The Potential Use of Facebook in Developing English Reading Comprehension at Class Three of Secondary School.

( A Case study of Khartoum State 2013 – 2014 )

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MA in ( E L T)

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Dedication

To my father and mother, to my wife and sons, to my brothers and sisters
Acknowledgements

Praise and gratitude be to Allah. I would like to thank Dr. Al-Kheir Siddiq who supervised the study through the different stage, giving his invaluable advice and help so kindly.

All thanks, to all of my biggest family, colleague everywhere, the students whose participated in this work.

In addition to that, all the members of Facebook.
Abstract

This study aims at exploring the potential use of Facebook in Developing English Reading Comprehension for Secondary Level Students as well as, drawing attention to the importance of Facebook as a new medium for teaching and education in general. The researcher used descriptive analytical method: the researcher utilized of descriptive statistical method in the first step and inferential statistical method "T-test " to analysis the data collected. The test was carefully constructed, and then it was distributed among the sample which comprised (20) students of third class at secondary level who were purposively selected. The researcher used SPSS (Statistical Packages for Social Sciences) program to analyze the data yielded from the target group.

The study showed that: Facebook has a great role in enhancing the skills of reading comprehension. Facebook helps students to address their difficulties and problems of reading comprehension.

The study , some recommendations and suggestions for further research.
ملخص الدراسة

تهدف الدراسة إلى إمكانية استخدام الفيسبوك في تطوير اللغة الإنجليزية في القراءة والفهم للطلاب المرحلة الثانوية وأن وتوجيه الانتباه إلى أهمية الفيسبوك كوسيلة جديدة للتدريس والتعليم بشكل عام.

استخدم الباحث منهج الاصطلاح التحليلي لتحليل: وقد استخدمت الباحث المنهج الاصطلاحي الإحصائي في أول خطوة وطريقة إحصائية استنتاجي في البيانات والتحليل التي تم جمعها. شيد بعناية اختيار، ومن ثم تم توزيعه بين الدراسة والتي تتألف من (200) طالبا من الصف الثالث في المرحلة الثانوية الذين تم اختيارهم بشكل مقصود. استخدم الباحث الحزمة الإحصائية للعلوم الاجتماعية برنامج لتحليل البيانات SPSS ) أسفرت عن مجموعة التركيز.

وأظهرت الدراسة أن الفيسبوك له دور كبير في تعزيز مهارات القراءة والفهم. الفيسبوك يساعد الطلاب على معالجة الصعوبات والمشاكل من القراءة والفهم. وقد خرجت الدراسة بتوصيات ومقترحات للبحث.
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Chapter one

Introduction

1.1 Background to the study

People nowadays more than ever before, have stated to use a new system of pedagogy with the emergence of a new multimedia and online communities. As a result of this teaching and learning have shifted away from traditional modes that have long been in use into more technological approaches to enhance the efficiency of teaching and learning foreign language.

Recently, in the field of language teaching multi-mediate approaches to learning are now mediating between teaching and learning. Pedagogically, teachers and students could possible interact online in a manner not less important than physical interaction. The use of Facebook to enhance effective learning among students in different aspects of their experience with EL has only now begun to be studied. The growth of Facebook influence on how students experiences teaching and learning via online contexts have not been discussed in enormous detail in the literature and certainly extent to which Facebook affects students' reading comprehension abilities and this is what the study is trying to explore.

The impact of comprehension is of great importance in communicating message, views and ideas language mastery is revealed when learners comprehend what they read, they develop confidence and sense of power over the language that none of other skills is likely to achieve.

The researcher has the skills of dealing with mobile, computer and access to website. Through his Facebook account, the researcher observed that the students at secondary level who are in social contact can interact more freely.

The idea of applying Facebook in an instructional context encouraged the researcher to carry out a study in this area.
1.2 Statement of the problem

Reading comprehension is a very vital academic and life skill. As such, for the learners, it has to be developed sufficiently in order for them to succeed in their school life and in their future ears. However, it has been observed that this skill does not receive enough attention from researcher and textbook. The traditional resources nowadays do not come up with the abilities and technological skills of the new teaching. This has made it necessary to look for new modes that can appeal to this generation.

1.3 Hypotheses of the Study

The study has the following as its hypotheses:

1. It is assumed that using Facebook in developing English reading comprehension is a potential and productive an online aid.

2. Facebook is a seminal futural aid in enhancing teaching and learning foreign language.

3. Learners may be able to predict and infer meaning from texts written on Facebook.

1.4 Objectives of the study

The study tries to realize the following objectives:

The main objective of the study is to investigate the impact of Facebook on developing the reading comprehension skills of English language, and to achieve the following:

1- To develop the learner's performance in reading comprehension through Facebook.
2- To identify the advantage of social networks particularly Facebook in pedagogical contexts.

3- To encourage the use of Facebook in the field of English language teaching and learning.

1.5 Research Questions

The study will provide answers for the following questions:

1. Is it assumed that using Facebook in developing English reading comprehension is a potential and productive an online aid?

