Sudan univerSity of Science and technology

College of eduCation

Developing university Teaching Method to Improved Reading Skill English

تطوير طريقة التدريس بالجامعة لتحسين قراءة اللغة الإنجليزية

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بــسم الله الــرحمن الــرحيم

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صدق الله العظيم

العلق: ١ ـ ٥

Dedication

I offer this dedication

To

My parent, who care, help and encourage me to educate

To

My brothers, sisters , friends, colleagues

And

Teachers in all level of education

Acknowledgement

Abstract English version

The study concerns with improving teaches made in order teach E.F.L reading efficiently their for it sheds the light on all aspects of E.F.L reading the attitudes, training and experience of teacher and their effects on the performance of university students. The study also investigate difficulties which facet teachers & students in teaching reading comprehension. The researcher has used in this study a questionnaire to collect data.

The research is coming to the following result:

1. Teacher of English language use the suitable strategy that with the student level.
2. Teachers need to apply the reading strategies to facilitate difficulties that encounter students.
3. Delivering a variety of reading texts allow students to develop their reading skills.

Recommendations of the study:

On the light of the above findings the study recommends following:

1. Students should exert more efforts to overcome the difficulties of reading skill.
2. Teachers should provide texts to enable student get involved in using different reading strategies.
3. Student should make use of reading strategies that adopted by teachers.

مستخلص الدراسة

إن هذه الدراسة هفت إلي تحسين نمط المعلمين لكي يقوموا بتدريس

القراءة للغة المستهدفة (الإنجليزية) بكفؤ ومن ثم تدريس الطلاب بطريقة عالية

وفعالة لذا إن هذا البحث يعكس الأضواء علي كل السمات عليه تعلم اللغة

الإنجليزية من ناحية الموافق وتدريب المعلمين وخبراتهم وتأثيراتهم علي أداء

الطلاب.

كما قامت الدراسة بالتقصي إلي الصعوبات التي تواجه المعلمين والطلاب في

عملية تدريس القراءة للغة المستهدفة.

واستخدم الباحث الاستبانة لجمع المعلومات ومن ثم تحليلها. وتوصل للنتائج

الأتية: -

1. علي أساتذة اللغة الإنجليزية استخدام استراتيجية مناسبة تتماشي مع مستويات

   الطلاب.

2. يحتاج الاساتذة إلي تطبيق استراتيجيات القراءة لتسهيل الصعوبات التي

   تلاقي الطلاب.

3. تعدد مواضيع القراءة يسمح للطلاب بتنمية مهارة القراءة لديهم.

Content

chapter one

1- Introduction

This chapter Assent the statement of the problem, the give, and the objective of the study, the research question and hypnoses.

The significance of the study methodology.

English language is the most important language among other language of the world so it international language. So there are a lot of people were strong desire to learn and speak English language. In this study the researcher aims to encourage teacher to use principle as a tool to examine their balefire about reading in general.

2- The problem of the study :-

Teaching reading comprehensive now a day it is going to holding back, because teacher so not use the teaching and procedures Of the teaching reading most of them are using few strategies. the researcher on this study aims to identify the difficulties. That are facing the teachers in teaching reading comprehension and the student in learning to read comprehension passages and this need to study closely ways and techniques of developing and improving the reading ability of the student.

3- The Research question:-

1. What are the problem facing teacher in teaching reading comprehension?.

2. What is the reason for the teachers problems in teacher problems in teaching reading comprehension?

3. What are the suitable methods for teaching reading comprehension??

4- Aims of study:-

1. To Investigate the problem which facing teachers in teaching reading comprehension.

2. To identify the reasons for the teachers problem in teaching reading comprehension.

3. To find stubble methods for teaching reading comprehension.

5. Hypotheses of the study:-

1. The reasons for the teachers problem because there methods are not suitable for the student.

2. The teachers must follow the method according to the stander level of student.

3. If the method are not suitable the students will find difficulties in understanding reading comprehension.

6. The significance of the study:-

Research in reading comprehension is very important skill to develop the second langue, so this study will benefit of the following language teacher, langue learners, langue testers, and syllabus. Designers this study is going to diagnose the senses of the poor standard in reading comprehension and they to find some sudation for them.

7- The Methodology of study:-

The researcher is going to use the descriptive method and analytical statistics.

8-The Limitation of the study:-

This research discusses the teaching use of teaching comprehension and type of reading. This study carried out from the period   of year (2013- 2014) the population (subjects) of this study are the teachers of English language. Department at Sudan university of science and technology.

9- Tool of the research:-

There searcher is going to us questionnaire to cullet the data.

chapter tow

Chapter tow

Literature Review

Introduction:-

Goodman (1967, p. 113) said that Reading con be described as the process of extracting meaning from printed or written material. This ability to decode meaning from graphic symbols as illustrated by Reading according to this thesis is similar to listening to listener tries to decipher the spoken symbols to comprehend to speech. Reading however, involves a whole series of subsidiary kills.

Fry.E (1991,p35). claimed that, The problem of reading direction. Arabic real from right to lift, the opposite direction to English cultural As peals is another, problem which requires guidance on the port of the teacher when training pupils in the reaching skill. However, student should not start any kind with the material they are about read.

