University of Bahrain
College of Education
Department of Curriculum and Instruction

# Teachers' and Students' Attitudes Toward Instructional and Evaluating Practice of Reading Skills Used in Second-year Secondary Public Schools in Saudi Arabia

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Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Education

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# DECLARATION

I declare that this work is the result of my own investigation and that it has not already been accepted in substance for any degree, or it is being currently submitted for any degree.

Signed: ---------- Date: April 9, 2005
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The Thesis defense committee considers the Thesis titled:

"TEACHERS' AND STUDENTS' ATTITUDES TOWARD INSTRUCTIONAL AND EVALUATING PRACTICE OF READING SKILLS USED IN SECOND-YEAR SECONDARY PUBLIC SCHOOLS IN SAUDI ARABIA"

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*This thesis is dedicated to*
*my elder sister, Shaikah*
*for her ending moral support and*
*unrelenting patience.*

## Acknowledgement

*"Read, in the name of your cherisher who creates the universe. He creates man from a clot "supermatovum'. Read. And your cherisher is the Most Bounteous. Who teachers by the pen. He teaches man that which he did not know".*

Praise be to Allah the cherisher and sustainer of the world. Prayers and peace from Allah be upon the Prophet Muhammed. O Allah, we invoke your increasing blessing and peace upon our Prophet Muhammad and upon his people.

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# Abstract

The aim of the present study is to investigate the problems of teaching and evaluating extensive reading skills in English at female public secondary schools in some cities of the Eastern Province in the Kingdom of Saudi Arabia, through exploring teachers' and students' perceptions towards instructional practice employed in teaching and evaluating reading skills of second grade secondary students.

The tool for data collection is a set of two questionnaires. The sample, selected randomly, consisted of 172 Saudi teachers holding no lower than a B.A. and each with at least 3 years experience in teaching English and 2 years experience in teaching second secondary grade and 567 Saudi female second secondary grade school students.

This thesis consists of six chapters. The first chapter gives a brief discussion on teaching extensive reading in English in the public schools in the Kingdom of Saudi Arabia. Statement of the problem, the purpose of the study, its questions, its significance, limitations and definitions of terms are also included.

Chapter two discusses the nature of reading, intensive and extensive reading, silent reading skills, objectives of silent reading, instruction of reading, instructional aids, motivation, the teacher as a reader, reading activities and materials, classroom organization and assessment of reading.

Chapter three surveys the literature related to the field of teaching and evaluation of reading skills. These studies are classified into three groups: studies related to the teaching of reading skills, studies related to the assessment of students' reading comprehension and studies aimed at investigating teachers' attitudes, views and perceptions.

Chapter four gives a description of the study design, the population and the sample, instruments of data collection, the two questionnaires and their validity and reliability, distribution and collecting of the questionnaires and the scoring and analysis of the two questionnaires.

Chapter five highlights the study itself. A detailed discussion of teaching evaluation practice is presented through the analysis of the items of both questionnaires. The data gathered from the questionnaires are tabulated according to their average. For each part and section of each questionnaire, the subjects' responses were classified according to their average, either high, moderate or low.

Chapter six consists of the summary of the study, findings, implications, and suggestions for further studies.

The main findings of the study show that the final exam model reflects its form in the teaching and evaluation practices taking place in the present reading classes. They also show that reading texts included in the Reader's Book appear to be neither interesting nor suitable for students. Moreover, they sound neither manageable within the time limit nor suitable for students' level. Teachers' use of various instructional teaching aids in reading classes also appears to be generally inferior. Continuous

assessment receives low attention during reading classes. Students' results in both continuous assessment and final exam are taken as an end and never used to make further changes or to evaluate the course or the teachers' and students' performance.

In the light of the above findings, the study recommends that reading texts of the Reader's Book and the final exam reading model and system should be reconsidered.

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# *Chapter One*

# Chapter I

## A. Introduction:

It is inexcusable to live in ignorance today. As a medium of communication and a tool of learning, reading serves as an indispensable function in society. In a general sense, to be able to read is not sufficient. A person must be able to read well if he is to broaden his experience, develop new concepts, solve challenging problems and acquire clear-headed and up-to-date ways of thinking, all of which are needed to insure continuing growth and on-going adjustment to our changing world.

Reading is one of the most important skills of a foreign language. It is a source of obtaining knowledge, information and acquiring other language skills. Reading leads to better writing, better understanding and better ability to acquire English language. It is of great importance especially when there is no access to the oral media. In such a case, reading becomes the only source of comprehensible input to the learner. Boutros (1980) assumes that reading in English has become one of the most important factors of success in almost all fields of life today. Year by year, there is a rapid increase in the production of reading materials and a high standard of reading is necessary to cope with the vast output of information.

Skillful reading is a complex activity that does not come easily or incidentally. Students cannot learn to read well in one, two or three years. It takes long time to gain overall proficiency in reading. They learn different reading skills and develop certain attitudes towards reading as they complete one year and move into another in order to acquire everlasting reading ability. The development of reading ability depends greatly on how well reading skills are mastered. In other words, to read effectively, the reader needs to utilize various reading skills. For example, sampling graphics, syntactic and semantic information, finding the main idea and predicting outcomes and drawing conclusions. Thus, the purpose of reading instruction is to develop adequate reading skills in students to foster their abilities to read all types of material with comprehension, ease and interest.

This means that the teacher's job is to help the students develop their reading skills in order to do the reading themselves. In a reading lesson, it is what the students do, not what the teacher does, that counts. Students need to develop their ability to read on their own because they will not find someone who will help them outside the class. In other words, all that the students read in classroom is not enough, but also must be able to read independently different types of unseen texts.

The Ministry of Education in Saudi Arabia developed a set of textbooks, which reflect the new approaches to teaching and learning English as a foreign language in secondary schools. Secondary Year 2 emphasizes reading, both intensive and extensive. There is a separate reading book (Reader's Book) for extensive reading. The book aims to enable students to read by themselves unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding. It is supposed to help students acquire and master some reading skills adequate for their level and develop positive attitudes towards reading in English.

Although the Saudi English teachers, including the researcher herself, try to apply the new techniques and approaches to teach extensive reading, most teachers experience a great deal of frustration. Helplessly, teachers face the often repeated question posed by the public and the media, " How do students go through years of

learning English, and yet are still not able to read at least a short article in a newspaper, a magazine or a short story in English?"

Teachers in our schools face many difficulties in their attempt to teach students how to deal with long texts of about 1,000 words and to get them read more freely and independently, without worrying too much about words they do not know. The matter, indicated by research, is that students who fail to learn as expected often develop feelings of hopelessness and low self esteem, and may exhibit stress-related behaviors that may be attributed to laziness, lack of seriousness and even low intelligence by teachers. As a result, teachers forget all about students' role in the learning process and they feel forced to give too much help and this leads into poor reading abilities.

On the other hand, final reading exams are usually designed to find out whether the students have understood the content of the reading passages provided in Reader's Book, rather than to produce understanding and utilizing reading skills taught in the classroom. This forces teachers to view reading as an acquisition of information from the text since the exam consists mainly of multiple-choice or true/false questions that students are supposed to depend on their memory and give correct answer away from the original text. The reading assignments require the students to give the exact information from the given texts only. The final exams require recalling also the exact information from the texts studied during the semester. In both cases, students find themselves playing the right answer game.

What makes the situation worse is that the Saudi home is not, in general, a good environment for English literacy acquisition. Al-Muhaidib (1998) states that Saudi people, even those who know English well, rarely use English in their daily life. Moreover, students do not see their elders read in English and English reading materials are not readily available. As a result, students do not acquire a positive attitude toward reading in English at home, which adds extra responsibility on the teachers to change students' attitudes and help them enhance their reading abilities.

This makes the role of the teacher in teaching reading in general and reading skills in particular more obvious. In a reading class, the teacher plays a great role as a counselor, guide, controller, and as a source of information. He is supposed to be responsible for facilitating learning reading skills, providing and preparing reading materials according to the needs and interests of every group of students (Al-Amri, 1989; Al-Mutawa, 1990; Stern, 2001).

No doubt, the teacher is the most significant factor in determining success of any reading syllabus or materials and their instructional practices are greatly affected by how they think and feel about them. Hussein (1989) emphasizes the importance of teachers' attitudes in learning and teaching a foreign language and their influence on students' attitudes and achievements. However, any implementations of new ideas, instructional practices or any change in education would be possible only if they are accepted by the teacher at first. Furthermore, students' attitudes are not less important.

Research in the field of reading indicates that students can also evaluate their instruction with surprising accuracy, identifying unhelpful aspects of instruction and non-motivating materials. Students' evaluation of instructions may need to be taken more seriously by educators who are involved in reading and used by teachers to monitor their instructional effectiveness (Kos, 1991). Hence, highlighting both

teachers' and students' attitudes towards instructional and evaluating practices used in teaching reading skills are of crucial importance.

The above explained situation motivated the researcher to investigate the problems of teaching and evaluating English extensive reading at the female public secondary schools in some cities of the Eastern Province in the Kingdom of Saudi Arabia through exploring teachers' and students' attitudes towards instructional practices employed in teaching and evaluating reading skills of second grade secondary students

## B. Statement of the Problem:

As revealed by the researcher's personal experience and through discussions and interviews with teachers and supervisors of English language as well as students in some public schools in the Eastern Province, female Saudi students at secondary schools face serious problems in reading English texts and in achieving adequate and detailed understanding of the texts. Al-Hammadi (1998) indicates that reading English texts is a serious problem for Saudi EFL students:

> .....For all its importance, the teaching of English in Saudi Arabia has not succeeded in establishing a firm basis, especially in the intermediate and secondary schools. The result is that most of the students, who enroll in the universities, find it most difficult to pursue their studies in English or to understand their English reference books.( P.1)

English teachers find that their students' performance in reading is terribly unsatisfactory. Their reading is simply an accurate presentation of the text and they never go beyond the text. This leads us to think that the students' deficiency in tackling long reading texts specially those they have never seen before suggests that there must be a problem in the extensive reading program. The researcher agrees with Galal (1987) that by virtue of being word-by-word readers, students become slow comprehenders, and the reason for students' inability to read is due, in a large part, to the way they are instructed in the classroom.

On the other hand, students always complain that they lack basic reading abilities and they find reading English texts boring, taught and painful experience. Students are not unable to read efficiently because of lack of language proficiency, readability of texts, but, as Mohamad (1992) stated, also because of little or no background knowledge of reading skills and strategies that can help them unlock the mystery of print.

The above situation reveals that there is a serious problem that can be stated as follows: Due to students' poor reading in English, lack of basic reading skills, there is a need to investigate teachers' and students' attitudes towards instructional practices employed in teaching and evaluating reading skills of second grade secondary students.

## C. Purpose of the Study:

Abd Rabbo (1979) proved that the students' inability to learn a particular language skill might be due to the ineffectiveness of the teaching techniques or methods used. The purpose of this study is to investigate the teachers' and students' attitudes towards the instructional practices employed in teaching reading skills in the classes of English extensive reading classes and to find out how teachers evaluate the

students' reading skills during the weekly activities and the final exams at female public secondary schools in some cities of the Eastern Province.

## D. Questions of the Study:

In the light of the preceding introduction, this study attempts to find answers to the following questions:

1. What are the reading skills included in the Reader's Book?
2. What are the teachers' attitudes towards the way they teach reading skills at female public secondary schools in some cities of the Eastern Province?
3. What are the teachers' attitudes towards the way they evaluate the reading skills used by female students at public secondary schools in some cities of the Eastern Province?
4. What are students' attitudes towards the way that reading skills are taught at female public secondary schools in some cities of the Eastern Province?
5. What are students' attitudes towards the way that reading skills are evaluated at female public secondary schools in some cities of the Eastern Province?
6. How do teachers' and students' attitudes differ from each other?

## E. Significance of the Study:

The significance of this study stems from the following points:

1. According to the researcher's best knowledge, no study has been conducted to investigate the techniques of teaching and evaluating English reading skills applied by female teachers at the secondary school level in Saudi Arabia.
2. The study will highlight the teaching and evaluating practice used by Saudi teachers of English in extensive reading classes. This will help to find out the teachers' problems and suggest some solutions.
3. The findings of this study will hopefully contribute in the teaching and learning of English in general in Saudi secondary schools.
4. The conclusions of this study will hopefully help curricula planners in their preparations of teaching materials and in designing textbooks and teachers' books.
5. This study will contribute to the field of foreign language teaching research in general.

## F. Limitations of the Study:

This study will be limited to the following:

1. Saudi female teachers of EFL who have been involved in teaching extensive reading to the second grade secondary.
2. Second grade female students of public secondary schools in the Eastern Province.