2. Is Facebook a seminal future aid in enhancing teaching and learning foreign language.

3. Are learners able to predict and infer meaning from texts written on Facebook?

1.6 Significance of the study

This study is considered significant for the following reasons:

The significant of this study stems from the fact that Facebook might be a useful mode that can be used pedagogically.

This study tries give insight to the ways Facebook offers for teachers to address the difficulties of reading their students encounter.

The study attempts to encourage teacher who are involved in English Language teaching to make maximum use of multimedia and social networks like Facebook to enhance their teaching.
1.7 Limitations of the study

1.7.1 This study is restricted to the potential use of Facebook in developing English reading skills at secondary level students.

1.7.2 The place is Khartoum state.

1.7.3 The study was conducted during the academic year (2013-2014).

1.8 Methodology of the study

1.8.1 Method of research: experimental method – one group pre-test _ post-test design.

1.8.2 Method of analysis: the researcher has utilized of descriptive statistical method in the first step and inferential statistical method "T-test " to code and analysis data collected.

1.8.3 Population : secondary students of Khartoum state.

1.8.4 The subject: method of sampling, a purposive sample sized (20) students .

1.8.5 Instrument : an achievement test.
Chapter Two

Review of literature

2.1. Overview
This chapter discusses the literature review and theoretical framework of the study. It includes a review of the involving Facebook and reading comprehension skills.

2.1.1 social Network sites
Moon (2008) define online social networks as Web-based networks that allow users not only to connect and communicate, but also to share information with other people including friends, acquaintances and in some cases strangers.
Boyd and Ellison (2008) define online social networks as 2.0 Web-based services that allow individuals to:
Construct public or semi-public profile within a bounded system. Articulate a list of other users with whom they share a connection. View and traverse their list of connection and those made by others within the system.
Moon (2011) provides evidence that the late 20th century witnessed the birth of computer-mediated communication which led to the growth of online social networking. At the start of the 1990's, college campuses experienced high levels of Internet use. In recent decades, the level of Internet use has increased dramatically.
By 2007, around Boyd and Ellison's (2008) study shows that the first notable social network site, sixdegrees.com, was launched in 1997, but gradually becomes unsuccessful in 2000 when the service ended. It was a site that connected people and allowed message to be sent between people, similar to features of today's Facebook. During the years 1997 to 2001, a host of other online social network sites were created, but it was not until after 2001 when online network sites were created, but it was not until after 2001 when online network sites really began to take off. The rise of Friendster began in 2002 and was created to help friend-of-friend meet. After 2003, more social network sites were launched. Most of these sites had a profile feature and tried to duplicate the early success of Friendster. My
space, which is still popular today, was created in 2003. Later in 2004, Facebook was developed.

2.1.2 Development of Facebook:
Couillard (2012) shows that Facebook started in 2004 by Harvard student Mark Zuckerberg which commenced as a way to connect Harvard students were using Facebook. Facebook was then opened to other Ivy League school and eventually most colleges across the United States and Canada. In September 2005, Facebook launched aversion for high school students. Today, the sites is open to anyone. Moon (2011) shows that Mark Zuckerberg created Facebook from his Harvard University dorm in February 2004. At that point in ,Facebook was called facebook.com and only connected college students. In 2005, Facebook expanded to include high school and school outside the U.S.

In 2006 Facebook found its way into the workplace and allowed anyone over 13 to join. Facebook recorded 12 million users in December 2006.

Couillard (2012) states that when a user first register with Facebook, they need to set up and create a profile page which is based on basic template users fill in various personal identifiers. The users can include as much or as little information as they want. After they set up their profile, they can begin adding friends, join groups and become fans of pages, they also can created groups. Facebook offers a search tool that allows users to search for specific information like people and group. Users can join network to view their profile. Facebook security setting allow users to make their page as or inaccessible as they desire.

2.1.3 The value of Online Social network for Academic Purposes
Sonja and de Villiers (2010) note that online social networking, especially Facebook, has numerous pedagogical advantages for both lecturers and students. "social networking can support students' indirect sharing of resources, thoughts, ideas, productions, writing, notes, etc. This kind of sharing can provide students with insights into the workings of other students".
It extremely important for students for students to establish a social foundation between them and their peers before they engage in online group work. Facebook clearly provides a social utility that has been identified as having academic potential in the form of internal network and groups. It is important that the time students spend between and after class, be utilized for academic purposes via technology. For example, if students are encouraged to take part in group work or online discussions on Facebook, the chance are there that they might utilize Facebook for academic purposes and not only for social purposes. This can benefit their leaning and motivate them to engage in academic work before and after classes. The availability of Facebook via mobile phone also helps increased interaction and support for students outside of the classroom.

2.1.4 Using Facebook in Education

Petrovic et al (2012) show that the rapid development of information and communication technologies brought changes in various pedagogical and technological applications and processes. Currently, social networks are being adopted rapidly by millions of users most of whom are students with a great number of purposes in mind. Studies showed that social network tools support educational activities by making interaction, collaboration, active participation, information and resource sharing, and critical thinking possible. Students today demand more autonomy, connectivity, interaction and social-experiential learning contexts.

