

Chapter One

Introduction

1-0 Overview

Learning a language is not an easy task as some people think; it's a complicated process that needs a great efforts and patience. Any language has four skills (listening, reading, speaking and writing).

The researcher wants to concentrate on the role of SPINE three in developing reading 'abilities on the alternative procedure for teaching reading because students even at university level cannot read English fluently.

Since 1995, a new course of English language in Sudan was implemented at schools, the new syllabus is called SPINE(Sudan Practical Integrated National English) these courses stress the new approaches and skills. There were a debates over the standard of the English when the English SPINE courses are introduced, some of educators think that implementing SPINE series has a negative influence upon the standard of English in Sudan, specially in developing reading of English language.

Reading is an important skill in any language learning. It supports the development of overall proficiency and provides access to curtail information at work and schools.

With English being dominant language of internet, international business, and academic (including science) beginning and advanced students alike faced great problem to develop their(L2) second language reading abilities.

Therefore, a more emphasis has been given to reading, specially, in a foreign language context.

Gibson and Levin, (1975:1) state "reading has received more than the other aspect of education, so there is small wonder that instruction in the early greats is organized around learning to read". Aderson, (1984:1) also point out that "reading knowledge of a foreign language is essential to academic studies, professional success and personal development".

The present study aims to identify the role of Spine Three in developing reading ability in basic schools students and factors contributing to these difficulties in order to get solutions.

1.1- The statement of the problem.

In recent years, more emphases has been given to reading, the real situation in the school of basic level, for that there must be tended for developing reading through communicative language teaching task base activities, these activities will make the interaction effective between the learners themselves through the task oriented teaching reading, it is possible to make the language learning purposeful in SPINE three, the exercise types developing sample task can be very helpful if used really, appropriately really and if necessarily modified to the student's need.

1.2- The Research questions.

This study tries to provide answers for the following questions:

- 1- To what extent do the activities used in SPINE three develop the reading ability for the pupils in the class eight?
- 2- To what extent the reading activities used in SPINE three motivate students to read correctly?

3- How can the reading materials in SPINE three enrich vocabulary?

1.3-The Research hypotheses.

- 1- In SPINE three, the reading material doesn't enrich vocabulary.
- 2- The activities in spines three do not develop the ability of reading.

3/ Reading activities in SPINE 3 do not motivate the students.

1-4- The objectives of the study.

This study aims:

- 1- To find out the basic level school teacher's attitude and pinions toward using activities in reading SPINE three.
- 2- To see how the reading developing activities could improve the reading ability for all the students.
- 3- To make sure that reading developing activities in teaching could help the students to acquire the reading ability.

1.5- The significance of the study.

Throughout the researcher's long experience in teaching, he observed that reading developing of the students, and techniques for developing and improving the reading ability of them at Basic level. It's very important to investigate the reading activities. The study also intends to improve the reading of the students; it may also give teachers of English a new technique of reading.

1.6- Methodology of the study.

The methodology that applied in this study is descriptive and analytic, the data will be obtained by using a questionnaire which designed and administrated for English language teachers in order to

collect the data of the study which focus on reading skill and how to overcome these solutions.

1.7- Limits of the study.

This study will consider the following limits.

- 1- Location: sector Elbouqa East, Elbouqa west unit, Umbadda locality.
- 2- The time: is limited to the school year (2016-2017).
- 3- Theme: this study is limited to the role of SPINE three in developing reading ability.

Chatter Two

Literature Review and Previous Studies

2.1 Introduction

This chapter consists of two parts. The first is literature review or the theoretical framework, where as the second part will be devoted to the previous studies. In the first part, the researcher presents some knowledge of developing reading ability preceded by a review of the reading content in SPINE three.

Also the researcher attempts to show some previous studies which were carried out by some researchers in the same area.

2.2. Part one: Theoretical frame work

2.2.1. History of Education in Sudan

English came to Sudan with the colonial army In 1898 : This date marks the beginning of British colonialism that introduced western types education based on hegemony of English language. It aims at

both transforming the Sudanese culturally and exploiting them economically.

It was introduced through two types of Education, government education and Christian school in the south.

2.2.2. Change of English language:

In Sudan, English came change some of which happened in response to poetical attitudes and action rather than to Educational needs.