3. Extensive reading lessons included in the Reader's Book used in second grade secondary.

## G. Definitions of Terms:

**Skill:** " A psychological term loosely used in EFL to cover any learned ability. The four skills" are listening, speaking, reading and writing. Behaviorist psychology regarded language learning as the acquisition of skills by habit formation".( Broughton, Brumfit, Flavell, Hill and Pincas, 1980, p. 229)

**Reading Skills:** " ... use of syntactic and semantic cues and its strategies of selecting, predicating, testing, rejecting, etc". (Abdulmalik, 1983, P. 19)

**EFL**: "English as a Foreign Language; the status of English in Saudi Arabia". (Kareem, 1983).

# *Chapter Two*

# Chapter II
# Theoretical Background

## A. Nature of Reading:

The goals of reading instruction cannot be achieved unless the practices of teaching are based upon understanding of the nature of reading.

Reading is not simple, nor is it a single skill. It is complex and consists of many different components. The first of these is the ability to recognize stylized shapes, which are figures on a ground, curves and lines, and dots in patterned relationships. The second is the ability to correlate the black marks on the paper with a large group of sounds which might be called 'words' or 'phrases' or 'sentences'; or might be the single 'sound', called phoneme. The third is the ability to correlate the black marks on the paper by way of formal elements of language with the meanings, which those words symbolize. (Broughton, Brumfit, Flavell, Hill and Pincas, 1980)

They also proposed that the word ' reading ' has a number of common interrelations. It may mean reading aloud, which involves understanding the black marks first and then the production of the right noises. It may also mean 'silent reading' and this is the interpretation, which is most likely for the term "reading". This is perhaps the nearest approach to the essence of reading.

Abbott, Greenwood, McKeating and Wingard (1981) consider reading as a silent and individual activity, since the writer's expectation was that the text would be read, not heard.

Broughton, Brumfit, Flavell, Hill and Pincas (1980) state that reading aloud is primarily an oral matter. For those who teach foreign languages it is closer to 'pronunciation' than it is to 'comprehension'. The usefulness of the skill of reading aloud is limited. Few people are required to read aloud as a matter of daily routine like radio newscasters, clergymen, perhaps actors and that is all.

Abbott et al ( 1981) assume that students are usually very poor at reading aloud: mistakes and hesitations provide a bad model for the other students to listen to. As for student who is forced to read aloud, he is often merely mouthing meaningless language because of lack of rehearsal and time to comprehend what he has to read aloud.

Grellet (1996) and Silberstein (1994) claim that reading is an active skill, which constantly involves guessing, predicting, checking and asking oneself questions. It involves sensing, perceiving, achieving meaning and reacting in a variety of ways. It requires an active interaction between the student and the text in order to create a meaningful discourse.

Johnston (cited in Mikulecky, 1990) considers reading as a complex behavior, which involves conscious and unconscious use of various strategies to build a model of the meaning, which the writer is assumed to have intended.

Claggett (1996) argues that reading is more than opening a book, moving eyes across a page and trying to figure out what the author means. Reading involves using all of our knowledge and experiences as we work out our interpretation of a text.

Gipe (1998) deals with reading as an act of communication between an author and a reader. Judith (1998) notes that just as speakers and listeners interact in social situations, readers and authors can interact through a text. El-Gammal (1982) adds that reading is a sociolinguistic activity that requires communicative competence in which students need systematic training.

## B. Definition of Reading:

The definition of reading adapted here is practically synonymous with reading comprehension. It may be summarized as follows:
Reading means deriving meaning from the word combinations in the text in consecutive fashion at a reasonable speed without vocalizing what one is reading.

## C. Intensive and Extensive Reading:

It is obvious that the greatest amount of reading that is done in the world is silent. Broughton, Brumfit, Flavell, Hill and Pincas (1980) suggest that silent reading varies according to the use to which it is being put:

> Some of these uses are (i) to survey material which is to be studied, to look through indexes, chapter headings and outlines, (ii) to skim- particularly when one item of information is being sought in a mass of other printed information, (iii) to gain superficial comprehension, as when reading for pleasure or preparing to read aloud, (iv) to study the content of what is read in detail, (v) to study the language in which the material is written – this may involve textual study in the literary sense or it may involve the kind of language study that a foreigner may need to do. (p.92)

The first three kinds, survey reading, skimming and superficial reading are sometimes grouped together and called 'extensive reading'. The object of such reading is to cover the greatest possible amount of text in the shortest possible time. Nuttal (1996) deals with extensive reading as a facility that help students to understand a text adequately without grasping every part of it. Brian (2000) argues that extensive reading is the most profitable way of continuing to acquire a second language outside and after a language course.

The remaining two kinds of reading, content study reading and linguistic study reading, are also often grouped together and called 'intensive reading'. Intensive reading is typically concerned with texts of not more than 500 words in length. Nuttal argues that intensive reading involves approaching the text under the close guidance of the teacher or of a task which forces the student to pay great attention to the text: not only of what it means, but also of how the meaning is produced. This means its object is to achieve full understanding and detailed comprehension of the short text.

Harmer ( 2001) argues that to get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. Extensive and intensive readings are complementary, and both are necessary.

## D. Reading Skills:

Karlin and Karlin (1987) argue that it is apparent that students cannot enjoy reading unless they have learned reading skills well enough to read easily, and the development of reading ability depends in great part on how well these skills are mastered. Setthapun (1992) agrees with Karlin and Karlin and adds that developing reading skills enhances the reading efficiency of the students and help them better comprehend what they read. So we concentrate our efforts on building, refining and extending reading skills, not merely to help students use reading as a tool for gathering information, but as a means of fulfilling a basic need.

After teachers define their goals in reading and become aware of the skills they need to teach, they should help their students to be aware of the different skills they are learning and how such skills will help them read more effectively. Students must reach the point where they can select those strategies or skills that will best help them understand the passages at hand (Lono, 1987; Miller, 1996). Lack of knowledge of the use of reading skills, Al Fassi (1998) assumes, inability to chase appropriate skill, and ineffective monitoring of skills can be characterized as strategic deficiencies found in novice readers who are marked as passive comprehenders.

Graves, Watts and Graves (1994) argue that one part of reading instruction is a direct explanation of reading skills. In teaching reading skills, teachers can greatly aid students by fully explaining the skill and its uses. Such explanation includes five components: what the skill is, why the skill is worth learning, how to use the skill, when and where the skill should be used and how to evaluate whether the skill is effective.

Different teachers might list reading skills differently, but it is less important to memorize a particular classification than it is to make provision of the inclusion of all skills in the reading curriculum. We should regard any classification of reading skills merely as a way of identifying what students have to learn. One such list of skills might be the following:

## 1. Pre-Reading Skills:

Pre-reading skills prepare the learner for the actual reading of the process. The first aim in doing any class work with the learners before they begin to read a text is to create positive attitude in their minds toward the text to be read. This is motivation. For such a reason, teachers attempt to provide texts that are interesting, but this is not always easy. What interests one learner may not interest another learner, even of the same age, sex and cultural background (Abbott, Greenwood, McKeating, & Wingard, 1981; Miller, 2001).

However, there is another thing to bear in mind. Teachers have duty to train their learners as efficient readers of many types of texts even if these have no special interests. In this case, interests can be created in other ways, and learners can be motivated by being challenged with a purpose for reading. Thus, learners must be trained in pre-reading skills like the following:

### *1.Anticipating and Predicting:*

Anticipating and predicating are two basic skills to the process of reading in general. When reading, readers continue making predictions, which are either

conformed or rejected. Students take notice of titles, look at pictures accompanying a text, and even read a few sentences or make use of grammatical, logical and cultural clues. From these clues, they generally formulate a hypothesis about content and function. This initial prediction or anticipation is the result of an expectation based on experience or on what is already known about the subject (Lono, 1987, Op cit; Greller, 1996). This expectation is inherent in the process of reading, which is a permanent interrelationship between the reader and the text.

Before the learners begin their reading of a particular text, they must be involved in a series of activities, which force them to think about the subject. These activities enable them to assess "what they know, what they do not know and what they wish to learn about the topic". This is essential to reduce uncertainty and make further predictions. Most well known predicting activities are the following:

*a. Discussing the title:*
Titles are not always reliable indicators of content. However, generating a discussion on the basis of title alone can be useful exercise if it carefully parallels the topic of the reading and if key words from the reading are included. Matching titles and subheadings with pictures or photographs and with topic sections, help in finding the relevant parts of the subject.

*b. Supplying Missing Punctuation:*
Supplying missing punctuation gives practice in predicting where sentences stop and others begin. Similarly, predicting where a new paragraph might begin based on knowledge of punctuation and transition signals is extremely beneficial.

*c. Predicting Ideas:*
To predict which ideas are likely to follow others, a statement can be written followed by two or three follow-up statements. According to information included in the title and the learners' knowledge of the topic, a learner must predict which of the follow-up statements would likely occur.

*d. Cloze Procedure:*
Cloze procedure involves systematically deleting words or letters from a passage. Learners are then required to complete the passage by inserting letters or words into the blanks. Cloze activities can be used to predict meaning. Learners can be given unfinished passage and asked to supply a logical ending. This latter form of prediction relies on the context on letter or word identification (Yanez, 1987).

*2. Previewing:*
Unlike predicting, previewing is a very specific reading skill, which involves using the table of contents, appendix, the preface, the chapters and paragraphs headings in order to find out logically where the required information is likely to be. According to Yanez (1987) previewing generally leads to a more accurate guess than predicting does.

To practice this skill, learners can be provided with a series of questions that can be answered by extracting information from the areas mentioned above. The questions can be direct ones or in true/false or multiple-choice format.

***3. Surveying:***

This is a supplementary skill, which involves quick reading for specific information. The purpose is to understand how a passage is organized or constructed. Specific questions on the construction of the text, the text length, division and sequencing are asked first. Then the learners survey the reading to answer them.

***4. Skimming and Scanning:***

Although both skimming and scanning are specific reading skills necessary for quick and efficient reading, they are different. Skimming is more thorough and involves going through some information or a passage quickly in order to get the main idea, to know how it is organized, or to get an idea of the tone or the intention of the writer. It gives the reader familiarity with reading materials (Tonjes & Zintz, 1987; Chesla, 2000).

Depending on the length and difficulty of the text, teachers can instruct their students to skim a passage in 40 to 60 seconds and should ask them not to get interested in the material so they do not slow down and read things more carefully. Fry (1978) believes this type of activity should prove challenging to the students once they become familiar with the procedure.

In contrast, scanning is more limited, since it requires locating specific information. It merely involves letting the eyes wandering over the text to find a name, a date, a number or a less specific piece of information.

When scanning, students should disregard all irrelevant information and concentrate on obtaining one piece of information at a time. If scanning for a term, date, name, place or a fact, the eyes moves very rapidly until the item is found, then the rate is reduced and the sentence or surrounding sentences are reread to verify the finding. Students should be trained to use capitalization, underlined words, italics, Roman numerals or any other graphic symbols helping them to identify the specific information they are scanning for.

It is usual to make use of these two activities together when reading a given text. Their aim is certainly not to encourage the students to read in such a way, but to make them better readers who can decide quickly what they want or need to read.

***5. Improving Reading Speed:***

While Boutros (1980) assures that reading speed is skill that should be taught as a skill that is developed over time, Lono(1987) mentioned that a legitimate goal in the teaching of reading is helping students read faster. He declares that it should enable students to read at a speed as close to that of native speaker as possible, since ESL students read much more slowly in their second language than their first.

Although reading too fast will probably result in the students' missing important information, reading too slowly will allow them to forget the message by the time they finish reading the text. In the first case, the students will not have enough time to process the information they obtained. In the second one, the students will spend their time decoding each individual piece of information and not the whole passage.

Teachers should be aware to put their reading speed goals in proper perspective. Fry (1978) assured that reading speed should not be developed at the expense of comprehension. Teachers must condition their students to grasp that the fast readers can certainly comprehend as much as, or even more than the slow readers.

One of the most common ways of increasing reading speed is to give students passages to read and to ask them to time themselves. A conversion table, taking the length of the text and the reading time into account, will tell them to try and read a little faster every time. When practicing faster reading systematically, the students can be encouraged to keep a record of their results showing their progress. This would encourage them to read more.

Karlin and Karlin (1987) state that an important task of the teacher is to develop appropriate reading rates in a way that help their students read texts of any level of difficulty. Teachers must work on reading speed and comprehension. Students must be introduced to the mechanics of eye movement, visual span, fixation and regression. These should be followed by a series of carefully graded exercises, which force the students to respond rapidly yet accurately to longer texts.

## 2. Word Attack Skills:

As Nuttall (1996) argues, ESL students probably consider not having a big enough vocabulary as their main problem in reading. Even if they are interested in the subject matter of the chosen reading text, they will soon loose interest if they find the vocabulary difficult. For most of them, the answer is to look up every word in the dictionary. This slow and painful process, however, discourages reading and leaves students with the feeling that they are facing an insurmountable task.

Students must be convinced that knowing the meaning of every word is not essential in the reading of a text. Comprehension of a reading passage can be achieved even though some words are not understood.