Because students complain about lacking opportunities for authentic communication due to non-personalized course content even when alternative delivery methods are employed, providing informal learning contexts by integrating emerging social networks into existing learning practices becomes significantly important to attain more strong learning and teaching opportunities.

Facebook has quickly become the social network site of choice by secondary school students and an integral part of the "behind the scenes" school experience. The sudden increase of social technologies has created a culture in which teenage participate more
in creating and sharing content, thus completely changing the way students communicate, interact and learn.

2.1.5 How to Use Facebook as tool in Teacher Education

Munze and Towner (2012) note that instruction in using Facebook should be an integral part of teacher education programs, particularly with so many different types of social networks emerging. As Voithofer (2007) notes, instructing teacher education students on social networks encourages them to consider:

- The technical and pedagogical characteristics of educational technology,
- The social aspects of educational technology,
- How to think about emerging technologies in relation to teaching.

In addition to what was mentioned, Facebook can be an effective tool that allow teachers to integrate courses and pedagogical materials; this is what is going to be discussed below:

2.1.5.1 Levels of Course Integration

Munoz and Towner (2012) also provide an overview of the different ways that Facebook can be integrated into a course. The profile page is the simplest option to implement, whereas the integration of Facebook applications (in conjunction with the other method illustrated) is the most comprehensive.

i. Profile Page: An instructor can choose to create a profile page for him/her. The profile page can be used to communicate with students via Facebook email, or posting on the wall. In addition, relevant videos, images and websites can also be included. Students could also be exposed to relevant and educational Facebook groups.

ii. Creating a Group Page a Class: A separate page can be created specifically for a course. Students can virtually find other classmates through this page, learn about their classmates, communicate with their classmates and professor, and post/discuss relevant class information. Professors can send an announcement to the entire group, set up and remind students about events.
iii. Replacing/Duplicating web course function on Facebook: Discussions that traditionally have taken place on web course boards can also occur on Facebook discussion board. Instant messaging function are also available online. Instructors can post information and websites on their profile and group page for students to download and use for class.

iv. Integration of Facebook Application: There are a number of useful applications that will expand the suitability of Facebook for class. However, using these applications requires that students download the as well.

2.1.6 Strategies for Online Reading Comprehension

Before the beginning to discuss reading comprehension strategies through online as cited by Hodgson (2012), perhaps it would help to first examine the ways in which the two reading environments differ and how traditional class reading different from online reading these ways:

2.1.6.1 Traditional Reading (in school)

- Texts are mostly narrative (e.g. novels, short stories, plays, poem).
- Reading takes place mostly in whole-class or small group reading activities; readers can be grouped together by level.
- Writers/sources are usually considered authoritative by virtue of being published.
- Information typically consists only of text, sometimes with images.
- Information typically flows sequentially (from the first word of the book to the test).
- Reading is focused on one page at time choice of the reader is limited.

2.1.6.2 Online Reading

- Text are mostly informational.
• Reading is more individualized, often with one student at one computer.
• Because it's easy for anyone to publish online, authority of information typically deserves more evaluation.
• Hyperlinks, images, audio, and video are usually part of the reading experience.
• Information can flow non-sequentially (one word might lead via hyperlink to an entire new piece of reading).
• Reading can be interactive (reader response possibilities, potentially limitless decisions about where to go with the text, etc.).
• It seems that educators (teachers) need to find ways to teach their young people how to process the information they find, and how to find it with more precision and understanding.

2.1.7 Reading Strategies:
Here are some strategies as suggested by Hodgson that can be effective tools of online reading:

• Combine online reading into meaningful chunks of information, in which the whole classroom spend a lot of time talking about how to summarize a text by finding appropriate points and casting them in one's own words. The same strategy can also work synthesizing information from a web page.
• Use a reader's ability to effectively scan a page, as opposed to reading every word. It often gives little to the ability to scan, but it is a valuable skill on many levels. Using one's eye to go through key words and phrases allows a reader to focus on what is important.
• Avoid distractions as much as necessary. Readability is one tool that can make this possible. Advertising-blocking tool are another effective way to reduce unnecessary and unwanted content from a web page.

2.1.8 Definition of Reading
Salih et al (2004) define reading as an active process a language skill of predicting, checking and asking oneself questions. It just means, to understand the message in text, that is reading is an interaction between the reader, the text and its write.

Another definition was provided by Macnaughton and Williams (2004) who claims that reading is to comprehend the meaning of (something written or printed) by looking at and interpreting the written or printed characters.

2.1.9 How to Conduct Reading

As Setlla (1989) stated "SQ3R is an acronym that stands for: Survey, Question, Read, Review; the five steps in the reading process. It is a useful approach to most kinds of reading; whether a text book, an article or single passage or letter". He discusses SQ3R as follows:

- **Survey:** always survey the text document critically; title, substitute …..etc. to make sure oneself that has taken all the basic information. For instance, to make a summary for a certain passage or text is better than to skip it.

