudan in SMILESERIES (Book Two) encourage young learners to develop reading skill.					
4	Using good model and clear language in SMILE SERIES (book Two) motivate young learners to practice reading skill.					
5	Conversation activities in SMILESERIES (book Two) cannot motivate young learners to enhance their reading skill.					

The second hypothesis:

2. **In SMILESERIES(BOOKTWO), the reading materials do enrich young learners vocabulary:**

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Using chants and songs can enrich young learners' vocabulary.					
2	Using body language (gesture, facial expressions, eye contact) help young learners to develop English vocabulary.					
3	Reading materials used in SMILESERIES (Book Two) can enrich young learners' vocabulary.					
4	In SMILESERRISE (Book Two) there are different activities which provide young learners with models to practice vocabulary.					
5	Reading activities used in SMILESERIES (Book two) enable young learners to Identify different meanings of words.					