Teachers should aid students to build confidence in their ability to perceive words quickly and easily. To overcome the students' fear of missing something important in one word, teachers should focus on teaching three skills: Context usage, structural analysis and dictionary analysis.

### *1. Context Usage:*

Context usage refers to a student's utilization of clues inherent in a written passage or its accompanying illustrations. Graves, Watts and Graves (1994) and Greller (1996) note that most words are learned from context. Thus, a context in which unknown words appear can be very helpful to a student. The students can make use of surrounding words, phrases and sentences to help them comprehend

unfamiliar words. The surrounding context may help the student recall a previous encounter with the word. This recollection often enables them to understand its meaning. Students can then reread the sentence or passage to verify the accuracy of their choice.

As Byrne (1983) states, though context usage is a skill that students can acquire on their own without formal instruction, yet the ability to use contextual clues is probably the most important skill for foreign students to learn. However, many students need guidance to help them fully utilize this important recognition.

There are three types of context clues summarized as the following:

**a.** ***Semantic Clues:***

Semantic clues refer to meaning. Students search the remainder of a sentence or passage for clues that might indicate the meaning of unknown words. No doubt a student's past experiences and background knowledge of the discussed topic influence the successful use of semantic clues.

Teachers need to make their students aware of the different types of semantic clues they can find and give them enough practice in identifying them. Contextual clues can be definitions, which are placed between commas, examples that are introduced by special words, use of the function of the object through which students can guess the meaning, punctuation, the use of synonyms or antonyms, summary clues, comparison and contrast clues, mood clues and clues of familiar expression or language experiences.

**b.** ***Syntactic Clues:***

Syntactic context clues depend on word order and word function in a sentence. Word order refers to the position of a word in a sentence. Word function refers to the grammatical usage of a word in a sentence. When students use syntactic clues, they anticipate what will come next in a sentence. Even if they do not pronounce the exact word they see, as long as their substitution fits the context of the sentence, they still can comprehend the authors' message (Nuttal, 1996; Perry & Woodington, 1985).

**c.** ***Picture Clues:***

Picture clues are those clues found in illustrations accompanying texts. Illustrations not only hold a student's interest but also provide valuable clues to help the student recognize unknown words. Often, when a student is reading and encountering an unknown word, a quick glance at the illustration will help in an immediate recognition of the word.

## *2. Structural Analysis:*

Structural analysis is the examination of words for meaningful parts. When readers meet unknown words, they look for common syllables, syllables which pronunciation and meaning are familiar to them. They mentally sound unknown prefixes, roots and suffixes almost automatically. They use structural analysis without knowing they are doing so. However, individuals are not born with this ability. They must be taught to use structural analysis when they find context clues are inadequate (Abbott et al., 1981)

Perry & Woodington (1985) argue that students should be taught to make structural analysis by sight. Teachers should not have students memorize various elements as rules. Instead, students should be guided to form their own generalizations.

Teachers must be thoroughly familiar with all aspects of structural analysis if they are to successfully teach it to their students. These aspects can be listed as the following:

*a. Root Word or Base word:*

A root word or base word is a single word that may stand-alone or may be combined with additional word parts.

*b. Affixes:*

Prefixes and suffixes are termed affixes. A prefix is an affix that is attached to the beginning of a root word. A suffix is an affix that is attached to the end of a root word.

*c. Compound Word:*

A compound word contains two distinct root words. The pronunciation of booth root words is retained and usually a meaning driven from both is reflected in new word's meaning.

*d. Contraction:*

A contraction is the shortened form of two combined words. An apostrophe is placed where the letter or letters are deleted. A contraction retains the original meaning of the two words but takes on a new pronunciation.

### *3. Dictionary Analysis:*

The dictionary, of course, is a basic tool in building up vocabulary. A student should usually have a dictionary handy while reading. However, if he has the habit of stopping to look up a new word every time he comes across it, it may slow down his reading to such a point that comprehension and pleasure are lost. It is far better for the student to read without looking up strange words than for him to stop reading altogether.

Lamberg and Lamb (1980) indicate that although dictionary definitions sometimes help the student to gain a better understanding of the new word by studying its use in a sentence, yet dictionary analysis must be employed only when the other types of analysis are not effective. This means students should be encouraged first to use their independent word attack skills on words they do not know before turning to the dictionary.

Karlin and Karlin (1987) suggest that in order to use a dictionary efficiently, students must be instructed to use a dictionary. This involves knowledge of alphabetical order and the use of guidewords and the ability to recognize root words. Good instruction and intensive practice may help.

Hsien-Chin (2000) in his effort to investigate the effectiveness of the electronic bilingual dictionary as a modern reading aid to EFL students, found that students

with better language proficiency understand more, read faster and look up only few words. Yet advanced students ignore some unknown words without looking them up while using a wide range of word-attack skills.

## 3. Comprehension Skills:

Comprehension is basically a thinking activity. It is deriving meaning from what is read. A student who reads without comprehending is not really reading.

Lono (1987) proposes that the primary purpose of reading is to obtain meaning. Therefore, if students do not develop adequate comprehension skills, reading will not be beneficial to them. Comprehension includes obtaining facts, getting the main ideas, interpreting facts and evaluating ideas. Students are expected not only to obtain information through reading, but also to understand the facts presented and be able to form an opinion about whether the author's conclusions were right or wrong.

Comprehension instruction should be started when students first begin to read. Comprehension skills should be taught concurrently with word recognition skills so that the primary instruction emphasis is on understanding what is read.

Doff (1988) assumes that comprehension is developed through questions. These questions should guide the students while reading the passage. The questions should be carefully formulated and should be applicable to the particular text that the students are about to read. The questions should also involve high-level thinking. In fact, an essential step in helping students improve their comprehension skills is the careful preparation of comprehension questions which should increase in difficulty as the students are required to use higher cognitive skills or more mental operations.

Comprehension is enhanced when the teacher guides the students in obtaining a correct answer rather than simply telling them that their responses are incorrect. If students do not learn why their answers were incorrect, they may continue to make inappropriate responses in future. However, students should not be made to feel uncomfortable when they make incorrect responses. An atmosphere of acceptance enhances all learning, including reading comprehension.

The division of comprehension into literal, inferential, critical and creative comprehension is intended to facilitate the teacher's task of implementing reading objectives rather than to imply sharp separation among processes that makes up comprehension. Students do not consciously seek out literal meanings first and then go on to higher-level ones; there is a blending of process that often defies identification. In fact, it seems difficult to draw a line between literal and inferential comprehension.

The four levels of comprehension are: literal, inferential, critical and creative. Each category consists of a number of skills

As students master these skills, their understanding of their reading will be greatly enhanced.

*1. Literal Comprehension:*

Literal comprehension is the recognition or recall of literally stated facts like details, main ideas, sequences, comparison, contrast, cause and effect, directions and character traits. This means that the student who comprehends at literal level recognizes and/ or recalls information that was explicitly stated in the written passage. However, the level of difficulty at which the passage was written influences students' ability to extract literally stated information.

Although literal comprehension is considered the lowest level of comprehension, students must be able to comprehend written materials before they can comprehend at other levels.

**a.** ***Details:***

Details are those facts or ideas that usually answers the questions Who? What? When? Where? Or which?

**b.** ***Main Idea:***

The main idea of a passage is its central theme. It is the main message that the author is conveying to the reader. Roseberry and Weinstock(1992) sum up that the main idea of a paragraph is one sentence. This sentence is usually the first sentence of a paragraph. Some topic sentences appear elsewhere in the paragraph while others are not explicitly stated but inferred.

Anani (1990) suggests that EFL students should be given adequate practice in recognizing paragraph topic. In long reading texts, students can note the topic sentence of various paragraphs and determine the main idea of the text from those sentences. Additionally, titles of different sections often suggest the main idea.

Yanze ( 1987) state that students must be trained to isolate the main idea from the supporting details. Teachers can use a variety of exercises to help them to locate the main idea more easily.

**c.** ***Sequence:***

The sequence of a text is the order in which the various events take place. Understanding the sequence of the text helps students recall the events described and see how those events were related to each other. While sequence is more important to some texts than others, having students recall the order of events is a very beneficial aid to comprehension.

**d.** ***Comparison and Contrast:***

When students look for comparisons in a passage, they look for ways in which one person; object, place or concept is similar to another. On the other hand, when they look for contrasts, they look for differences between persons, objects, places or concepts. An understanding of the comparisons and contrast drawn by an author will contribute to the students' understanding of the passage as a whole.

**e.** ***Cause and Effect:***

To discover cause and effect, students look for information in a passage that indicates that particular occurrence was caused by something else.

e. ***Directions:***

The ability to follow written directions is a skill needed by students both in and out of school. The successful completion of many school assignments is dependent upon the student's ability to read and follow directions.

e. ***Character Traits:***

In order to better acquaint their readers with the characters of a story, authors mention various traits of those characters. In this manner they develop the character. Recognizing character traits helps a student understand why the character acts in a particular manner. Students should be able to extract enough information about the character so that they can feel they know him as well as they would if he were a real person.

***2. Inferential Comprehension:***

The reader makes use of syntactic, logical and cultural clues to comprehend what is not visually present. That is, though certain information is only implied, a skilled reader can draw conclusions. The approximate meaning of vocabulary can also be inferred in this way.

Inferential comprehension, often referred to as reading between lines, is more difficult for students than literal comprehension, for it requires that the student supply meanings that were not directly stated in the passage. When engaging in inferential comprehension, the student uses explicitly stated facts and ideas to infer other facts or ideas directly stated in the passage.

Perry & Woodington (1985) propose that since implication is common in written and verbal discourse, students' overall comprehension of written text will be enhanced when they are trained in the skills of inference. The multiple-choice comprehension questions in which one or more of the choices include implied information is the most common technique of teaching inference.

Often rereading of a particular passage will uncover elements that went unnoticed on the first reading. A careful rereading is sometimes required if students wish to look further into the passage in order to infer information that was not stated outright.

Perry & Woodington (1985) claim that inferential comprehension may be beyond the reach of students of limited ability and of students who are just learning to read. However, all students should be given the opportunity to try out inferential comprehension on appropriate texts. Experienced teachers are the best judges of how much to expect from their students in the area of inferential comprehension.

Students can infer details, main ideas, sequence, comparison, contrast, cause and effect, directions and character traits if they are not literally stated. However, a single passage is not likely to contain all eight of these aspects, whether they are literally stated or must be inferred. Mei-yun (1988) suggests that students must be guided to determine what types of information can be inferred from the passage they have read.

Moreover, summarizing, generalizing, drawing conclusions, predicting outcomes, and interpreting figurative language are five skills related to inferential comprehension level.

**a. *Summarizing:***

Lono (1987) suggest that after students read a passage, they need to be able to mentally summarize the information contained in the text. This ability to summarize helps students later to recall what they read.

The best preparation for summary writing is practice in identifying important words or sentences, in identifying the topic sentences and main ideas and in rejecting nonessential information.

**b. *Generalizing:***

When students generalize, they form a basic principle, or generalization based on the information provided in the text. Caution must be exercised in this area, for it is possible that students form invalid generalization. Additionally, the information provided by the author is sometimes insufficient for students to use in forming a generalization.

**b. *Drawing conclusions:***

Based on the information provided in the text, students determine what is really going on, what the main drift of the passage is. They derive a conclusion from statements or facts provided by the author.

**c. *Predicting Outcomes:***

When students predict outcomes, they anticipate what will happen next in a story or other written texts. Predicting what will happen next helps students comprehend the text even if the outcome is later revealed.

The illustrations used in most materials often aid students in anticipating what will happen next. Outcomes are sometimes more difficult to predict.

**d. *Interpreting Figurative Language:***

Students need to be aware that not all written statements are to be taken literally. Many times, written passages will contain expressions whose meanings are different from what is indicated on the surface.

***3. Critical Comprehension:***

After students are able to comprehend on the literal and inferential levels, they are then guided to develop critical reading. Critical comprehension, often called reading between the lines, requires that the students evaluate what they read. This evaluation involves analytical thinking. While engaging in critical comprehension, students are mentally questioning all aspects of the text.

As with other levels of comprehension, teacher guidance is needed if students are prepared to develop the ability to read critically. Critical comprehension is developed over a period of time through the use of carefully selected materials.

Separating facts from opinion and distinguishing fantasy from reality, determining relevancy and adequacy, judging accuracy, deleting propaganda and identifying author's purposes, biases and authority, are six critical comprehension skills.

**a.** ***Separating Fact from Opinion:***

Students who are accustomed to believing everything they read are often surprised to learn that not everything in print is factual. They need to realize that sometimes what they are reading may represent the author's opinion rather than actual facts. Through critical evaluation of a passage students should be able to determine whether the text is based on facts or opinion.

**b.** ***Distinguishing Fantasy from Reality:***

It would seem that most students could easily distinguish fantasy from reality: something is either real or it is not. However, some things that used to be considered as fantasy, such as space travel, are now reality. Also, through the use of special effects, fantasy on televisions and in movies often appears to be real. Therefore, some students have difficulty in distinguishing between fantasy and reality in their reading.