- **Question:** you need to ask yourself questions about what you expect to find in a book to keep your reading active helps you to concentrate. For example, what do I want to find out from this? You should keep up with the process of questioning while you read.

- **Read:** reading is the third not the first and last stage in active reading, the preliminaries are not waste of time. You will find that you read more efficiently once you have pinpointed what you are going to read and why you are reading it. You need to vary the way you read and your reading speed; you don't make notes while you are reading; you need to focus on understanding.

- **Recall:** whatsoever the text was! Set out the main points as readers remember them and check with the text if the readers are not sure. Then, give guidance on note-taking.

- **Review:** there are two parts to the review: First, look back over the text to make sure you can answer the questions you...
set yourself and not to miss anything essential or distorted the information in the passage.

2.1.10 Types of Reading
Due to the important role that reading plays in shaping the readers' knowledge and attitudes. Setella (1989) describe reading with its classification as follows:

2.1.10.1 Intensive Reading
It is classroom activity that is done through the teacher's guidance. It takes more the shape of silent reading than reading aloud. In this type, we read for details, more slowly, taking the information or even making a mental note some of the details to tell the reader about later.

2.1.10.2 Silent Reading
It is for comprehension or understanding. It requires the teacher's guidance and assistance in the early stages of learning languages. It is usually introduced after learning new words and expressions. It should be followed by comprehension question; i.e. yes/no or true/false, information questions (wh. Q.), why or who questions, question which require forming views and opinions which require the understanding of what the passage denotes.

2.1.10.3 Reading Aloud
It is for checking pupil's pronunciation, word stress, intention and understanding. The passage, for this activity, should be short, complete, thematic and clear.
Reading aloud comes only after silent reading, after presenting new words, structures and expression. To avoid killing other more important language skills, reading aloud is not to be carried on for a long time.

2.1.10.4 Extensive Reading
This is the way when students usually are reading for pleasure, perhaps a novel or a play. It is usually done at home for pleasure or for acquiring general knowledge and information.
2.1.10.5 Skimming

It is a rapid reading of a text to find out the core or the gist of the text. When we skim, we just pass our eyes over headlines, titles, topic sentence and summaries. Therefore, skimming is effective in improving the student's ability at getting information (general sense or the gist) within a short period of time.

2.1.10.6 Scanning

Salih et al (2004) state that scanning is a form of skimming in the sense that, it is a rapid reading of text to find out a specific piece of information which is noticeable in the text such as a number, date, a quantity, a person's name or a place. In other words, readers scan the page until they find what they are looking for. Readers usually in pleasure reading neither skim nor scan, but read for main ideas without paying close attention to details. Hence, they can use a text to practice more than one type of reading approach.

Ellis (2008) adds more about scanning stating that scanning is a type of speed-reading technique. Its purpose is to examine closely and rapidly a piece of printed or written material. This technique is used when the reader wants to find a particular piece of information or fact without necessarily understanding the whole passage or script. The reader, for example, may scan by reading a chapter of a book as rapidly as possible in order to find out information about a particular date, name, figure, or amount. Scanning as compared to others is easier than skimming because the reader knows ahead of his time what he wants to find. Scanning is used widely in the following situations:

- Looking up a number in telephone directory.
- Looking up a name in a list.
- Looking up days and dates in schedule.
- Looking up a word or an idiom in the dictionary.
- Looking up a reference in a book.
- Looking up a question in a research paper, e.g. looking up a subject in an index of book.
- Looking up an author's name or a little of a book in a library card catalogue.
2.1.11 The Reader
Abakar (2011) mentions that generally, any literacy event is made up of a reader engaging with some form of text. Each reader is unique in that he or she possesses certain qualities that are distinctly applied to each text and situation. The most important of these characteristics is likely the reader's knowledge of the world. The more background knowledge a reader has that connects with the text being read, the more likely the reader will be able to make sense of what is being read. Readers also read in particular ways depending on the purpose for reading. Another individual difference that exists in readers is motivation. Motivation can influence the interest, purpose, emotion, or persistence with which a reader engages with text. More motivated readers are likely to apply more strategies and work harder to build meaning; on the contrary, less motivated readers are not as likely to work as hard, and the meaning they create will not be as powerful as opposed to if they were highly motivated.

2.1.12 The Text
Abakar (2011) shows that to understand the reader is one important piece of the comprehension puzzle, but features of the text also influence the transaction where happens. The structure of the text, its genre, vocabulary, language, even the specific word choice work to make each text matchless. The content of a specific text, the difficulty or readability of it, and even the font type and size are factors of a text that can influence reader's interaction. These features collectively are referred to as "surface features". Studies have indicated that the quality of the text at the surface level is important for reader to be able to make meaning effectively.

2.1.13 Comprehension Strategy
Block et al (1992) states that to using more than one strategy of learning reinforces comprehension of all students. During the last few years, researches have indicated that comprehension instruction should become an essential feature in secondary school programs. They describe a new method of comprehension process for readers.
to learn and to develop their abilities without teacher prompting the important strategies.

