**1.1 Introduction:**

Reading is very important skills; it helps people to learn and acquire knowledge and experience everywhere and every time.

Reading is also one of the primary skills every learner of English language has to learn.

**1.2 Significance of the study**

This study will be great significance to the teacher in term investigating problems facing teacher in reading comprehension in secondary school ,because it allows individual should be able to identify the relation between words and their capability to generate understanding .for that how read and understand the comprehension .

**1.3 Limitation:**

This study will be limited to Sudan University of science and technology, factuality of education, department of English language in April, and 2014\_2015.

**1.4 Methodology:**

The researcher will use the description analytical as well as quantitative methods. Questionnaire and test will be use as tools in the collection of data and information in pursuing this study.

The word comprehension means understanding when you lack comprehension of difficult word; you will likely need to look up its definition and usage in a cool, through your vocabulary.

Reading comprehension is to ability read, process it it’s meaning, an individuals’ ability to understand end text inflis unced by their traits and skills.

One of which is ability to make inferences. If word Recognition is difficult, student use too much of their processing capacity to read individual words. Which interferes with their ability to comprehend what is read there are number of approaches to improve comprehension, including improving one’s vocabulary and strategies.

**1.5 Research question:**

1) to what extent first year students do not understand reading comprehension?

2) to what extent first year students confuse in understand contextual meaning?

3) to what extent first year students different in understand cultural meaning?

Reading comprehension separates the passive, unskilled reader from the active readers skilled, Reader doesn’t just read, they interact with the text to help a beginning reader understand concept.

**1.6 Statement of problems:**

As we are students at Sudan University of Science and Technology, we described some difficulties facing teachers at secondary schools in reading comprehension, the researcher wants to carry out his reasons among secondary schools students in order to investigate problems that facing teachers in reading comprehension at secondary school- case and try to find out solutions for this problem.

**1.7 Objectives of the research:**

1) This study aims to investigate the important of reading comprehension.

2) It is an attempt to highlight of the problems of reading comprehension.

3) It is an attempt to find out the proper techniques and strategies for helping the student to reading comprehension.

Hypotheses:

1) First year student do not understand reading comprehension totally.

2) First year student confuse in understand contextual meaning sometime 1

3) First year student different in understand cultural meaning usually.

**2.1 Introduction:**

More and more students at the secondary school level do not have the decoding and or comprehension skills necessary to read and understand the texts they encounter in secondary school class rooms.

It is important to note that school might not the only place in which struggling readers experience difficulties skills.

Reading is a life skill and students must be able to read in order to function I society. Everyday tasks such as driving, grocery shopping, banking, and reading the newspapers require some amount of reading proficiency.

One of the ways in which teachers can help students improve their reading skills in through strategy instruction “ strategy instruction involves teaching students about strategies, teaching them how and when to use strategies helping students identify them to make strategies behaviors part of their learning schema”.

This study investigated the use of teachers- teaching methods to teach five second school to teach five secondary school teachers how to implement three content area reading strategies in their classroom.

**2.2 Theoretical context of the study:**

It is a widespread belief that students at the secondary level are capable readers who are able to decode and comprehend text proficiently. Unfortunately this is no always the case. There are many secondary school students who do not have sufficient reading skills to allow them to read and understand the texts used in secondary schools classrooms. While it is true that secondary school students struggle with both the decoding and comprehension components of the reading process, this study focused only on the area of comprehension.

A large proportion of struggling readers with whom the researcher has worked were able to decode the words in the text but seemed to have little understanding of what they had read.

Struggling readers may not be the only ones who experience reading- related problems in secondary school. A high proportion of reading material at the secondary level is narrative text while considerable amount of middle and secondary school reading material is based on expository or informational text.

Furthermore, students at the middle and secondary schools are required to complete more demanding assignments based on the reading material. They are required, for example to do research essays, summaries, projects, texts, exams and oral presentations.

Even students who are considered average or good readers might not be prepared to deal with the new material and text structures presented in expository text and the types of the class assignment that accompany them.

Good readers read strategically, and they are very active in the reading process.

They establish a purpose for reading, preview the text, and make predications as they read ask questions, re-read to clarify ideas. Use context clues to figure out vocabulary, relate new ideas to information they already know make notes to remember key ideas, and discuss ideas they have learned in the reading. As they are reading, they monitor their comprehension of the text and also consciously use reading strategies when they read. Efficiently readers also possess megacognitive knowledge about their reading.

By teaching their student how to use reading strategies, teachers can help them become active, strategic, metcognitively- aware readers.

**2.3 Purpose of the study:**

The overall goal of this study was to investigate the process by which the researcher could help teachers implement research-base reading strategies in their content area classrooms and to examine their perceptions of these reading strategies. The study looked specifically at the model of comprehension instruction as a framework for training both teachers and students how to use a before reading strategies “K-L”, a during reading strategy “statement Generated Questions”, and an after reading strategy “Learning Logs”.

This study also sought to determine the teachers’ prior use of content area reading strategies as well as the type of professional development they had received in the field of content area reading instruction.

And additional purpose of the research was to determine teachers. Perceptions of the effectiveness of the teachers- training- teacher’s method of instruction used in the study.

**2.4 Preview of the literature:**

In an interview with Marcia D’Arangelo, Donna Ogle, a past president of the international reading association” explained that “ we ‘re still struggling to make reading across the curriculum a reality, particulary at the middle and high school levels’’. ( as dated in D’Arangelo 2002, p-31. It is assumed that by the time students are in high school, they know how to read well enough to function in classrooms and as a result, many secondary schools do not even include reading as part of their curriculum.