To aid students in distinguishing between these two forms of writing, teachers can train students to ask themselves the question, "Could this happen?"

**c.** ***Determining Relevancy and Adequacy:***

As students examine a particular source, they need to be able to determine if the information it contains relates to the topic about which they seek information. They must be able determine if the information is adequate for their purpose. If the selection contains information that is not relevant to the topic or is an inadequate treatment of the topic, students will need to seek alternative sources.

**d.** ***Judging Accuracy:***

When judging accuracy, students must decide if the written passage is free from errors. Based on prior knowledge, they determine if the information given is accurate or correct. If prior knowledge is lacking, students can be guided to consult additional source in order to verify the accuracy of the source in question.

**e.** ***Deleting Propaganda:***

Through mass media advertising, students are constantly bombarded by propaganda. This constant exposure necessitates that they acquire the ability to detect propaganda in all forms, including written materials. Students who are accustomed to believing everything they read have difficulty recognizing written statements designed to persuade them to think or act in a particular manner.

**f.** ***Identifying Author's Purposes, Biases and Authority:***

As students critically read a text, they should ask themselves why the author wrote such a text. They should also try to identify any biases the author might have that are evident in any writing. Additionally, students should try to determine if the author's background indicates that he is likely to have knowledge of the topic about which the passage was written. This can be difficult even for the native-reader, since a good author often prefers to be subtle and indirect in his intentions and attitudes.

***4. Creative Comprehension:***

Creative comprehension is the fourth and final level of comprehension. However, it is not the most difficult type of comprehension for students to develop. Certain aspects of creative comprehension are considered easier for students than other aspects of inferential or critical comprehension.

Responding emotionally and using information in a new situation are two elements of this level of comprehension. Eyre (2000) assumes that students need to be able to weigh the different appeals to their reasons or emotions if they are to be able to decide on the importance or value of each text to themselves.

**a.** ***Responding Emotionally:***

When responding emotionally to a passage, students react to it in a personal manner. They interact with the passage and then react to it in some way. They may react to what they read by indicating a like or a dislike for the text. As students develop their reading tastes, they will no doubt have preferences for certain types of writing.

**b.** ***Using Information in a New Situation:***

Sometimes when students read a particular text, they are able to make immediate use of the information contained in that text. Likewise, information contained in written texts can be sometimes applied to situations other than those for which it was designed.

## 4. Dealing with Visual Aids:

Writers supplement and clarify their writings by the use of graphic aids. Most commonly these aids include pictures, graphs, diagrams, time lines, models, charts, tables and maps. Each graphic aid calls for particular responses to the information and concepts presented.

Students need to be able to translate graphic into words to demonstrate an understanding of the graphic aid and to make them understand the skills necessary to interpret each graphic aid. Students will develop the habit of ignoring graphic aids unless they understand that the author has included them to make their ideas clearer and that a study of these will increase their understanding of what they read and possibly provide information that does not appear in the text.

Effective teaching requires more than making students aware of these aids. Teachers can get students to focus their attention on graphic aids by referring to them as often as possible in classroom discussion. They should train students to pay at least as much attention to graphic aids as they do to the text and show them how to read such aids with understanding and provide tasks within the text that call for use of these aids (Lambreg and Lamb, 1980). To develop the habit of using graphic aids is to read such materials with the students and ask students to explain or demonstrate their ideas.

## E. Reading Objectives:

There are many reasons for getting students read English texts as an important part of EFL course. In the first place, many of them will need to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Richard (1998) identifies two basic reading objectives: reading a great deal and enjoying reading.

Many studies (Stanovich, 1986; Ying Lao and Krashen, 2000) indicate voluntary free reading has a strong positive impact on second and foreign language development. As students become better readers, they read more and more difficult texts and this result in a larger vocabulary and in more syntactic knowledge, which has a positive effect on language ability.

Harmer (2001\ a) adds that reading is useful for other purposes, too. It exposes students to English language and helps for language acquisition. Reading texts also provide good models for English writing. It also provides opportunities to study language: vocabulary, grammar, punctuation and the way of constructing sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion and excite imaginative responses.

In the same way, Ali (1990) says that reading must be viewed as a global skill that can be utilized as a springboard for the development of listening, speaking and writing. El-Sayed (1982) also maintains that reading activities in and outside class improves students writing. Al-Hammadi (1998) declares that extensive and intensive reading help to keep one in touch with the English language and to minimize the intralingual errors created by the interference of the student's first language. Al-Mughrabi (1989) says that reading materials can help students to overcome the strong influence of Arabic language when writing in English.

Karlin and Karlin (1987) note that it has been suggested that the ability to teach reading be measured against a series of performance objectives. There is no question that the definition of desired student behavior in precise terms does help the teacher to focus on students' learning requirements and to assess the extent to which those requirements have been met. If one is not careful, however, the teaching of reading can become a mechanic and sterile procedure.

In short, a comprehensive reading curriculum contains provisions for developing basic reading skills, teaching students how to use reading as a learning tool, fostering an appreciation of literature and building a permanent interest in reading. This leads us to think that teachers should make the mastery of specific reading skills one of their major objectives. Their other objectives should be to foster positive attitudes toward reading. However, they can achieve these objectives through continuity in teaching and not by limiting students to any one stage of reading development.

## F. Reading Instruction:

Galal (1993) asserted that reading cannot be taught. The teacher can only create the conditions under which students can learn; and facilitate the learning for the students by modeling, demonstrating and explaining to students how reading is done. However, this cannot be done without the existence of teachers positive attitude, as El-Didi (2001) assures, towards the possibility of an active role by the students in the learning process.

Graves, Watts and Graves (1994) note that reading instruction needs to be clearly distinguished from reading practice. Practice involves asking students to do something they can already do. Instruction involves showing or telling students to do something.

One part of reading instruction is direct explanation of reading skills. In teaching reading skills, teachers can greatly aid students by fully explaining the skill and its uses. Such explanation includes five components: what the skill is, why the skill is worth learning, how to use the skill, when and where the skill should be used and how to evaluate whether the skill is effective.

Students need to be given many opportunities to review and solidify what they have learned. Thus, a part of teachers' plan for skills instruction should include systematic review of the skills they teach. This means students need to be given increased opportunities, prompts and encouragement to employ the skills outside the context of specific skill instruction.

Nuttall (1996) notes that teachers should aim at gradually withdrawing their guidance as their students' progress, so that they eventually become independent readers. While endeavoring to provide sufficient guidance, they must avoid spoon-feeding their students. Moreover, while the students are busy with their silent reading, the teacher should be very active to help both individual students with their particular difficulties and the whole group if a general difficulty arises.

## G. Instructional Aids:

Using teaching aids has a vital influence in teaching reading. They direct students' attention to the vocabulary or sentences a teacher tries to focus on. Hence, teachers should be aware of the importance of using the appropriate teaching aids that facilitate teaching and help students achieve lessons aims.

Ris (1997) advises teachers to use a variety of flash cards that contain either words or pictures or words and pictures together to direct students' attention to certain words.

Moreover, she identifies using recording and cassette recorders, as a functional instructional aid helping students assimilate the given reading skills and subsequently acquire the required reading skills. She notes that listening skills can transfer into reading skills. Hence, a teacher can impose this aid to motivate students and add enjoyment to the reading lesson. To get the ultimate advantage of cassette recorders and recordings, she recommends asking them to read the text first then letting them listen to the same text they have just read.

As for using reading instructional aids, Graves, Watts and Graves (1994) mention:

> ....It is often convenient to put a paragraph of text on an overhead so that you and your students can all see it as you discuss the skill and how to apply it to the text. (P. 197)

Harmer (2001 \ b) suggests using language laboratories for teaching reading:

> Students can read texts and then record their answers on tape. In computer-equipped laboratories, both texts and answers can be supplied on the computer screen itself. (P. 145).

In her study, Al- Jahromi (2002) generalizes that using the Internet properly can interest and motivate learners, facilitate flexible instruction, promote communicative

and meaningful language learning and enhance student's expertise in certain aspects of the English language.

Joel (2001) states that the World Wide Web presents an amazing array of authentic documents in a form called 'hypertext' that language learners can use not only to find out about target language culture but also to develop reading skills. Yet Greenlaw (2001) recommends using Internet sites that have been designed and developed mainly by educators in ESL reading classes, if the teachers are interested in adding technological teaching components.

Beaty (1991) recommends using selected educational utility software to enhance the teaching of reading. He assures that such technology provides numerous and varied opportunities for students to become totally familiar with any reading material. Results of Schardt's study (1997) demonstrate that students are highly motivated to use the computer multimedia CD-ROM literature-based software in learning and practising English reading skills, more than those who just read paper-based literature.

Recently, De Rider's study (2001) in evaluation some of the additional features of Computer Assisted Language Learning (CALL) materials designed to enhance second-language reading comprehension demonstrates how randomly highlighted words in a text on screen increases the amount of vocabulary incidentally learned by the reader. This calls for reflection on how to present the students with the enhancement of (CALL).

## H. Motivation:

Generally speaking, getting students to read any type of materials in English on their own outside the classroom is a major aim in any reading program. Yet, this aim cannot be fulfilled without initiating motivation.

Mahmoud (1998) describes constructing motivation as one of the most complicated problems that face foreign language teachers inside the classroom. Harmer (2001 \ b) points out that at its basic level, motivation is some kind of internal drive, which pushes someone to do things in order to achieve something. He identifies the distinction between extrinsic and intrinsic motivation. Extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam. Intrinsic motivation comes from within the individual. Thus, a student might be motivated by the enjoyment of the learning process itself or by a desire to make himself feel better.

Graves, Watts and Graves (1994) point out

> ....Most of the time we need to be motivated to do something- reading is no exception. Getting students to want to read is sometimes easy, sometimes not, but it is essential. (P. 140)

Perry and Woodington (1985) state reading instruction that focuses only on the development of reading skills is inadequate. The most important goal in reading programme is to persuade students that they can and do read. Teachers need to foster in their students a love of reading, so they will voluntarily choose reading as a leisure-

time activity. Students who are motivated to engage in voluntary reading will automatically expand their reading skills.

The motivation that brings students to reading English can be affected by many factors. It is worth considering the teacher as a reader, reading activities and reading materials.

## I. The Teacher as a Reader

Harmer (2001\ a) declares that a major factor in the continuance of a student's reading motivation is the teacher. The teacher's attitude to the language and the task of reading is vital. An obvious enthusiasm for English and English reading can be a prerequisite for a positive reading class atmosphere.

In the same manner, Nuttal (1996) mentions that students follow the examples of people they respect and above all their teacher. If the teacher is seen to read with concentration, to enjoy reading and to make use of books, newspapers and so on, the students are more likely to take notice of her when she asks them to do the same.

It is important to demonstrate that teachers value reading. Students must see their teachers reading and carry books around with them. They must make sure the students see them reading for pleasure as well as for professional reasons. They need to talk about what they are reading with their students and read out brief passages that might interest them. After all, teachers should create an atmosphere that respects books among the students.

## J. Reading Activities:

Motivating activities are any kinds of activities that help students delve into reading materials willingly, even eagerly, knowing there is some sort of reward at the end – new knowledge, experiences, discoveries, excitement and laughter. Al-Ansari (1985) believes that encouraging students to read for the sake of experiencing a wide range of enjoyable reading activities can achieve a reasonable level of mastering the skill of reading and stimulate an interest in reading.

Abbott, Greenwood, McKeating, & Wingard ( 1981) argue that first of all, reading depends on having a purpose for reading. The purpose will usually determine the appropriate type of reading and the relevant reading skills to be used. Students should know the purpose of their reading before they actually read. They should read the questions first and have an idea about what they will be asked about. So, the questions should be set before the text for student to use as a learning device while reading. Questions set afterwards act as testing device since such questions cannot help the students during the initial reading .

Graves, Watts and Graves (1994) point out:

> The reader poses questions prior to reading a selection or as she is reading the selection and then attempts to answer the questions while reading. Employing this strategy virtually guarantees that reading is an active process. It also serves to focus the reader's attention. A reader who has asked a particular set of questions will be particularly attentive to the information that answers those questions. ( p. 169)

According to Graves, Watts and Graves, students need to be motivated to use reading skills. They must understand how using reading skills will help them achieve their goals. Teachers need to specify the utility of the skill being taught and those that students have already mastered. Students must learn that learning such skills need reasonable time and effort. Teachers can help students learn this by allowing good deal of class time for them to work with the skills, particularly with skills they are just learning. They need to give their students practice in utilizing the skills in a way that allows them to evaluate their use of the skill and how they give them feedback about how they are doing on it.

Wilkinson, Wardrop, and Anderson, (1988) support the idea of the teachers' feedback in response to students' errors may lead to greater gains in reading achievement. El-Koumy (1991) advises teachers to create a healthy learning environment, during class activities, in which students recognize that making errors is a natural phenomenon. He emphasizes the fact that excessive embarrassment caused by one error may be an obstacle to learning from other similar errors.