The important of reading:-

1. (Alderson, J. Chorles 1981, p.55): The main good of teaching reading is to train pupils to read efficiently and quickly enough so that they can get information of meaning from the written material rapidly and with fall understanding. further

to this general aims there are other reason for reading such as the following:-

2. At the initial stages of learning the foreign learning. Reading serves primary to introduce basic; linguistic from phonemes, worlds, structure sentence patterns and language function in appropriate context.

3. After grasping ping the essentials of sound al symbol Relationship and having mastered the basic techniques of reading, pupils are guided to read and longer selection. The objective is to develop their ability to comprehend specific information implied in the reading text.

4. Individualized reading give pupils the freedom to select what they wish to read.

5. Reading helps foreign langue leaner's improve they English competence partly because it involves linguistic a speaks and cultural allusions and partly it provides them with real life situation.

6. Reading from on additional tool of communication to listing and speaking.

7. In the Arab world, reading skill is commonly considerable more important than any other language skills, this is because English is taught more for instrumental purposes , than for daily communication.

8. Reading purposes:-

There are different purposes for reading most import anal of which are the following.

1. Reading for research in order to get some information related to certain problem world study.
2. Reading for referential material in order to obtain factual information with which to operation the environment.
3. Reading for summarized a text or writing report on a subject.
4. Reading for developing intellectual skills or to gain more general or specific knowledge
5. Reading for pleasure or self improvement as when we read novel, a story, poem, or on article in newspaper, Magazine or journal.

Types of Reading:-

- Reading falls into two major categories intensive and Extensive :
- Intensive reading is a class room activity carried on under the guidance of the teacher.
- Extensive reading on the other hand is usually done at home for pleasure or for a acquiring general information.

Compression between intensive and extensive reading;-

1. (good man 1967): Intensive reading refers to the kind of work done in the reading class, where as extensive reading is usually done outside of class.
2. Extensive reading is self motivation and requires little effort where as intensive reading is the kind of forcefully work, a student my do in the reading class or when student for an exam.
3. Intensive reading aims at teaching new language. Items: vocabulary, function, ect …. Where in the language learning process reinforcing previously learnt material.
4. The intensive reading material is usually above the student abilities and it is usually description whereas, extensive reading material is normal within or little below their abilities and its usually found in magazine, short stories.

Silent Reading:-

Silent reading is reading for understanding it is a very important skills this skill that needs practicing or the part of pupils. This skill requires more teacher guidance and assistance in the early stages of learning the language, the teacher is expected to help pupils develop their speed in silent reading.

Reading aloud:-

Reading aloud is auteur type of reading skill that can be utilizes for certain purposes such as decking pupils, pronunciation, were stress, pauses intonation, and understanding.

The passage to be read aloud should short complete and topical furthermore the content and the language of the text should be familiar and clear enough to be understood.

Training on oral reading stimulation the rapid association of sound word concepts and affords practice in pronunciation and expression especially for timid pupils who are embarrassed when called upon to use the foreign language the following points:

1- Reading aloud comes only after pupils silent reading and after presenting and discussing new words

2- While the books are closed the pupils listen to the text recorded on a tape this form maybe coiled undivided model reading.

3- The next step is individual reading good pupils may stat first so that they may provide examples for other class mates read the for passage.

4- Reading round the class should be discouraged A good teacher keeps the pupils always on the alert

5- Individual pupils should not read the whole passage or for a long time the opportunity should be given to others to participate activity.

Scanning:-

Hallidy, M,A,K and Hassan (1976-1977). Saied that Scanning means looking through a text for specific items of information such as date a number are place is also used when reading the news paper to find, for example what time a tv program me is or, or when looking up telephone a number in the telephone directory

Skimming:-

This type of reading is usually used when it is unnecessary to examine the text thoroughly.

When we skim for example a news paper are magazine we just pass our eyes over headlines. Tittles topic sentences and samurais that is we for the main idea of a passage. This type of reading is effecting in improving the student ability of getting information within limited period of time scanning is variation of skimming it refers to quick over view of a passage for the soke of getting specific information this type of reading occurs when using television, listing program catalogues telephone directories etc

students maybe tasked to scan such material to solve whatever, and problem is presented.

Techniques for teaching Reading:-

(Google NCLRC(2003-2004): In structures want to produce students who, even if they do not have complete control of grammar on extensive lexicon fend for themselves in communication situations. In the case of reading this means producing students who car use   reading strategies to maximize their comprehension of text,

Focus: the reading process

To accomplish this goal, in structures focus on the process of reading rather than on it product

They develop student's awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language.

They allow students to practice them full repertoire of reading strategies by using authentic reading tasks then encourage students to read to learn and have unauthentic purpose for reading by giving students the strategies that type of text. They explain how and why students should use the strategies.

They have students practice reading strategies in class and ask them to practice outside of class in their reading assignment.

They encourage students to be conscious of what they are doing while they complete reading assignment.

They encourage students to evaluate their comprehension and self report their use of strategies. They build comprehension checks into in class and out of class reading assignment and periodically review how and when to use particular strategies.