One of the reasons why it is so difficult to teach reading and writing at the secondary school level is that many secondary school teachers consider themselves to be content experts who focus on the content and not on teaching students how to learn.

May content area teachers believe that it is the strategy of the English language arts teachers to teach reading? In a study conducted with middle and high school teachers. Hardey (2005) found that “some content area teachers dismissed that idea that they somehow must share the responsibility for teaching text processing. That, in their view was the parview of the language arts teachers” It is however, important to note that many English language arts teachers at the middle and secondary school levels have not had any training in how to teach reading.

Reading is a kill that is use in all subject areas the curriculum and it should be addressed by all types of teachers. According to Vaccaetal (2005), “All teachers play a critical role in helping students think and learn with texts”.

**2.5 Strategy Instruction:**

There is an extensive body of knowledge indicated that teaching students how to use reading strategies can enhance their reading comprehension. ((Dole, Brown & Trathen, 1996, Duke & Pearson, 2002, Palinscar & Brown , 1984, Paris, Lipson, & Wixson, 1994, Pressley, 2006, Vacca & “Vacca 2002)).

In order to be considerable a strategic reader’s action “Must be elected from an atternative action and it must be intended to attain the specific goal; Thus, the reader who happens to find the main ideas of paragraph) by reading only the topic sentence cloud be correct and lucky, but not necessarily strategic”. (Paris , Lipson, & Wixson 1994. –p. 789).

According to Lipson and Wixson (2003), there is relatively small number of research- based reading strategies that can used to improve students’ comprehension. Effective readers make connections between the text and their prior knowledge of the content, make inferences to connect information, ask questions throughout the reading process, visualize and create mental.

**2.6 Model of comprehension:**

In the current study the model of comprehension instruction was used to teach both teachers and students how to use reading strategies.

The model of comprehension instruction posited by Duke and Pearson includes the following five components:

1. An explicit description of the strategy and when and how it should be used.
2. Teacher or student modeling of the strategy in action.
3. Collaborative use of the strategy in action.
4. Guided practice using of the strategy with graduated release of responsibility.
5. Independent use of the strategy.

Throughout five phases, it is important for teachers and students to realize that there is a need to coordinate comprehension strategies. Reading strategies are not to be used one at a time.

Good readers use multiple strategies, which the above made of comprehension instruction show one strategy being taught, other strategies “should be reinforced, modeled, and encouraged” through the teaching and learning process.

Professional development: teachers learning from teachers:

In the present study, the researcher “ also at teacher” taught teachers how to use reading strategies in their content area classrooms. For countless years, teacher have collaborated in both formal settings to share teaching strategies, classroom management techniques, favourite lesson plans, success stories and challenges. It is from these teacher- teacher encounters that teachers learn some of their most practical information – information they can facilitate student learning.

According to Vacca et.al- (2005) teacher collaboration is an important part of professional development.

**2.7 Review of Literature**

Reading is not a simple phenomenon, but a very complex process. Widdoso ((1979)) has defined reading as “ the process of getting linguistic information via print” this is too general a statement – Jennings (1982:12), on the other hand has defined reading as “…the role of transmitting the ideas, facts , and feelings frome the mind and soul of an author to the mind and soul of the reader, with accuracy and understanding.

The environment can play an important role in deleloping a child’s reading habits:

Buss and Plomin (( 1975)) and Carroll and Call “ 1975” not that the child personality is shaped by many different environment influences and the most important is the child- reading practices of the parents. Wigfied and Asher (1984: 430), further suggest, “Parent – child interaction is the most important home influence on children’s late achievement behavior in school. Wigfied and Asher also believe that parent can become involved to help their children’s reading by providing appropriate reading materials in home. The older siblings too can influence the younger ones (Werner 1983).

Smith (1971) characterized reading as a process charity the reader’s path through a text rather than outcomes. Eskey (1988) states that second language readers will have weaker linguistic competence than first language readers and therefore, will have less ability to draw on the range of cases which are available.

In the first language. Eskey’s view of second language reading sees the reader as participant in the reading process who reconstructs meaning from a written text by making and confirming predictions using cases obtained from the language- Cady (1979) focuses on the role of prior knowledge or experience in the process of reading. This form of information processing was given additional support from the schema theory.

Schema or schemata have been described as cognitive constructs which allow for the organization of information in long term memory: according to the schema theory, a reader interprets a text by mapping every input form the text against some existing schema in his memory. It adds a new dimension to second language reading. Doleetal (1991), claims that in addition to the knowledge that second language readers bring to the reading task, they also process a set of flexible, adoptable strategies that they use to make sense of text and to monitor their ongoing understanding.

5 most rural secondary school students’ problems arise because of limited vocabulary as Crab (1983) points out that second language readers “invoke a unique set of constrains: the most significant of which is that they can be assumed to have limited vocabulary. However, reading is not a simple process as Huey in as far back as 1913 notes that “….until the insidious thought of reading as word pronouncing is well worked out of our heads, it is well to place the emphasis strongly where it really belongs, on reading as thought –getting, in dependently of expression.

**2.8 Historical Background of reading comprehension**

**Reading comprehension & historical thinking:**

Which come fist with a primary text sources, historical thinking of reading comprehension? Clearly for student to understand and think historically when reading a source document they must be able to comprehend what they read. To assume however, that there is a single monolithic model for improving students reading comprehension across all subjects would be incorrect. Acquiring domain specific knowledge from what we read requires more than mvere literal comprehension of the words in a document – it involves thinking and reasoning in a way that is often particular to the domain or subject addressed in the reading.