## K. Reading materials:

Motivation is interrelated with interests. Eid (1999) recognizes the relation between motivation and interests and argues that students' motivation to read lessens substantially when the topic of the passage they are reading is not of interest to them.

Harmer (2001\ a) states that one of the fundamental conditions of a successful extensive reading program is that students should be reading material, which they can understand. If they are struggling to understand every word, they can hardly be reading the given text. This means teachers should provide texts, as any printed works, Schwiebert (2001) suggests stories, poems, essays, plays, notebooks and journals, which are readily accessible to their students. This means beginner students should be provided with some authentic written materials, which students can understand to some degrees, such as, menus, timetables, signs and basic instruction.

However, teachers should offer their students text, which are nevertheless written or adapted especially to their level. Marcella and Paul (2000) state that around 98% coverage of vocabulary is needed to gain sufficient comprehension of any given text without the interruption of looking up words or struggling to guess meanings.

Dudley-Evans and Jo St John (1998) state:

> Traditionally, texts have been mainly chosen by institutions and teachers: by institutions through the textbooks available on the market; by teachers thought the textbooks in their resource center and supplementary materials they provide. However, learners and subject specialists also have an important role to play in selecting texts for reading. The test they supply can become part of a regular course or be used just once. (p.98)

Tsitirdou (1996) declares that the best way to teach reading is through literature and real books. This is what Kucer (2001) calls 'authentic situation' and defines as the reading of real texts in the real world for real reasons. However, among the things the teacher might want the students to read are magazine articles, letters, stories, menus, advertisements, reports, play extracts, recipes, instructions, poems and reference materials. La Luzerne-Oi (1998) suggests that teachers should expose students to more various reading materials and to motivate them to read anything and everything.

On the other hand, Dornyei (2001) notes that such materials should be related to the everyday experiences and backgrounds of the students.

As Atta (2000) emphasizes the significant relation between achievement and students interests, teachers should allow their students to choose their own reading texts, following their own likes and interests. Schoenbach, Grrenleaf, Cziko and Hurwitz (1999) note that teaching students to read books of their own choosing is vitally important for building their motivation, fluency and engagement as readers.

Perry and Woodington (1985) argue that the availability of reading materials influences students' motivation and interest in reading. Reading materials should be available in the classroom. Such materials should cover a wide range of topics and should be at varying levels of difficulty. However, teacher guidance is necessary if students are to become aware of the wealth of reading materials available.

Tibbetts (1998) notes that one way to encourage extensive reading and to stimulate genuine interest in reading is by operating class library system or by using the school library. She states that teachers need to find source texts to encourage extensive reading in a sense that leads students to feel a sense of pride and achievement. Osman (1991) supports the same idea and suggests that students should be encouraged to borrow books on a weekly basis to increase the amount of reading they do in English.

## L. Classroom Organization:

Each new class represent a new opportunity for teachers to make their classroom an increasingly effective environment in which each student can develop his reading proficiency to the greatest extent possible.

Graves, Watts and Graves (1994) note:

> The classroom is an ever-changing mosaic of students, activities, goals, attitudes and texts that you arrange and rearrange in order to constantly increase each student's success at becoming an able and avid reader (p. 207)

Langer (2001) on the other hand discusses adapting collaborative, cooperative or peer group in reading classes. He assures that such classroom organization bring students personal, cultural and academic knowledge to interaction as they play the multiple roles of learners, teachers and enquiries, and this helps them to consider the text at hand from multiple perspectives. New ideas can be entertained and new ways of thinking modeled as high and low achievers share different task and experiences, provide feedback and learn from each other. This means that the varied contributions of participants allow the group to achieve more than individuals could on their own.

## M. Reading Assessment:

Lambreg and Lamb (1980) discuss that assessment in reading is the systematic collection of information about a student's reading. Assessment is usually conducted with tests of skills, observing students' written responses to reading tasks and by listening to students' oral responses.

There is a world of difference between teaching and testing reading. Abbot, Greenwood, McKeating and Winggard (1981) suggest that teachers must distinguish between teaching their students and testing them. They must decide if they are

improving their reading ability and fostering reading skills or they assume their students already have the ability to deal unaided with the text. They need to help their students not only to cope with one particular text in front of them but with their reading ability in general.

Broughton, et al (1980) distinguishes between teaching questions and questions for testing. Teaching questions tend to be numerous, oral rather than written, constructed in ordered sequence, which lead students to pay particular attention to various aspects of the text. Questions for testing, on the other hand, are usually not very numerous. Very often they are written and it is clear that a written reply is expected. They tend to have a high proportion of questions directed at specific reading skills and demand explanations. The proportion of questions dealing with logical interference is high and the number of questions relating to the plain informational content is low.

In their argument about reading tests, Karlin and Karlin (1987) suggest:

> ....Teachers may prepare individual and group tests to determine how well their students have mastered specific reading skills. These tests should contain enough items to sample each skill adequately. Care should be taken that the exercises require the reader to utilize the intended skill. (p. 101)

In his discussion about the validity of reading tests, Hill (1990) supports the idea of involving reading for meaning in any reading test. He mentions that many reading tests are criticized for presenting students with a vocabulary which is different to that encountered in the "real books" they read. Such tests present students with words in isolation lacking contextual clues while students are taught to read for meaning, a process which involves the use of a variety of higher level reading skills. He concludes that reading skills cannot be measured by a word reading test which no doubt fails to give an indication of a student's true reading ability.

Skills required during classroom activities should be the type of skills used in the completion of the test. Alderson (2000) argues that teachers must decide which skill to test, select a relevant text and then intuit which bits of the text requires use of the target skill to be read. Perry and Woodington (1985) claim that the reading test must measure skills emphasized in the instructional program:

> ....The planning and preparation for tests should be the same as for the use of reading/study skills in the content area. The teacher should teach the students how to prepare for a test, follow test directions, and complete the instrument itself. The testing instrument should reflect the concepts studied and require the students to utilize only those skills demanded of them in the classroom situation (p. 146)

The test should tell how well a student can read in a natural situation. Broughton, et al ( 1980) argue that to check reading ability , students should learn to look at the actual text and make sense of it, which can be done only with the book open. Alderson (2000) notes that removing the text while students are answering the reading test questions increases the role of the memory in the responding process and the use of background knowledge. Graves, Watts and Graves (1994) also claim:

> .... Usually, the text should be available to students as they are answering the questions. However, in some cases you may want to check both students'

> understanding and their memory, and in these cases they will need to answer the questions without checking the text. (p. 200)

Grellet (1996) discusses that understanding meaning can be tested by using non-linguistic responses to the text. For example, students can be asked to order a sequence of pictures to show students' understanding of the chronological sequence in a text, to match the text with the corresponding diagram or drawings, complete a diagram, to draw pictures, to transfer given information into percentage and to trace a route in a map.

Nuttal (1996) indicates that teachers should not take test results as an end:

> The results of tests can be used to assess how well your students can read. They can also tell you how successful your course has been, or how well you have taught the course. Depending upon your perspective, you can interpret test results as indicating students' strengths and weaknesses, the teacher's strengths and weaknesses, or the strengths and weaknesses of the course. (P. 227)

Observing students as they complete various reading tasks is considered a very informative means of assessing and gaining information about students' reading abilities progress. It is a way to achieve early identification for students who need supplementary help. For this purpose, teachers should keep anecdotal records of students' reading development (Graves, Watts and Graves, 1994; Clay, 2001).

In short, reading assessment can take many forms; formal and informal. Saskatchewan University (2001) stresses on teachers' informal assessment since it can be even more useful than the formal one. The continuous informal reading assessment directs instruction and gives the teachers insight into students' interests, attitudes, needs and existing reading skills.

# Chapter Three

# Chapter III
# Review of Literature

The field of reading has witnessed a great increase in the number of studies related to reading comprehension and factors affecting it. As the student's ability or inability to read in English with comprehension affects the progress in learning other subjects, teaching reading in general has become a subject of great concern to educators.

In spite of arguments that people's beliefs, conceptions and attitudes are important influences on the way they conceptualize tasks and learn from experiences, relatively little attention has been given to the functions of teachers' and individuals' attitudes and perceptions and how it affects the way they perform things. However, research on teachers' perceptions and attitudes about their instructional practices applied in their classrooms with specific regard to reading skills instruction is to the best of the researcher's knowledge anemic.

This chapter includes a survey of the literature related to the area of English reading skills and teachers' perceptions and attitudes about instructional practices applied in classroom. It researches the following studies:

## *A. Studies related to the teaching of reading skills:*

Research in the field of reading skills is helpful in recognizing the effectiveness of training students to acquire and apply reading skills and in identifying the English reading skills employed by good and poor readers. It also encourages the trend of training poor readers in effective reading skills.

### 1. Studies investigating the effect of training in reading skills on improving students' comprehension level:

Abdulmailk (1983) investigated the relationship between mother tongue reading skills and English as a foreign language reading skills of native Arabic speakers. The reading skills dealt with in his study were sampling and selecting, predicating, guessing, testing, correcting and confirming. The researcher conducted two studies. In the first study, 75 adult Arabic speaking students took cloze tests in Arabic and English. In the second study, the Arabic and English reading behaviors of 3 good first language readers and 3 poor first language readers were analyzed. The results revealed that textual familiarity, lack of semantic awareness and lack of vocabulary knowledge reduce the readers' effective reading behaviors and force the good readers to revert to poor reader strategies.

With special attention to reading skills, Wahby (1988) evaluated the current course in English for medical students at Ain Shams University. She discussed and listed many reading skills like: skimming, scanning, recognizing main points and relevant information in text, outlining, making lists, diagrams and flow charts understanding new vocabulary from form and context, summarizing and improving reading skills. She assured that reading efficiently is the key to successful study and having a firm grasp of the basic reading skills makes a student an efficient reader. In the reading part, she discussed the reading skills a student needs at this level such as, sensitizing, increasing reading speed, predicting, previewing, anticipating, skimming and scanning.

Brown (1991) examined the effects of teaching a multi-component reading strategy and skill on university ESL students' reading comprehension and reports of reading strategies (SQ3R) both with a focus on strategic reading and as a non-strategic study skills unit on university ESL students' reading comprehension and ability to report their use of reading strategies. Forty-five Malay students were divided into two treatment groups and one control group. One treatment group received instruction in SQ3R with additional instruction in strategic reading, while the second treatment group was instructed in SQ3R in a procedural, non-strategic manner. A control group received no treatment. The subjects were given post treatment measures in reading comprehension and reporting reading strategies. The results indicated that the effects on comprehension of teaching SQ3R either statically or procedurally were pontifical to comprehension. In addition, after treatment both treatment groups reported using more reading strategies than the control group.

Park (1994) conducted an experimental study with a pretest-posttest nonequivalent control group design. His experiment investigated the effects of strategy training on reading comprehension, reading strategy use and reading attitude. Sixty-four college ESL students enrolled in English 120 freshmen English for nonnative speakers at the University of Alabama were involved. The students in the experimental group were provided with eight-week informed strategy training. The results indicated that the training had significantly positive effects on reading comprehension in the reading subtest of Test of English as a Foreign Language (TOEFL). It also influenced significantly the students' use of reading strategies associated with formal classroom instruction. Moreover, the students who made significant improvement in strategy use also had significant positive changes in reading attitudes.

Abdel Maksod (1995) limited his study to investigate skimming and scanning only in an effort to design a criterion for determining tasks aiming at developing these two skills in the set book " Excel in English" for first year in Egyptian secondary schools. He emphasized that teachers should encourage their students to develop skimming and scanning skills through applying communicative tasks such as maps, graphs, pictures and diagrams.

The purpose of Lemons's study (1996) was to determine the relationship of reading strategies on the comprehension of the LEP learners. The study utilized participant observation as the main research strategy. Data was collected through interviews writing conferences with the case study, portfolio assessment, formal and informal testing and field notes. The results revealed that there was a relationship between comprehension strategies and fluency, organization and the complexity of the comprehension development of the case study. The language proficiency level increased from LEP (limited English proficient) to FEP (fluent English proficient).

Riz's study (1997) was concerned with the effectiveness of English silent reading skills for first year secondary school students in Halab. The researcher sorted, listed and explained twelve English reading skills then formulated twelve research questions based on these skills. 306 students, 40 teachers and 30 supervisors were involved. Data was collected through a silent reading skills test for students and three questionnaires for students, teachers and supervisors. The test measured students' proficiency level in using the skills while the questionnaires revealed the factors causing students' failure in mastering and applying reading skills. Results showed the most obvious factor was the teachers' carelessness related to improving their teaching abilities in the particular and instructional practices in general.

The researcher included her study with many recommendations directed into improving the acquisition of English reading skills.