They encourage the development of reading skill and the use of reading strategies by using the target language to convey instruction and course, related information in written from office hours, home work assignments, and test content.

They do not assume that student will transfers strategy use form one task to another they explicitly mention how a particle strategies can be used in different type of reading task or with another skill by raising students awareness of reading as skill that requires active engagement.

In this away they give their students the foundation for communicative competence in the new language

Chapter three

Chapter Three

Methodology of the Study

3-1 Introduction

In this chapter the descriptive methodology which is used in the study is presented. The research is mainly conducted to get strongly related and precise information about the current status of the phenomenon and draw conclusions from what is observed. The data collected therefore, represent teachers of English language attitudes and impression towards the problem under the study. The tool used as data collection comprise of a questionnaire distributed to the teachers of English Language as well as the researchers' own observations.

3-2 The population of the study:

The word population refers to a collection of specified group of human beings. Thus, the target group of this study consists of teachers of English language of appropriate experience in teaching English language and who are aware of the problem under study.

3-3 The Sampling Method:

The samples of the study are randomly chosen out of the target group, because each member of the population has the same opportunity of being selected as study sample.

The number of samples who represent teachers of English language is thirty teachers who were randomly chosen.

Chapter four

Chapter four

Data analysis and discussion:

This chapter includes the analysis and discussions of the results as well as the procedures and techniques followed to achieve them.

4-2 The analysis of the questionnaire:

1. **The English teachers need to concentrate their efforts on the difficulties in teaching reading.**

Statement	Frequency	Percent
Strongly Agree	17	56.7%
Agree	12	40%
disagree	1	3.3%
Total	30	100%
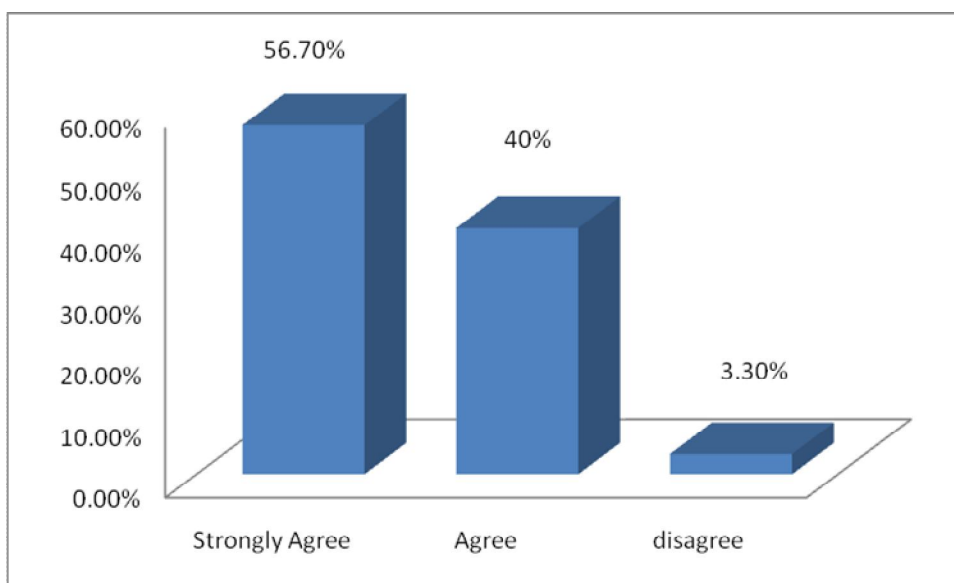
The table and figure above illustrate the percentage of the respondents of those who agreed with the above mentioned statement is estimated by (96.7%) while the percentage of those who disagreed with the statement reached (3.3%). It obvious that the statement is highly supported and thus it confirms the first hypothesis.

2. **The main goal of teaching acceding is to train students to get information while reading.**

Statement	Frequency	Percentage
Strongly Agree	16	53.3%
Agree	9	30%
Disagree	2	6.7%
Strongly disagree	3	10%
Total	30	100%
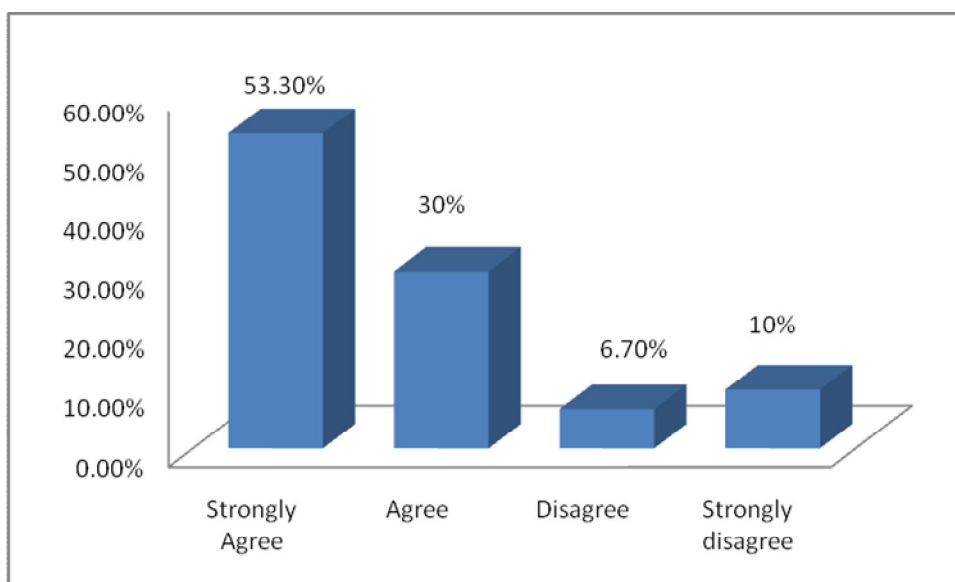
The table and figure above show the percentage of the respondents who expressed their agreement with the above mentioned statement reached (83.3%), while the percentage of those who expressed their disagreement with the statement reached (16.7) and in comparing the two percentages we find that the statement is highly agreed upon and it strongly supports the first hypothesis.