Pre- eminent historian some Wineburg (2001) among others , argues that historical thinking – the central goal of studying history, whether directed toward construction of contexts; critical analysis of documents in terms of contexts- sensitive judgment of behavior is neglected by the use of traditional reading strategies that simply emphasize literal interpretation and comprehension.

That is not to say we should not use the opportunities of reading comprehension historical narrative to help students improve their comprehension skills quite the contrary.

Wineburg goes further to advocate the use of sourcing heuristic before beginning to Read for comprehension, so that students can understand the document as a source in a specific context.

His claim is supported by the past research.

His language arts counterparts on effects of prior knowledge on comprehension, by using the familiar through such activities as comparing story characters or events with those in their own lives ( see using the familiar to introduce students to the study of primiary and secondary sources, and the student activity “I left a trace”) as well as general schema theory ( Anderson R Pearson, 1984: Athey 1983; Harris R Hodges 1995). Review of similar findings (national Reading Panel [NRP] , 2001) regarding the values of context – based approaches for improving reading comprehension have uncovered 14 different highly reliable studies that of prior instruction across variety of strategies and with a number of related effects on comprehension – all , however, pointing toward improvement in students’ abilities to elaborate on what is being read, draw inferences based on available information and recall and use information at later time.

**2.9 Definition of reading comprehension:-**

1. Comprehension:-

Is process in which information from the text and the knowledge possessed by the reader act together to construct meaning.

1. Comprehension:-

Is the ability to decode printed text and recognized and understand words. Word recognition is a foundation of reading.

1. Comprehension:-

Is the transacting with text in order to create meaning form it.

1. Comprehension:

Is the process of constructing meaning through the dynamic interaction among: ((1)) the reader’s existing knowledge. ((2)): the information suggested by the text being read, and ((3)): the context.

1. Comprehension:

Is the act of constructing meaning trough interaction and involvement with written text. Comprehension involves and interaction between the reader, the text, and the activity.

1. Comprehension:

As an interactive process, occurs largely within a socio- cultural context that shapes and is shaped by the reader’s background knowledge and experience purpose for reading, information viable in the text, and the activity or context in which the reading occurs.

1. Comprehension: is the thinking done before, during and after reading.
2. Comprehension:

Is the intended thinking during which meaning is constructed through interactions between the text and the reader.

More definition:-

After working through developing definition once particular group of K-12 teacher leaders used pieces from the definition above the developed the following definition which, I think is quite comprehensive:-

Is a dynamic process in which information from the text and knowledge possessed by the reader interact to enable the reader to construct meaning before, during and after reading.

There you go -9 from which to select. Having a working definition of comprehension that you can share with students will impact instruction student discuss and interaction with text, and ultimately comprehension.

**2.10 Types of Reading comprehension:-**

To really understand the different levels of reading comprehension. Let’s take a familiar text and see how different types of questions probe different understandings of the same story.

The fairy tale Cinderella tells the story of a young girl – whose evil stemother won’t let her to the ball- Cinderella’s fairy godmother, however, magically whisks her off for the night and Cinderella eventually marries her prince charming.

1. Lexical comprehension:-

Understandig key vocabulary words in a text. Leveled readers are written in away that too many big words are not used on the same page.

In addition if an unfamiliar word is used. It is generally explained within the same sentences or with a definition box in the margin. Also words with multiple meanings may make it difficult for a less experienced reader to truly understand what is meant.

\* if the word (( enchanted)) was used in the story ask the child define it for you.

\* remember, definitions can begin as series examples where the child identifies a common element between the also. Sometimes it’s better to introduce an new vocabulary word before you read.

2- literal comprehension:-

Answers the questions who, what, when, and where with information found directly in the text.

\* Who was the girl who lost the glass slipper?

\* What happened when the clock struck twelve?

3- Interpretive comprehension:

Answers the questions what, if, why and how by inferring information from the text.

\* how did the pumpkin turn into a carriage?

\* what would have happened if Cinderella hadn’t lost her sipper?

4- applied comprehension:-

Answers opinion questions that have the reader relate the new information to background knowledge.

5- affective comprehension:-

Understanding the social and emotional aspects of a text. If a child does not grasp why certain characters in a story may respond in a certain manner. They get lost in the words and the plot.

\* How did Cinderella feel when she went to live at the castle?

\* While most children will answer ((happy)) or ((excited)) to this question. Some children will say ((sad)) revealing deeper appreciation for interpersonal and family dynamics than you may have expected.

**2.11 Purposes of reading comprehension**

Reading forms a very important part of your standard Oral English course. You are expected to read, though in tow different ways. You will be familiar with reading complete texts ((novels, plays, poems, and and so on writing essays discussing them.

These essays contribute to the completion of your folio which is sent a way for a assessment before the external Examinations. The other main form of Reading work involves what to read shorter extracts of literature then answer a series of question which aim to test your knowledge of the text.

**2.12 Purposes of Reading:-**

The close reading whether you write an essay or answer of questions based on a text, you are attempting to show that you understand certain reading purposes you should know what these purposes are, but here is a reminder. When reading any text you will be expected to:-

1. Understand the main idea in passage understand the fist of it.
2. Pick out specific, individual pieces of information form a text.
3. Understand idea of feelings a writer presents in a text.
4. Indentify and understand idea writer’s attitudes beliefs and argument.
5. Understand and appreciate a writer’s use of language.