Kinesthetic movements are added as a second learning input system. Each motion represents one of the unique mental processes used to comprehend text. These lessons enhance understanding of how comprehension processes work (declarative knowledge), when and where to use them in a text (conditional knowledge), and how to use each one independently (procedural knowledge).

Block et al state that highly effective comprehension instructions follow tenants in dual coded instructional theory, in which students comprehend significantly more when their lessons include both a linguistic and nonlinguistic input system. When information is received through a variety of pathways (e.g. auditory, visual, kinesthetic), readers' retention of information increases significantly. These data are added to these findings that action and activity are both important for primary children's learning, and "merely passive experiences tend to attenuate and have little lasting impact".

In summary, readers derive meaning from text when they indulge in intentional, problem solving thinking processes. The data suggests that text comprehension is enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences and construct mental representation in memory.

### 2.1.14 Summarizing Responding

It is one of the most common means of assessing extensive reading where the students are asked to write a summary of the text. The task that is given to students can be very simply worded as in the example below:

Write a summary of the text. Your summary should be about a paragraph in length (100-150) and should include your understanding of the main idea and supporting ideas.

Evaluating summaries is not an easy task; therefore, certain criteria should be followed:

- Express accurately the main idea and supporting ideas.
- Is written in the students own words; occasional vocabulary from the original text is acceptable.
• Is logically organized.
• Expression of facility in the use of language to clearly express idea in the text.

2.2 Previous studies


The emergence of the Internet as a powerful communication, literacy and learning tool has led to calls in the literature for a re-conceptualization of what literacy entails in the 21st century (Flood and Lapp, 1995; International Reading Association (IRA), 2009; Reinking, 1998). One’s ability to access, critically evaluate, synthesise and communicate information quickly, efficiently and effectively are key components to active and full participation in a global world (Leu and Kinzer, 2000). While online reading skills are built on foundational print-based skills, online reading comprehension is not isomorphic with print-based literacies and additional skills and strategies may be required to fully exploit the potential of the Internet as a site for learning (Leu, Kinzer, Coiro and Cammack, 2004).

The changing nature of literacy in an online environment impact on the development of students’ online reading comprehension and information-seeking skills and strategies. It seeks to address the challenges presented for students when conducting information searches online. Further, it explores the challenges for classroom teachers in adopting new pedagogies to accommodate a new literacy curriculum. Finally, it considers the consequences that these changes and challenges have on pedagogy, the development of a classroom curriculum and the creation of learning communities within classrooms.

2.2.2 Improving Student Reading Skills by Developing a Culture of Reading A Quality Enhancement Plan Proposal Submitted to the Commission on Colleges of the Southern Association of Colleges and Schools February 12, 2009 For the Onsite Visit on March 16-18, 2009 (updated: April 10, 2009) Methodist University M. Elton Hendricks, Ph.D., President Donald L. Lassiter, Ph.D., Accreditation Liaison.
2.2.3 This study, (The Age Of Facebook Posted Apr 25, 2010 by Michael Arrington.
Chapter Three

Research Method and Procedures

3.1 Introduction

This chapter describes the methodology of the study. It provides a precise description of what has been done by the researcher in carrying out the study. It particularly, present the target subject, research methodology and procedures for date collection. Then it goes further to present validity and content of the test. The researcher has adopted Statistical Packages for Social Sciences (SPSS) to analyze data. The research's tools used for collecting data pre and post-test and focus group interview. It also illustrates the steps used in the study and concludes with a summary.

3.2 Study Design

The study adopted the experimental method and the sample (the 20 subjects) was assigned as a " one group pre-test _ post-test design " or " matched pair design"; using the focus group and test to gather data from a purposive sample of 20 secondary school students in the third class in the Al Galy Omer Secondary School for Boys .

3.3 The Subjects

This includes the students who responded to the test. A purposive sample of (20) secondary school students in the third class were chosen out of many secondary schools in the Khartoum State , Eastern Nile locality .
3.4 Tools of Data Collection

The tools used for collecting data were the test and focus group.

3.5.1 The pre and post-test

Each test consists three questions. All the questions designed purposively. The researcher used simple and clear language in order to help students express themselves and provide the required data.

3.5.2 The Contents of the Two Tests

The researcher designed three questions. Question one aimed at checking the students' comprehension ability. Question two was intended to check the students focus ability. As for question three, it aimed at testing students' ability to work out the meaning of items from the context or post.

3.5.3 Checking instrument validity:

For ensuring the test ( instrument face-validity, it was researcher to a validation jury ) " see appendix two" .The jury has recommended some modifications and the final version of the instrument was adopted .

3.5.4 Checking instrument reliability :

For checking instrument reliability ,the researcher selected another sample of (12) students from the sample population for the purpose of piloting the instrument before being given to the study sample (the 20 students). However the pilot sample was always online through Facebook with the researcher in the same manner as the study sample did. The pilot sample was given the same version of the instrument which was originally prepare for the study sample.