3. **The role of teacher is to develop students' awareness of the reading strategy.**

Statement	Frequency	Percent
Strongly Agree	12	40%
Agree	12	40%
Disagree	5	16.7%
Strongly disagree	1	3.3%
Total	30	100%
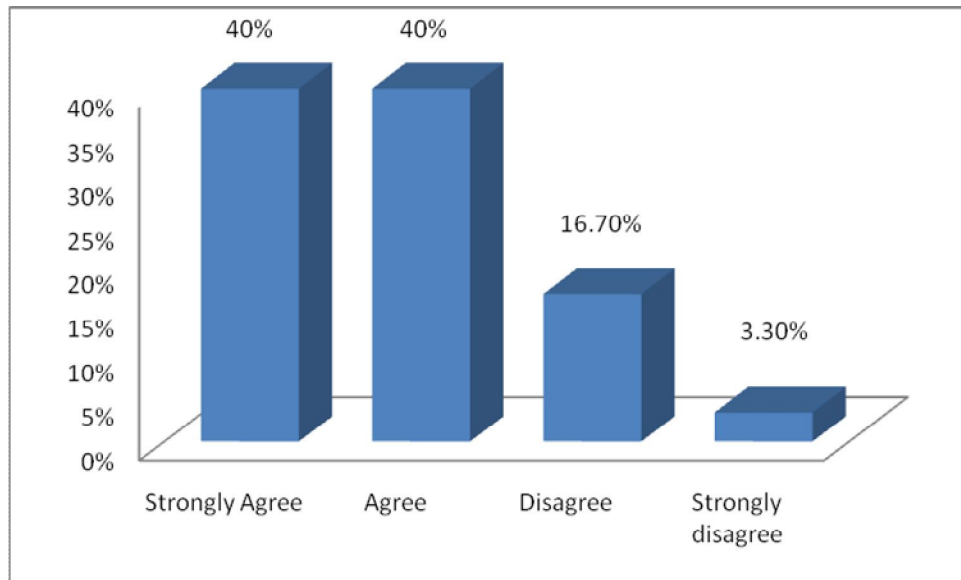
The table and figure above point out the percentage of those who agree with the above mentioned statement is estimated by (80%) and the percentage of those who disagree with the statement reached (20%). In comparing these two percentages the statement is highly supported and it confirms the first hypothesis.

**4. Teachers of English language find some difficulties because of new ideas in the target language.**

Statement	Frequency	Percent
Strongly Agree	20	66.7%
Agree	9	30%
Disagree	1	3.3%
Total	30	100%
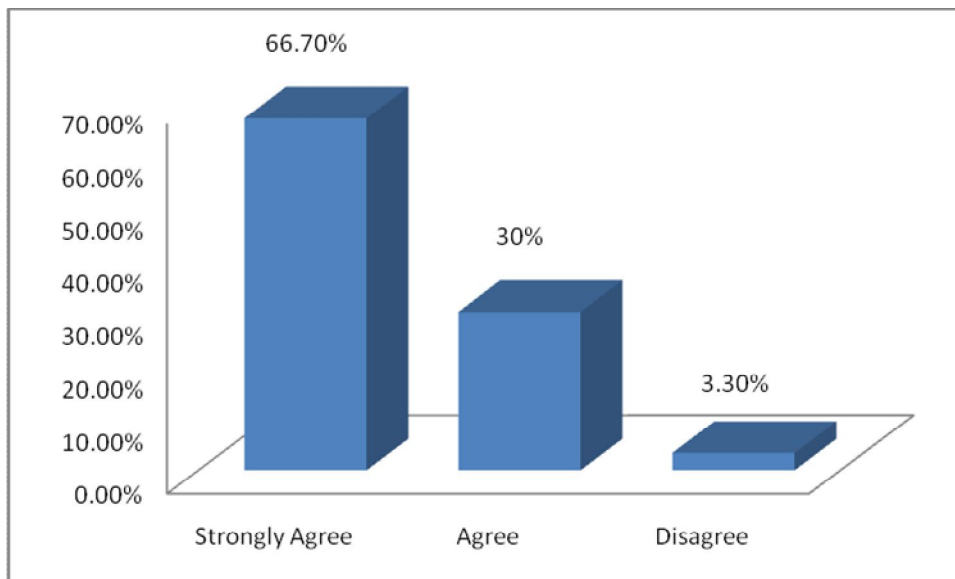
According to the table and figure above it is observed that the above mentioned statement is highly supported by 96.7% of the respondents and rejected by 33.3% of the respondents. And the statement strongly confirms the first hypothesis.