In close reading texts, this really means that you to show a awareness of different purposes at the one revision bite it is not possible to deal with all of the different purposes at the one time. So there are five bites, each bite concentrating on one purpose of close reading.

**2.13 Types of text:-**

In the close reading part of your standard Grade examination, you’ll have to read and answer questions on a piece of text. The text you will be faced with fall into two types:-

\* Fiction and no-fiction – you have all the features of imaginative writing. The piece of text could be taken form a novel or short story. Here are some of the key features of these texts. The setting of the story (where it takes a place)) will be made clear early on the passage.

There will be a main idea ((a theme)) explored in the passage. The main idea will relate to the main characters they will be mostly involved with the theme.

\* Sometimes will happen to the characters or the extend will lead up to something happening.

\* The story is usually written in the 3rd person- employ literary techniques to put a cross her or his ideas.

\* All the skills you have been using to discuss literature texts thought your standard Grade courses will be put to good use in the close reading part of the examination – you will have read lost of fiction texts during you 3rd and 4th year keep reading as much as you can in the run-up to the examination. Think about what techniques the writer has used to put across her or his ideas.

1. No – fiction text:

Non- fiction texts include newspaper, articles, magazine, information leaflets, diaries, travel writing and autobiographies. Andy of these could be text in your credit, General or foundation reading paper.

No-fiction texts, of whatever genre, all have one thing in common – they are based on facts.

Things that have actually happened or a are true.

Let’s look at the key features of some non-fiction texts:-

1. Present information and ideas about a topic.
2. Present a point of view about the topic.
3. Layout might include headlines, sub headings pictures.
4. The main idea is introduced early on in the passage and then developed in subsequent paragraph.
5. The style of writing wills straight- forward and factual, especially in newspaper extracts.

If it is an extract from an autobiography recording thought and feelings about life experiences and will be written in the 1st person.

If it is a piece of travel writing, a place will be described in detail and the writers feelings about that place will be made clear it will be written in the 1st person.

No fiction texts are a round us in the form of newspapers, magazines, advertisements, Junk mail. The list is endless! Read as much as you can see that you become familiar with this type of writing, when you are reading, think about what techniques the writer has used to put across their information in interesting way.

**2.14 Previous study:-**

This study investigated the problems in reading comprehension in English among weak rural secondary school students and discovering whether these students used appropriate reading strategies. “ Reading is accepted as a thoughtful process, requiring the reader not only to understand what the author is endeavoring to communicate but also to contribute his own experiences and thoughts to the problem of understanding.

Comprehension is composed of separate skills and abilities, such as understanding word meaning, verbal reasoning, getting the main idea, detecting the author’s mood, and describing word meanings in context.

“Rural” refers to areas far away from towns and area. Low achievement, according to Cambridge International Dictionary of English is not being successful in acquiring a set of qualities that should have been obtained.

Providing preschool foundations for later reading comprehension: The importance of and ideas for targeting in Storybook. Sharing interventions.

**Abstract:-**

A significant gap in emerging literacy intervention with preschoolers related to a skill that is crucial to later reading comprehension- the ability to engage in inferring. This article presents a theoretical rational for fostering inferential language during book sharing with preschool children, and provides research-based ideas for how this can be best accomplished. It suggested that, at the preschool level children can be supported in their ability to make inferences about stories read aloud to them by having adults ask both literal and inferential questions that, first and foremost, relate to the caused structure of stories. Additionally, questions focused on information and evaluative inferences. Aubic for connecting such questions to the elements of story grammar is offered and specific example from published preschool level storybook is provided 2008 Wiley periodicals. Inc.

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Home > Educational & School psychology> Educational & Psychoology> Psychology in schools > vol 45 issue 7- Abstract.

Grade level invariance of Theoretical Casual Structure Predicting Reading comprehension with vocabulary and oral Reading fluency, Educational Measure Paul Yovanoff. Luke Duesbery, Juile ement: Issue and Alanzo and Gerald Tindal Pratice.

Article first published online:2 SEP 2005, volume 24, Dol: 10.1111/j-1745-3992-2005-00014-x

**2.15 Additional information:-**

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\* Abstract:- key words: reading assessment grade. Level invariance; curriculum- based measure.

This research investigate the relative important- dimensions of Reading comprehension as the student possesses from elementary to high school. Invariance of this model over grades 4 through 8 is tested using two independent student samples. Reading grade- level appropriate passages. Results from structural equation modeling indicate that the model is not invariant a cross grade levels. Vocabulary knowledge is a significant and constant predictor of overall reading comprehension irrespective of grade level while significant, fluency effects diminish over grades. Especially in the later grades. Lack of grade level invariance was obtained with both samples. Results are discussed in light of vertically linked reading assessments, a adequate yearly progress and instruction.

**2.16 There are two reason for reading:-**

- Reading for pleasure

- reading for information in order to find out some things or order to some things with the information you get.

The main way of reading are as follows:-

- Skimming: quickly running one’s eyes over text to get of fit.

- Extensive reading: reading longer text usually for one’s own pleasure. This is fluency activity. Mainly involving global understanding.

- Intensive reading: reading shorter text, to extract specific information. This is more an accuracy activity involving reading for detail.

- Recognizing the script of language.

- Understanding relation within the sentence.

- Basic reference skill.

**2.17 Reading with comprehension:-**

Reading with comprehension means getting meaning form what you read it is an active thinking process that depends not only on comprehension skills. But also on your own experiences previous knowledge. Comprehension involves understanding the vocabulary.