The purpose of Ettia's study (1998) was to investigate the effect of culturally familiar and culturally unfamiliar topics on second year secondary school students' comprehension .The sample of the study consisted of one hundred and ninety five students randomly selected from two schools of Ain Shams Education Zone. They were classified into analytical and global processors in the light of their scores on the inventory of learning styles. Afterwards, they were randomly assigned to the first experimental group (reading the culturally familiar topics), the second experimental group (reading culturally unfamiliar topics) and the control group (reading familiar and unfamiliar topics). All groups were protested in two sessions with two pairs of reading comprehension tests measuring literal, interpretive, evaluative and total comprehension. Subjects of the two experimental groups were exposed to forty-five minutes training session through the Directed Reading Thinking Activity Strategy. While the control group was taught through the traditional method, the posttest was conducted after that. Findings indicated that the first experimental group outperformed the two other groups in literal, interpretive, evaluative and total comprehension. This means that familiarity with the content affected comprehension at all levels. It suggested that textbooks must contain a mixture of cultural presentations. He suggested that teachers should be brought to understand that reading is an interactive process between the reader and the text.

Mohammed (1999) attempted to investigate the effect of two cooperative learning strategies in developing reading comprehension versus the traditional method adapted on students' reading strategy: Students Teams Achievement Divisions strategy and the Learning Together strategy. The sample of his study was randomly chosen from the first year students at the Faculty of Education, Al-Azhar University and distributed to three groups: Student Team Achievement Divisions group, the Learning Together group and the control group. The instrument consisted of a reading comprehension test used as a pre and post tests. The results showed that both the Students Teams Achievement Divisions and the Learning Together strategy are more effective than the traditional method in developing literal, interpretive, evaluative and total comprehension. There are no significant differences between the two strategies he suggested in developing literal, interpretive, evaluative and total comprehension. He recommended that the study programme should be utilized for developing reading comprehension skills.

Chung (2001) also limited his study to explore the relationship between the skills of using signals and paragraph headings and reading comprehension. His study described an investigation of the effect of logical connectives and paragraph headings on reading comprehension among 577 Hong Kong Secondary students learning English as a Second Language. An English reading comprehension test was used to allocate participants into one of three performance groups: High, Medium and Low. Then four versions of authentic text were produced. Version 1 was a non-signaled passage. Version 2,3 and 4 were embedded with signals, paragraph headings and these two signals together. All four versions had the same content and the same level of difficulty. Results show that those poorest in reading comprehension benefited from practicing using signals ad paragraph headings during the reading.

**2. Studies concerned with developing a program aimed at improving reading skills:**

Boutros's study (1980) was limited to discuss and evaluate silent reading skills. For this purpose, she designed a reading program aimed at improving four reading skills: reading speed, skimming, scanning and summarizing. Thirty students of the first year English Department, Faculty of Education in Benha were involved. Pre and posttests were administered to the students. Comparing the results of both tests proved that the gain scores in the students' general reading speed and comprehension were due to the programme. Her results emphasized the importance of acquiring such reading skills in improving general reading speed and comprehension.

Abou-seif (1980) proposed a course academically oriented towards reading comprehension skills. The course focused on different reading skills like lexical and syntactical clues, word order, paraphrasing, predicting, generalization, contrast and inference, scanning and skimming. In her conclusions, the researcher asserted setting objectives in teaching reading comprehension that correspond to the elements of instruction pedagogically organized to lead the students from the level of language skills to reading skills. She suggested that reading exercises should be built-in to oblige students first to practice a skill in a teaching exercise and then to demonstrate the acquisition of that skill in a testing exercise.

Oda (1982) investigated the effect of speed-reading program on increasing the secondary stage students' speed and improving their ability to comprehend written English. The study was limited to reading for central ideas and supporting details. She designed a program of ten-week instruction to help the students read faster with better comprehension. Her program included the following activities: Practice in attacking words developing a word attack skill, reading in thought units and timed reading practice. The study involved 78 second year science section students at Shoubra Secondary School for Girls: 39 students in the experimental group and 39 in the control group. Pre and posttests were administered to both groups. The results showed that the experimental group got significantly better results than the control group. The gains of the students were due to the instructional program the experimental group received.

In her study, Osman (1991) discussed the implications of Arabicization for the teaching of reading skills in Sudan University and suggested how best to adapt the existing English course for the First Year Engineering to the new developments in teaching reading skills field. She explored how to encourage the students to read more extensively and confidently taking into consideration how the modified course can continue to maintain the students' level of motivation. She suggested that the revised course would encourage students to read more in English by equipping them with reading skills such as skimming, scanning, inference and access skills. She assumed that an awareness of the benefits of these skills would hopefully encourage the students to use the library more and tackle technical textbooks more confidently. These skills would increase the students' awareness as they do not have to understand every word in order to read a text.

Mohammed's study (1992) investigated the effect of training first year English major of the Faculty of Education, Minia University in effective reading strategies on their acquisition and use of these strategies on their English language proficiency with the intention of creating more independent and strategic readers as a second language. It focused on word-recognition, meaning-extraction and content-organization reading strategies. The subjects numbering one hundred, were divided into a treatment group and a non-treatment group.

Both groups were exposed to pre-post means of getting data. The treatment group was instructed and trained in effective reading strategies while the non-treatment group received no such training. The results showed that the designed program was very effective. It concluded that training in the area of reading strategies would provide more effective use of strategies in combination with one another rather than isolation. It indicated also that there is a relationship between reading and language proficiency.

In the same way, Abu Baker (1996) designed an English program to develop the reading and writing skills for university science students in the University of Sebha- Libya. It was applied to students studying science in a complete semester applying a pre-and post-achievement test. The comparison between these two tests proved that the students made a considerable achievement in using the proposed reading and writing skills.

Aarnoutse, Brand-Gruwel and Oduber's study (1997) determined whether it was possible to teach with success poor learners four text comprehension strategies in a listening context. Besides that, they investigated the effect of training on general listening and reading comprehension. They chose a pre-test-post-test control group strategy. The subjects were 9-11 year old students from special schools for children with learning disability. A program was designed to train experimental group in skills of clarifying, questioning, summarizing and predicting through a combination of reciprocal teaching and direct instruction. The experiment showed that it was possible to train students on the four reading comprehension skills in listening setting. Also, the development of such skills had a transfer effect on general listening and reading comprehension. They recommended spending long time in the training and application of the four skills and on the transfer of these skills to regular text.

In a pilot study, Kol and Schcolink (2000) found that advanced English for Academic Purpose (EAP) students who were not experience computer readers could neither scan nor skim texts effectively on screen. They conducted another study, which hypothesized that if students were taught to facilitate strategies, they would scan better from screen than from paper and also skim and close-read as well as they do on paper. Participants were 47 adult EAP students. They were divided into experimental and control group. Throughout one semester, students in the experimental group were taught to use available on-line tools, and at the end of the semester a reading comprehension test was administered both groups. The results showed that, in all question types, students reading from screen performed as well as those reading from paper.

Similarly, Dabbou (2001) designed a cognitive strategies program to improve reading comprehension for university students and investigating the relationship between the cognitive strategies used by the learners and their levels of comprehension. Two groups of forty-eight non-specialist university students at the Faculty of Languages and Translation were equally divided into control and experimental groups. The instruments used were two reading comprehension tests in addition to a cognitive reading strategies questionnaire. The developed program focused on summarizing, self-questioning, predicting, guessing the meaning of words, semantic mapping, looking for marks of cohesion, note-taking, skimming and scanning. The results indicated that the experimental group tended to be proficient in interpreting texts. This lends support to the notion that cognitive reading strategies play a significant role in the ability to comprehend a text.

Rubin's (2001) study described the comparative effect of three different types of reading skills: development instruction-computer-based instruction, print-based instruction and both

computer-based and print-based instruction on the reading achievement of developmental reading college students as measured by their performance on the TASP (Texas Academic Skills Program) Test. The sample consisted of 429 developmental reading college students. The findings indicated that the reading achievement of developmental reading college students who have participated in both computer-based and print-based reading skills development instruction is statically more significant than the reading achievement of developmental reading college students who have participated in print-based reading skills development instruction.

In her study, Al-Buflasa (2002) examined the usefulness of using literature in the EFL curriculum to improve reading skills at second intermediate level in Bahrain government schools. Two groups of thirty students were assigned into control and experiment groups. To measure students' level in English, a standard pre-test was given to the two groups. Then a designed program was applied for one semester. By the end of the semester, a standard post-test had been given to the subjects to measure students' improvement in reading comprehension. Results showed that students' reading comprehension in the experimental group was of a higher standard than that of those in the control group. The study assures that reading literature provide students with meaningful context to practice different reading skills that lead to development of reading comprehension.

Lustig's quantitative research study (2002) investigated whether self-selected, independent reading used with junior high school students can successfully advance their reading skills and reinforce their interest in reading. Twenty-three seventh grade students were involved. For one semester, a reading course that employed self-selected, independent reading was adapted. Reading conferences, student surveys, students' work, observations and pre and post-reading skills tests completed the analysis. The results showed that the adapted course advances students' reading comprehension, overall reading skills and interest in reading.

Al-Alami's study (2003) investigated the effectiveness of using short stories in enhancing secondary stage students' reading and writing skills. Three groups were formed: experimental group 1 who were exposed to the proposed course designed by the researcher with teachers being left purposely with no pre-training programme, experimental group 2 who were exposed course together with the teachers being exposed to the pre-training programme and control group who were not exposed to the proposed course. The instruments of the study were a communicative critical competence pre-post test incorporating reading and writing tasks , a pre-post students' questionnaire and a teachers' questionnaire to evaluate the course effectiveness. Results of the study showed that the course was effective in enabling both experimental groups to significantly perform better than the control group on the communicative critical reading competence post-test.

### 3. Studies making suggestions for developing reading skills instruction:

Although skill-based reading instruction remains the dominant approach in an English as a Foreign Language (EFL) classroom, yet reading researchers have found positive results in using extensive reading and, to a lesser degree, pleasure reading to improve comprehension.

El-Sherify (1987) investigated the effectiveness of using the stylistic approach for teaching English literature curricula to the students of the Faculties of Education in the A.R.E. developing students' reading skills. He found that any literature course could be utilized to develop and improve reading skills. In this study, he discussed how the pedagogic stylistic

approach for teaching English literature curricula develops students' reading skills. He suggested some evaluation techniques to measure different reading skills.

Sim (1996) examined and compared the improvement of Taiwanese university freshmen taught through either a skill-based or an extensive reading for pleasure approach. 120 Freshmen English students divided into four classes identified as mid-level proficient in English were involved. Two classes were instructed using a skill-based approach and the other two classes were exposed to an extensive reading for pleasure approach. Achievements in reading comprehension were measured via written recall protocols and multiple-choice tests. A two-way ANOVA design allowed the comparison of mean scores of reading comprehension across the four groups. The results indicated that the subjects in the pleasure reading groups scored significantly higher than students in the skilled-based groups.

Pinz (1998) investigated the effects of Strategic Teaching on the comprehension of history text with ESL high school students. During 18 classes, the regular teacher continued her traditional instruction with a control group consisted of 14 students. Teaching analogous content, the researcher implemented Strategic Teaching with an experimental group consisted of 12 students. The two groups were compared for changes in reading comprehension measured through standardized test, summaries and strategy use reported through a Reading Strategy questionnaire. Changes in the experimental students' and teachers' perceptions were documented with qualitative data. The experimental-group students revealed improved self-efficiency in descriptions of their new abilities to read whole chapters. They proved an increase in their comprehension abilities. The researcher reported that Strategic Teaching improves reading comprehension in general.

The main purpose of Alfassi study (1998) was to compare the effectiveness of the reciprocal teaching method with traditional skill acquisition methods. She defined the reciprocal teaching as an instructional technique, which can be viewed as a group problem activity in which students read a passage of expository text, paragraph by paragraph. During the reading, they acquire and practice four reading comprehension skills: generating questions, summarizing, attempting to clarify word meanings or confusing text, and predicting what might appear in the next paragraph. The articulation of these four strategies promotes understanding and monitoring of comprehension. 53 students in five intact classes who received reciprocal teaching were compared to 22 students in three control-group classes. Comparison between pre and post-tests results showed that the students who were exposed to reciprocal teaching directed at enhancing their ability to monitor their own reading showed greater improvements in reading comprehension than students exposed to traditional methods of teaching reading.

Suh (1999) designed a study to investigate the effect of reading instruction on the reading attitude and reading process of Korean students learning English as a Second Language. Participants in the study were two Korean learners of ESL who had received reading instruction for an average of seven years. Interviews were conducted to determine reading attitudes, while think-aloud procedures were used to examine reading process. Content analyses of the resulting data suggest that participants' attitudes towards reading in English clearly reflect the way they were taught reading (heavy emphasis on memorizing vocabulary, decoding words and analyzing sentence structure for the interpretation of a text). Concerning the reading process however, the effect of reading instruction on the use of reading skills and strategies was less clear. It concluded that language proficiency and second language instruction are confounding factors, which influence the use of such skills and strategies.