## 5. The reasons for the teachers' problems may be their methods are not suitable for the students.

Statement	Frequency	Percent
Strongly Agree	14	46.6%
Agree	10	33.3%
Disagree	4	13.3%
Strongly disagree	2	6.7%
Total	30	100%
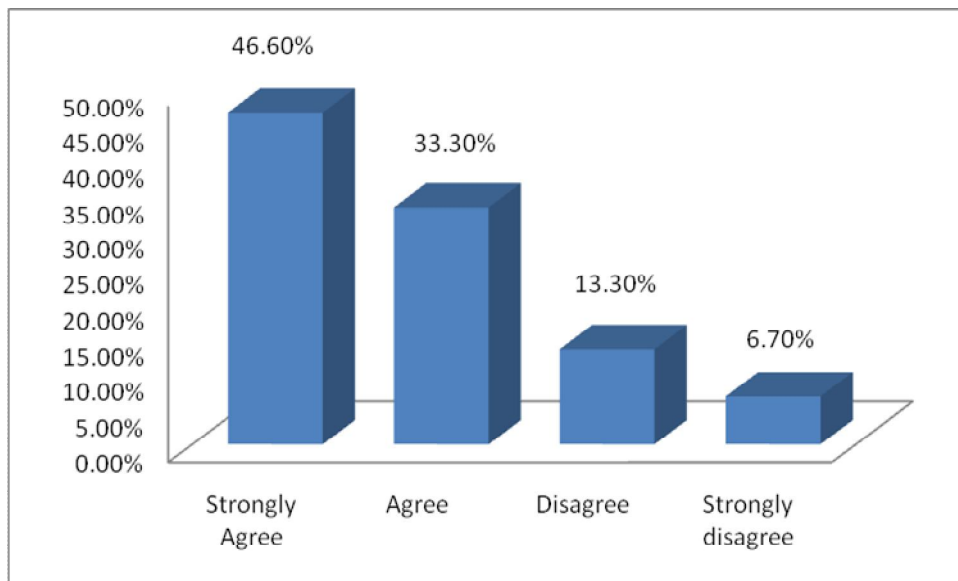
The above table and figure point out that the candidates who were strongly agreed with thestatement scored the percentage (79.9%) and those who disagreed scored the percentage (20%) and it obvious that the statement is supported by the majority of the respondents and it confirms the second hypothesis.

6. The teachers should find suitable methods for teaching reading comprehension.
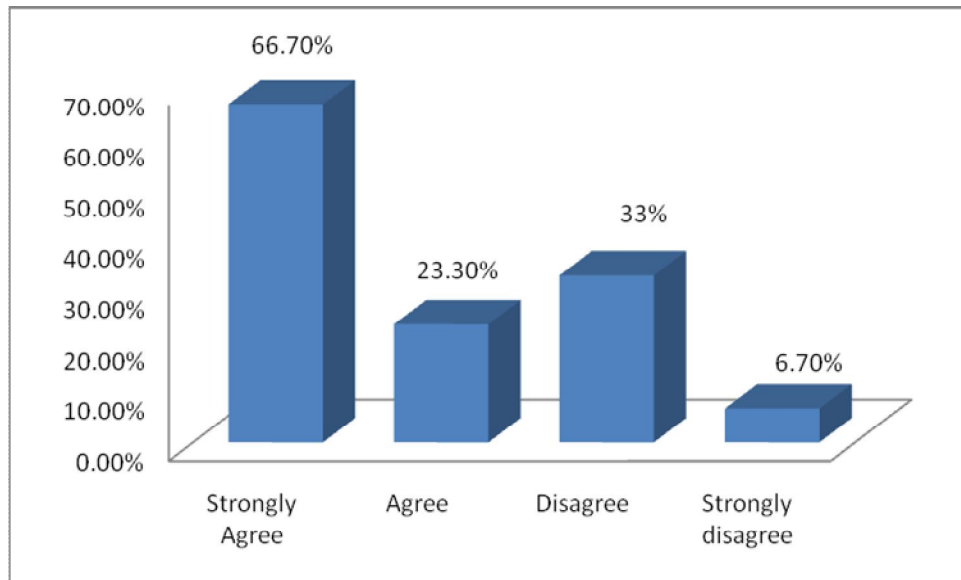
Statement	Frequency	Percent
Strongly Agree	11	36.7%
Agree	13	43.3%
disagree	4	13.3%
Strongly disagree	2	6.7%
Total	30	100%
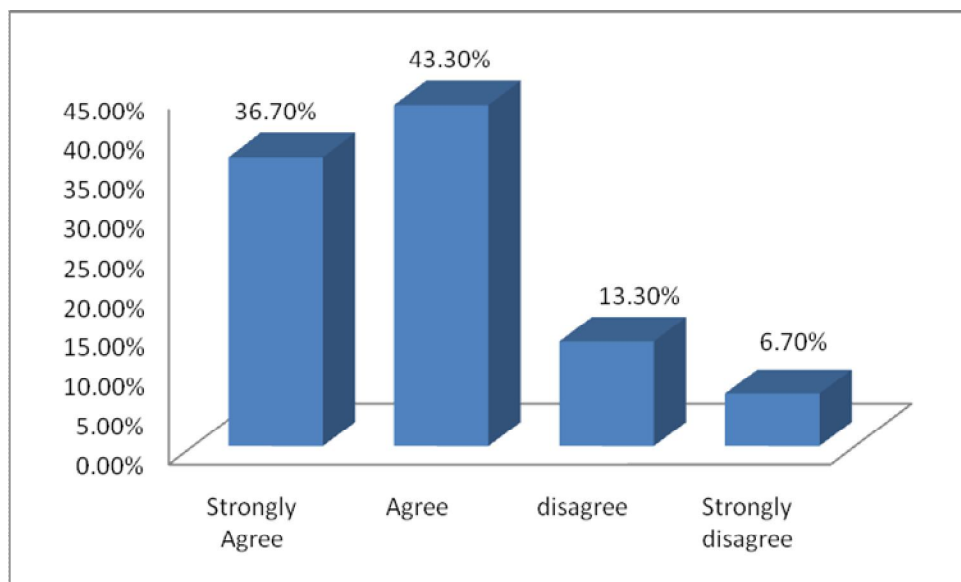
The table and figure above show the percentage of the respondents who expressed their agreement with the above mentioned statement reached (80%), while the percentage of those who expressed their disagreement with the statement reached (20%) and in comparing the two percentages we find that the statement is highly agreed upon and it strongly supports the second hypothesis.