Seeing relationship among words and concepts organizing ideas recognizing the other purpose. Evaluation the content and making Judgments perhaps the one most important factor in determining attempting comprehend with inadequate vocabulary while ignoring comprehension skills is west of time and effort. Specific comprehension skills cannot be completely isolated because they are so interrelated that one.

But in a border sense comprehension could be divided into three level:-

1. Literal
2. Inferential
3. Critical

1\* literal reading refers to idea and fact that are directly stated on the printed page infact literal ideas and facts are usually secarly,

State that you could go back the passage underline the information if you desired.

The literal level of comprehension is fundamental all reading skills at any level because you must first understand what the author actually wrote before you can draw.

And inference or make and evaluation. The literal level is considered the easiest level reading comprehension because you are not required to go beyond what the author actually wrote therefore less thinking is involved.

2- To get inference or implied meaning from you reading you most “read between the life” inference are ideas that you receiver when you go beneath the sure fact to sense conclusions but fact and ideas together to draw - And detected the mood and ten of the material.

Making inferences requires more thinking on your part because you must depends less on author and more personal in sight.

Or in third level critical reading requires that you read with an inquiring mind and with active creative participation to read critically. Close note mean merely looking for false statements rather- It mean questioning comprehension and evaluating.

in Fauzia Hasan H.B.T 3201 (( 2004:3) “ If the ability to read involves some any aspects of language cognition life and learning then on one academic discipline can claim to have the correct view of what is crucial in reading. Linguistics certainly not probably not even applied linguistics, but as one read she or she is expose to graphic symbols in the text.

Walker (1946) asserts regarding is active process in which reader shift between sources of information what they know and what text says elaborate meaning and strategic. Cheeh their interpretation (revising when appropriately and use the social contact to focus their response.

Anderson (1999) citedin Crobe (1992) strengthen word laugh’s point of view has to accents for the notions that fluent reading rapid, purposeful interactive comprehension flexible and gradually developing.

Words laugh (1977) seems to a great to that she argues that reading is an active interactive.

\* Productive and cognitive activity search for information with text. It requires the constant constructive involvement of the reader in what he is doing. And it demands the use o higher order mental abilities he also further elaborated on that account. Stating “reading activity itself requires both a language and knowledge bases “. Up until now there is still no definite definition for reading. Scriscuolo (1973) says “There is no exact definition for reading author view.

**2.18 Effective reading comprehension strategies:**

Fluency instruction impertative to good reading comprehension it takes energy for students to sound out words. If students stumble and are unable to produce a word quickly- the lose momentum and forget what context sentences is.

They obviously has a negative effect on comprehension fluency must be practical! Research have not found evidence that silent reading positive effect on student achievement. But they have found that repeated oral reading positive impacts word reorganization.

**2.19 Comprehension and fluency:**

**Watkis (2007)**

Students learn more and better when they have previous knowledge or experience with topic.

Understudy. This helps them use to down processing to extend their neutral not works in Semantic memory. They use bottom up processing connect to the former nodes and link in their net works. Matlin (2005). Narrative of expository it is a good idea.

For them to ask themselves to think about content through the text looked heading and chapter title and make prediction about various event- or word highlighted good readers are active in their may ask comprehension and draw on their prior knowledge to assist them in comprehension (Duke and Person’s 2002).

Developing a good reading comprehension is more than just thinking how to comprehension student must be also be aught specific skills that are essential to good comprehension.

This include phonological skills. Knowledge of the structure of the text fluency. And vocabulary ((Gersten, ex at (2001).

Students taught in a more direct and explicit fashion on dealing skills improve faster than students taught in more implicit fashion ((Foor man **& Torgesen (2001)).**

Repeated reading is accost – effective way to help children improve fluency material on hand are more than acceptable to use especially since any type of text will do, questioning techniques on the part of the teacher are also vital component of teaching students to comprehend text well – what are “ wait – time” and think time not only do students need time to think of answers but the questions they are being asked should be higher – level questions not just yes /no , true /false, or simple detail question.

There is power in “why”? Question – asking questions that required elaboration on the parts help them to comprehension teach, and practice new knowledge (Dressly , 2001).

**2.20 Mental Models and Reading comprehension:-**

The year (1987) marked the thirtieth anniversary of the publication. Of Noam Chomsky’s syntactic structures this work extremely influential psychology for many reason not the least of which was Chomsky’s introduction the concept of Tran’s formation.

These rules mapped underlying of forms of sentence on their observed. Psychologists seizen on these idea and despite of Chomsky’ d resistance interpreted them as psychological theory of languages production and comprehension a I thought is a dangerous business the birthday of and intellectual enterprise- on – would not be to far off in dinning. That (1975) marked the beginning of modern psycholinguistics so what have we and learned in 32 years? Quite a lot we think psychology of language comprehension general and psychology of reading. In particular have advanced tremendously major changes in theory and methodology have accredited in the past 32 years.

First researcher have moved from primary focus on memory for lists of words to comprehension that for incoherent text.

Second it has become clear that language comprehension requires knowledge of the world as well as knowledge.

The article approaches have emerged that focus on acknowledge that reader and listeners bring to comprehension. By the same taken people are able to understand novel.

Information that does not fit realty into previously required schemata hence something beyond theory is required. The concept of mental, models offers useful way of thinking about how readers and listeners construct meaningful interpretations.

Third, experimental method have been developed that permit relatively Precie assessment of degree to which various language process making inferences, for example occur automatically at the time of comprehension.