The technique applied was test – retest the scores of the pilot sample for each students in test and retest were correlated
using person product moment correlation co-efficient, the co-efficient reliability resulted was (76) which was high positing correlation. For testing each significance the computed P-value was compared with the significance level at (0.05). The result was $P < (0.05)$ which insured instrument reliability.

3.5.5 Test-retest

The method of Test-retest was used to establish the evaluation of the test. Twenty (20) in third class students, represent the main sample, were selected to respond the items of the test. After two months, it was administered again for second time and the results proved promotion in the students' results.

3.6 Research Procedures

The researcher followed the following steps:

- The researcher first has the experience of dealing with website and Facebook in particular.
- Then the researcher has purposively created a Facebook group called "English Language Society TeacherOmer" [https://www.facebook.com/groups/380541415401838/](https://www.facebook.com/groups/380541415401838/)
- The researcher made use of some Facebook applications in teaching reading comprehension such as post for writing the lessons and test; notifications to notify students for any kind of work, apology in case of delay, salutations and finally events, to remind students to any coming work or activity.
- The researcher used the data collected from the students' participations to develop the instrument, which is the test and focus group.
- The test was handed to two experts to measure its validity, suitability and its appropriateness.
- The researcher had made the final draft of the test after collecting the test from the experts and measured its reliability.
3.7 Descriptive statistics

Table (3.1):
The students score in the pre-test

<table>
<thead>
<tr>
<th>St. No</th>
<th>Short answer</th>
<th>Multiple-choice</th>
<th>True False</th>
<th>Score marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>13</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>14</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>14</td>
</tr>
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<td>16</td>
<td>5</td>
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<td>2</td>
<td>12</td>
</tr>
<tr>
<td>17</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>18</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>19</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>20</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>99</td>
<td>91</td>
<td>300</td>
</tr>
</tbody>
</table>

This table shows the subjects results in the pre-test
3.6 **Descriptive statistics**

**Table (3.2):**

The students score in the post-test

<table>
<thead>
<tr>
<th>St. No</th>
<th>Short answer</th>
<th>Multiple-choice</th>
<th>True False</th>
<th>Score marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>12</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>13</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>14</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>15</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>16</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>17</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>19</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>20</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>131</td>
<td>127</td>
<td>403</td>
</tr>
</tbody>
</table>

This table shows the subjects results in the post-test
Chapter Four

Data Analysis and Discussion

4.1 Introduction

The research dealt with the identification and investigation of the potential that Facebook as a social network might have in enhancing the reading comprehension skills at Secondary level students. The main reason for choosing such a topic is the crucial need for such a new method of teaching and learning. English language nowadays is pervasive almost the fields of knowledge; consequently, teachers and students of English are in need of the modern and effective equipments and techniques necessary for teaching and learning English. Therefore, the researcher aimed at looking into this technology as a means of teaching and learning, hoping to suggest new and effective techniques of and learning of English.

The primary concern of this chapter is to analyze and discuss the results of the focus group and the test on reading comprehension which was given to the third class students of secondary school. The researcher employed the eclectic approach in terms of quantitative and qualitative method to analyze and interpret the data obtained by the test and the focus group.
4.2 Applying inferential statistics

4.3 Hypotheses testing

For testing the hypotheses of the study, it can be stated as follows:

1- The data in table (1) and table (2) has been treated statistically through inferential statistics (T-test) in order to reach a decision about the hypotheses testing.

2- The significance level for the test was set at 0.05.

3- Statement of the hypotheses

H₀: μ₁ - μ₂ = 0 that is, teaching reading through Facebook produces no difference to achievement of the students between the means of scores in the two variables.

Hₐ: μ₁ - μ₂ ≠ 0 that is, teaching reading through Facebook produces difference to achievement of the students between the means of scores in the two variables.

4- From table (3), it could be inferred that there is a significance difference between the two means of pre-test and post-test at the significance level (0.05) and the P-value resulted from T-test. Calculation was 0.000 < 0.05.

Therefore, the H₀ : will be rejected savour of Hₐ : is proved to be productive and conducive to learning and teaching the language.
Below are the results of the independent sample t-test.

### Table (4.3):

#### Independent Samples Test

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>1.737</td>
<td>.195</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>4.708</td>
<td>35.493</td>
</tr>
</tbody>
</table>

Levene’s Test shows a Sig. of 0.195 This is greater than 0.05. Then it can be assumed that the variances are approximately equal. Accordingly, the second assumption (the two groups have approximately equal variance on the dependent variable) is met. Since the second assumption is met, then the top line (Equal variances assumed) will be considered. As the Sig. is 0.000 (less than 0.05), then there is a significant difference between the Teaching reading through Facebook approach and the traditional approach. The students who were taught through Facebook approach achieved higher standards than those who were taught by the traditional approach.
This means that there is a difference between the means of the scores in the two variables. Therefore, the null hypothesis is rejected in favour of the alternative hypothesis.