7. The teachers should use method that suits the level of learners.
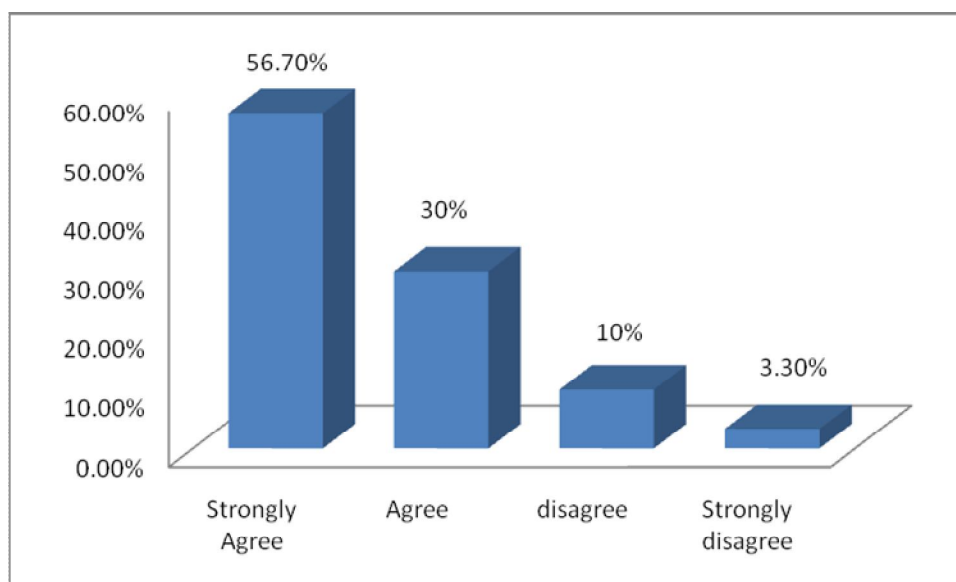
Statement	Frequency	Percent
Strongly Agree	20	66.7%
Agree	7	23.3%
Disagree	1	33%
Strongly disagree	2	6.7%
Total	30	100%

The table and figure above show the percentage of the respondents who expressed their agreement with the above mentioned statement reached (90%), while the percentage of those who expressed their disagreement with the statement reached (10%) and in comparing the two percentages we find that the statement is highly agreed upon and it strongly supports the second hypothesis.

.**The students find difficulty in understanding reading comprehension because of the method use by teachers.**
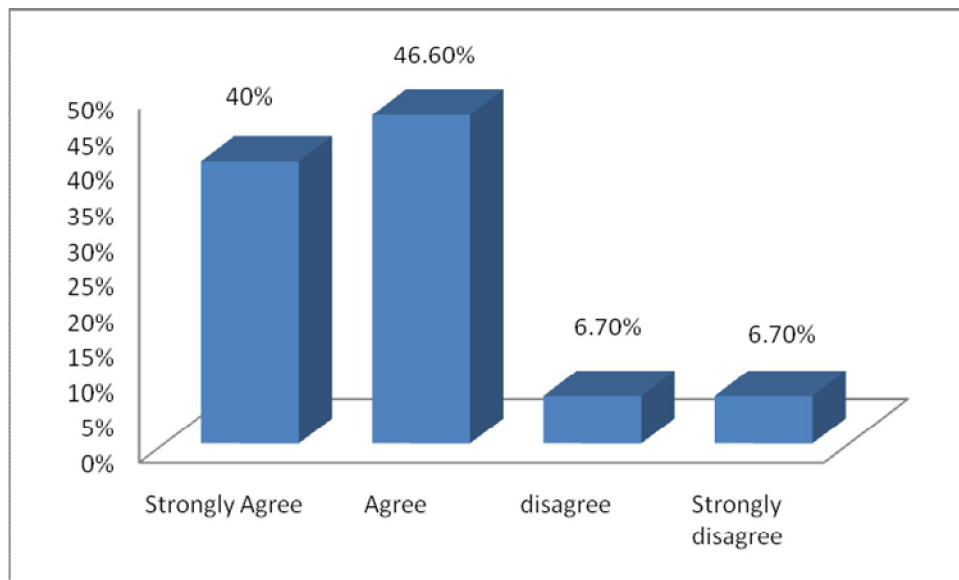
Statement	Frequency	Percent
Strongly Agree	17	56.7%
Agree	9	30%
disagree	3	10%
Strongly disagree	1	3.3%
Total	30	100%