Before the issuance of Nile course, there was read , think and answer for stage published by oxford university press, after that came Nile course which was introduced in Sudan. It came in to actual use in 1980 & implanted by 1983 as program of English language all over the Sudan (IBID).

2.2.3 Definition of Reading:

According to oxford dictionary (2008) reading is defined as: a look aiming to understand the meaning of the written or printed works or symbols to guide the recovery of information from his or her memory and sub squinty use his information and interpretation of written message.

Reading is a part of language learning process for students who have basic structure vocabulary in English , so sufficient well directed reading for student in foreign language learning can be important in developing (self – confidence) and new motivation.

We mean by reading development considering such assessing frame work's scales of reading performance and test of reading, can there provide useful insights in to test construction as well as a different perspective on reading and the constructs of reading, .(luckmain) (1989) point out the new York city board of Education is skills (1968) define as recalling and meaning.

Understanding conceptual meaning / findings answer to questions answered explicitly or in paraphrase. Understanding cohesion between parts of text through grammatical cohesion device / recognizing a writer, purpose, attitude, tone and wood.

Large members of student are learning English not to study the language it self, but to study an other subjects through English these student read to gain access to information through English. Consequent, reading plays very important and effective role in second and foreign language a acquisition .

Reading has the highest cultural effect on learners . It an a bles us to expand our mind it has great partial value with regard to technical and commercial pursuits by enabling the reader to keep a breast of develop in reading in his subject.

2.3 The reasons behind Reading

A- reading for pleasure.

B- Reading for information (in order to find out something or in order to do something with the information you get.

The themalization understanding meaning grellet (F):

Grilled, f,(2013) developing reading skills, Cambridge : Cambridge university press.

2.4 Reading and better thinking:

According to Houghton Mifflin (p,9) better reading skills help you improve your chances for a academic, professional and personal success, they will also help you improve your over all thinking skills . This is because reading requires you to follow and understand the through processes of the writer.

When you can do that effectively you get opportunities to sharpen a Varity of your own mental skills.

a- you evaluate information and decide what's important.

b- you learn to see relationships among things, events and ideas.

c-you add more information to your memory.

2.5 Reading techniques are:

2.5.1 Sensitizing

The aim of this section is to provide exercise that will develop the strategies which students need to cope with unfamiliar words and complex sentence.

It should be ensure that they do not stumble on every difficulty or get discouraged from the outset.

2.5.2 Inference.

Inferring means making use of Semantics , logical and cultural sets elements, if these are words, thin word formation and derivation will also play unimportant part.

When dealing with a new text, it is better not to explain the difficult words before hand, they would only get use **to** being given pre-processed text and would never made the effort to cope with a difficult passages on their own on the contrary students should be encouraged to make a guess set the meaning of the word they do not know rather than look them up in dictionary.

This is why from the very beginning if is vital to develop the skills of inference.

a- Understanding relations within the sentence in ability to infer the meaning of unknown elements often causes discouragement and apprehension in students when they are faced with a new text.

Similar problem arises when students are unable to get an intermediate grasp of sentence structures, this will be definite handicap in the case of texts' with relatives, embedded clauses' and complex structures is therefore important to train the student are early possible, to look first for the core of sentence.

2.5.3 Linking sentence an idea.

It is essential to prepares students to recognize the various devices used to create sexual cohesion and more particularly the use of reference and link words.

If there reader doesn't understand some words of the passage, some of the facts and idea will probably escape him, but he doesn't understand inter or intra- sentential connectors, he may also fail to recognize the communicative value of the passage.

From the very beginning students should therefore be taught **not** only to understand them when they come across but also to look out for such marker .

2.6. Types of reading

We can not develop the reading better of our students unless we know the types of reading :Below here are types.

Silent reading it means perceiving a written text in order to understand it's contents it can be done silently. Students should read the passage silent/ while the teacher is writing some question on the board about the topic, as the first reading , they should understand as much as possible without struggling to understand each word . After that they read the written question on a board, then students should seek for information and answers of the question.

Silent reading is reading for comprehension. The teacher is expected to help students develop in their speed in silent reading.

Silent reading should be encouraged to develop out omaticity, confidence and enjoyment "Aderson ,2000,28".

2.6.1 Silent reading

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2.6.2 Loud reading

Reading loud is can not used now a day so some of educators and researches are in favor silent reading than reading loud reading loud can be used during the course, to check the pronunciation of the students, to improve the intonation, fluency and rhythm to train the student an how to imitate speaker of English language. Reading loud used to be normal methods for giving students practice in their language.

2.6.3 Skimming

Aderson eral (1995. 17)

First students can read the passage (what a text is about? Or given by specific question quietly to get general impression of it . Skimming is useful to look only at the first and last sentence of a paragraph

While we read for specific information we look quickly with our eyes for the words until we find the information from the reading selected of the text (ibid).

2.6.4 Intensive and extensive reading:

We want our students to develop are trained by studying a short text in detail , but other they use of longer text, in order to complete a books. These two approaches are described traditionally as "extensive and extensive reading brumfit (1977) points out that better labels might be " reading for accuracy and reading for fluency". Intensive and extensive reading are complementary and both are necessary but they are different in purpose.

2.6.5 Intensive reading:

Dictionary defined intensive reading as reading in detail for complete understanding of every part of the text , is generally at slower speed and higher degree of understanding than extensive reading .

Intensive reading forces the students to pay great attention to the text, the aim of it to arrive at profound of detailed understanding of

the text and the meaning "How" is as important. Train students in reading strategies.

2.6.6. Extensive reading:

English dictionary defines extensive reading as reading for the pleasure of reading, not focusing on every single detail in the text extensive means reading in a quantity and in order to (gain) a general understanding of what is read and to develop good reading habits, to build up knowledge of vocabulary and encourage a liking for reading (mason of krashen,1997).

2.7 Reading techniques

1- sensitizing, to train the students to recognize synonyms and antonyms / understanding relation within the sentence .

2- linking sentence and ideas / to prepare the students to recognize relation within sentence or between students.

3-linking sentence and ideas : reference

To train the students to recognize and understand reference. (Farncois, crellet).

2.8 Purpose of reading:

To improve the student listening skills , the spin 3 authors as the teacher to do the fallowing .

To teach a new words in a situation .

To read the a dialog aloud for students and asking the students to close their spin and listen during the period.

Tell the students a funny story or listen their storey's (spin writer hand out 1999 – 13).

The aim meant ti enable learners to acquire the basic reading skills and strategies such as :

- 1- reading for purpose to be able to predict infer meaning .
- 2- reading for general idea (skimming) .
- 3- reading for details (intensive reading).
- 4- reading for specific idea (scanning) .
- 5- reading for general idea (extensive reading).

2.9 Comprehension and its Types

The reading comprehension is a ability to understand information in a text and interpret it.

Reading comprehension can be divided in to (whom) by.

Literal reading (Evaluative reading) :

Is defined by long main dictionary of English as :

Reading in order to understand, remember or recalling the information in a passage.

2.9.1 Inferential reading

By language dictionary of Ease: Reading on order to find information , which is not explicitly stated in a passage , using the reader experience.

Evaluation reading comprehension or (critical) :

Value reading is defined by long man dictionary of Eas :

Reading in order to compare information in a passage with the reader's own knowledge an value .

Appreciative read is defined by as:

Reading in order to gain an emotional or other kind of valued (response) from a passage.

2.10 Proof of reading is defined according dictionary as:

"Checking one;s or some one else text for errors.

2.11 The different between first language L1 and second language L2 reading:

In second or foreign language.

The question is whether the ability to read transfers across language is a good.

First – language reader also a good second language reader ?

The second language teachers believe that poor second language reading is a due to a lack of good reading abilities / skills / habits in the first language (Alderson (1984).

This issue and reviews much of the research published at that time to conclude that there is likely to be language threshold beyond which second language readers have to progress before their first language reading a abilities , can transfer to second – language situation.

The answer to (Alderson original (1994) questions .

Is second language reading a reading problems or language problem?

Is ambiguous

The importance of both factors language knowledge and reading knowledge.

In second language reading knowledge of the second language is amore important factor than first language reading abilities.

2.12 Vocabulary:

A students vocabulary know ledge is highly correlated with his a ability to comprehend.

2.13 Sentence comprehension:

Many students facing difficult comprehension in interpreting the meaning in sentence . First reason they Howe difficulty is because they are unfamiliar with complete sentence structures that occur in written language that do not occur in oral language.