Langer's study (2001) investigated the characteristics of instructions that accompany students' achievements in reading and writing in English. It focused on English language arts programs in schools that have been trying to increase students' performance. It compares those whose students perform higher than demographically comparable schools with schools whose scores are more typical. 25 schools, 44 teachers and 88 classes in four American states were involved in the study. Analysis specified six features: approaches to skills instruction, approaches to test preparation, connecting learning, enabling strategies, conceptions of learning and classroom organization. The results showed that such features provided marked distinctions between higher and more typically performing schools. The researcher concluded that such features form a consistently supportive environment for students' achievement in reading and writing.

**4. Studies exploring reading skills employed by certain students:**

Han (1993) explored the effects of flexibility in adapting reading strategies. Forty-seven $11^{th}$ grade Chinese students responded to a structured questionnaire. The results showed that the $11^{th}$ grade students reported using six basic reading strategies: (1) context clues, (2) prior knowledge, (3) picture clues, (4) repeated reading, (5) parts of speech and (6) intuition. Context clues were the most frequently used category. Lack of knowledge of English vocabulary was the critical factor affecting the students' levels of comprehending English reading materials.

Chang (1997) carried out a study to investigate the reading strategies and skills used by college students in Taiwan who were learning English as a foreign language for academic purpose. It addressed three research questions: the types of strategy and skills used by the participants, the differences in strategy use in different types of texts and the differences in strategies use by high achievers in contrast to low achievers. Qualitative research method, think-aloud and interview, were used to collect data. In the think-aloud task, Chinese college-level students were asked to read the English passages and report their thinking when they were reading passages varying in language difficulty and content familiarity. Based on students' academic achievement in the previous year, ten high achievers and ten low achievers who were English majors with the same academic level in the same university were selected for this study. Regardless of text difficulty and academic achievement, paraphrasing and stating the main idea were the two major skills readers employed to comprehend the texts in terms of frequency. Using dictionary and using no skill were the two major reading skills readers employed to deal with text difficulties. High achievers used more skills more frequently and used more minor strategies than low achievers.

To conclude, the review of the literature related to the teaching of reading skills indicates that most of the studies were concerned with investigating and developing three or four reading skills only. Few studies focused on some factors that may affect adaptation of reading skills. Almost all studies showed that students trained in effective reading skills were superior to other control groups in acquisition and in use of reading skills, and higher achievement in reading comprehensions. To the researcher's knowledge, probably most of these studies were not conducted in Saudi Arabia for the purpose of exploring the instructional practices that teachers usually follow, to teach reading skills to EFL Saudi female students.

***B. Studies related to the assessment of students' reading comprehension:***

Mills's qualitative study (1995) explored the relationship between assessment professionals' perceptions of the reading process and the materials and methods they use to assess reading growth. The study investigated factors, which contribute to a belief system about reading as well as the teaching and testing of it. Open-ended questionnaires were used for the stage of data collection. Three interviews were conducted to gain further insights. The findings included the perceptions of reading and assessment fell into three models: holistic, skills and subskills. It also showed that the educational training, professional interests and habits affect the methods and materials the professionals apply in their practices.

Liu's study (1996) investigated a classroom-based reading comprehension evaluative instruments- Process/Product Reading Assessment (PPRA)- used to examine individual L2 students' reading process and general language ability in response to standardized reading comprehension tests. The reading process that students underwent in response to the test was examined through a debriefing between an evaluator and a student. The purposes of this study were to test the alternate form and reliability of the PPRA and to examine the utility and efficiency of the instrument. Findings revealed that good alternate form and reliability was achieved for the PPRA in assessing the language proficiency of 30 fourth grade 2L students. Furthermore, the instrument was efficiently used to collect comprehensive and reliable information of students' competency in a relatively short period of time. The teachers of the participants in this study responded to the PPRA positively and found the information from the assessment very useful for instruction.

In his study, Joh (1997) conducted an examination on how the test-taking and performance in EFL reading comprehension tests are affected by three assessment futures, task type, language in which questions are conducted and text availability. Two groups of EFL learners of different levels of English proficiency were involved. Participants were 648 Korean high school students learning English as a foreign language. There were four tasks types, multiple-choice, open-ended, cloze and summary formats, two languages of assessment: English, the target language, and Korean, the native language and two text availability conditions, text-available and text-unavailable condition. Results indicated that students' reading comprehension performance was significantly affected by task type, language of assessment and text availability. In general, students of lower target language proficiency were affected by these variables especially when they took tests in the target language, their performance deteriorated compared to that by students of higher target language proficiency.

Kerr (1999) examined how three select instructors incorporated classroom-based assessment procedures within college reading and study skills courses for students with specific learning disabilities. Over a six-month period, the researcher conducted a series of individual interviews with the teachers to discuss their instructional objectives and assessment procedures and to review the performance of the two focal students selected for each course. In addition to the transcripts of these interviews, data for analysis included fieldnotes from class observations, the teachers' instructional logs and samples of teachers corrected students work. Using qualitative methods to process tha data, he developed a detailed account of the samples teachers' classroom-based assessment practices (e.g. classroom instruction, active reading assignments, written questions, written and oral summaries, responses papers, group presentations and teacher-prepared quizzes and tests). Findings demonstrated how the instructors' informal assessment procedures contributed to their understanding of student performance, as well as to their students' exposure to the skills and strategies supporting college-level reading.

East (2002) examined reading behaviours of rural Central California middle school English Language learners using miscue analysis and verbal protocol or think-aloud tasks as assessment instruments. Students read out loud parallel passage for both narrative and expository text types. They then read silently using prompts within the text and responded verbally to what they had read. Students retold the stories and answered comprehension questions for each reading. Data were transcribed and analyzed for miscues, retelling frequencies and correct responses to comprehension questions. Results showed that students had higher word frequency retelling and higher levels of comparison with narrative text than with expository text. Students had higher levels of word substitutions with meaning change and more comprehension with narrative texts than expository. Think-loud assessments did not significantly influence comprehension across text types.

***C. Studies aimed at investigating teachers' attitudes, views and perceptions:***

Research in the field of teachers' attitudes and perception is a relatively new approach to the study of teaching based on the assumption that what teachers do is affected by what they think. Exploring previous studies on this field is vital in forming a deep awareness about the importance of examining teachers' attitudes and perception.

**1. Studies concerned with uncovering teachers' perception, views and attitudes:**

Al-Gusair's (1996) study was conducted to investigate: (1) the teachers' perceptions of the way they taught composition writing at female public secondary schools in Riyadh and their perceptions of they way they evaluated composition writing, (2) the supervisors perceptions of how English composition writing was taught and evaluated and (3) students' perceptions of what took place in the composition writing classes. Data was collected through three sets of 3 questionnaires designed by the researcher herself for teachers, supervisors and students, interviews with 20 teachers, 8 supervisors and 36 students and classroom observation. The results showed that the composition syllabus and the activities prescribed in the composition book are directed towards language as code not as communication. She recommended the syllabus and the classroom activities should be designed to lead to free writing.

El-Hassan's study (1999) surveyed teachers' and principles' views on grade retention in grades K-13. 833 teachers and principals, a sample representative of the school population in Lebanon, were asked to fill out a questionnaire on their opinion of the practice, the retention and the characteristics of the retained and on who should make the retention decision. Differences between the views of the teachers and the principals and the effect of background variables like type of school, geographic location, years of experiences, subjects and grades taught and language of instruction were also investigated.

**2. Studies aiming at investigating teachers' perceptions and attitudes towards the teaching of reading skills:**

Kos's multiple case study (1991) explored the perceptions of four reading-disabled, middle school students for the purpose of uncovering factors that may have prevented these students from progressing in their reading development. Data collection methods the researcher used consisted of participant observation during which the researcher individually tutored the students, open-ended interviews with students and teachers, field observation in classrooms and educational document research. Results identified (a) students' lack of effective use of reading strategies, (b) students' perceptions of their reading instruction, (c) students' stress

related to reading and (d) aspects of students' educational histories as contributing in varying degrees to their lack of reading progress.

Jung (1993) set four purposes for his study: to identify the instructional practices ESL instructors may use to teach reading skills to students who are learning English for academic purposes in an Intensive English Language Institute, to describe the teachers' conceptions about their instructional practices, to describe students' perceptions about their teachers' instructional Practices and to assess the relationships between the students' perceptions and the teachers' conceptions. The qualitative methods of participant observation with videotaping the classes and a stimulus recall were used to collect data. Three reading classes of level 4 were observed and videotaped and the teachers and their nine Korean students were interviewed while watching videotapes of previous lectures. The results revealed all the teachers used core reading components and extensive reading activities. They also revealed that the relationships between the teachers' conceptions and their students' perceptions about some practices used in the classes were congruent.

Smith's cross-case study (2000) of teachers' perceptions, who were involved in the Seaview Reading Support Program, was designed to (1) describe the level of achievement of students participating in the program, (2) examine how Seaview teachers perceived the effects of the program on students' achievements, (3) identify program elements that teachers felt facilitated or detracted from positive changes in students reading, and (4) examine relationship between teachers' perceptions of the program, level of teachers involvement and teachers' sense of personal efficiency in teaching reading. A combination of semi-structured interviews, a scale measuring general and personal efficiency in teaching reading and students assessment data was collected to address the research questions on teachers' perceptions. Results showed that teachers perceived several factors to hinder positive students achievements in reading, including lack of collaboration between staff members and lack of training and support. It revealed a strong relation between students reading level and classroom practice. It emphasized the importance of staff development and leadership in sustaining any reading program.

The purpose of Robe's study (2002) was to examine mandated standardized tests impact teachers' attitudes and practices related to the teaching of reading comprehension. It investigated: (1) the effect of high-sakes testing on teachers' practices, (2) the changes made by teachers to comply with district-mandated standards related to reading instruction and (3) the effect of high-sakes testing on teachers' self-esteem and attitudes about teaching. It employed both qualitative and quantitative methods that included interviews, surveys and observations. Participants were 43 teachers who were surveyed about their perceptions of the standardized high-sakes testing. Findings indicated that the teachers in the study were found to change their teaching practices when teaching reading as a result of high-sake testing. It suggested using high-sake tests since it appeared to require teachers to go back and examine their instructional practices.

## Conclusion:

From the previous review of studies aimed at investigating teachers' attitudes, views and perceptions, we conclude that most studies employed both qualitative and quantitative methods and collected data through the use of questionnaires, surveys, interviews and class observation. The questionnaire was dominant in almost every study. Almost all studies agreed that the ways in which experienced teachers describe their views of instructions, provide glimpses of pedagogical knowledge that can be effective in teaching. They also

assumed that familiarity with teachers views and perceptions is of great importance to all those involved in the design and development of curricula and materials to be used by teachers in the classroom. To the researcher's knowledge, no study was conducted to investigate teachers' views on the instructional practices usually followed to teach reading skills to Saudi EFL female students.

# *Chapter Four*

# Chapter IV
# Methodology and Procedure

## A. The Study Design:

To achieve the aims of the study, the researcher has chosen the qualitative method. The aim of this method is not to provide statistics about but rather to develop a deeper understanding of certain kinds of human behavior usually from the point of view of the participants. It helps to understand people and the social and cultural contexts within which they live. It is usually contrasted with traditional experimental and statistical methods and it is felt by many to be more appropriate to the study of human life.

Qualitative searches are interested in answering those "why". They are more concerned with understanding than explaining. Their aim is a precise reflection of the situation than the numerical perceptions. They focus on understanding rather than predicting or controlling a human behavior.

Qualitative research is often contrasted with quantitative research. Where quantitative researcher might seek to know what percentage of people do one thing or another, the qualitative researcher pays much attention to individual cases and the human understandings that feature in those cases.

Qualitative research involves the use of qualitative data, such as interviews, documents and texts, observations, questionnaires and the researcher's impressions and reactions.

## B. The Population of the Study:

In the Eastern Province of the Kingdom of Saudi Arabia, there are 96 female public secondary schools. These schools accommodate 345 female Saudi teachers of English and second grade (11th grade) 11336 Saudi female students. Of these students, 5082 are enrolled in the science major and 6454 students are in the literature major.

The population of the study is comprised of two groups:

1. All Saudi teachers teaching English at secondary public schools in the Eastern Province in the Kingdom of Saudi Arabia.

Teachers of English in the female Saudi secondary schools in the Eastern Province are either professionally or non-professionally qualified Saudi or non-Saudi teachers. They graduated from Saudi and non-Saudi universities and colleges. Most of Saudi professionally qualified teachers studied in Saudi colleges of education in which they received 17 teaching and educational subjects (see appendix 1). Non-professionally qualified teachers studied in faculty of arts with no teaching or educational subjects (see appendix 2).

2. All second grade (11th grade) female students in secondary public schools in the Eastern are enrolled in both literature and science majors.