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The table and figure above show the percentage of the respondents who expressed their agreement with the above mentioned statement reached (86.7%), while the percentage of those who expressed their disagreement with the statement reached (13.3%) and in comparing the two percentages we find that the statement is highly agreed upon and it strongly supports the second hypothesis.

## 8. The teachers of English give less attention to the teaching of reading strategies.

Statement	Frequency	Percent
Strongly Agree	12	40%
Agree	14	46.6%
disagree	2	6.7%
Strongly disagree	2	6.7%
Total	30	100%

The table and figure above show the percentage of the respondents who expressed their agreement with the above mentioned statement reached (86.6%), while the percentage of those who expressed their disagreement with the statement reached (13.4%) and in comparing the two percentages we find that the statement is highly agreed upon and it strongly supports the third hypothesis.

## 9. Teachers need to be trained well to use reading strategies

Statement	Frequency	Percent
Strongly Agree	17	56.7%
Agree	12	40%
disagree	1	3.3%
Total	30	100%
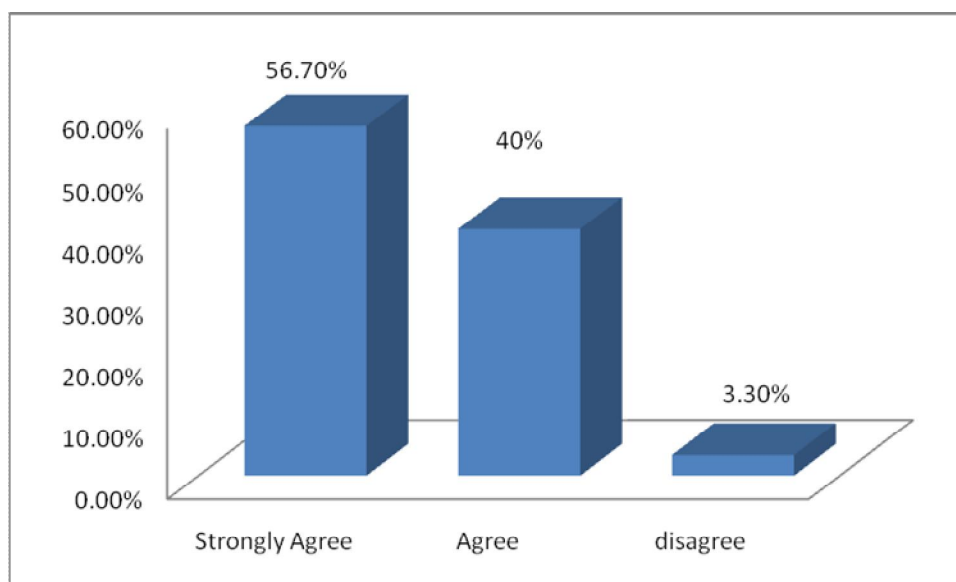
The table and figure above show the percentage of the respondents who expressed their agreement with the above mentioned statement reached (96.7%), while the percentage of those who expressed their disagreement with the statement reached (3.3%) and in comparing the two percentages we find that the statement is highly agreed upon and it strongly supports the third hypothesis.