**Table (4.4):**

**Paired Samples Statistics**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>posttest</td>
<td>70.2609</td>
<td>20</td>
<td>12.80347</td>
<td>2.66971</td>
</tr>
<tr>
<td>pretest</td>
<td>62.3913</td>
<td>20</td>
<td>10.43046</td>
<td>2.17490</td>
</tr>
</tbody>
</table>

This table provides the descriptive statistics for both variables. The mean, the number of observations, the standard deviation, and the standard error mean. The post-test mean is higher: 70.2609 vs 62.3913.

**Table (4.5):**

**Paired Samples Correlations**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pre-test &amp; post-test</td>
<td>20</td>
<td>.907</td>
<td>.000</td>
</tr>
</tbody>
</table>

This table shows the correlation between the two variables. The Sig.(0.000) is less than 0.05. This means that there is a
strong positive correlation. People who did well on the pre-test also did well on the post-test.

**Table (4.6):**

**Paired Samples Test**

<table>
<thead>
<tr>
<th>Pair</th>
<th>pre-test</th>
<th>post-test</th>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>8.20000</td>
<td>3.15561</td>
<td>5.0433</td>
<td>19</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>3.15561</td>
<td>7.0562</td>
<td>3.87027</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std. Error Mean</td>
<td>95% Confidence Interval of the Difference</td>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>-9.67687</td>
<td>-6.72313</td>
<td>-11.621</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to this table $t = 11.621$, $P = 0.000$.

The table shows that the level of Sig. is 0.000 which is less than 0.05. This indicates that there is strong evidence that Teaching reading through Facebook approach has considerably enhanced the learning outcome of the students.

Therefore, the null hypothesis is rejected in favour of the alternative hypothesis. There is a difference between the mean of the scores in the two variables.

**Table (4.7):**

**Group Statistics**

<table>
<thead>
<tr>
<th>group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>experiment group</td>
<td>20</td>
<td>20.1000</td>
<td>3.89196</td>
<td>.87027</td>
</tr>
<tr>
<td>contral group</td>
<td>20</td>
<td>14.9500</td>
<td>2.96426</td>
<td>.66283</td>
</tr>
</tbody>
</table>
4.2 Discussion of the results in relation to the hypotheses of the study

Three hypotheses have been verified according to the analysis of the pre-test and post-test to the students.

Hypothesis One: "It is assumed that using Facebook in developing English reading comprehension is a potential and productive an online aid".

It noticeable from the results of the pre-test and post-test that the students' scores are higher in the post-test in reading answering the questions than the post-test that mean they are develop in their understanding. This indicates that the hypothesis is highly proved.

Hypothesis Two: Facebook is a seminal future aid in enhancing teaching and learning foreign language.

The interaction between students and the researcher in the result of the post-test according to their scores that show Facebook may be use as an aid in teaching English as a foreign language.

Hypothesis three: learners able to predict and infer meaning from texts written on Facebook.

The students' score in the post-test, (403) the whole degree verify to great extent this hypothesis.
Chapter Five

Conclusions

5.1 Summary of findings

On the basis of the data analysis, the following findings are revealed:

1. Facebook has a profound impact on enhancing reading comprehension skills of English students.
2. It enables students to reach a satisfactory level of proficiency in reading comprehension.
3. It also provide effective ways for students whereby they enhance reading comprehension and other skills of English Language.
4. Facebook helps students develop the ability of guessing and predicting meaning from the context.
5. It can also enhance teacher-student interaction and learner-centered teaching and learning.
6. Facebook fosters students towards risk-taking so that reading comprehension becomes easier and more challenging than ever before.
7. It links students with the online network and keeps them in touch with the fresh and hot issues of teaching and learning.
8. Facebook offers itself as a new pedagogical tool with flexibility that associates students from different walks of life to share standardized instructional and pedagogical attitudes and perceptions.
5.2 Recommendations

Based on the results of this study, the following recommendations may contribute to enhancing English Language teacher and students' performance in both the real and online context. These recommendations are as follows:

i. Teachers of English should exert utmost effort to make maximum use of technology and social network to promote their performance in teaching.

ii. Students of different domains should try to benefit from the enormous potentials that Facebook and other social networks may offer in different realms.

iii. Teachers and students should be encouraged and trained to deal with the multimedia and web site which in its turn have the direct effect on their teaching and learning progress and promotion.

iv. Educational institutes should be supported with adequate multimedia and materials to contribute the enhancement of the academic attainment.

v. Facebook should be authorized as instructional tool because of its possibility to be used in education and the flexibility in the ease of use and control.

vi. Further studies and researches should be conducted in the area of Facebook, social network and web sites in relation to education and teaching to make use of more facilities they offer.
5.3 Suggestions for Further Studies

In fact, the area of web site and social network is fertile and fruitful area for conducting studies. The results and finding of this investigation encouraged the researcher to suggest some topics for further studies. Thus, a number of topics could be proposed as follows:

1) The Facebook effect on the teacher-students’ interaction classroom.
2) The impact of Facebook on teachers-students relationship.
3) Developing communication and its strategies via online network.
4) Teacher-students’ rapport from the prospective of social network.
5) Academic attainment in relation to the Facebook addiction.
6) Facebook as an alternative way of teaching and learning.
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Tito and Tana

Tito was a farm worker who loved Tana very much and wanted to marry her. Tana"s father asked Tito for two years wages as a dowry." If you do not have the money after two years, I promise you that Tana will be married to someone else! Said Tana"s father.

