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**EFFICIENT EFL READING
AT SUDANESE
SECONDARY SCHOOLS**

**"A CASE STUDY AT GEOGRAPHICAL SECONDARY
SCHOOLS IN THE STATE OF KHARTOUM"**

**A THESIS SUBMITTED FOR THE DEGREE OF MASTER OF
ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

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(July 2005)

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DEDICATION

To my family, daughter and wife

ACKNOWLEDGEMENT

This work would not have seen the light if had not been encouraged, advised, assisted by an endless list. I am therefore, thoroughly indebted to all my former and present colleagues and teachers who have read earlier portions of the manuscript and whose comments have contributed directly to this thesis.

I am very grateful to my supervisor Prof. Philip. I owe him an enormous debt for his keen and demanding supervision. I am also obliged to Dr. Ahmed Gasmalsid and Ustaz Salah Mahgoub for their continuous efforts, advice, encouragement, perfectionism and suggestions.

Sincere gratitude also is forwarded to Prof. Abdul Majeed Al-Tayeb and his group for their valuable observations on the tools of the study, Dr. Mohammed Salih Abdul Rou'f and Ustaz Omer Ali Ibrahim who helped me a lot to work out the statistics, and my parents for their advice and encouragement.

Finally, I must express my deep appreciation to my wife and daughter who have, as always, given their support and encouragement.

ABSTRACT

A great deal has been written about reading, though most of it does not relate to the reading of a FL; and a great deal of research has been done, though its classroom applications are not always clear. The researcher cannot attempt complete coverage of such a vast topic, but he will discuss some of the current ideas about reading and see how they can be applied in the FL classroom.

This study concerns with improving teachers' mode in order to teach EFL reading efficiently and how our students read in an efficient and effective way. Therefore, it sheds the light on all aspects 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 views of experts about the means of teaching efficient EFL reading in the Sudanese secondary schools.

The subjects of this study consist of 15 secondary school teachers and 300 of their students in their 3rd class, studying at 15 different geographical schools in the state of Khartoum. In order to unite the economical and social status of the main sample (the students), there are five schools from each of the three provinces in the state of Khartoum. Randomly twenty students are tested from each school. The sample includes both male and female students.

The first chapter in this study is an introductory chapter where the theoretical framework of the study is presented.

Chapters 2 and 3 are reviews of the related literature. Previous studies that had been done about teaching efficient EFL reading and some methods and suggestions for improved EFL reading are presented and discussed.

Chapter 4 makes a pilot run for the test, the questionnaire and the interview where the validity and reliability of the test and the questionnaire are tested and calculated.

Chapter 5 consists of a report of an empirical study. Different statistical methods and tests such as a mean scores, standard deviations, correlation coefficients, t-tests, p-test, f-test and chi-test are used in the analysis of the data of the test and the questionnaire which are the instruments used for data collection.

Chapter 6, which is the concluding chapter, consists of a summary, conclusion, implications, recommendations and directions for further research.

المـلـخـص

تناولت الكثير من الدراسات والبحوث السابقة القراءة في اللغة الإنجليزية كلغة أجنبية، ولكنها اختلفت كثيراً في تحديد الطرق الفعالة لتدريسيها في جميع المراحل خاصة المرحلة الثانوية. لهذا رأى الباحث أن يقوم ولو بالجهد اليسير في المساهمة في هذا المجال.

تختص هذه الدراسة بتحسين أسلوب وأداء المعلمين للقيام بتدريس القراءة في اللغة الإنجليزية كلغة أجنبية بصورة فعالة وتمكين الطلاب من القيام بذلك. لهذا نجد أن الرسالة قد سلطت الضوء على القراءة في اللغة الإنجليزية من جميع مناحيها، أثر أساليب، وخبرة وتدريب المعلمين على أداء الطلاب. كما اهتمت الدراسة أيضاً بآراء الخبراء في اللغة الإنجليزية كلغة أجنبية بخصوص طرق تدريس وتعلم القراءة الفعالة.

تهدف هذه الدراسة وكما ذكرنا سالفاً إلى المساهمة ولو بالقدر اليسير في التدريس الفعال للقراءة في اللغة الإنجليزية كلغة أجنبية في مدارسنا الثانوية. حيث تتكون عينات الدراسة من 15 معلم للغة الإنجليزية في المدارس الجغرافية الثانوية الحكومية و 300 طالباً وطالبة يمثلون 15 مدرسة ثانوية جغرافية من المعتمديات الثلاث المكونة لولاية الخرطوم. لكي تتوحد الحالة الاقتصادية والاجتماعية للطلاب تمأخذ خمس مدارس مختلفة من كل معتمدية. كما تم اختيار أستاذ من كل مدرسة و 20 طالباً أو طالبة من الصف الثالث بصورة عشوائية.

تحتوي هذه الدراسة على ستة فصول. فالفصل الأول فصل تمهيدي يوضح الإطار العام للدراسة. أما الفصل الثاني فيتعرض للدراسات السابقة التي أحاطت بالموضوع من جميع جوانبه. كما يهتم الفصل الثالث ببعض الاقتراحات لأجل تحسين القراءة. ويحتوي الفصل الرابع على دراستين تجريبيتين لقياس الثبات والصدق (Validity & Reliability) للاختبار المعد للطلاب والاستبيان المعد للمدرسين. لذلك فإن الفصل الخامس يحتوي على تحليل البيانات المستقاة من الاختبار والاستبيان ومناقشة النتائج. أما الفصل الأخير من هذه الدراسة فيشمل الملخص، الخاتمة، مجالات تطبيق نتائج الدراسة، ما توصي به الدراسة وتوجيهات لإجراء الدراسات المستقبلية.

TABLE OF CONTENTS

<u>SUBJECT</u>	
<u>PAGE</u>	
SIGNATURE.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT (English Version).....	v
ABSTRACT (Arabic Version).....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xiii
LIST OF ABBREVIATIONS.....	xiv

1. CHAPTER ONE: THE INTRODUCTION

INTRODUCTION.....	1
1.1. STATEMENT OF THE PROBLEM.....	2
1.2. RESEARCH QUESTIONS.....	5
1.3. YPOTHESIS OF THE STUDY.....	5
1.4. OBJECTIVES OF THE STUDY.....	5
1.5. SIGNIFICANCE OF THE STUDY.....	6
1.6. THE NATURE OF THE STUDY.....	7
1.7. SCOPE OF THE STUDY.....	8

2. CHAPTER TWO: LITERATURE REVIEW

INTRODUCTION.....	9
2.1. SOME READING CHARACTERISTICS.....	9
2.1.1.DEFINING READING.....	9

2.1.2.A SKILLFUL READER.....	11
2.1.3.IMPORTANCE OF READING.....	11
2.1.4.TYPES & PURPOSES OF READING.....	12
2.1.5.READING SPEED.....	16
2.1.6.REDUNDANCY IN READING.....	23
2.1.7.USING READING TEXTS.....	24

2.2. THE EFFECTS OF HIGHER-LEVEL AND LOWER-LEVEL TEXT PROCESSING SKILLS ON EFL READING.....	28
2.2.1 WORD RECOGNITION.....	29
2.2.2 PHONOLOGICAL	31

2.2.3. ORTHOGRAPHIC.....	31
2.2.4 SYNTACTIC.....	32
2.3. MODELS OF READING.....	33
2.3.1.THE SCHEMA THEORY & SCHEMATA.....	33
2.3.2.THE FRAME THEORY.....	36
2.3.3.BOTTOM-UP MODEL OF READING.....	36
2.3.4.TOP-DOWN MODEL OF READING.....	37
2.3.5.PSYCHOLINGUISTIC MODELS OF READING.....	37
2.3.6.COADY'S MODEL OF READING.....	39
2.3.7.INTERACTIVE MODELS OF READING.....	40
2.3.8.STANOVICH'S MODEL OF READING.....	42
2.3.9.EXPERIMENTAL APPROACH.....	44
SUMMARY.....	44

3. CHAPTER THREE: METHOD & SUGGESTIONS FOR IMPROVED EFL READING

INTRODUCTION.....	46
3.1. APPROACHES AND METHODS USED IN TEACHING EFL READING.....	46
3.1.1. PRINCIPLES AND TECHNIQUES OF SOME ENGLISH METHODS.....	46
3.1.2. COMMENTS ON SOME APPROACHES.....	61
3.2. SOME SUGGESTIONS FOR IMPROVED EFL READING.....	63
3.3. THE ROLE OF THE TEACHER.....	64
3.4 DEVELOPING READING SKILLS.....	66
3.5. UTILIZING NON-TEXT INFORMATION.....	73
3.6. SEMANTIC MAP STRUCTURES FOR EXPOSITORY PARAGRAPHS.....	74
3.7. EFFECTIVE QUESTIONING.....	77
3.8. TEACHING EFL READING USING COMPUTERS.....	79
3.9. A TYPOLOGY OF ACTIVITIES FOR EFFICIENT READING LESSON.....	82
SUMMARY.....	85

4. CHAPTER FOUR: METHODOLOGY OF THE STUDY

INTRODUCTION.....	87
4.1 METHODS.....	87
4.1.1.SUBJECTS AND SETTING.....	87
4.1.2.MEASURING INSTRUMENTS.....	89
4.1.2.1. THE QUESTIONNAIRE.....	90
4.1.2.2. THE STUDENTS' TEST.....	90
4.1.2.3. THE INTERVIEW.....	91
4.1.3.PILOTING THE INSTRUMENTS.....	91
4.1.4.CONTENT VALIDITY.....	92
4.1.5.RELIABILITY.....	92
4.1.5.1. THE STUDENTS' TEST.....	93
4.1.5.2. THE QUESTIONNAIRE.....	93
4.1.6.PROCEDURES.....	94
SUMMARY.....	95

5. CHAPTER FIVE: DATA ANALYSIS, DISCUSSIONS & RESULTS

INTRODUCTION.....	96
5.1. THE ANALYSIS OF TEACHERS' QUESTIONNAIRE AND STUDENTS' TEST.....	96
5.1.1. RESULTS IN TERM HYPOTHESES.....	97
5.2. EXPERTS' POINTS OF VIEW.....	113
SUMMARY.....	116

6. CHAPTER SIX: SUMMARY, CONCLUSION, IMPLICATIONS RECOMMENDATIONS & DIRECTIONS FOR FURTHER RESEARCH

6..1 SUMMARY.....	117
6..2 CONCLUSION.....	119
6..3 IMPLICATIONS.....	121
6..4 RECOMMENDATIONS.....	122
6..5 DIRECTIONS FOR FURTHER RESEARCH.....	123

BIBLIOGRAPHY

BIBLIOGRAPHY.....	
125	

APPENDICES

APPENDIX I.....	131
1. STUDENTS' TEST AND RE-TEST.....	131
2. STUDENTS' TEST AND RE-TEST CORRELATIONS.....	134
APPENDIX II.....	136
1. TEACHERS' QUESTIONNARE.....	136
APPENDIX III.....	140
1. EXPERTS' INTERVIEW.....	140