As opposed to strategically when particular types test have question are asked. The method have contributed greatly to our understanding and how text are mentally represent and how these representation are constructed, we begin with an over view of the movement from focus on words to focus paragraphs through this discussion we consider some of them methodological refinements that have allowed researchers determine when and how mental possible directions for future research.

**3.1 Research Methodology**

**Introduction:-**

This chapter has discussed the following: methods of the study population of the study, sample of the study, the experiment description of the sample and the instrument reliability, validity and data analysis procedure.

**3.2 Methods, Tools of the study:-**

The researcher has used the descriptive analytical, qualitative methods as well as the questionnaires as tools to investigate the hypothesis as stated in chapter one; the researcher has used the statistical.

Package for social science ((SPSS))

Namely: the researcher focuses on percentage and frequencies.

 **3.3population and sample of the study:-**

The population of this study is drawn exclusively from Sudan University of Science and Technology, college of education. Teachers have chosen two samples to represent this study as such:-

Firstly:- 1st year undergraduate students at Sudan University of Science and technology both males and females.

Secondary:- Sudanese teacher of English from various universities who responded to questionnaire

**3.4 Tools of the study:-**

The researcher used two tools to collect the information of the study. One includes the questionnaire which was given to the Sudanese English teachers whom were selected randomly the other tools was per-test and post-test which were given to the 1st year undergraduate studies of Sudan University of Science and Technology.

They were dived into control group which is given test after treatment by learning the principle of cohesive in the second language. The other group was on experimental group encountered difficulties such as recognizing sentences.

But the control group has performed better than the experimental group.

The researcher used the descriptive methods and questionnaire as a tool in the collection of relevant data and information in purposing this study population of this study n drawn from Sudan University of science and technology, college of language which is composed from 30 teachers they have equally into two groups as such: control group as such: control and experimental group.

**3.5 Pre – and Post questionnaire:-**

The main functional the pre-question questionnaire is to provide base – line- data which will make possible the analysis and comparisons of the existing situational in two groups.

This will ensure that the two groups are in the two groups in the same level prior to the conduction of the experiment the post-questionnaire will be given at the end of the experiment, it is mainly used for meaning performance and evaluating the progress of the subject.

The questionnaire which involves different types of questions will be done by the teacher who has been exposing to cohesive devices through intensive practice in the terms of writing skills.

 **3.6Teachers questionnaire:-**

The seemed tool is questionnaire which is distributed to the teachers from both sexes.

This questionnaire has included a covering page which introduces the topic of the research and indentifies the researcher- it uses likert 5 points scale ((strongly agree, agree, uncertain, disagree and strongly disagree.)).

The statements are about the cohesive devices in terms of w5iting skills.

The questionnaire was designed as a tool for collecting information about the pr9oblem encountered by first year English language. Teachers at Sudan University of science and technology.

The questionnaire included 20 questions given to Sudanese English teachers form different universities.

It was judged and experienced professors and doctor s form Sudan University of science and technology. The responses for the questionnaire were given to an expert in statistics and the findings are as in the table of analysis

 **3.7Validity and reliability:-**

Validity is made to investigate the content of the two questionnaire should measure the items that the researcher would like to questionnaire

Reliability refers to the following when we repeat the questionnaire. The questionnaire should give me equivalent result.

**3.8 Data Analysis procedure:-**

The researcher use to the SPSS program for analysis of data. The results of pre-analysis and post questionnaire will be analyzed and relevant statistical measures and will be applied to arrive at accurate results.

This will also be done with the teachers’ questionnaire.

**3.9 Summary:**

This chapter has drawn the road map for the study. It has describe the different aspect of the research ((population)) samples, tools, etc).

It also describes in detail the questionnaire and the procedure do data analysis.

**4.1 Analysis and results**

Table (1)

|  |  |  |
| --- | --- | --- |
| Factor | Frequency | Percentage |
| Strongly agree | 4 | 13.3% |
| Agree | 5 | 16.7% |
| Neutral  | 4 | 13.3% |
| Disagree | 13 | 43.3% |
| Strongly disagree | 4 | 13.3% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2015

Figure (1)

From table (1) and figure (1) we note that the answer of most of the individuals study is (Disagree) by frequency (3) and percent (43.3%), followed by who answer is (Agree) by frequency (5) and percent (16.7%) , while the total number of who answer is (Strongly agree, Neutral and Strongly disagree ) both by frequency (4) and percent (13.3%).

Table (2)

|  |  |  |
| --- | --- | --- |
| Factor | Frequency | Percentage |
| Strongly agree | 12 | 40% |
| Agree | 11 | 36.7% |
| Neutral | 2 | 6.7% |
| Disagree | 4 | 13.3% |
| Strongly disagree | 1 | 3.3% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2015

Figure (2)

From table (2) and figure (2) we note that the answer of most of the individuals study is (Strongly agree) by frequency (12) and percent (40%), followed by who answer is (Agree) by frequency (11) and percent (36.7%) , while the total number of who answer is (Disagree) by frequency (4) and percent (13.3%).

Table (3)

|  |  |  |
| --- | --- | --- |
| Factor | Frequency | Percentage |
| Strongly agree | 14 | 46.7% |
| Agree | 11 | 36.7% |
| Neutral | 0 | 0.0% |
| Disagree | 2 | 6.7% |
| Strongly disagree | 3 | 10% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2015

Figure (3)

From table (3) and figure (3) we note that the answer of most of the individuals study is (Strongly agree) by frequency (14) and percent (46.7%), followed by who answer is (Agree) by frequency (11) and percent (36.7%) , while the total number of who answer is (Strongly disagree)by frequency (3) and percent (10%).