## 10. If the methods are not suitable the students will find difficulties in understanding reading comprehension.

Statement	Frequency	Percent
Strongly Agree	17	56.7%
Agree	7	23.3%
disagree	4	13.3%
Strongly disagree	2	6.7%
Total	30	100%
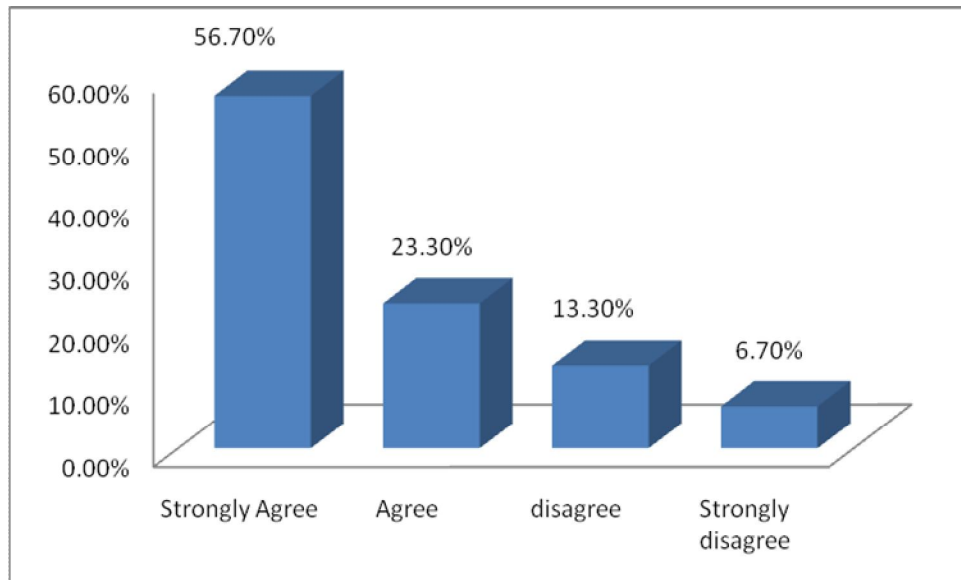
The table and figure above show the percentage of the respondents who expressed their agreement with the above mentioned statement reached (80%), while the percentage of those who expressed their disagreement with the statement reached (20%) and in comparing the two percentages we find that the statement is highly agreed upon and it strongly supports the third hypothesis.

12. Students reading comprehension skills develop when they are given freedom to select the reading texts they prefer.

Statement	Frequency	Percent
Strongly Agree	12	40%
Agree	13	43.3%
Disagree	4	13.3%
Strongly disagree	1	3.3%
Total	30	100%
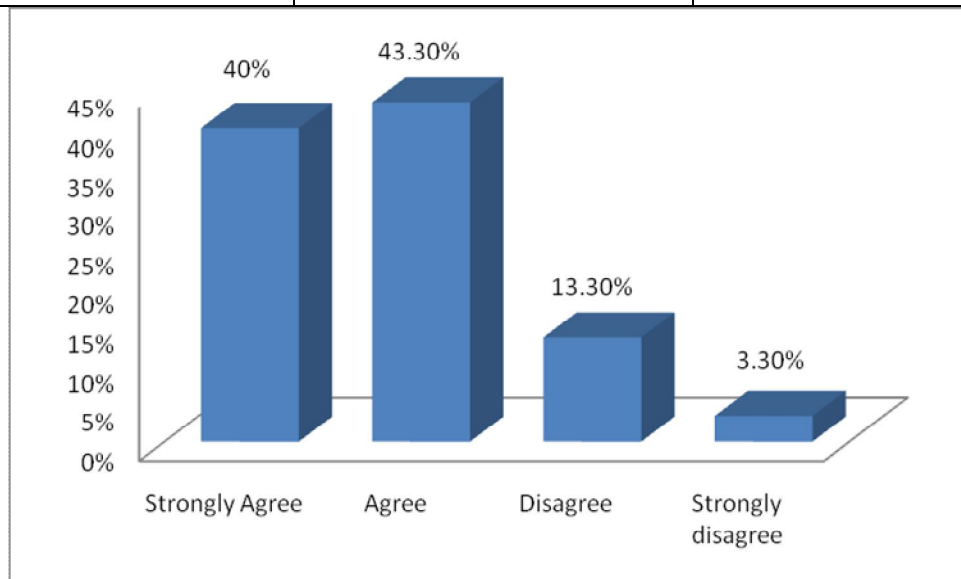
  The table and figure above show the percentage of the respondents who expressed their agreement with the above mentioned statement reached (83.3%), while the percentage of those who expressed their disagreement with the statement reached (16.6) and in comparing the two percentages we find that the statement is highly agreed upon and it strongly supports the third hypothesis.

Chapter five

Chapter Five

Summary, findings and recommendations

5-1. Introduction:

This chapter highlights the main parts of this study such as summary of the previous chapter the findings which the study has achieved in addition to some recommendations from the researchers.

5-2. Summary:

This study aimed at investigating the developing university teaching method to improve reading skill in English.

The first chapter represents an introduction of the study, while chapter two contains literature review and related previous studies. Chapter three presented the methodology of the study whereas chapter four presented analysis of the data collected via the questionnaire and chapter five contains the summary and findings in addition to the recommendations of the study.

5-3 Findings of the study:

The analysis of data has resulted in the following findings:

1. The exertion of more efforts is required to facilitate the difficulties that face students in the reading skill.
2. The objectives of reading are to train students how to get the desired information and to develop their reading strategies.

3. The ways of teaching reading need to be develop to cope with the latest ways of teaching.
4. Teachers of English language use the suitable strategy that goes with the students level.
5. Teachers need to apply the reading strategies to facilitate difficulties that encounter students.
6. Delivering a variety of reading texts allow students to develop their reading skills.

5-4 Recommendations of the Study:

On the light of the above findings the study recommends the followings:

1. Students should exert more efforts to overcome the difficulties of reading skill.
2. Teachers should provide various texts to enable students get involved in using different reading strategies.
3. Students should make use of reading strategies that is adopted by teachers.

references: