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**The Low Standard of Reading Skills in English**  
**Language**  
**at Basic School In Omdurman Locality**

**A Thesis Submitted for the Master Degree**  
**in E.L.T**

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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## *Dedications*

*To my family for patience,  
encouragement, and support..*

*For the soul of my father..*

# *Acknowledgement*

*I would like to extend my thanks to my respectful supervisor Dr. Mustafa, who offered me and exerted a great effort in helping me to write this research.*

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## **ABSTRACT**

The main argument of this study is that, it has been observed that most students, are considered as poor readers and this may consequently lead to weaken their learn ability of English as a foreign language. This study has reviewed many studies tackling this problem.

Most of these studies attribute this problem toward false learning and poor syllabus. Data of this study have been collected from a questionnaire and test , the study has contributed in this issue by glossing the skills of teaching as a dynamic strategy that always accompany the process of teaching .

## مستخلص البحث

تتناقش هذه الدراسة مشكلة ماثلة و هي عدم مقدرة الطلاب على القراءة و الذي لوحظ بدوره إلي ضعف في تعلم اللغة الانجليزية كلغة أجنبية استعرض الباحث في هذه الدراسة الدراسات السابقة التي عالجت هذه المشكلة حيث أكدت هذه الدراسات بان السبب الرئيسي لهذه المشكلة يعود إلي ظاهرة التعليم السطحي و ضعف المناهج الدراسية .

اعتمد الباحث ، تجميع بيانات هذه الدراسة علي الاستبيان والاختبار فقد أكدت الدراسة أن وجود المعلم الماهر كهدف دابنمكي استراتيجي يجب أن يكون دائما مصاحبا للعملية التعليمية .



## **Chapter One**

### **Introduction**

#### **1-1 Study Background:**

The English Language in Sudan has witnessed a change in the status of English Language from colonial era to the present English Language. Sudan has also witnessed an excellent and prestigious quality of education before independence. In 1967, Arabic language has become the medium of instruction in formal education; hence, the standard of English language has deteriorated in both spoken and written standard.

In 1967, a working committee from the ministry of education headed by John-R-Bright have revised and modernized the intermediate and the secondary school English syllabus English books used by ministry of education including Egyptian readers in which Grammar-translation method was used. Michael west readers [the new method readers] have replaced these books.

Arabic companions are no longer accompanying the readers; however, the new method course readers gave way to the White Nile readers [a direct method course]. Then have been introduced into schools in the place of the previous grammar-translation method.

One of the important recommendations of the bright report 1976, was the formation of English syllabus however, the

recommendations of the English syllabus were never implemented, instead a unit called (material production unit) was established to help to solve the problem of material.

In 1976 the Nile course [now integrated English Language) for Sudan was introduced and it has been written by the British writers; Marlin bares and Julian's Cuthbert who enjoyed teaching English Language in the Sudan. After two decades, the course was replaced by the spine series [Sudan practical integrated national English]. In December 1989, a committee headed by Dr. Ahead Numeric was found by a ministerial decree to make a radical change on the present syllabus for both basic and secondary books. However, committees work was discontinued as the general educational conference in September 1990- came up with the recommendation to make change in all curricula as a result the Spine Series came into being.

### **1-2 Statement of the Problem:**

Low reading skill is a big problem facing learners – so this study concentrates on finding the best way for developing this important skill of the target language.

### **1-3 Purpose of the Study:**

Reading is a problem for many pupils in the basic school so this study tries to focus attention to the importance of the area. It also tries to improve the standard of English Language reading in

basic schools, since the development of reading activity improves the other skills of English Language.

#### **1-4 Significance of Study:**

This study focuses at difficulties of reading as a medium process of learning English language at the basic school [5-8] with reference to spine series book 1-2-3. Beside the study would considered add new information to the area of learning process.

#### **1-5 Questions of the Study:**

**This study raises the following questions:**

- 1- How to develop the standard of (reading English Language) skills at the basic school?
- 2- How to make (reading English Language) attractive for pupils?
- 3- How to prepare affluent task in the target language?
- 4- How to improve (English Language in the basic school) by developing reading skill?

#### **1-6 Hypotheses of the Study:**

This study hypothesizes the following:

- 1- There is weakness in reading skill in the basic school.
- 2- Reading is expected to develop the other skills of the language.
- 3- Improving reading skill leads to positive results in developing learning English Language in general.

4- Fluent readers of English Language attain better result in English.

### **1-7 Limitation of the Study:**

This study is based only on the standard reading of English Language in basic school with reference to spine 1-2-3 language. Rewrite The textbook for year basic school.8<sup>th</sup> class in basic school in September 2009 in Omdurman locality

### **1-8 Methodology:**

The methodology used in this study is a descriptive analysis method. (The subjects in this study are the students in basic school, while the [instrument] includes a written English test for the students to. It included a closed questionnaire for English teachers in the area.

## **Chapter Two**

### **Literature review**

#### **2-1 Introduction:**

Spine series as a new syllabus has not found a large opportunity in research. It seems that the spine series need more time to be covered with research. However, there are some students whom the researcher finds relevant to this study.

#### **2-2 The Significance of Reading Skill:**

- Dlane Henry Leipzing, (2001-131) said that. (Reading is a multifaceted process involving word recognition, comprehension fluency and motivation. He continued (Reading is the motivated and fluent coordination of word recognition and comprehension).
- Christing Czike (200-98) Reading for understanding; Argue that; Reading is not just a straight formal process of lifting the words off the page however , it is more complex process of problem solving, in which the reader works to make sense of a text , from the word , sentences and the tenses form. Hence, the learner also ought to form the ideas, meaning, and knowledge, evoked by these words and sentence.

## **2-3 Reading Strategies:**

This section presents an answer of (RSS) first; it gives a background to reading of reading strategies is followed by two subsections that deal with reading strategies definitions and taxonomy respectively. The last subsection deal with teaching reading strategies. Reading is considered the most effective skill in language learning because it is a present a significant source of language is input (Laguchi et-al , 2005:2) yet it is the most cognitively demanding, involving the coordination of attention, memory (Ken, 1989: 135).

There is much definition of Reading (Kong 2006) presents many of these definitions. For example (Cough 1922) defines it as a unidirectional process from letters to sound to meaning (Laberge and Samnells, 1974) state that reading is a linear process that is functional automatically through meaning for (Goedman (1967)) reading is psycholinguistic guessing game allowing readers to rely more on their existing syntactic and semantic knowledge structure than on the knowledge graphic and sounds.

It is clear that there are variable thoughts about the factors that help learners get the message of the text.

However, there is definition that includes all – or most of these factors reading is a complex process, and at the bottom of reading processes are letter extraction feature orthographic segmentation and phonological coding. The end result of these processes is lexical access

or word recognition in which readers identify the meaning of words in the text. Beyond lexical access in comprehension of sentences paragraph and entire passage (Tagichi, et-al 2006:2-3) in the context of L1 reading the processes operate normally; word recognition for example is an automatic process because it is supported by cultural background, everyday like etc... in the context of L2 reading however has many problems; my face the learners because of the nature of L2 Reading in L2 is a complex task because during reading the reader both reads and this to work an the information in the reading itself (Saricoban 2002,2) this task my hider some reading skills from operating normally for example white word recognition process operate normally on L1 reading, they often require conscious attention in L2 reading (Briton, Laberge; Samuels' Bruder and Hiderson, as cited in Kern, 1989:135) comprehension by reading the availability of attention resources to high order interpretation processes.

#### **2-4 Taxonomy of Strategies:**

Researches use different method to classify RSS and apply different criteria in classifying them the result is a noticeable diversity in taxonomy of RSS however this differences in classification does not represent problems because each taxonomy has its on a function and role i.e. some classification work in classroom contexts, others are made for a research purpose. Yet the majority of these classification present sensible and applicable method to study RSS. One classification that is suggested by many researchers is made according

to the three phase approach of reading here. Strategies are divided into three groups pre-reading while reading and post reading Varaprasad (1997) suggested some classroom study strategies in terms of construction .The most discussed of these is using prior knowledge. The most background a reader bring to the text the easier it is comprehend a text (Ibid:3) .Readers tend to apply compensation strategies when ever the comprehension of a text is hindered by limited vocabulary knowledge of subject rather. They can then use context clues, or word formation knowledge i.e. affixes, to gives the meaning of unknown words. The reader can also seek information from student clues such as title, section heading abstract transition and summaries. (Oxford 1990) the third of RSS according to this classification is memory strategies examples of memory strategies include creating mental visual image, grouping story mapping, and organizing information in meaningful patterns visual imagery helps very much in enhancing reading comprehension. However, people differ in their ability to compose image from verbal or written strings. Another example of memory strategies is organizing information is presented. He/she stands a better chance of comprehending the text. (Zharg 1994:4) researchers recommend a number of the last type of strategies in this classification i.e. text taking strategies these strategies go in parallel with the increasing use of multiple-choice question in the standardized text Pearson and Jobson (1978) classified text question in these categories (textually explicit question) there answer can be located directly on the times) textually implicit question) their answer



can be locate between the line, and (sciptally implicit question) there are some answer can only be generated beyond the lines amuse to the correct answers they recommend recognizing question type textually according to the word at the first step.

Jacob (1985-195) suggests two strategies to text takers first before reading passage students should first read the questions, and then look for the answers. This helps them to focus more on the relevant information. Second if texts takers do not known the right answer he/she should eliminate the wrong answers. The elimination strategies are useful in reading the text correctly yet it works only with the multiple-choice questions for the answers. This helps them to focus more on the relevant information. Second, if the test takers do not know the right answer he/she should eliminate the wrong answers. The elimination strategies are useful in doing the text correctly, yet it works only with the multiple- choice questions.

Teachers and examiners should design tests that do not only investigate all levels of comprehension, but they should also be linked to the development of students reading skills. To achieve this, Hubbard et al, (1983: 266-267) suggest that teachers should use the Barrett Taxonomy (1976) to design reading comprehension text. Barrett taxonomy recognizes five level of comprehension:

i) Literal: that focuses on information which is explicitly stated in the text. To work out question of this type, students should simply refer to the text and reread it with little focus in the key word/s. There is a

risk here, however, that questions of this type need not involve true understanding.

ii) Reorganization: at this level the student has to organize for himself some of the information explicitly expressed.

iii) Inferential: here, the student is required to go beyond the immediate text, and make use of his own experience and intuition and possibly predict outcomes.

iv) Evaluative: This level requires the student to make judgments, and to make use of his own knowledge of a particular subject.

v) Appreciative: This is the most advanced level of comprehension. The student here has to be emotionally and aesthetically sensitive to what he is reading.

Barrett taxonomy (1976-62) is useful in that it presents the levels of comprehension and suggests the ways that students should employ to respond to comprehension tests of these levels effectively. The present study utilizes the Baiyett taxonomy (1976) — as well as Zhang's (1994) classification of — to design the test that the subjects respond to. An analysis of this test according to these two classifications is attached (*see appendix 2*). The study also benefited from Singhal's (1998) approach of classification in the interpretation and explanation of the strategy which is discussed below. More about the instruments and the methodology of this research is presented in chapter 4.

In her (*Hands on Approach to Teaching and Learning Reading Strategies*), Singhal (1 998) classifies RSs according to strategy type

and strategy behavior. She presents a total of twenty seven strategies that fell in seven groups (types): (cognitive, compensation, memory, metacognitive, affective, social and textual strategies). This classification is very similar to the first one that divides RSs to four groups.

Researchers and experts use these taxonomies to design approaches or methods for an effective training.

### **2-5 Teaching Training)**

Because of the nature of reading and of the problems encountered when learners read in L2, researchers recommend that L2 learners should know and apply to facilitate reading. To get the advantages of RSs methods, teachers are also advised to train less successful readers to use these RSs.

In general, the target of training programmes should be the less successful readers: This is mainly because “students with learning disability cannot acquire reading strategies by themselves.” (Calif & Schiff, 2004: 104). On the contrary, research proved that “students who monitor their reading comprehension, adjust their reading rates, consider their objectives, and so Qfl, tend to be better readers.” (Grabe, 1991:393).

These views of teaching RSs started in the mid 1 970s in parallel with the new trends of cognitive psychology and the new methods of Language.

Many terms are given to this method. Among them are ‘RSs training’ (Wallace, 1992), ‘Instruction’ (Salataci & Akyel, 2002; Abdel Latif, 2006), ‘Teaching’ (Zhang, 1992; Singhal, 1998; Jenks, 2002). All of these terms stand for the method that aims at training L2/FL readers, who usually focus more on linguistic features of the written text, to use specific strategies for text comprehension and help them to employ their cognitive resources more effectively.” (Kern, 1989: 136).

Before these concepts of RSs instruction, “the reader was viewed as working through a text in a rigid word-by-word fashion, decoding information in a precise manner from print to speech to aural comprehension.” (Clarke & Silberstein, 1977: 136). However, modern research refutes this interpretation stating that it totally excludes the cognitive behaviors of readers, since “this process of extracting meaning gives invaluable information about readers’ cognitive processes during reading.” (Salataci & Akyel, 2002: 1). In classrooms contexts that are based upon this traditional view of reading, “teacher’s role is often put on the production of comprehension rather than the processing skill.” (Zhang, 1992: 1).

On the contrary, “a strategic approach to the teaching of reading demonstrates interest in the process as much as products, that what goes on during reading itself as well as the nature of goals and outcomes.” (Wallace, 1992: 58). Regarding the meaning of the text, teachers should train their students to perform two tasks: “(1) inferring the meaning of unknown words; and (2) synthesizing meaning in larger

segments of the text.” (Kern, 1989: 136). By doing this, the learners’ skills are automatized and cognitive resources are used more efficiently.

Researchers on instruction suggest two areas that teachers are assumed to train their students in. The first is the (strategies) themselves. This type is termed (explicit instruction) and it means the method by which teachers teach directly to their students, showing them explicitly “how, when, and where to implement strategies to facilitate and improve their comprehension.” (Calif & Schiff, 2004: 104). Teachers are also expected to “train their students to determine their own goals and strategies for a particular reading and to give students practice and encouragement in using a minimum number of syntactic and semantic cues to obtain the maximum amount of information.” (Clarke & Silberstein, 1977: 135).

According to this view, the strategies that students are trained to use should not be vague or new, rather, “the explicitly-taught strategies would likely be those already employed subconsciously by the learners in their Li reading.” (Kern, 1989: 136). Teachers can benefit from a number of inventories and taxonomies suggested by researchers to monitor and apply in their classroom contexts. They can also “watch the various ways in which their learners process texts. By doing this, they can encourage the use of those strategies which are observed to be more effective.” (Wallace, 1992: 59.).

The second area that instructors should cover is the metacognitive awareness. In this domain, teachers are asked to train their students to monitor or regulate cognitive strategies that they have been trained to use. This can be done by applying many strategies, for instance, “checking the outcome of any attempt to solve a problem, planning one’s next move, monitoring the effectiveness of any action, testing, revising, and evaluating one’s strategies for learning.” (Baker & Brown, 1984, as cited in Salataci & Akyel, 2002:2).

Ellis, (1999) views metacognitive awareness instruction as an umbrella term that incorporates many areas, but they all involve the development of positive attitudes, self-confidence, and self-awareness. (p.1). Teachers should encourage their students to develop four types of awareness in order to learn a language. These areas are (language, cognitive, social, and cultural awareness. (ibid: 1-2). However, these views about metacognitive awareness instruction are very wide since they concern with the language learning in general, not with specific strategies.

Returning to the main point, researchers suggest metacognitive instruction methods that aim at developing and improving the skill of reading. Wallace, (1992) suggests two types of awareness that should be taught and stimulated by teachers. The first is the awareness about their behaviors as readers, and the second is the awareness about their social role as readers.

The first type, which involves learners thinking about their behavior as readers, includes monitoring, checking, and evaluating their RSs. Being aware of their own processes; students can improve their using of RSs. However, this view is more individualistic than other views in the language-learning field that concentrate on social factors.

To make the students' awareness more integrated, researchers also suggest encouraging them to be aware of their social role as readers. This is the second type of awareness suggested by Wallace (1992). The importance of this type emerges from the fact that the cultural load of L2 texts is usually different from that of the readers. When reading these foreign texts, L2 readers are likely to be excluded from their culture- specific materials. To prevent this, teachers should train their students with social strategies that help them to explore the ways in which specific readership is written into the text. (p. 11).

Researchers also discuss other factors that should be considered in RSs instruction. Like, for example, the texts that are used as means to the application of RSs instruction. They emphasize the use of semantically complete text. (Clarke & Silberstein, 1977: 137). Singhal, (1998) suggests three characteristics for a text that is selected for RSs instruction. She states that it should be a new text that students would be unfamiliar with, so as to help the teacher to determine their strategy use on texts they were less familiar with. The second feature is that this text must be a complete whole with clear beginning, middle and end.

(p. 7). The third feature of the text is that it should not be too difficult or too easy, but rather of an optimal difficulty. (ibid: 13).

RSs instruction is proved “effective in improving students’ reading proficiency by many studies.” (Calif & Schiff, 2004, 105). Yet, as it is always the case with the new trends and theories, there are some studies which claim that RSs instruction is effective only in some areas of reading. These studies assume that RSs instruction may develop students’ knowledge about strategies but it cannot improve their comprehension. For example, Kern (1989: 136) states that there are “few studies that have systematically assessed The effectiveness of such instruction in second language classroom, and those which have done so showed a mixed results.”

Nevertheless, all these researches agree that RSs instruction — in a way or another - positively changes students’ attitudes, methods, and strategies of reading, and - at least - enhances learners’ awareness of RSs and metacognitive strategies. Moreover, “the studies that reported the effectiveness of RSs training outnumber those reported its ineffectiveness.” (Abdel Latif, 2006: 25). These convincing results make a considerable body of research to suggest that RSs instruction is “indeed beneficial and should be a requirement in all areas of literary learning.” (Singhal, 1998: 6).

A number of studies that deal with teaching RSs are discussed - among others that deal with different areas of LLSs and RSs - in the coming section.



## 2-6 Teaching the Problems in Patterns:

Once the major regularities of fit are taught. The problems have to be taught more gradually. The problems arise from irregularities of fit or from interference from the source writing system. For example, the fact that English /k/ can be represented by *k* and *ch* as in king, chemistry, and the *ch*, in turn, can represent /c/ in church and /s/ in machine is a problem of irregularity.

On the other hand, for a Spanish reader, the fact that Spanish /c/ is always represented by *ch*, which can stand for /k/ in English, results in interference. The Spanish reader will repeatedly read chemistry as /emissary/.

Taking up each word as a separate problem is inefficient. Teach patterns of representation. For example, English /i/ is most often represented by *i* between consonants: bit, fill, win, principle. Teach this pattern as such.

Say, for example, “/i/ is often represented by the letter *i* plus one 2 or more consonants: bit, sip, fill, win.” Then write these words on the board. Ask the students to read them aloud. Write other words they

3 know, e.g him his, Miss, six, ship, and ask them to read them aloud.

Then to test the generalization, write some words they may not know, e.g., rift, Tim, wit, and ask them to pronounce them if they can.

English /aj/ is most often represented yi + consonant + e: five, ? nine, mile. Teach it as a spelling pattern that fits a part of the sound system.

## **2-7 Review of Previous Studies:**

### **Study NO(1) Abdallatif 2008**

Abdallatif's study attitude of teacher and pupils to spine, one, two, three, books. The main finding of this study are:

- 1- Culture of the English language must ne reflected in the materials because it helps to understand the language itself.
- 2- Political slogans must be removed from the book.
- 3- Teacher must be well educated in the field of current trends of teaching.
- 4- Teachers should be in full control of the materials and must be in position to do, comprehension analysis of the materials and be able to set on execution plan before the onset of the school year.
- 5- The schools should be well conductive to learning by securing all necessary facilities so as to make this noble tiring mission a pleasurable one.

### **Study NO(2) : Majdi (2009)**

Majdi's study investigating strategies for Improving University Students Eading Comprehension Efficiency. He investigated the appropriateness of text books implementation of reading strategies and to extent were the reading strategies adequately employed and practiced by the students. He also investigated whether the teachers

at the department of English language at Alquds University employ reading comprehension strategies in teaching reading comprehension to fulfill the student's read.

The researcher recommended that teachers at a university should introduce more relevant reading comprehension textbooks to help students promote reading efficiency.

### **Study NO (3) : Elamin Study (2009)**

Elamin carried out a research to achieve aims of investigating English language reading proficiency at intermeditate and secondary school.

The results of the study revealed that students are generally weak in reading comprehension. The study suggested that the main reason for reading comprehension deficiency is the teacher's poor qualifications and that the reading methods and techniques of the Nile Course are good.

### **2-8 A forum:**

Another study is a forum in (2002) under the cause of determination of English language in Sudan and the suggested remedy This forum concludes that English language determination due to the following:

- 1- Sustainability of syllabus (adding and omission is very crucial).
- 2- The new education ladder (8-3) instead of (6-3-3).
- 3- Basic school teacher do not receive the required in service training.
- 4- The education of English language timetable from six to four periods.
- 5- Absence of English literature.

- 6- No English language society.
- 7- No library.
- 8- Teacher training teaching materials which have not been changer for a long time.

## **Chapter Three**

### **Methodology**

#### **3-1 Subject:**

The subject in this study included the following.

- The students of eight year in basic school. The researcher has selected randomly a number of twenty five students. They are almost of the same age and linguistic background.
- English language teacher are randomly selected all of them have considerable experience in teaching English language in the concerned level.

#### **3-2 Instruments:**

The instruments in this study included the following:

- Written English language test for the students of English year 8<sup>th</sup> class in basic school The test school consists of four questions.
- objective questionnaire for fifty English language teachers in the area with concentration on those who are teaching spine one, two, three the questionnaire is composed of twenty question.

**The researcher has chosen the closed questionnaire because of the following reasons:**

- It is easy to respond.
- It takes, little time to answer.

- It is relatively objective.
- It is easy to talk and analysis.
- It gives clear results.

### **3-3 Procedures:**

The researcher prepared the test and the questionnaire. They are checked by some experience English language teachers and researchers in the area after that I gave the test to the students and handed the questionnaire to fifty English language teacher are. some of teachers discussed the questionnaire with me and the need for the developed of English language in the Sudan.

### **3-4 Reliability and Validity of the Questionnaire:**

#### **Statistical Reliability and Validity:**

It is meant by the reliability of any test, to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

1. Split-half by using Spearman-Brown equation.

2. Alpha-Cronbach coefficient.
3. Test and Re-test method
4. Equivalent images method.
5. Guttman equation.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

The researcher calculated the validity statistically using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was

calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher was distributed about (15) questionnaires to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:



## **Chapter Four**

### **4-1 Data Analysis and Hypotheses Testing**

This section included the data analysis for the study and test of its hypotheses have been discussed and analyzed. To do this, firstly the researcher consider the instruments of applied study, which contain the description of the study's population and its sample, method of collecting data, reliability and validity of the study beside the tool, and the statistical treatments that have been used. The methodology of the study will be shown here.

### **4-2 Population and Sample of the Study**

The original populations of this study have been chosen out of 8<sup>th</sup> class pupils. The researcher has used random sampling to select the pupils.

### **4-3 The Study Tool:**

In general, the procedures used for collecting the data and all the needed information in this study, have been found out through the observations, and questionnaire. The process and the steps of collecting the data, which services the study, have been conducted accurately under suitable conditions. All the data has been analyzed later depending on statistical and descriptive basis. The main used tool in this study was structured questionnaire, which

was prepared by depending on the previous study and literature review, and was checked from some referees.

The questionnaire was designed to collect the data that support the study and directly related to the necessity of reading as a tool of the study. The questionnaire contains two main parts, the first of them concerned with the basic information of the respondents that is: teacher name, job title, department, section.

The second part of the questionnaire comprised (20) questions distributed to the four hypotheses as follows:

- First hypothesis, contains (5) questions.
- Second hypothesis, contains (5) questions.
- Third hypothesis, contains (5) questions.
- Fourth hypothesis, contains (5) questions.

For each item, the (quintic Liker scale) was used that's contains three levels: extremely agree, agree, and disagree.

**Table No (4-1)**

**The statistical reliability and validity of the pre-test sample about the study questionnaire**

Hypotheses	Correlation Coffecient	Reliability	Validity
First	٠.٥٤	٠.٧٠	٠.٨٣
Second	٠.٦٠	٠.٧٥	٠.٨٧
Third	٠.٦٧	٠.٨١	٠.٩٠
Fourth	٠.٦١	٠.٧٦	٠.٨٧
Overall	٠.٦٩	٠.٨٢	٠.٩١

We note from the results of above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's hypothesis, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

**4-4 Statistical Instruments:**

In order to satisfy the study objectives and to test its hypotheses, we use the following statistical instruments:

1. Graphical figures.
2. Frequency distribution.

3. Pearson correlation coefficient.
4. Spearman-Brown equation for calculating Reliability coefficient.
5. Median.
6. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

#### **4-5 Application of the Study's Tool:**

After the step of checking questionnaire reliability and validity, the researcher had distributed the questionnaire on determined study sample (90) persons, and the researcher constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (extremely agree, agree, disagree) to quantitative variables (3,2,1) respectively, also the graphical representation have done for this purpose.

#### **The first hypothesis:**

**Question No.(1): Weakness in reading English leads to weakness the others skills.**

Table no. (4-2) and figure no.(4-1) shows the frequency distribution for the study's respondents about question no.(1).

**Table no.(٤-2)**

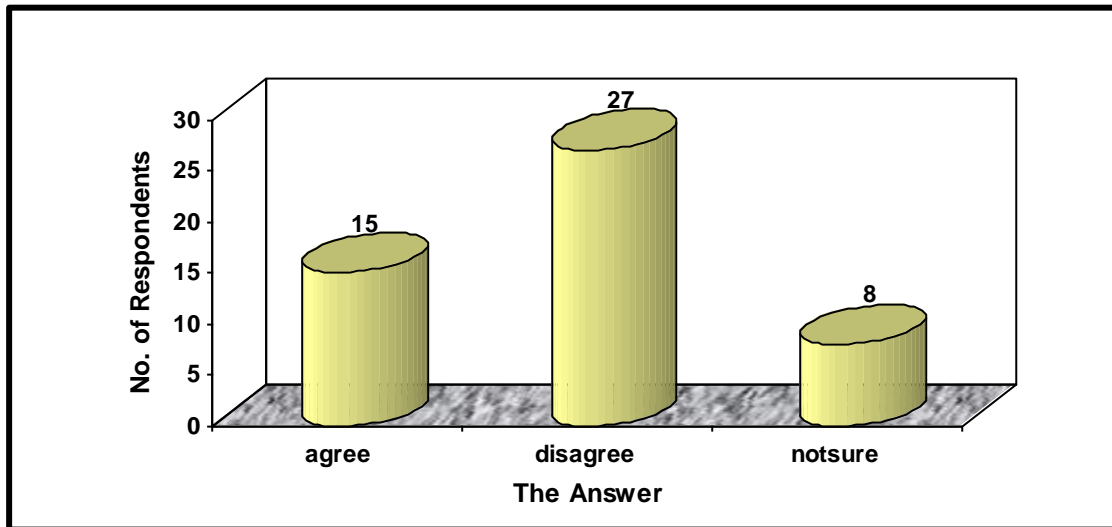
**The frequency distribution for the respondents' answers about question no.(1)**

Answer	Number	Percent
Agree	15	٣٠.٠
Disagree	27	٥٤.٠
Not sure	8	١٦.٠
Total	50	100.0

Source: The researcher from applied study, 2010

**Figure no.(٤-١)**

**The frequency distribution for the respondents' answers about question no.(1)**



Source: The researcher from applied study, Excel Package, ٢٠١٠

It is clear from table no.(٤-٢) and figure (٤-1) that there are (١٥) persons in the study's sample with percentage (٣٠.٠%) have extremely agreed with " Weakness in reading English leads to

weakness in others skills ". There are (27) persons with percentage (54.0%) have agreed on that and (8) persons with percentage (16.0%) have disagreed.

**Question No.(2): Not specialized English language teachers causes the deterioration of English.**

Table no. (4-3) and figure no.(4-2) show the frequency distribution for the study's respondents about question no.(2).

**Table No (4-3)**

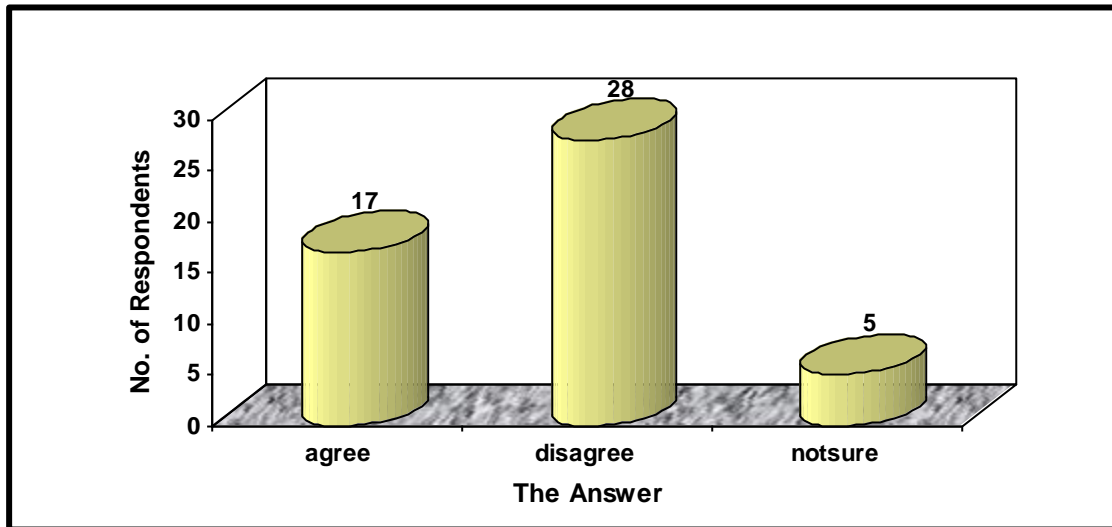
**The frequency distribution for the respondents' answers about question no.(1)**

Answer	Number	Percent
Agree	17	34.0
Disagree	28	56.0
Not sure	5	10.0
Total	50	100.0

Source: The researcher from applied study, 2010

**Figure No (٤-2)**

**The frequency distribution for the respondents' answers about question No (٢)**



**Source: The researcher from applied study, Excel Package, ٢٠١٠.**

It is clear from table no.(٤-٣) and figure (٤-٢) that there are (١٧) persons in the study's sample with percentage (٣٤.٠%) have extremely agreed with " Not specialized English language teachers deterioration of English ". There are (٢٨) persons with percentage (٥٦.0%) have agreed on that, and (5) persons with percentage (10.0%) have disagree.

**Question No (3): The reading texts in spine one, two, three need modification.**

Table no. (4-4) and figure no.(4-3) shows the frequency distribution for the study's respondents about question no.(3).

**Table No (٤-٤)**

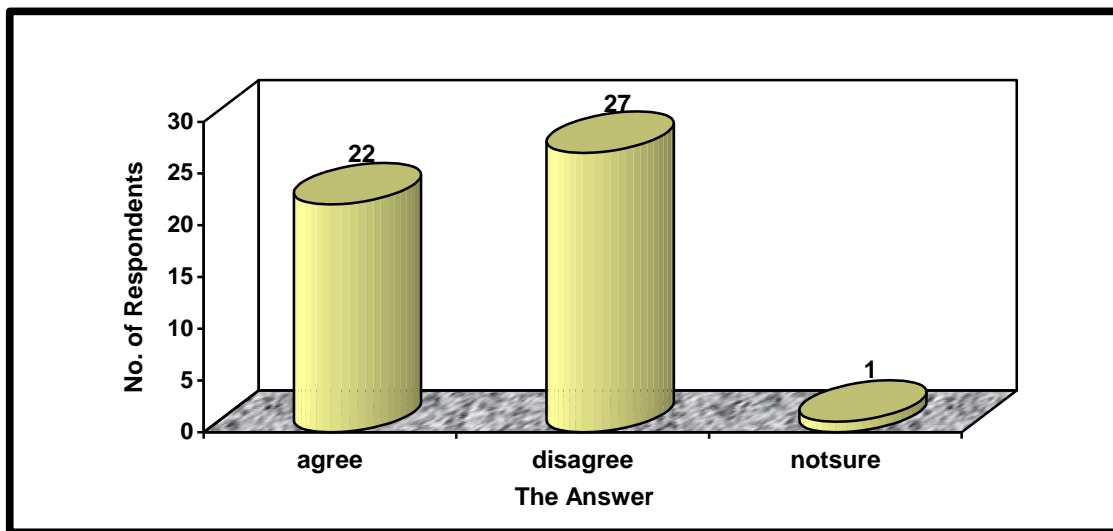
**The frequency distribution for the respondents' answers about question no.(1)**

Answer	Number	Percent
Agree	22	٤٤.٠
Disagree	27	٥٤.٠
Not sure	1	٢.٠
Total	50	100.0

**Source: The researcher from applied study, 2010**

**Figure No (٤-٣)**

**The frequency distribution for the respondents' answers about question No (٣)**



**Source: The researcher from applied study, Excel Package, ٢٠١٠**

It is clear from table no.(٤-٤) and figure (٤-٣) that there are (٢٢) persons in the study's sample with percentage (٤٤.٠%) have



extremely agreed with " The reading texts in spine one, two, three need modification ". There are (22) persons with percentage (44.0%) have agreed on that, and there is only one person with percentage (2.0%) has disagreed.

**Question No (4): The reading texts in spine three are difficult.**

Table no. (4-5) and figure no.(4-4) shows the frequency distribution for the study's respondents about question no.(4).

**Table No (4-5)**

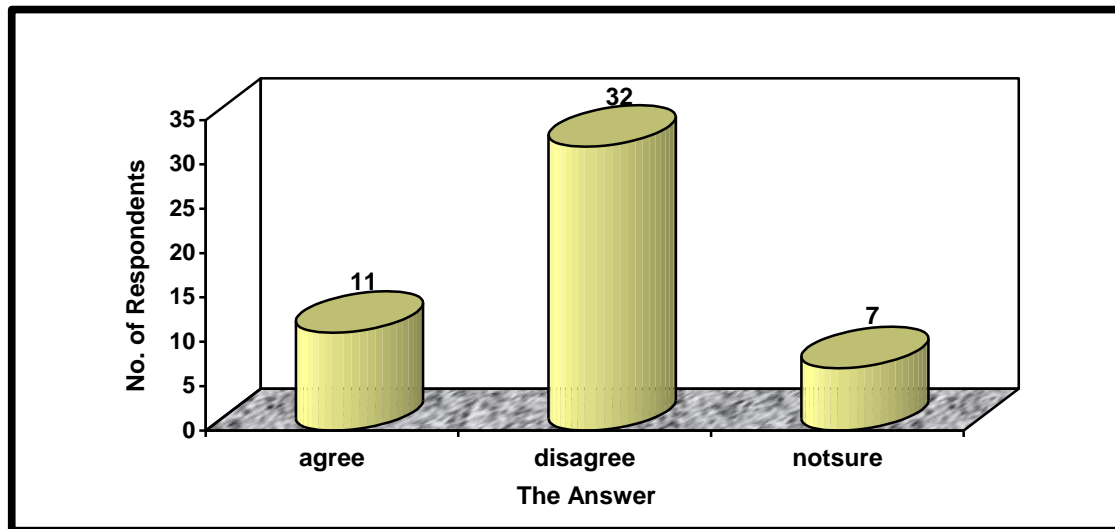
**The frequency distribution for the respondents' answers about question No (4)**

Answer	Number	Percent
Agree	11	22.0
Dsagree	32	64.0
Not sure	7	14.0
Total	50	100.0

**Source: The researcher from applied study, 2010**

**Figure No (٤-٤)**

**The frequency distribution for the respondents' answers about question No (٤)**



**Source:** The researcher from applied study, Excel Package, ٢٠١٠.

It is clear from table no.(٤-٥) and figure (٤-٤) that there are (١١) persons in the study's sample with percentage (٢٢.٠%) have extremely agreed with " The reading texts in spine three are difficult ". There are (٣٢) persons with percentage (٦٤.0%) have agreed on that, and (٧) persons with percentage (١٤.0%) have disagree.

**Question No (٥): The language reading texts must be divided**

**Into two period.**

Table no. (4-6) and figure no.(4-5) show the frequency distribution for the study's respondents about question no.(5).

**Table No (4-6)**

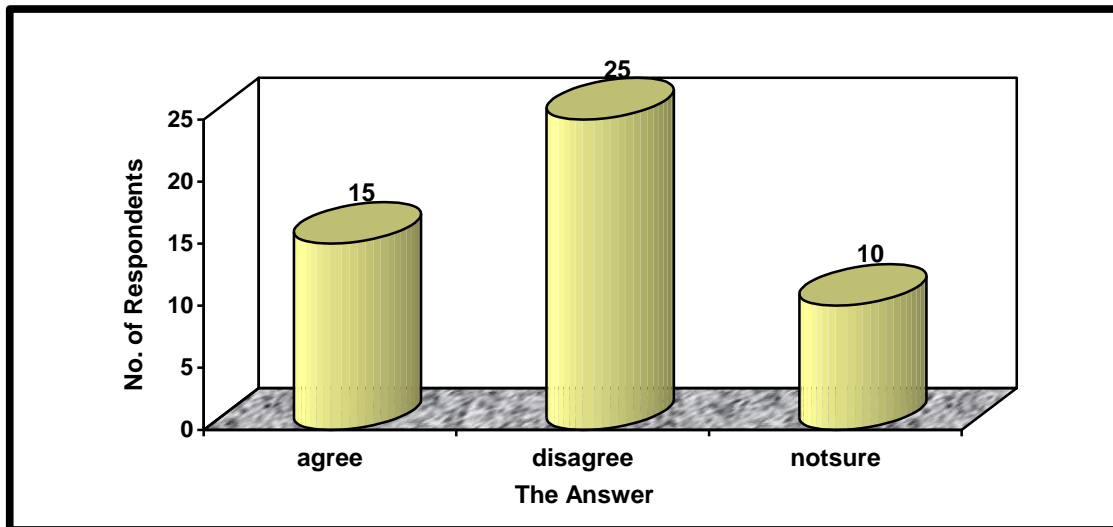
**The frequency distribution for the respondents' answers about question no.(5)**

Answer	Number	Percent
Agree	15	30.0
Disagree	25	50.0
Not sure	10	20.0
Total	50	100.0

**Source: The researcher from applied study, 2010**

**Figure No (4-5)**

**The frequency distribution for the respondents' answers about question No (5)**



**Source: The researcher from applied study, Excel Package, 2010**

It is clear from table no.(4-6) and figure (4-5) that there are (10) persons in the study's sample with percentage (31.1%) have extremely agreed with " The language reading texts must be divided into two period ". There are (5) persons with percentage (15.0%) have agreed on that, and (1) persons with percentage (3.0%) have disagree.

### **Results of the First Hypothesis:**

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

**Table No (3-ν): The median of respondents’ answers about the questions of the first hypothesis**

No	Statment	Median	Result
1	Weakness in reading English leads to weakness the others skill.	۲	Agree
2	Not specialized English language teachers deterioration of English.	۲	Agree
3	The reading texts in spine one, two, three need modification.	۲	Agree
4	The reading texts in spine three are difficult.	۲	Agree
5	The language reading texts must be divided into two period.	۲	Agree
	Overall	۲	Agree

**Source: The researcher from applied study, SPSS Package, 2010**

- The calculated value of the median for the respondents’ answers of the 1<sup>st</sup> question is (2). This value means that, most of the respondents’ are Sometimes with that “Weakness in reading English leads to weakening the other skill”.
- The calculated value of the median for the respondents’ answers of the 2<sup>nd</sup> question is (2). This value means that, most of the respondents’ are Agree with that “Not specialized English language teachers causes deterioration of English”.
- The calculated value of the median for the respondents’ answers of the 3<sup>rd</sup> question is (2). This value means that, most

- of the respondents' are Agree with that "The reading texts in spine one, two, three need modification".
- The calculated value of the median for the respondents' answers of the 4<sup>th</sup> question is (2). This value means that, most of the respondents' are Agree with that "The reading texts in spine three are difficult".
  - The calculated value of the median for the respondents' answers of the 5<sup>th</sup> question is (2). This value means that, most of the respondents' are Agree with that The language reading texts must be divided into two period".
  - The calculated value of the median for the respondents' answers about the all questions that related to the first hypothesis is (2). This value, in general, means that most of the respondents' have Agree with all what mentioned about the first hypothesis.

**Table No (3-8): Chi-square test results for respondents’ answers about the questions of the first hypothesis**

No	Statement	Degree of freedom	Chi-square value
1	weakening in reading English leads to weakening the others skills.	2	11.08
2	Not specialized English language teachers deterioration of English.	2	15.88
3	The reading texts in spine one, two, three need modification.	2	22.84
4	The reading texts in spine three are difficult.	2	21.64
5	The language reading texts must be divided into two periods.	2	10.00

Source: The researcher from applied study, SPSS Package, 2010

**According to the table, we can demonstrate the results as follows:**

- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 1<sup>st</sup> question was (11.08) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-2), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “Weakness in reading English leads to weakness the others skills”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 2<sup>nd</sup> question was

- (15.88) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-3), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “Not specialized English language teachers deterioration of English”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 3<sup>rd</sup> question was (22.84) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “The reading texts in spine one, two, three need modification”.
  - The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 4<sup>rd</sup> question was (21.64) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-5), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “The reading texts in spine three are difficult”.



- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5<sup>rd</sup> question was (10.00) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(3-6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “The language reading texts must be divided into two periods”.

**The second hypothesis:**

**Question No.(1): English libraries develop the English skills.**

Table no. (4-9) and figure no.(4-٦) shows the frequency distribution for the study's respondents about question no.(1).

**Table No (٤-9)**

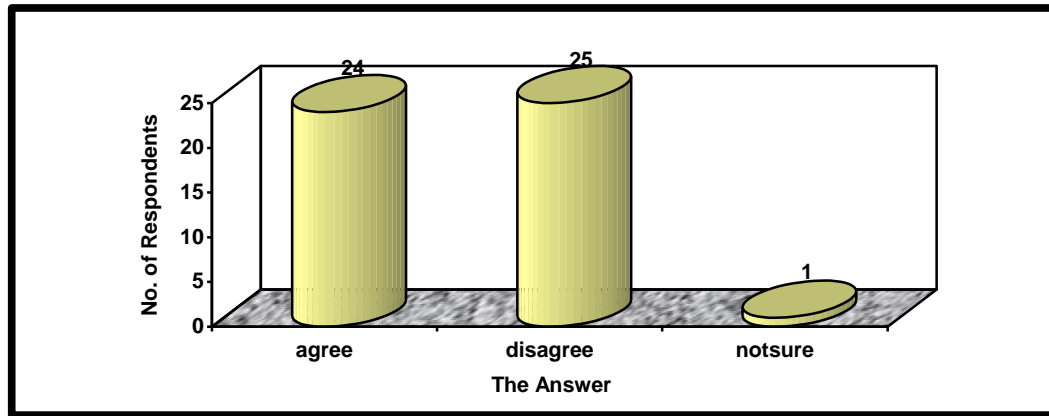
**The frequency distribution for the respondents' answers about question No (1)**

Answer	Number	Percent
Agree	24	٤٨.٠
Disagree	25	٥٠.٠
Not sure	1	٢.٠
Total	50	100.0

**Source: The researcher from applied study, 2010**

**Figure No (٤-٦)**

**The frequency distribution for the respondents' answers about question No (1)**



**Source:** The researcher from applied study, Excel Package, ٢٠١٠

It is clear from table no.(٤-٩) and figure (٤-٦) that there are (٢٤) persons in the study's sample with percentage (٤٨.٠%) have extremely agreed with " English libraries develop the English skills ". There are (٢٥) persons with percentage (٥٠.0%) have agreed on that, and there is only one person with percentage (٢.٠%) is disagree.

**Question No.(٢): English language societies develop the language skill.**

Table no. (4-10) and figure no.(4-7) shows the frequency distribution for the study's respondents about question no.(٢).

**Table No (٤-١٠)**

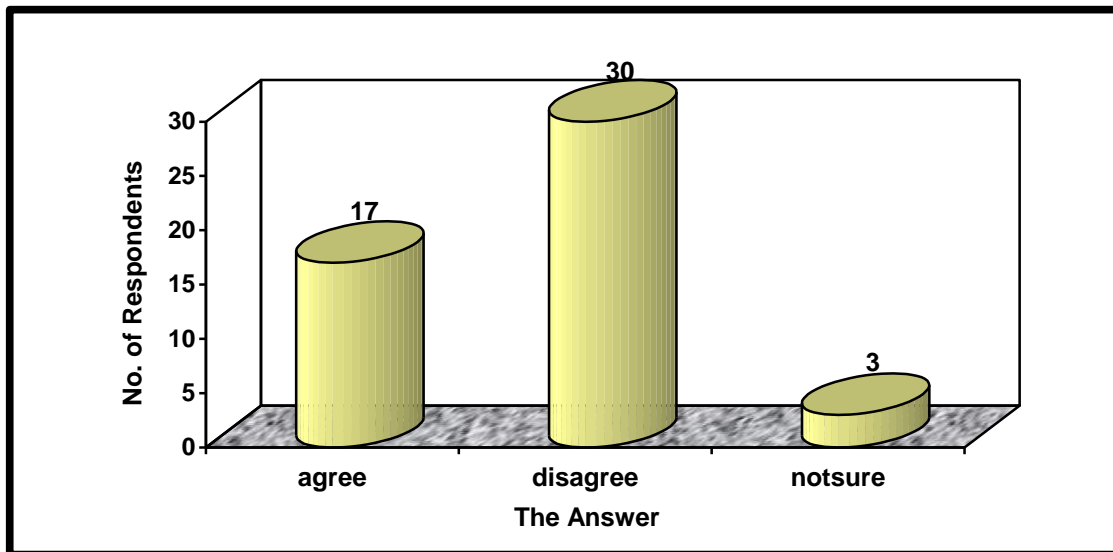
**The frequency distribution for the respondents' answers about question No (٢)**

Answer	Number	Percent
Agree	١٧	٣٤.٠
Disagree	٣٠	٦٠.٠
Not sure	٣	٦.٠
Total	50	100.0

Source: The researcher from applied study, 2010

**Figure No (٤-٧)**

**The frequency distribution for the respondents' answers about question No (1)**



Source: The researcher from applied study, Excel Package, ٢٠١٠

It is clear from table no.(4-10) and figure (4-7) that there are (17) persons in the study's sample with percentage (34.0%) have extremely agreed with " English language societies develop the language skill ". There are (30) persons with percentage (60.0%) have agreed on that, and (3) persons with percentage (6.0%) have disagree.