Table (4)

|  |  |  |
| --- | --- | --- |
| Factor | Frequency | Percentage |
| Strongly agree | 1 | 3.3% |
| Agree | 1 | 3.3% |
| Neutral | 2 | 6.7% |
| Disagree | 7 | 23.3% |
| Strongly disagree | 19 | 63.3% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2015

Figure (4)

From table (4) and figure (4) we note that the answer of most of the individuals study is (Strongly disagree) by frequency (19) and percent (63.3%), followed by who answer is (Disagree) by frequency (7) and percent (23.3%) , while the total number of who answer is (Neutral)by frequency (2) and percent (6.7%).

Table (5)

|  |  |  |
| --- | --- | --- |
| Factor | Frequency | Percentage |
| Strongly agree | 8 | 26.7% |
| Agree | 17 | 56.7% |
| Neutral | 3 | 10% |
| Disagree | 2 | 6.7% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2015

Figure (5)

From table (5) and figure (5) we note that the answer of most of the individuals study is (Agree) by frequency (17) and percent (56.7%), followed by who answer is (Strongly agree) by frequency (8) and percent (26.7%) , while the total number of who answer is (Neutral) by frequency (3) and percent (10%).

Table (6)

|  |  |  |
| --- | --- | --- |
| Factor | Frequency | Percentage |
| Strongly agree | 3 | 10% |
| Agree | 14 | 46.7% |
| Neutral | 6 | 20% |
| Disagree | 6 | 20% |
| Strongly disagree | 1 | 3.3% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2015

Figure (6)

From table (6) and figure (6) we note that the answer of most of the individuals study is (Agree) by frequency (14) and percent (46.7%), followed by who answer is (Neutral and Disagree) both by frequency (6) and percent (20%) , while the total number of who answer is (Strongly agree) by frequency (3) and percent (10%).

Table (7)

|  |  |  |
| --- | --- | --- |
| Factor | Frequency | Percentage |
| Strongly agree | 6 | 20% |
| Agree | 12 | 40% |
| Neutral | 6 | 20% |
| Disagree | 5 | 16.7% |
| Strongly disagree | 1 | 3.3% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2015

Figure (7)

From table (7) and figure (7) we note that the answer of most of the individuals study is (Agree) by frequency (12) and percent (40%), followed by who answer is (Strongly agree and Neutral) by frequency (6) and percent (20%) , while the total number of who answer is (Disagree) by frequency (5) and percent (16.7%).

Table (8)

|  |  |  |
| --- | --- | --- |
| Factor | Frequency | Percentage |
| Strongly agree | 5 | 16.7% |
| Agree | 12 | 40% |
| Neutral | 8 | 26.7% |
| Disagree | 5 | 16.7% |
| Strongly disagree | 0 | 0.0% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2015

Figure (8)

From table (8) and figure (8) we note that the answer of most of the individuals study is (Agree) by frequency (12) and percent (40%), followed by who answer is (Neutral) by frequency (8) and percent (26.7%) , while the total number of who answer is (Strongly agree and Disagree) by frequency (5) and percent (16.7%).

Table (9)

|  |  |  |
| --- | --- | --- |
| Factor | Frequency | Percentage |
| Strongly agree | 7 | 23.3% |
| Agree | 6 | 20% |
| Neutral | 1 | 3.3% |
| Disagree | 12 | 40% |
| Strongly disagree | 4 | 13.3% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2015

Figure (9)

From table (9) and figure (9) we note that the answer of most of the individuals study is (Disagree) by frequency (12) and percent (40%), followed by who answer is (Strongly agree) by frequency (7) and percent (23.3%) , while the total number of who answer is (Agree) by frequency (6) and percent (20%).

Table (10)

|  |  |  |
| --- | --- | --- |
| Factor | Frequency | Percentage |
| Strongly agree | 6 | 20% |
| Agree | 6 | 20% |
| Neutral | 7 | 23.3% |
| Disagree | 5 | 16.7% |
| Strongly disagree | 6 | 20% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2015

Figure (10)

From table (10) and figure (10) we note that the answer of most of the individuals study is (Neutral) by frequency (7) and percent (23.3%), followed by who answer is (Strongly agree, Agree and Strongly disagree) by frequency (6) and percent (20%) , while the total number of who answer is (Disagree) by frequency (5) and percent (16.7%).

Table (11)

|  |  |  |
| --- | --- | --- |
| Factor | Frequency | Percentage |
| Strongly agree | 5 | 16.7% |
| Agree | 13 | 43.3% |
| Neutral | 4 | 13.3% |
| Disagree | 7 | 23.3% |
| Strongly disagree | 1 | 3.3% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2015

Figure (11)

From table (11) and figure (11) we note that the answerof most of the individuals study is (Agree) by frequency (13) and percent (43.3%), followed by who answer is (Disagree) by frequency (7) and percent (23.3%) , while the total number of who answer is (Strongly agree) by frequency (5) and percent (16.7%).

Table (12)

|  |  |  |
| --- | --- | --- |
| Factor | Frequency | Percentage |
| Strongly agree | 5 | 16.7% |
| Agree | 8 | 26.7% |
| Neutral | 2 | 6.7% |
| Disagree | 11 | 36.7% |
| Strongly disagree | 4 | 13.3% |
| Total | 30 | 100% |

Source: prepared by researcher, using SPSS, 2015

Figure (12)

From table (12) and figure (12) we note that the answer of most of the individuals study is (Disagree) by frequency (11) and percent (36.7%), followed by who answer is (Agree) by frequency (8) and percent (26.7%) , while the total number of who answer is (Strongly agree) by frequency (5) and percent (16.7%).