2.14 Reading word by word:

This reading on their visual information which greatly impends reading speed and hampers their comprehension by concentrating on every word and the transmission of information from term memory to the long term memory the result is poor comprehension.

2. 15 Reading problems

The teacher of EFL reading to do is to diagnose the weaknesses or the problems of the learners.

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 every single word in the passage Ignoring the importance of the linking words .
- 5- Regression " break word movement of the eye a long line of point when reading.
- 6- Transfer.

Study (1) by:

Mahgoub Dafa Allah Ahmad.

The title :

Efficient EFL reading at Sudanese secondary school.

Presented to : Sudan university of science .

In fulfill of MA July 2005.

Findings

This study concerns with improving teachers' mode in order to teach EFL reading affection and how our students read in an efficient and effective word.

There fore, it sheds the light on all aspects of EFL reading the attitudes, the attitudes language and experience teachers.

The purpose of this study was to investigate why the performance of students in EFL reading in secondary schools was not satisfactory?

There from word was viewed on the light of the problems and difficulties, the face secondary school teachers and the students EFL reading.

The researcher agree about his idea in a purpose of the study , the light of the problems, that facing both teachers and students.

Study (2) by:

Jamal Ahmad Ebrahim .

The title:

The developing reading skill of pupils at the intermediate stage untie Arab Emirates.

Presented to:

Sudan university of science and technology.

In fulfillment of MA in July 2004.

The purpose of this study was to develop the reading skill of the students at the intermediate stage.

The researcher studied the reading skill in depth so as find out the causes of the deterioration in the reading skill, in the first year pupils abide to arrive at the solution which might help teachers of English to improve the reading skill of their student.

The researcher agree the researcher about his comment in reading skill, so I hope that the teacher can help his students to improvement them, to give them more words or reading out side the class room.

Study (3) by:**Balala Ali Elbashir Ahmad**

The title: Investigating reading skill activates in spin 3 as perceived by EFL teachers.

(2014) to Sudan University of science and technology .

This study has come out with the following major findings.

- 1- The reading skill activates used in spin 3 enable students to read correctly.
- 2- Colored photos used in spin 3 can motivate students.
- 3- Reading skill activities used in spine 3 can develop the reading ability.

Study (4) by:

By: Khaled Hassan Ali, MA (2012) in October.

University of science and technology.

Title: An investigation of the reading comprehension problems.

Teachers should encourage students to make extensive reading to improve level of comprehension.

Teachers should motivate students to have more interest in reading materials in English language.

Teachers should provide students with enough assignments and exercises after any reading comprehension passage, so as to support their comprehension.

Study (5) by:

By: Zahir Adam Dafallah. P.h. D in November (2012)

Impact of using reading strategies on developing EFL learners reading comprehension skills.

Sudan University of Science and Technology.

EFL teachers should be trained how to encourage their students to improve their reading skills.

Teaching reading should focus on topics that suit students interest to improve reading skills.

Teachers should adopt the interactive approach in teaching reading comprehension.

Chapter Three

Methodology

3.0 Introduction

This chapter will give a count of the methodology used in the present study, and many have achieved a degree of success. However, systematic research into teaching of reading is relatively react, and Although a currently fashionable field, there have yet been few definitive finding into the nature of the reading process and the effectiveness of various teaching methods.

The sample of the study is described, the tool which absorbed the required information, reliability and validity of studying tool.

The study will be show questionnaire for Both Basic and provide schools teachers who teach English language.

3.1 Research method

The researcher used the analytical descriptive method in order to give valid and faecal results, the method assisted in building base to a complete understanding for research problem.

3.2 Data collection tool

The data of the study was absorbed it using a questionnaire for teachers of English language.

The researcher has put these questions together data from basic school teachers it was about (the role of SPINE 3 in developing

reading skills) among the teachers. The questionnaire included (12) questions.

3.3 Population and sample of the study

The original population for this study are teachers of English language at basic school in Umbada locality. The researcher used the simple random sampling in order to (get) the participants for this study.

The sample of the study is consisted of (30) teachers randomly chosen from the population of study.

3.4 Tools of the study

This questionnaire was used for collecting data about the problem of the study. The researcher used a questionnaire in order to collect the needed data.

The questionnaire was designed for teachers who teach English language in Basic schools based on their specialization.

It was designed after the researcher had studied different types of questionnaires concerning teaching practice and classroom techniques of teaching.

The questions were designed in a close ended pattern so as to make it easier and quicker to answer.

No open ended questions are included in the questionnaire.

The questionnaire is consist of two parts.

It was designed to obtain information about teachers "personal information" (regarding – based on) the educational and occupational background of the teachers themselves.

Part Two :

Questionnaire items of the study that should be answered by the teachers (participants) which included different areas in Khartoum state.

The sample of the study is consisted of (30) Basic school teachers " who actually teach English in Basic school.

3.5 Validity of the questionnaire

The questionnaire was first given to teacher Attayib Tajaddin Attayib the supervisor in training directorate in Daw Hajooj English language teacher training institute (DEETD).

Who states that SPINE three is good, but it needs to be for well training teachers to teach it.

He make some modification to ensure.

The main options (agree, disagree, neutral).

Statement of system (1,2,3,.....) for importance objectives , the questionnaire was modified in the light of remarks made by (experts by reducing the number of the statement to (12) statements only.

After constructing the proposed questionnaire, the researcher presented the questionnaire on sleeted participants from the study to ensure the clarity and reliability of the questionnaire.

3.6 Summary

This chapter has provided full description of the researcher tools, procedures, population, the sample of the study as well as the validity and reliability of the teachers questionnaire have been confirmed.

Chapter Four

Data Analysis and Discussion of the Results

4.0 Introduction:

This chapter includes the analysis, and discussion of the result of the data used in this study.

Specifically the analysis and discussion of the result of the questionnaire.

4.1 Teachers responses to the questionnaire:

Table (4.1) the role of SPINE three in developing reading ability.

Statement	Agree	disagree	Neutral
1- Reading topic in SPINE series is clear for the students to understand and answer.	18 60%	6 20%	6 20%
2- The role of reading in SPINE 3 is culturally effective among the students.	15 50%	5 16.7%	10 3.3%3
3- The students get motivated when they role spine passage as it contains interesting topic.	13 43,4%	8 26,6%	9 30%
4-Reading activities used in spine 3 motivate students to read correctly.	11 36,6%	13 43,4%	6 20%
5- The reading activates used in spine three develop the reading ability.	16 53,2%	7 23,4%	7 23,4%
6- The reading activities used in spine three enable students to know different meaning of words.	9 30%	13 43,4%	8 26,6%
7- Student do not use vocabulary in spine three	8 27%	14 46%	8 27%
8- The colored photos used in spine three motivate students to understand meaning of the	18 60%	12 40%	Zero Zero%

words and hence facilitate comprehension.			
9-The reading materials used in spine 3 enrich vocabulary.	13 43,4%	9 30%	8 26,6%
10- The reading activities used in spine 3 are graded from easy to difficult.	15 50%	8 26,6%	7 23,4%
11- The reading activities in spine three enable students to read fluently.	6 20%	17 56,6%	7 23,4%
12- SPINE three helps the students to learn how to pronounce correctly.	9 30%	15 50%	6 20%

4.2 Results analysis;

- Table (4-1-1) shows that (60%) of the responders agreed that reading topic in spine 3 series is clear for the students to understand and answer, where as (20%) of the responders disagreed about this point, while (20%) the same numbers responders are not sure.
- Table (4-1-2) Half of the responders (50%) agreed that the role of spine 3 is culturally effective among the students (16,7%) small number disagreed about that idea, while more than one third (33,3%) not sure about that idea.
- Table (4-1-3) (43,4%) shows that the responders agreed that the students get motivated , when they read spine passage as it contain interesting topic, where as small number (26,6%) disagreed about that idea, while about (30%) participants not sure about that idea.