Tito worked hard every day and gave the money he saved to his brother Lendo to keep it safe for him .The years passed and Tito had almost enough money to marry Tana . One day , however , Lendo"s child become very ill.

Lendo took the child to the doctor who asked for a large amount of money to make the child well. Lendo had very little money and he was worried about his child .Finally , he took the money that his brother Tito had given him and paid the doctor . Lendo"s child became well.

When Tito found out his money was gone ,he was very sad. He went to Tana"s father and said please give me one more year to pay the dowry . My brother has taken all of my money to save the life of his sick child .

What has that to do with me ? Cried Tana"s father . You have not kept your promise , but I will keep mine . Tana will be married to someone else.

Tito ran to tell about her father's decision .Tana decided to leave her father's house and stay secretly with Tito"s relatives in
a village far, far away. When Tito had enough money, he would join her; they would be married.

My mother will be very sad said Tana. She loved me more than all of my sisters, but they take care of her. Tana left home quite one night. The next morning, when her mother Zelga realized her daughter had gone, she wept bitterly. She was so sad that she became weak and sick. She died soon afterwards of broken heart.

**Give short answer:**

1. How much was the dowry for Tana?

2. What were the "promises" mentioned by Tan father?

3. Why did Tito give his money to his brother?

4. Why did Tana leave home?

5. What happened to Zelga at the end of the story?

6. What happened to Tito's money?

Did Tito a lazy person?

Who took the money?

Why her mother wept bitterly?

What happened to Zelga at the end of the story?
Say whether the following statements are true or false:

1- Lendo was a doctor …………………………..(   )
2- Tito was a lazy person ……………………..(   )
3- Lendo had permission Tito to use his money......(   )
4- Tito was employed by Tana father ………………..(   )
5- Tana was Zelga favorite daughter ………………..(   )
6- Tana had only one sister ………………………..(   )
7- Tana want to live with Tito relatives ………………..(   )
8- Tito brother has taken all of the money ………………..(   )
9- Lindo's father become very ill …………………………..(   )
10- Tito ran to tell Tana about her father's decision…..(   )

Draw a circle round the best answer : a, B, C or D

1- After two years Tito had ……………. the money needed.
   a. more money   b. too little   c. a little less than d. exactly

2- Tito was …………… worker ?
   a. teacher                 b. farm                   c. doctor                d. nurse

3- 'What has that to do with me ' who said this?
   a. Tana's             b. Tito             c. farm          d. Tan's father

4- Lindo was worried because
   a. his son had an illness that the doctor could not cure .
   b. his son was ill and he had no money for his treatment.
   c. Tito would not lend him money.
   d. The doctor refused to see his son.

5- Tito asked Tana's father to…………………. 
a. lessen the amount of the dowry. b. keep his promise.
c. delay the time to pay the dowry. C. one year after marriage.

6- The word "mine" underlined in the passage stands for……
   a. Tana father himself b. Tana daughter
c. Tito promise d. Tan father promise.

7- What had happened to Lendo's child; became……
   a. ill b. sick c. well d. lazy

8- What Tana's father decision?
   a. to marry Tana b. will be marry to someone else
c. stay secretly d. nothing above

9- When her mother Zelga realized her daughter had gone.
   a. quietly b. realized c. wept d. bitterly

10- Who left the home quietly one night?
    a. Tana b. Tito c. farm d. Tan's father
Appendix two: Evaluators of the instrument

1. Austaz: (Al-Misbah Babiker Al-faki, University of Bakht – Al ruda.

2. Dr. Abdalla Adam – Assistance professor of education vergain development institute.

3. Dr. Mahjob Dogal – Assistance professor of education vergain development institute.
Appendix three:

Mark Elliot Zuckerberg

From Wikipedia, the free encyclopedia

(born May 14, 1984) is an American computer programmer, Internet entrepreneur, and philanthropist. He is best known as one of five co-founders of the social networking website Facebook. As of April 2013, Zuckerberg is the chairman and chief executive of Facebook, Inc. and his personal wealth, as of April 2014, is estimated to be $25.3 billion. Mark Zuckerberg receives a one-dollar salary as CEO of Facebook.

Together with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz, and Chris Hughes, Zuckerberg launched Facebook from Harvard's dormitory rooms. The group then introduced Facebook onto other campuses nationwide and moved to Palo Alto, California shortly afterwards. In 2007, at the age of 23, Zuckerberg became a billionaire as a result of Facebook's success. The number of Facebook users worldwide reached a total of one billion in 2012. Zuckerberg was involved in various legal disputes that were initiated by others in the group, who claimed a share of the company based upon their involvement during the development phase of Facebook.