LIST OF TABLES

TABLE **PAGE**

Table (3.1)	Expressions of probability, frequency and quantity.....	70
Table (3.2)	Identifying key word.....	72
Table (3.3)	Types of questions asked by the teacher for each paragraph.....	79
Table (3.4)	A Typology for reading.....	85
Table (4.1)	The distribution of the percentages of the sample according to sex.....	87
Table (4.2)	The distribution of the percentages of the sample according to qualification.....	87
Table (4.3)	The distribution of the percentages of the sample according to experience.....	87
Table (4.4)	The distribution of the percentages of the sample according to type of training.....	88
Table (4.5)	The Participants at geographical secondary schools in Umdurman Province.....	89
Table (4.6)	The Participants at geographical secondary schools in Khartoum Province.....	89
Table (4.7)	The Participants at geographical secondary schools in Khartoum North Province.....	89
Table (4.8)	The distribution of questions used in the students' test.....	91
Table (4.9) test..93	Reliability for the types of questions used in the	
Table (4.10)	Reliability test for the teachers' questionnaire....	94
Table (5.1)	Average performance in EFL reading test.....	97
Table (5.2)	The average performance of male and female students in EFL reading test.....	99
Table (5.3)	Pre-reading techniques.....	101
Table (5.4)	During-reading techniques.....	103
Table (5.5)	Post-reading techniques.....	107
Table (5.6)	Relationship between techniques of teaching and performance of students.....	108
Table (5.7)	Average scores in EFL reading and mode of teaching.....	109

Table (5.8)	Average performance of students and training of teachers.....	111
Table (5.9)	Average performance of students and experience of teachers.....	112

LIST OF FIGURES

TABLE
PAGE

Fig. (2.1)	Presupposition and communication.....	25
Fig. (2.2)	The Schema Theory.....	33
Fig. (2.3)	The interaction of the three factors: Conceptual abilities, background knowledge and processing strategies.....	39
Fig. (3.1)	The spider map.....	74
Fig. (3.2)	Contrast overlap map.....	75
Fig. (3.3)	The cause- effect map.....	75
Fig. (3.4)	Sequencing ideas-event.....	75
Fig. (3.5)	Knowledge map for problem-solution text.....	76
Fig. (3.6)	A bubble or mushroom event map.....	76
Fig. (3.7)	Descriptive text.....	77
Fig. (4.1.)	Distribution of sample according to experience..	88
Fig. (4.2.)	Distribution of sample according to type of training	88
Fig. (5.1)	The average performance of the students in EFL reading test.....	98
Fig. (5.2)	The average performance of the male and female students in EFL reading test.....	100

LIST OF ABBREVIATIONS USED IN THE THESIS

CALL:

Computer Assisted Language Learning

CATESOL:	California Teachers of English to Speakers of Other Languages
CV:	Coefficient Variation
DW:	Difficult Words
EAP:	English for Academic Purposes
EFL:	English as a Foreign Language (i.e. teaching English in a country where English is not generally spoken.)
ESL:	English as a Second Language (i.e. teaching English in a country where English is generally spoken.)
ESOL:	English to Speakers of Other Languages- a term often used to describe primary and secondary English programmes.
ESP:	English for Specific Purposes- a term that refers to teaching or studying English for a particular career (like law or medicine) or for business in general.
FL:	Foreign Language
L1 :	First Language
L2 :	Second Language
M:	Means
N:	Number of Samples
OHP:	Overhead Projector
RR:	Repeated Reading
SD:	Standard Deviations
T:	Total
TESOL:	Teachers of English to Students of Other Languages
TPR:	Total Physical Response
WRAT:	Wide Range Achievement Test (Wilkinson, 1993)
WPM:	Words per Minutes
WFR:	Warming up For Reading

CHAPTER ONE

THE INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

**METHODS & SUGGESTIONS FOR
IMPROVED EFL READING**

CHAPTER FOUR

THE METHODOLOGY

CHAPTER FIVE

**DATA ANALYSIS, DISCUSSIONS &
RESULTS**

CHAPTER SIX

SUMMARY, CONCLUSION, IMPLICATIONS RECOMMENDATIONS & DIRECTIONS FOR FURTHER RESEARCH

BIBLIOGRAPHY

APPENDICES