**4.2 Test and discussion hypotheses:**

To answer the questions of the study and verification of hypotheses will be calculated median for each of the phrases in the questionnaire and which show views of individuals the study, which was given Grade (3) as a weight for each answer "Agree", grade (2) as a weight for each answer "neutral" and grade (1) as a weight for each answer "Disagree."

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

Table (13): Chi-square test results:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Trend | Median | P-value | Chi-square value | Phrases | No. |
| Disagree | 2 | 0.035 | 10.33 | Reading comper | 1 |
| Agree | 4 | 0.001 | 17.67 |  | 2 |
| Agree | 4 | 0.003 | 14.00 |  | 3 |
| Strongly disagree | 1 | 0.000 | 39.33 |  | 4 |
| Agree | 4 | 0.000 | 18.80 |  | 5 |
| Agree | 4 | 0.003 | 16.33 |  | 6 |
| Agree | 4 | 0.035 | 10.33 |  | 7 |
| - | - | 0.221 | 4.40 |  | 8 |
| Disagree | 2 | 0.027 | 11.00 |  | 9 |
| - | - | 0.988 | 0.333 |  | 10 |
| Agree | 4 | 0.010 | 13.33 |  | 11 |
| Neutral | 3 | 0.08 | 8.33 |  | 12 |
| Agree | 4 | 0.000 | 48.81 | Hypothesis |

Source: prepared by researcher, using SPSS, 2015

From the table above:

* The value of chi-square for the first phrase is (10.33) with (p-value=0.035 < 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 the second phrase is (17.67) with (p-value=0.001 < 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 third phrase is (14.00) with (p-value=0.003 < 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 (39.33) 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 disagree.
* The value of chi-square for the fifth phrase is (18.80) 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 sixth phrase is (16.33) with (p-value=0.003 < 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 seventh phrase is (10.33) with (p-value=0.035 < 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 eighth phrase is (4.40) with (p-value=0.221 > 0.05), this indicates that there is no significant differences at the level (5%) between answers of study individuals.
* The value of chi-square for the ninth phrase is (11.00) with (p-value=0.027 < 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 the tenth phrase is (0.333) with (p-value=0.988 > 0.05), this indicates that there is no significant differences at the level (5%) between answers of study individuals.
* The value of chi-square for the eighth phrase is (4.40) with (p-value=0.221 > 0.05), this indicates that there is no significant differences at the level (5%) between answers of study individuals.
* The value of chi-square for the eleventh phrase is (13.33) with (p-value=0.010 < 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 twelfth phrase is (8.33) with (p-value=0.08 > 0.05), this indicates that there is no significant differences at the level (5%) between answers of study individuals.

The value of chi-square for all phrases is (48.81), 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.

**5.1 Introduction:**

In this chapter the researcher is focused on some recommendations form through study of the research formatted collection and other information helping to the research.

**5.2 The results:**

The study concluded the following measures:

- The importance of reading comprehension in learning English.

- Use of modern methods in reading help to learn the English language.

- The skills for reading comprehension in secondary schools help students learning English.

**5.3 Recommendation:**

- The need to encourage teacher to students on reading comprehension.

- Teachers encourage students to read some book literature because that developing language.

- the teachers in secondary schools must be care by reading comprehension.

**5.4 Summary:**

In this chapter the find contains on introduction and five chapter and conclusion contains submitted to prove the research on the difficulties of teaching, reading and importance and natural problem and adjectives of research.

The first chapter deals with objectives and statement of the study. Chapter two with scientists or review of literature and purpose and some assumptions and consideration. The third chapter addresses study of sample and the population, martial and validity, chapter four presentation and data analysis about the questionnaire and finally of the end of chapter summary and results, chapter five the end of the research, the researcher written about introduction and result, recommendations about this study and autobiography and appendixes.

**5.5 References:-**

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**Sudan University of Science and Technology**

**Collage of Education- English Department**

**Fourth level**

Dear Teacher,

This questionnaire is used as a data collecting method for a complementary research in English entitled:

Investigating problems facing teachers in reading comprehension at secondary schools- case study.

Please pick the statement which suitable to your point of view.

Accurately and honestly. I assure you that the information in this questionnaire will be treated confidentially for research purposes only.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statements**  | **Strongly agree**  | **Agree**  | **Neutral**  | **Disagree** | **Strongly disagree**  |
| 1- Reading comprehension in secondary school was neglected. |  |  |  |  |  |
| 2- English language teachers encourage reading comprehension.  |  |  |  |  |  |
| 3- Teacher thinks reading comprehension help students to develop their language.  |  |  |  |  |  |
| 4- Reading comprehension unnecessary in English language. |  |  |  |  |  |
| 5- To communicate with other in English you need to read comprehensively.  |  |  |  |  |  |
| 6- Students in secondary schools have confused reading comprehension understanding. |  |  |  |  |  |
| 7- The students in secondary schools don’t understand contextual meaning. |  |  |  |  |  |
| 8- Student can’t comprehend cultural meaning some-time.  |  |  |  |  |  |
| 9-the administration of necessary schools in general not interest of reading comprehension skill. |  |  |  |  |  |
| 10- Teachers weak in reading comprehension because of the lack of enough experience.  |  |  |  |  |  |
| 11- Most students can’t connect ideas in reading comprehension.  |  |  |  |  |  |
| 12- The reading comprehension books become very expensive. |  |  |  |  |  |