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**FACULTY OF GRADUATE STUDIES  
DEPARTMENT OF ENGLISH**

# **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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## **DEDICATION**

*To my family, daughter and wife*

## **ACKNOWLEDGEMENT**

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# **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 3<sup>rd</sup> 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.**

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## المُلخَص

تناولت الكثير من الدراسات والبحوث السابقة القراءة في اللغة الإنجليزية كلغة أجنبية، ولكنها اختلفت كثيرا في تحديد الطرق الفعالة لتدريسها 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 أيضا بأراء الخبراء في اللغة الإنجليزية كلغة أجنبية بخصوص طرق تدريس وتعلم القراءة الفعالة.

تهدف هذه الدراسة وكما ذكرنا سالفًا 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 طالبا وطالبة يمثلون 15 مدرسة ثانوية جغرافية من المعتمديات الثلاث المكونة لولاية الخرطوم. لكي تتوحد الحالة الاقتصادية والاجتماعية للطلاب تم أخذ خمس مدارس مختلفة من كل معتمدية. كما تم اختيار أستاذ من كل مدرسة و 20 طالبا أو طالبة من الصف الثالث بصورة عشوائية.

تحتوي هذه الدراسة على ستة فصول. فالفصل الأول فصل تمهيدي يوضح الإطار العام للدراسة. أما الفصل الثاني فيعرض 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.

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## **LIST OF ABBREVIATIONS USED IN THE THESIS**

**CALL:**                      **Computer Assisted Language Learning**

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

**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**

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