- Table (4-1-4) (36,6%) more than one third agreed that reading activities used in spine 3 motivates students to read correctly , whereas (43,4%) responders disagreed about that idea.
- Table (4-1-5) (53,2%) more than half responders agreed that reading ability , whereas (23,4%) of them disagreed with same point , while (23,4%) the same point of participants not sure.
- Table (4-1-6) (30%) responders agreed that reading activities used in spine 3 enable students to know different meaning of words , whereas (43,4%) of participants disagreed with that idea, while more than twenty (26,6%) not sure about that idea.
- Table (4-1-7) (27%) responders agreed that students do not use vocabulary in spine 3 , whereas more than one forty (46%) disagreed about that idea (27%) responders are not sure about the idea .
- Table (4-1-8) (60%) more than half participants agreed that colored photos used in spine 3 motivate students to understand meaning of the words and hence facilitate comprehension , while (40%) responders disagreed about that idea can motivate students to understand the meaning of words and hence facilitate comprehension ,where as (zero%) not sure about that idea .
- Table (4-1-9) teachers agreed that the reading materials used in spine 3 enrich vocabulary, while (30%) disagreed the number above , whereas (26,6%) they do not sure.
- Table (4-1-10) Half of the teachers (50%) agreed that reading activities used in spine 3 are graded from easy to difficult, where as

more than twenty (26,6%) disagreed from the above marks , while (23,4%) responders not sure.

- Table (4-1-11) (20%) responders agreed that the reading activities in spine 3 enable students to read fluently, while more than half (56,6%) disagreed about that idea , and (23,4%) they do not sure.

- Table (4-1-12) (30%) agreed that spine three helps the students to learn how to pronounce correctly, while (50%) half of the participants are disagreed about this idea, and others of responders (20%) are not sure.

4.3 summary of results

From the result above more than half of teachers agreed that reading topic in spine three series is clear for students to understand and answer.

So that other teachers said spine curriculum is good about this level, it needs experience and well training teachers for teaching it.

And other participants agreed that colored which is used in spine can motivate students to understand meaning of the words and facilitate for reading comprehension.

Chapter Five

Conclusion. Recommendations& Suggestion for Further Studies

5.0. Introduction

This chapter summarize the findings of the research, draws conclusion and suggest, recommendation for teachers syllabus designers and students.

5.1 Summary of findings:

According to the result of the teachers questionnaire has revealed the following:

- 1- In case of teachers: lack of using teaching aids and lack of training course for teachers are the main causes of reading problem.
- 2- Large classes is the cause of reading comprehension problem.
- 3- Lack motivation, vocabulary and Grammar are the main causes of reading comprehension for students.
- 4- Frequent training course for teachers solve reading problem for teachers.

5.2 Recommendations:

Reading developing plays a vital role in teaching English language, so more emphasis has been given to the factors a fact the reading comprehension from spine.

The present research attempts to offer some improving the reading process. They areas follows:

- Teachers should motivate students to have more interest in reading materials in English language.
- Teachers should encourage students to make extensive reading to improve their developing.
- syllabus designers should also produce text books that give attention to develop learners of reading from spine.
- Teachers should provide students with enough assignment and exercises after any reading comprehension passage so as to support reading.

5.3 Suggestions for Further Studies

The researcher also suggests the following for further students:

- 1- Teachers of EFL should be training well for teaching language and qualified. In subject.
- 2-The effectiveness to overcoming read.
- 3- Curriculum should be print by their Nature of Students.

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A Questionnaire for School Teachers

Dear teacher, you are kindly requested to respond to the following statements by ticking. It is designed to collect data about (*The role of Spine three in developing reading Skills*). The data will be confidentially used for research purpose only.

Thanks for banking with us

Tick (←) according to your view point

No	Items	agree	disagree	neutral
1	Reading topic in SPINE series is			

	clear for the students to understand and answer			
2	The role of reading in spine three is culturally effective among the students			
3	The students get motivated when they read spine passages as it contains interesting topics			
4	Reading activities used in spine Three motivate students to read correctly			
5	The reading activities used in spine three develop the reading ability			
6	The reading activities used in spine three enable students to know different meanings of words			
7	Students do not use vocabulary In spine three			
	The spine three contains of synonymous			
	Spine three includes sufficient antonym or synonymous			
8	The colored photos used in spine Three motivate students to understand meanings of the words and hence facilitate comprehension			
9	The reading materials used in Spine three enrich vocabulary			
10	The reading activities used in spine			

	three are graded from easy to difficult			
11	The reading activities in spine 3 enable students to read fluently			
12	SPINE three helps the students to learn how to pronounce correctly			