**Question No (3): Spine three develops the reading skill.**

Table no. (4-11) and figure no.(4-8) shows the frequency distribution for the study's respondents about question no.(3).

**Table No (4-11)**

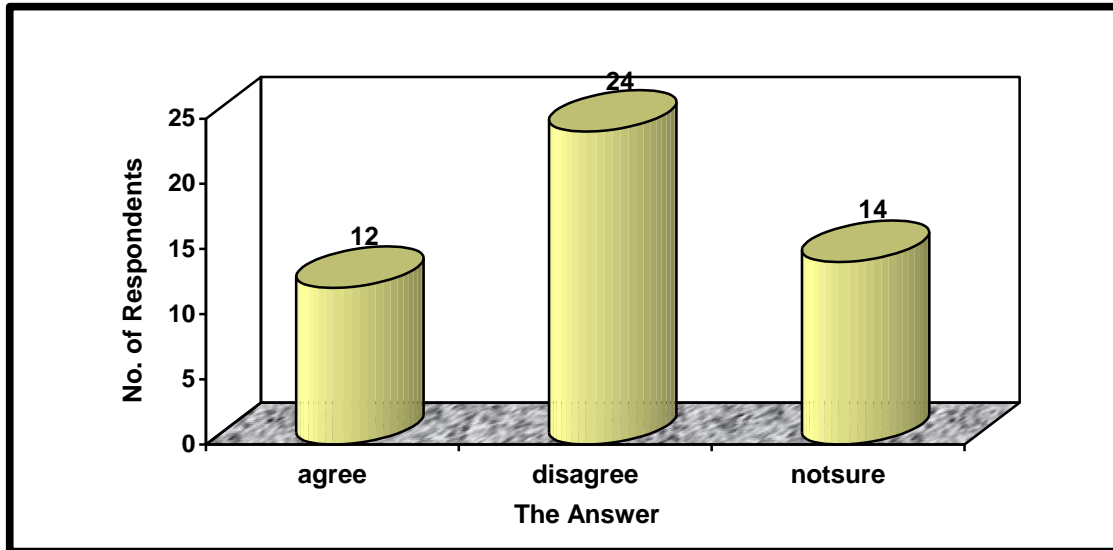
**The frequency distribution for the respondents' answers about question No (3)**

Answer	Number	Percent
Agree	12	24.0
Disagree	24	48.0
Not sure	14	28.0
Total	50	100.0

**Source: The researcher from applied study, 2010**

**Figure No (4-8)**

**The frequency distribution for the respondents' answers about question No (3)**



Source: The researcher from applied study, Excel Package, 2011.

It is clear from table no.(4-11) and figure (4-8) that there are (12) persons in the study's sample with percentage (33.3%) have extremely agreed with " Spine three develops the reading skill ". There are (24) persons with percentage (66.7%) have agreed on that, and (14) persons with percentage (38.9%) have disagree.

**Question No.(4): Spine two and three develop the speaking skill .**

Table no. (4-12) and figure no.(4-9) shows the frequency distribution for the study's respondents about question no.(4).

**Table No (4-12)**

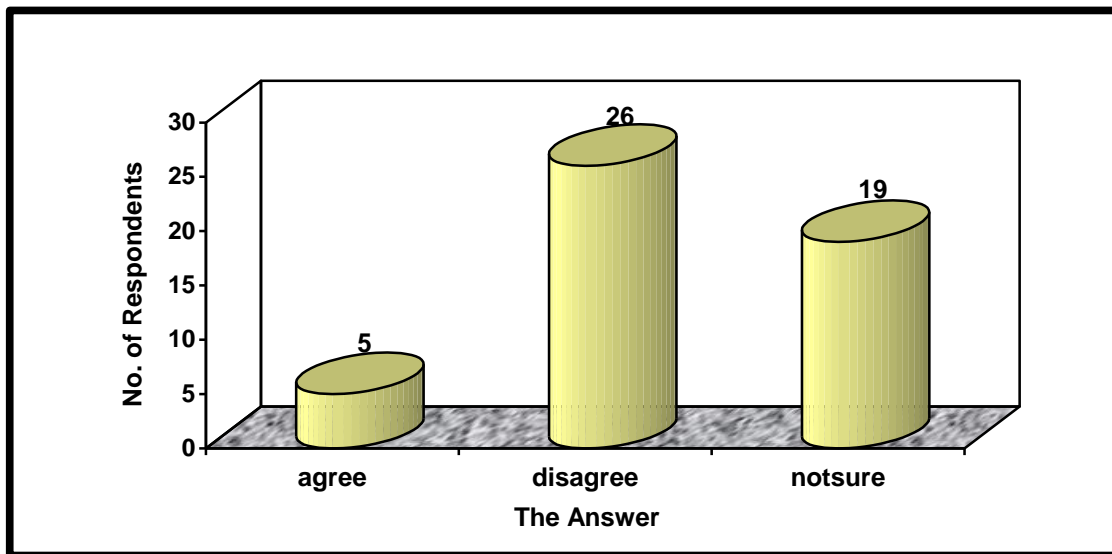
**The frequency distribution for the respondents' answers about question No (4)**

Answer	Number	Percent
Agree	5	10.0
Disagree	26	52.0
Not sure	19	38.0
Total	50	100.0

Source: The researcher from applied study, 2010

**Figure No (٤-9)**

**The frequency distribution for the respondents' answers about question No (4)**



Source: The researcher from applied study, Excel Package, ٢٠١٠

It is clear from table no.(٤-12) and figure (٤-9) that there are (5) persons in the study's sample with percentage (10.0%) have extremely agreed with " Spine two and three develop the speaking skill ". There

are (26) persons with percentage (52.0%) have agreed on that, and (19) persons with percentage (38.0%) have disagree.

**Question No.(5): Literature develops the English language skills .**

Table no. (4-13) and figure no.(4-10) shows the frequency distribution for the study's respondents about question no.(5).

**Table No (4-13)**

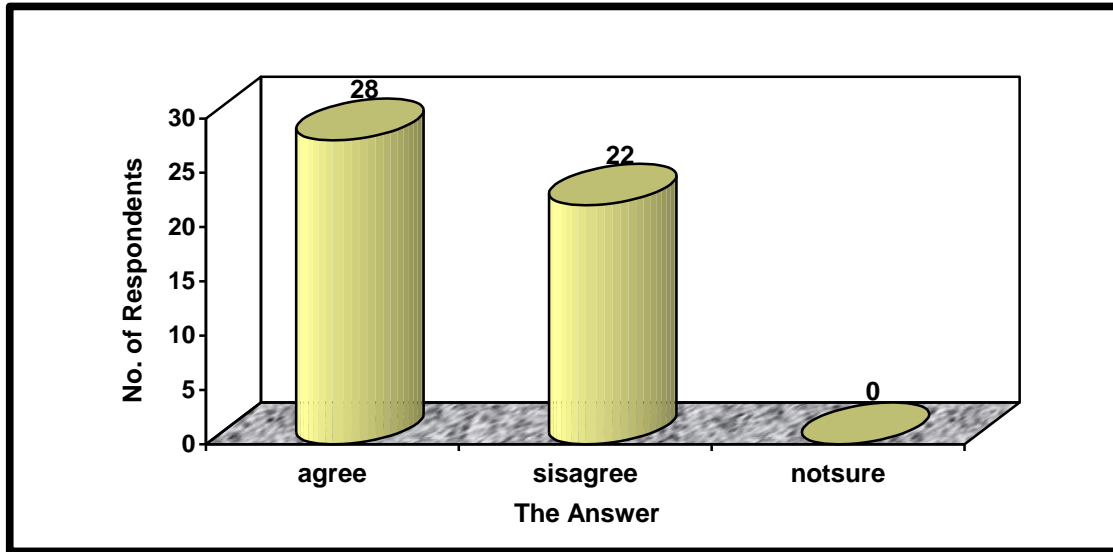
**The frequency distribution for the respondents' answers about question No (4)**

Answer	Number	Percent
Agree	28	56.0
Disagree	22	44.0
Not sure	0	0.0
Total	50	100.0

Source: The researcher from applied study, 2010

**Figure No (4-10)**

**The frequency distribution for the respondents' answers about question No (4)**



Source: The researcher from applied study, Excel Package, ۲۰۱۰

It is clear from table no.(۴-۱۳) and figure (۴-۱۰) that there are (۲۸) persons in the study's sample with percentage (۵۶.۰%) have extremely agreed with " Literature develops the English language skills ". There are (22) persons with percentage (44.0%) have agreed on that.

### **Results of the second Hypothesis:**

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.



**Table No (4-14): The median of respondents’ answers about the questions of the second hypothesis**

No	Statment	Median	Result
1	English libraries develop the English skills.	۲	Agree
2	English language societies develop the language skills.	۲	Agree
3	Spine three develops the reading skills.	۲	Agree
4	Spine two and three develop the speaking skill.	۲	Agree
5	Literature develops the English language skills .	3	Extremely agree
	Overall	۲	Agree

**Source: The researcher from applied study, SPSS Package, 2010**

- The calculated value of the median for the respondents’ answers of the 1<sup>st</sup> question is (2). This value means that, most of the respondents’ are Sometimes with that “English libraries develop the English skills”.
- The calculated value of the median for the respondents’ answers of the 2<sup>nd</sup> question is (2). This value means that, most of the respondents’ are agree with that “English language societies develop the language skills”.
- The calculated value of the median for the respondents’ answers of the 3<sup>rd</sup> question is (2). This value means that, most of the respondents’ are agree with that “Spine three develops the reading skills”.
- The calculated value of the median for the respondents’ answers

of the 4<sup>th</sup> question is (2). This value means that, most of the respondents' are agree with that "Spine two and three develop the speaking skill".

- The calculated value of the median for the respondents' answers of the 5<sup>th</sup> question is (3). This value means that, most of the respondents' are agree with that Literature develops the English language skill ”.
- The calculated value of the median for the respondents' answers about the all questions that related to the second hypothesis is (2). This value, in general, means that most of the respondents' have Agree with all what mentioned about the second hypothesis.

**Table no.(4-15): Chi-square test results for respondents' answers about the questions of the second hypothesis**

No	Statment	Degree of freedom	Chi-square value
1	English libraries develop the English skills.	2	22.12
2	English language societies develop the language skills.	2	21.88
3	Spine three develops the reading skills.	2	23.96
4	Spine two and three develop the speaking skill.	2	13.72
5	Literature develops the English language skills .	1	6.72

Source: The researcher from applied study, SPSS Package, 2010

**According to the table, we can demonstrate the results as follows:**

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1<sup>st</sup> question was

- (22.12) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-8), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “English libraries develop the English skills”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 2<sup>nd</sup> question was (21.88) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “English language societies develop the language skills”.
  - The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 3<sup>rd</sup> question was (23.96) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “Spine three develops the reading skills”.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4<sup>th</sup> question was (13.72) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that "Spine two and three develop the speaking skill".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5<sup>th</sup> question was (6.72) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (5.21). According to what mentioned in table no.(4-12), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have extremely agree with that "Literature develops the English language skills.

**The third hypothesis:**

**Question No (1): Regular visit of English supervisor schools improve the language skills.**

Table no. (4-16) and figure no.(4-11) shows the frequency distribution for the study's respondents about question no.(1).

**Table No (٤-١٦)**

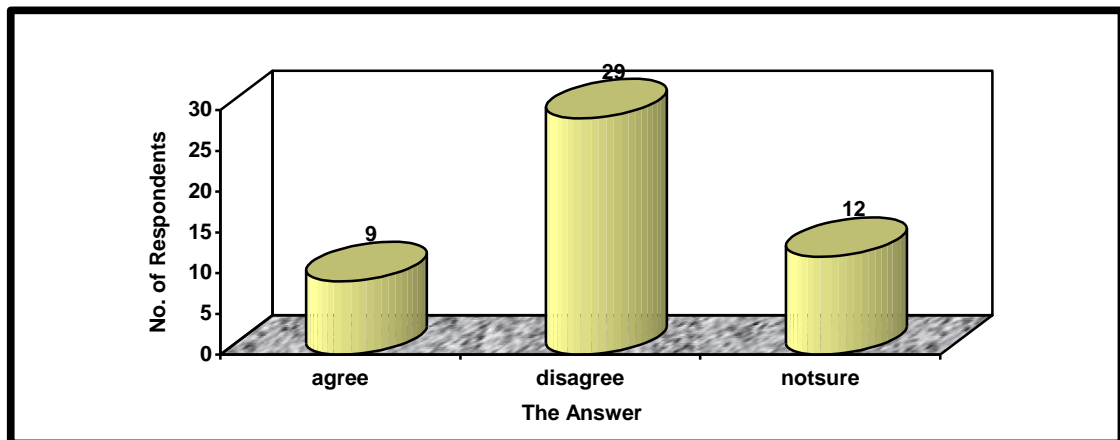
**The frequency distribution for the respondents' answers about question No (1)**

Answer	Number	Percent
Agree	9	١٨.٠
Disagree	29	٥٨.٠
Not sure	12	٢٤.٠
Total	50	100.0

Source: The researcher from applied study, 2010

**Figure No (٤-١١)**

**The frequency distribution for the respondents' answers about question No (1)**



Source: The researcher from applied study, Excel Package, ٢٠١٠

It is clear from table no.(4-16) and figure (4-11) that there are (9) persons in the study's sample with percentage (18.0%) have extremely agreed with " Regular visit of English supervisor schools improve the language skills ". There are (29) persons with percentage (58.0%) have agreed on that, and (11) persons with percentage (22.0%) have disagree.

**Question No (2): Parents can help in the improve of English language skills.**

Table no. (4-17) and figure no.(4-12) shows the frequency distribution for the study's respondents about question no.(2).

**Table No (4-17)**

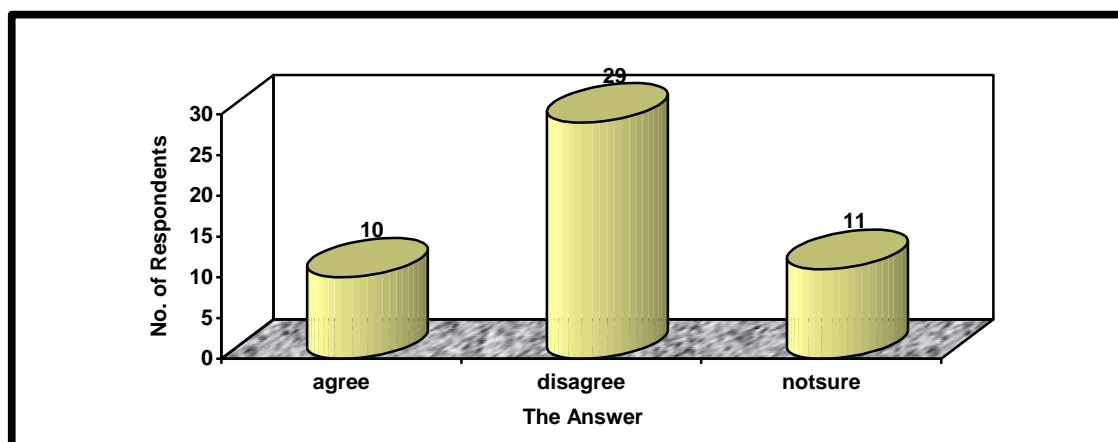
**The frequency distribution for the respondents' answers about question No (2)**

Answer	Number	Percent
Agree	10	20.0
Disagree	29	58.0
Not sure	11	22.0
Total	50	100.0

**Source: The researcher from applied study, 2010**

**Figure No (٤-١٢)**

**The frequency distribution for the respondents' answers about question No (٢)**



Source: The researcher from applied study, Excel Package, ٢٠١٠

It is clear from table no.(٤-١٧) and figure (٤-١٢) that there are (١٠) persons in the study's sample with percentage (٢٠.٠%) have extremely agreed with " Parents can help in the improve of English language skills ". There are (٢٩) persons with percentage (٥٨.0%) have agreed on that, and (١١) persons with percentage (٢٢.0%) have disagree.

**Question No (٣): Teaching English in the beginning of the basic school improve the language skills.**

Table no. (4-18) and figure no.(4-13) shows the frequency distribution for the study's respondents about question no.(3).

**Table No (٤-18)**

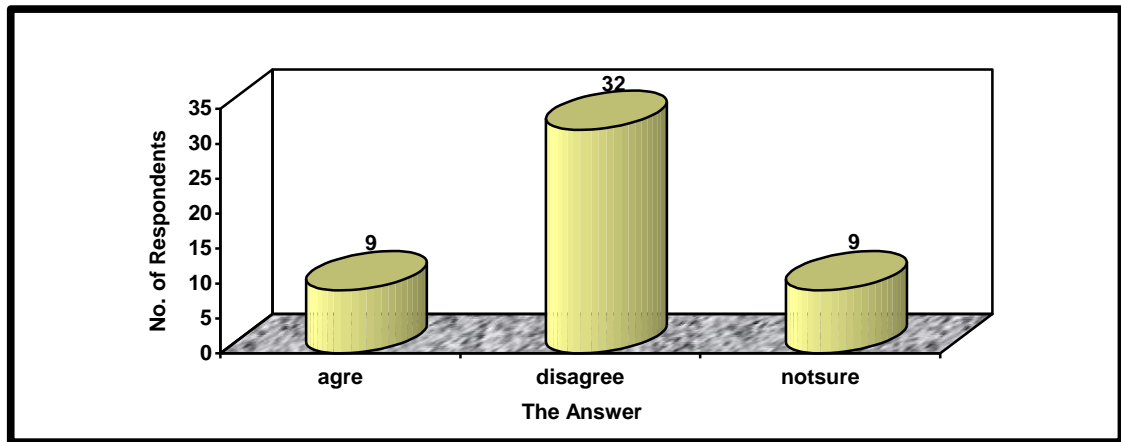
**The frequency distribution for the respondents' answers about question No (3)**

Answer	Number	Percent
Agree	9	١٨.٠
Disagree	32	٦٤.٠
Not sure	9	١٨.٠
Total	50	100.0

**Source: The researcher from applied study, 2010**

**Figure No (٤-١٣)**

**The frequency distribution for the respondents' answers about question No (٣)**



**Source: The researcher from applied study, Excel Package, ٢٠١٠**

It is clear from table no.(٤-١٨) and figure (٤-١٣) that there are (9) persons in the study's sample with percentage (١٨.٠%) have



extremely agreed with " Teaching English in the beginning of the basic school improve the language skills ". There are (32) persons with percentage (64.0%) have agreed on that, and (9) persons with percentage (18.0%) have disagree.

**Question No (4): Spine, one two, three improve hand writing exercise book.**

Table no. (4-19) and figure no.(4-14) shows the frequency distribution for the study's respondents about question no.(4).

**Table No (4-19)**

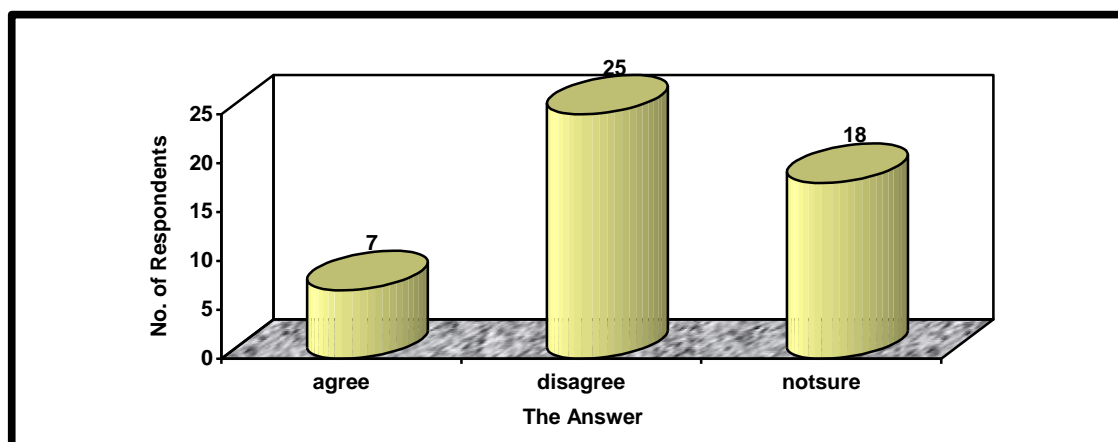
**The frequency distribution for the respondents' answers about question No (4)**

Answer	Number	Percent
Agree	32	64.0
Disagree	9	18.0
Not sure	9	18.0
Total	50	100.0

**Source: The researcher from applied study, 2010**

**Figure No (٤-١٤)**

**The frequency distribution for the respondents' answers about question No (٤)**



Source: The researcher from applied study, Excel Package, ٢٠١٠.

It is clear from table no.(٤-١٩) and figure (٤-١٤) that there are (٧) persons in the study's sample with percentage (١٤.٠%) have extremely agreed with " Spine, one two, three improve hand writing exercise book ". There are (٢٥) persons with percentage (٥٠.٠%) have agreed on that, and (١٨) persons with percentage (٣٦.٠%) have disagree.

**Question No (٥): The use of modern supplementary materials improve reading skills.**

Table no. (4-20) and figure no.(4-15) shows the frequency distribution for the study's respondents about question no.(5).

**Table No ( 2-20)**

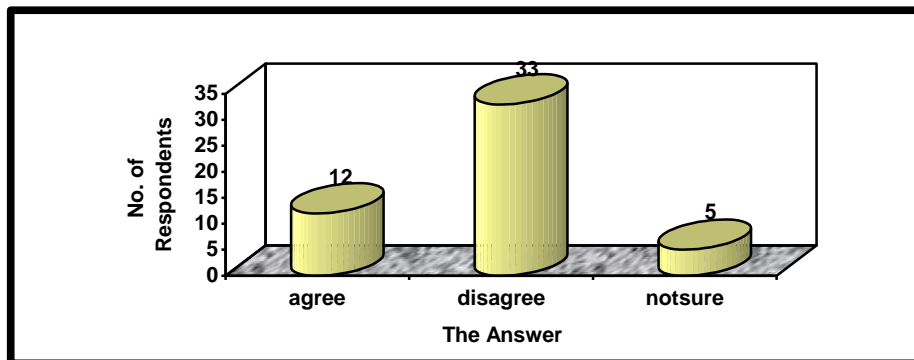
**The frequency distribution for the respondents' answers about question No (5)**

Answer	Number	Percent
Agree	9	18.0
Disagree	32	64.0
Not sure	9	18.0
Total	50	100.0

Source: The researcher from applied study, 2010

**Figure No ( 2-14)**

**The frequency distribution for the respondents' answers about question No ( 2)**



Source:

The researcher from applied study, Excel Package, 2010

It is clear from table no.( 2-20) and figure ( 2-14) that there are (12) persons in the study's sample with percentage (24.0%) have extremely agreed with " The use of modern supplementary materials improve reading skills ". There are (33) persons with percentage (66.0%) have agreed on that, and (5) persons with percentage (10.0%) have disagree.

### **Results of the third Hypothesis:**

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

**Table no.(4-21): The median of respondents' answers about the questions of the second hypothesis**

No	Statement	Median	Result
1	Regular visit of English supervisor schools improve the language skills.	۲	Agree
2	Parents can help in the improve of English language skills.	۲	Agree
3	Teaching English in the beginning of the basic school improve the language skills.	۲	Agree
4	Spine, one two, three improve hand writing exercise book.	۲	Agree
5	The use of modern supplementary materials improves reading skills.	2	Agree
	Overall	۲	Agree

Source: The researcher from applied study, SPSS Package, 2010

- The calculated value of the median for the respondents' answers of the 1<sup>st</sup> question is (2). This value means that, most of the respondents' are Sometimes with that "Regular visit of English supervisor schools improve the language skills".

- The calculated value of the median for the respondents' answers of the 2<sup>nd</sup> question is (2). This value means that, most of the respondents' are agree with that "Parents can help in the improve of English language skills".
- The calculated value of the median for the respondents' answers of the 3<sup>rd</sup> question is (2). This value means that, most of the respondents' are agree with that "Teaching English in the beginning of the basic school improve the language skills".
- The calculated value of the median for the respondents' answers of the 4<sup>th</sup> question is (2). This value means that, most of the respondents' are agree with that "Spine, one two, three improve hand writing exercise book".
- The calculated value of the median for the respondents' answers of the 5<sup>th</sup> question is (3). This value means that, most of the respondents' are agree with that Literature The use of modern supplementary materials improves reading skills. ”.
- The calculated value of the median for the respondents' answers about the all questions that related to the thrid hypothesis is (2). This value, in general, means that most of the respondents' have Agree with all what mentioned about the second hypothesis.

**Table No (4-22): Chi-square test results for respondents' answers about the questions of the third hypothesis**

No	Statement	Degree of freedom	Chi-square value
1	Regular visit of English supervisor schools improve the language skills.	2	13.96
2	Parents can help in the improve of English language skills.	2	13.72
3	Teaching English in the beginning of the basic school improve the language skills.	2	21.60
4	Spine, one two, three improve hand writing exercise book.	2	9.88
5	The use of modern supplementary materials improves reading skills.	2	25.48

Source: The researcher from applied study, SPSS Package, 2010

**According to the table, we can demonstrate the results as follows:**

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1<sup>st</sup> question was (13.96) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “Regular visit of English supervisor schools improve the language skills”.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2<sup>nd</sup> question was (13.72) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-17), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that "Parents can help in the improve of English language skills".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3<sup>rd</sup> question was (21.60) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-18), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that "Teaching English in the beginning of the basic school improve the language skills".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4<sup>th</sup> question was (9.88) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-19), this indicates that, there are statistically significant

- differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “Spine, one two, three improve hand writing exercise book”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 5<sup>th</sup> question was (6.72) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (25.48). According to what mentioned in table no.(4-20), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “The use of modern supplementary materials improves reading skills.

**The four hypothesis:**

**Question No (1): The pupils need more reading practice for English fluently.**

Table no. (4-21) and figure no.(4-16) shows the frequency distribution for the study's respondents about question no.(1).



**Table No (٤-٢١)**

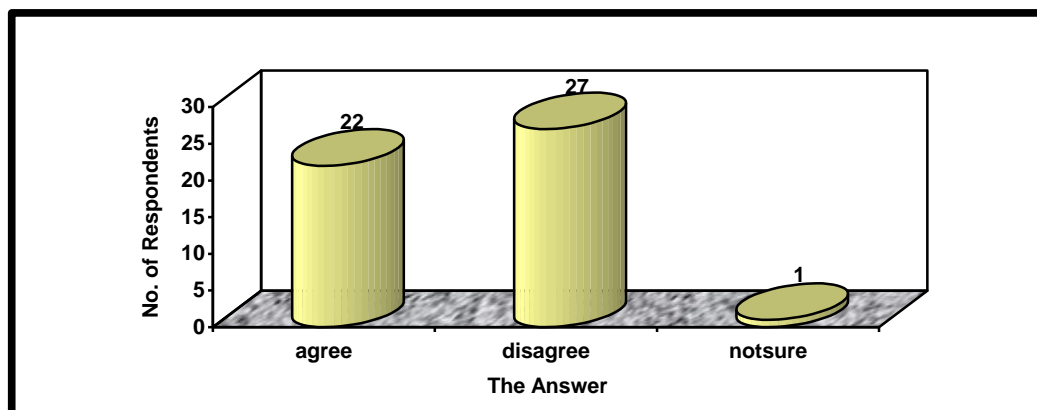
**The frequency distribution for the respondents' answers about question No (1)**

Answer	Number	Percent
Agree	9	١٨.٠
Disagree	32	٦٤.٠
Not sure	9	١٨.٠
Total	50	100.0

Source: The researcher from applied study, 2010

**Figure No (٤-١٦)**

**The frequency distribution for the respondents' answers about question No (1)**



Source: The researcher from applied study, Excel Package, ٢٠١٠

It is clear from table no.(٤-21) and figure (٤-١٦) that there are (٢٢) persons in the study's sample with percentage (٤٤.٠%) have extremely agreed with " The pupils need more reading practice for English

fluently ". There are (27) persons with percentage (54.0%) have agreed on that, and there is only one person with percentage (2.0%) is disagree.

**Question No (2): More dialogues are need in spine two and three fluent readers.**

Table no. (4-22) and figure no.(4-17) shows the frequency distribution for the study's respondents about question no.(2).

**Table No (4-22)**

**The frequency distribution for the respondents' answers**

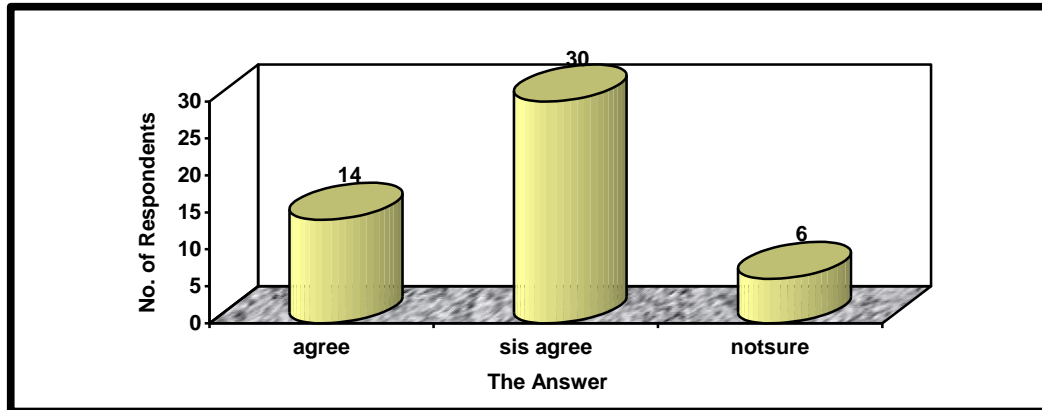
**About question No (2)**

Answer	Number	Percent
Agree	9	18.0
Disagree	32	64.0
Not sure	9	18.0
Total	50	100.0

Source: The researcher from applied study, 2010

**Figure No (4-17)**

**The frequency distribution for the respondents' answers about question No (1)**



Source: The researcher from applied study, Excel Package, 2011.

It is clear from table no.(4-22) and figure (4-17) that there are (14) persons in the study's sample with percentage (28.0%) have extremely agreed with " More dialogues are need in spine two and three fluent readers ". There are (30) persons with percentage (60.0%) have agreed on that, and (6) persons with percentage (12.0%) have disagree.

**Question No.(3): The ideal reading of teacher develops the pupils reading skills.**

Table no. (4-23) and figure no.(4-18) shows the frequency distribution for the study's respondents about question no.(3).

**Table No (ε-23)**

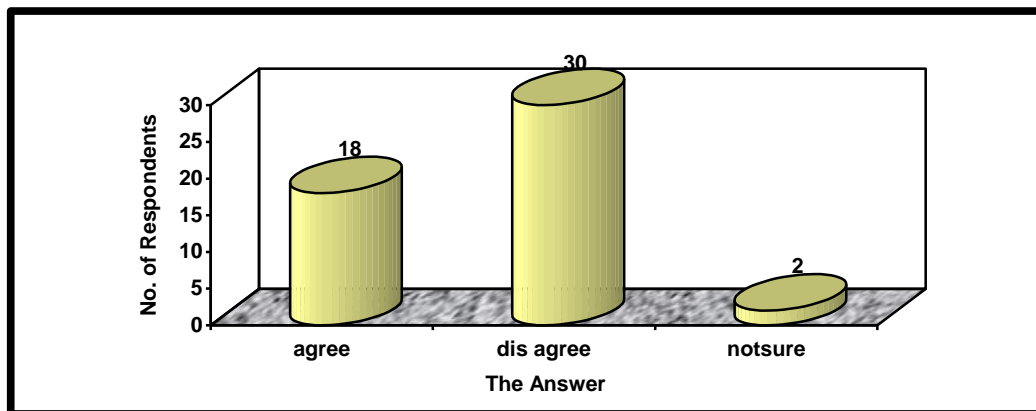
**The frequency distribution for the respondents' answers about question No (3)**

Answer	Number	Percent
Agree	9	18.0
Disagree	32	64.0
Not sure	9	18.0
Total	50	100.0

Source: The researcher from applied study, 2010

**Figure No (ε-17)**

**The frequency distribution for the respondents' answers about question No (3)**



Source: The researcher from applied study, Excel Package, 2010

It is clear from table no.(ε-23) and figure (ε-17) that there are (18) persons in the study's sample with percentage (36.0%) have extremely agreed with " The ideal reading of teacher develops the pupils reading skills ". There are (30) persons with percentage

(70.0%) have agreed on that, and (2) persons with percentage (30.0%) have disagree.

**Question No (4): The illustration of texts with picture and shape help to understand the text consequence leads to fluency.**

Table no. (4-24) and figure no.(4-19) shows the frequency distribution for the study's respondents about question no.(4).

**Table No (4-24)**

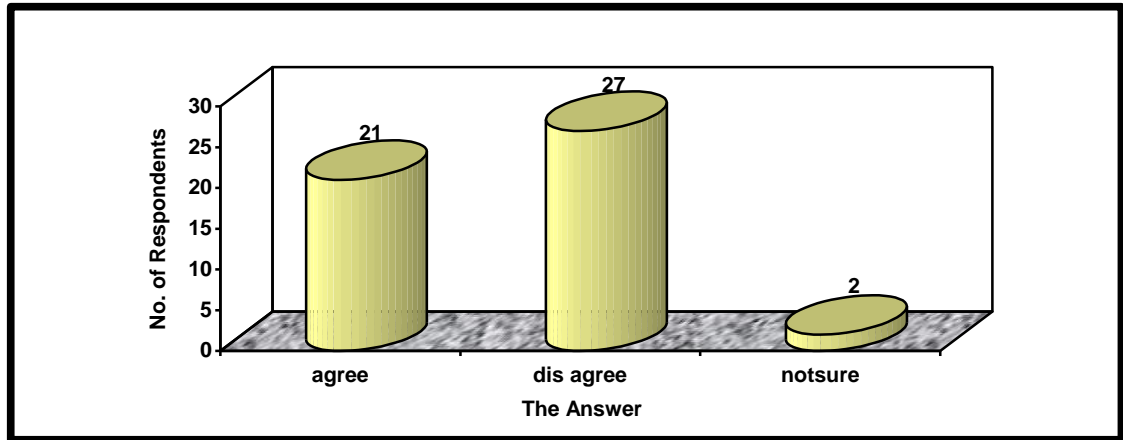
**The frequency distribution for the respondents' answers about question No (4)**

Answer	Number	Percent
Agree	9	18.0
Disagree	32	64.0
Not sure	9	18.0
Total	50	100.0

Source: The researcher from applied study, 2010

**Figure No (4-19)**

**The frequency distribution for the respondents' answers about question No (3)**



Source: The researcher from applied study, Excel Package, 2010.

It is clear from table no.(4-24) and figure (4-19) that there are (21) persons in the study's sample with percentage (42.0%) have extremely agreed with " The illustration of texts with picture and shape help to understand the text consequence leads to fluency ". There are (27) persons with percentage (54.0%) have agreed on that and (2) persons with percentage (4.0%) have disagree.

**Question No (5): Spelling improves the reading skills.**

Table no. (4-25) and figure no.(4-20) shows the frequency distribution for the study's respondents about question no.(5).

**Table No (4-25)**

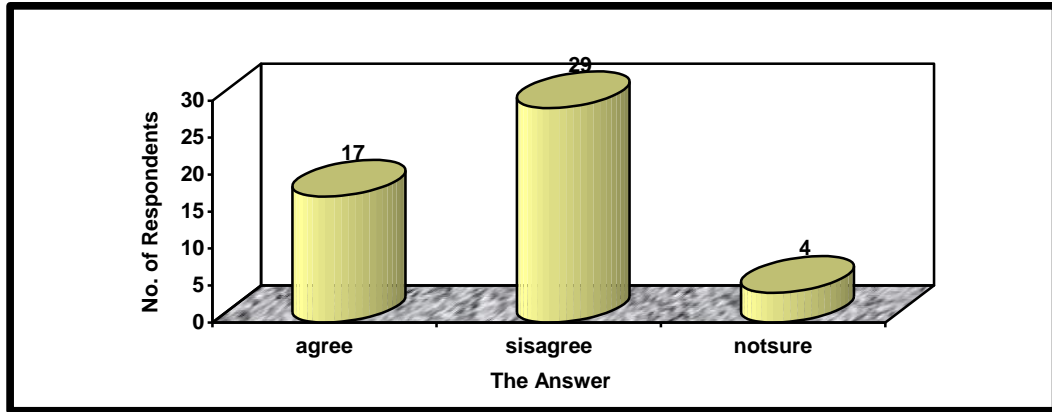
**The frequency distribution for the respondents' answers about question No (5)**

Answer	Number	Percent
Agree	9	18.0
Disagree	32	64.0
Not sure	9	18.0
Total	50	100.0

Source: The researcher from applied study, 2010

**Figure No (ε-17)**

**The frequency distribution for the respondents' answers about question No (3)**



**Source: The researcher from applied study, Excel Package, 2010**

It is clear from table no.(ε-20) and figure (ε-20) that there are (17) persons in the study's sample with percentage (34.0%) have extremely agreed with " Spelling improves the reading skills ". There are (29) persons with percentage (58.0%) have agreed on that, and (ε) persons with percentage (1.0%) have disagree.

### **Results of the four Hypothesis:**

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

**Table no.(4-26): The median of respondents’ answers about the questions of the four hypothesis**

No	Statment	Median	Result
1	The pupils need more reading practice for English fluently.	۲	Agree
2	More dialogues are need in spine two and three fluent readers.	۲	Agree
3	The ideal reading of teacher develops the pupils reading skills.	۲	Agree
4	The illustration of texts with picture and shape help to understand the text consequence leads to fluency.	۲	Agree
5	Spelling improves the reading skills.	2	Agree
	Overall	۲	Agree

Source: The researcher from applied study, SPSS Package, 2010

- The calculated value of the median for the respondents’ answers of the 1<sup>st</sup> question is (2). This value means that, most of the respondents’ are Sometimes with that “The pupils need more reading practice for English fluently”.
- The calculated value of the median for the respondents’ answers of the 2nd question is (2). This value means that, most of the respondents’ agree with that “More dialogues are need in spine two and three fluent readers”.
- The calculated value of the median for the respondents’ answers of the 3<sup>rd</sup> question is (2). This value means that, most of the



respondents' are agree with that "The ideal reading of teacher develops the pupils reading skills".

- The calculated value of the median for the respondents' answers of the 4<sup>th</sup> question is (2). This value means that, most of the respondents' agree with that "The illustration of texts with picture and shape help to understand the text consequence leads to fluency".
- The calculated value of the median for the respondents' answers of the 5<sup>th</sup> question is (3). This value means that, most of the respondents' agree with that Spelling improves the reading skills. ”.
- The calculated value of the median for the respondents' answers about the all questions that related to the thrid hypothesis is (2). This value, in general, means that most of the respondents' have agree with all what mentioned about the second hypothesis.

**Table No (4-27): Chi-square test results for respondents' answers about the questions of the four hypothesis**

No	Statment	Degree of freedom	Chi-square value
1	The pupils need more reading practice for English fluently.	2	22.84
2	More dialogues are need in spine two and three fluent readers.	2	17.92
3	The ideal reading of teacher develops the pupils reading skills.	2	23.68
4	The illustration of texts with picture and shape help to	2	20.44

	understand the text consequence leads to fluency.		
5	Spelling improves the reading skills.	2	18.76

Source: The researcher from applied study, SPSS Package, 2010

**According to the table, we can demonstrate the results as follows:**

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1<sup>st</sup> question was (22.84) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-21), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that "The pupils need more reading practice for English fluently".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2<sup>nd</sup> question was (17.92) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-22), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that "More dialogues are need in spine two and three fluent readers.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3<sup>rd</sup> question was (23.68) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-23), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “The ideal reading of teacher develops the pupils reading skills”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4<sup>rd</sup> question was (20.44) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-23), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “The illustration of texts with picture and shape help to understand the text consequence leads to fluency”.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5<sup>rd</sup> question was (6.72) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (18.76). According to what mentioned in table no.(4-24), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agree with that “Spelling improves the reading skills.

#### 4-6 Tests:

Table number (4 - 28) show test frequency distribution:

Groups	Frequency	Percent
Pass	23	92%
Fail	2	8%
Total	25	100%

Source: The researcher from applied study, Excel Package, ۲۰۱۰

#### Results

The teacher give the test eight class the succeed of test

(23)(92%) and fail( 2)(8% )pupils

## Chapter Five

### Conclusion

#### **5-1 Summary:**

This study is about teaching reading in the basic school, so the study concentrates on finding the best ways for developing reading school, teachers and Parents should co-operate to develop this important skill. This because of the importance of the skills and it's effect on other skill of language.

#### **5-2 Results:**

This study concludes the following result:

1. There is weakness in reading skills of English language in the basic school.
2. Developing reading skills improves other skill of language.
3. Fluent readers of English language get better result in English test and exams.
4. Silent reading is very important in the development of areading skill.
5. Well-trained teachers develop language reading skill of language.
6. Using modern supplementary materials can help in developing reading.

### **5-3Recommendations:**

The study concludes the following recommendations:

1. Out – doors activities should be encouraged.
2. Modern supplementary materials should be introduced.
3. Schools should be supplied with English libraries.
4. Teaching English language should start from the first year basic level.
5. Well-trained English language teachers are very important in the development of reading skill.
6. Listening to and watching mass media of English.
7. Regular practical visits of English language supervisors develop the language skill.
8. English language clubs and societies play a great role in the development of language skills specially reading.
9. Reading literature may play a role in developing reading skill.
10. Parent can help in the development of reading skill.

### **5-4Suggestions:**

The researcher suggests the following:

1. More attention should be paid to English language in the basic level.
2. Researches and experts should prepared regular reports about English language in the different level of education to develop this international language.
3. Qualified teachers of English language should be prepare.

4. In services, training institutes of English language teachers should continue it's training system.

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## Appendix ii

### English test (8) Class August 2010

Q1: Read the following passages and answer the questions

Below:

Kamal went to Dinder national park. He went there by the bus, the park is about forty kilometers from the town of Dinder on the way to the park he saw many people traveling in the same direction. The journey took about hours. It was long but comfortable. The park is full of beautiful green trees and grass. The animals are not in cages they move freely among the trees. Visitors can not walk in the park because some animals are dangerous. The visitors go round the park in special car.

1. where did Kamal spent his holiday's?
2. how far is the park from the town?
3. what did he see in the way?
4. can the visitors go on foot around the park?
5. Are the animals in cages?

Q2: choose the corrected word :

1. last Friday I \_\_\_\_\_ my grandfather.  
a- visit                      b- visits                      c- visited
2. my parents \_\_\_\_\_ T.V now.  
a- Watching                      b- are watching                      c- watched.
3. July comes \_\_\_\_\_ August.  
a- Before                      b- between                      c- after .
4. I come to school \_\_\_\_\_ bus.  
a- On                      b- by                      c- of .

5. My favorite \_\_\_\_\_ is history .

a- Subject

b- sport

c- food.

Q3: write the missing letters:

1. The climbed the m\_ntains.
2. I like ch\_\_ken and apples.
3. He wear tr\_\_us\_\_rs.

Q4: write the opposite of the following words:

1. beautiful \_\_\_\_\_
2. well \_\_\_\_\_
3. thin \_\_\_\_\_
4. good \_\_\_\_\_



## Appendix iii

### The questionnaires

Please tick ( ✓ ) for your answer :

(1) Weakness in reading English leads to weakness the others skills:

- Agree ( )
- Disagree ( )
- Not sure ( )

(2) Not specialized English language teachers causes deterioration of English.

- Agree ( )
- Disagree ( )
- Not sure ( )

(3) The reading texts in spine one, two, three need modification.

- Agree ( )
- Disagree ( )
- Not sure ( )

(4) The reading texts in spine three are difficult.

- Agree ( )
- Disagree ( )
- Not sure ( )

(5) The language reading texts must be divided two periods.

- Agree ( )
- Disagree ( )
- Not sure ( )

(6) English libraries develop the English skills.

- Agree ( )
- Disagree ( )
- Not sure ( )

- (7) English language societies develop the reading skill.
- Agree ( )
  - Disagree ( )
  - Not sure ( )
- (8) Spine three develops the reading skills.
- Agree ( )
  - Disagree ( )
  - Not sure ( )
- (9) Spine two and three develop the speaking skill.
- Agree ( )
  - Disagree ( )
  - Not sure ( )
- (10) Literature develops the English language skills.
- Agree ( )
  - Disagree ( )
  - Not sure ( )
- (11) Regular visit of English supervisor school improve the language skills.
- Agree ( )
  - Disagree ( )
  - Not sure ( )
- (12) Parents can help in the improve of English language skills.
- Agree ( )
  - Disagree ( )
  - Not sure ( )
- (13) Teaching English language in the beginning of the basic school improve the language skills.
- Agree ( )

- Disagree ( )
  - Not sure ( )
- (14) Spine one, two, three improve hand writing exercise book.
- Agree ( )
  - Disagree ( )
  - Not sure ( )
- (15) The use of modern supplementary materials improve reading skills.
- Agree ( )
  - Disagree ( )
  - Not sure ( )
- (16) The pupils need more reading practice for English fluently.
- Agree ( )
  - Disagree ( )
  - Not sure ( )
- (17) More dialogues are need in spine two and three fluent readers.
- Agree ( )
  - Disagree ( )
  - Not sure ( )
- (18) The ideal reading of teacher develop the pupils reading skills.
- Agree ( )
  - Disagree ( )
  - Not sure ( )
- (19) The illustration of the texts with picture and shape help to understand the text consequence leads to fluency.
- Agree ( )
  - Disagree ( )
  - Not sure ( )
- (20) Spelling improved the reading skills.

- Agree ( )
- Disagree ( )
- Not sure ( )