Female students in secondary public schools in Saudi Arabia study English as a foreign language. The subjects (aged 17-18) are homogeneous. They share the same sex and almost the same socio-cultural background. They had been exposed to

English for three years in the intermediate schools and for one year in the secondary schools. At the time of the study, the subjects are in the second term of their second-year secondary stage. Their mother tongue is Arabic, which is the language of instruction in their present schooling for all courses.

## C. The Sample :

Due to conflicts of time and wide geographical area, it is difficult to visit all public secondary schools in the Eastern Province and to distribute the questionnaires to all teachers and students; the sample consisted of 50% of teachers' total number and 5% of second grade students at secondary schools from both the literature and science sections.

To apply the study and collect data, the Educational Research and Studies Unit in Dammam suggested a list of schools located in cities and villages of the Eastern Province. These suggested schools have been chosen according to population and inhabitant status quo. (see appendix 3)

### 1. The teachers:

The total sample of teachers of English is 172 Saudi teachers holding no less than B.A. and each had at least 3 of years experience in teaching English and 2 years of experience in teaching for second grade secondary school. Although they are not homogenous in background, qualification or experience, they take part in the same tasks, duties and responsibilities and they use the same textbooks and curriculum.

### 2. The students:

The total sample of students is 567 Saudi female second grade secondary school students. A list of second grade (11th grade) students in each selected school is written alphabetically. The odd number in the list is chosen to be a member of the sample of the study. Since this study is limited to Saudi female students, non-Saudi female students are eliminated and replaced.

## D. Instruments of Data Collection:

Two types of questionnaires have been designed, one for the teachers and the other one for the students to review teaching and evaluation practices of reading skills included in the Reader's Book at Saudi female public secondary schools in the Eastern Province.

Since no published questionnaire is available, the researcher designed her own, utilizing the available literature in the field of silent reading skills and depending on the results of discussions with linguists in the Department of Foreign Languages and Literatures at Bahrain University and Dammam Faculty of Arts, supervisors of English, teachers and students at secondary level.

Both questionnaires are based and designed on 5-likert -type; (usually, often, sometimes, rarely and never) to assume and evaluate the degree of application of the questionnaires items. Teachers and students are asked to select the most appropriate situation by marking (√) the right column that represents the extent to which the statement can reflect what actually takes place in the classroom. All items of the two questionnaires are written in the form of statements ( see appendix 30 & 31).

The teachers' questionnaire investigates the teachers' professional and personal data, objectives of teaching silent reading skills, their perceptions about teaching silent reading skills, ways of selecting topics for reading, classroom procedures, using instructional aids and evaluation of silent reading skills.

In the same manner, the students' questionnaire investigates the objectives of teaching silent reading skills and teachers' instructional and evaluation practice of reading skills from the students' perspectives. It is written in Arabic to guarantee better understanding to the questionnaire items. It contains almost the same items as those of the teachers' questionnaire except for part 3 and a few other items which are inapplicable for students.

Since no list of determined reading skills is available in the Teacher's Book, the researcher built a list of determined reading skills in the Reader's Book making use of the theoretical background presented in chapter 2 of this study (see appendix 32). She has listed all the available reading skills then analyzed the exercises set in the Reader's Book and the summary of the contents of the units set in Teacher's Book. The planned list was sent to referees (see appendix 4) to credit its reliability. Then she modified the list according to their recommendations. She checked the availability of each reading skill according to its occurrence in the 12 units of both semesters.

After two weeks, the researcher repeated checking the availability of each reading skills to determine its validity. Afterwards, she examined the correlation coefficient between the two checks using Pearson Correlation by utilizing the statistical package for the social sciences (SPSS). The statistical results showed high validity that reaches to (0.96).

The following table shows the frequency of different reading skills occurred in each unit as the Reader's Book demonstrates in both semesters:

Table (1)
**Reading Skills Included in the Reader's Book**

| | Skills | Units | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | First Semester | | | | | | Second Semester | | | | | | Total |
| | Units | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | |
| Pre-Reading Skills | *1. Anticipating and Predicting* | | | | | | | | | | | | | |
| | a. Discussing the title | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 11 |
| | b. Supplying Missing Punctuation | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 11 |
| | c. Predicting Ideas | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 11 |
| | *2. Previewing* | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 11 |
| | *3. Surveying* | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 11 |
| | *4. Skimming* | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 11 |
| | *5. Scanning* | 0 | | 1 | 0 | 0 | 0 | 0 | | 1 | 0 | 1 | 1 | 4 |
| | *6. Improving Reading Speed* | 0 | | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 |
| Word Attack Skills | *1. Context Usage* | | | | | | | | | | | | | |
| | a. Semantic Clues | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 11 |
| | b. Syntactic Clues | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 11 |
| | c. Picture Clues | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 | | 1 | 1 | 10 |
| | *2. Structural Analysis* | | | | | | | | | | | | | |
| | a. Root Word or Base word | 1 | | 0 | 0 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 9 |
| | b. Affixes | 1 | | 0 | 0 | 1 | 1 | 0 | | 0 | 0 | 0 | 0 | 3 |
| | c. Compound Word | 1 | | 0 | 0 | 1 | | 1 | | 1 | | 1 | 1 | 7 |
| | d. Construction | 0 | | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 |
| | *3. Dictionary Analysis* | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 11 |
| Comprehension Skills | *1. Literal Comprehension* | | | | | | | | | | | | | |
| | a. Details | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 11 |
| | b. Main Idea | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 11 |
| | c. Sequence | 0 | | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 1 | 0 | 1 |
| | d. Comparison and Contrast | 0 | | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 |
| | e. Cause and Effect | 1 | | 1 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 2 |
| | f. Directions | 1 | | 0 | 0 | 0 | 0 | 1 | | 0 | 0 | 0 | 0 | 2 |
| | g. Character Traits | 0 | | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 1 | 0 | 1 |
| | Total | 17 | | 14 | 12 | 15 | 14 | 15 | | 15 | 12 | 17 | 15 | 14 | 143 |

Beside, table (1) offers answer to question 2 of this study, the generated list of reading skills serves the researcher to write the specific objectives of teaching silent reading skills in both questionnaires.

The final form of the two questionnaires is as follows:

## 1. The Teachers' Questionnaire:

Teachers' questionnaire includes five parts:

**Part 1. Personal and Professional Data:**
This part contains 7 items pertaining to teachers' personal and professional data.

**Part 2. Objectives of Teaching Silent Reading Skills:**
This part deals with 31 items devoted to teachers' objectives of teaching silent reading skills for female second grade secondary school students: 11 items are general objectives and 21 items are specific objectives.

**Part 3. Teachers' Perceptions:**
This part includes 8 items directed towards teachers' perception of teaching silent reading skills and the reading texts available in the Reader's Book.

**Part 4. Teaching Reading skills:**
This part is divided into three sections:

1. selection of the reading texts : 4 items.
2. classroom procedure : 26 items.
3. using instructional aids : 10 items.

**Part 5. Evaluation of Reading Skills:**
This part is divided into two sections:

1. evaluating Students' performance during classroom activities: 12 items.
2. evaluating Students' performance during final exams: 9 items.

## 2.The Students' Questionnaire:

Students' questionnaire includes five parts:

**Part 1. Personal Data:**
This part contains 7 items dedicated for students' personal data.

**Part 2. Objectives of Teaching Silent Reading Skills:**
This part is designed for specific objectives of teaching silent reading skills to female second grade secondary school students. There are 21 items.

**Part 3. Students' Perceptions about Reading Texts:**
This part includes 4 items dedicated for students' of reading texts available in the Reader's Book.

**Part 4. Teaching Reading:**
This part is divided into three sections:

1. selecting the reading texts: 4 items.
2. using instructional aids: 10 items.

**Part 5. Evaluation of Reading Skills:**
This part is divided into two sections:

1. evaluating Students' performance during classroom activities: 8 items.

2. evaluating Students' performance during final exams: 8 items.

## E. Validity and Reliability of the Two Questionnaires:

After designing the two questionnaires, they were submitted to a number of referees and consultants from different colleges and universities in Saudi Arabia, Bahrain, Lebanon and Egypt (see appendix 5 & 6). They were asked to judge the validity of the questionnaire items and to recommend some new items with certain changes.( see appendix 7 & 8).

To confirm the reliability and the validity of the questionnaires, the researcher conducted a pilot study; the questionnaires were administrated to teachers and students that were not included in the actual sample. The questionnaires were presented to 30 teachers and 100 students in 5 schools. The ALPHA Cronbach was implemented to measure the reliability and validity.

The primary administration of the two questionnaires resulted with strong reliability :

a. Teachers' questionnaire: ALPHA Cronbcach value = 0 .92
b. Students' questionnaire: ALPHA Cronbnach value = 0.94

The pilot study supplied the researcher with a good opportunity to try out the questionnaire instructions and to check the estimated time required for the participants. Furthermore, it enabled the researcher to apply any necessary changes prior to implementation of the final version of the questionnaires. It also helped the researcher to clarify and simplify some items of the questionnaires and to remove any inaccuracies, inadequacies and ambiguities that may interfere with the understanding of the items.

## F. Distributing and Collecting the Questionnaires:

Prior to the actual administration of the two questionnaires, the Chairperson of Department of Curriculum and Instruction at Bahrain University, based on a letter written by the researcher's supervisor, sent an authorized letter to the Ministry of Education in the Kingdom of Saudi Arabia demanding permission for the researcher to disburse the two questionnaires. (see appendix 7).

By receiving the letter from the Ministry of Education; the Education Research and Studies Unit requested public secondary schools headmistresses in the Eastern Province to facilitate and help the researcher collect the needed data during the in the second termof the academic year 1424-1425 AH. (see appendix 8)

The teachers' questionnaire was distributed and collected officially by the Educational Research and Studies Unit in all secondary schools in the different districts of the Eastern Province. The students' questionnaires were distributed and collected by the researcher herself in 26 secondary schools in Dammam, Khobar, Qatif, Baqaiq, Jubail, Seihat Safwa, and Raheema (see appendix 3). Because of the long distances, it was difficult for the researcher to visit Kafji and Nuairya districts. The Educational Research and Studies Unit helped her to distribute and collect the same questionnaire in all schools there.

370 teachers' questionnaires and 750 students' questionnaires were distributed. 261 teachers' questionnaires were received, 108 were eliminated and 153 were preserved. 750 students' questionnaires were received, 183 were eliminated and 567 were preserved. The eliminated questionnaires were excluded because they were corrupted, invalid or incomplete.

## G. The Scoring System:

The answers to the questionnaires were analyzed and coded according to the five-point rating scales (always, often, sometimes, rarely and never). The five responses are coded as (always= 4, often= 3, sometimes= 2, rarely= 1 and never= 0). All the resulted scores were tabulated and classified by each own average.

## H. The Analysis of the Questionnaires:

The statistical package of the social sciences (SPSS) is used for the analysis. Items of part1 of both questionnaires are classified according to each one percentage. They are presented in two tables followed by analysis. The last four parts of the two questionnaires are classified according to each one average ( see appendix 28 & 29). First, high-averaged items are presented and analyzed, then moderate-averaged items and finally the low ones.

The analysis of the last four parts of the two questionnaires is based on the value of the averages obtained. The responses to each item are entered on a scale ranging from 4 to 0 corresponding respectively to: always, often, sometimes, rarely and never.

As the researcher used a 5-point Likert Scale ranging from 4 to 0, the central point of the scale is 2, there being 2 points on either side, the values assigned to the averages are as follows:

High averages are from 3.0 to 4.0
Moderate averages are from 2.0 to less than 3.0
Low averages are less than 2.0

# *Chapter Five*

# Chapter V
# Analysis and Findings

## *A. Teachers' Questionnaire:*

1. Analysis of Part 1:

**Table (2)**

Professional and Personal Data

| Item No. | Items | Frequency | Percent |
|---|---|---|---|
| 1 | ***The educational institution you graduated from:*** | | |
| a. | Faculty of Art | 61 | 39.8% |
| b. | College of Education | 92 | 60.1% |
| c. | Special Training Institute for Teachers | 0 | 0.0% |
| d. | Others | 0 | 0.0% |
| 2 | ***Years of English language teaching experience:*** | | |
| a. | less than 3 years | 0 | 0.0% |
| b. | 3 – 5 years | 31 | 20.3% |
| c. | 6 – 10 years | 50 | 32.7% |
| d. | 11 – 20 years | 71 | 46.4% |
| e. | 21 or more | 1 | 0.7% |
| 3 | ***Years of Teaching " The Reader's Book":*** | | |
| a. | Less than 2 years. | 0 | 0.0% |
| b. | 2 years or more. | 153 | 100% |
| 4 | ***The classes you teach at present:*** | | |
| a. | 1 grade | 87 | 56.9% |
| b. | 2 grades | 64 | 41.8% |
| c. | 3 grades | 2 | 1.3% |
| 5 | ***Number of weekly periods you have at present:*** | | |
| a. | 4 periods | 3 | 2.0% |
| b. | 8 periods | 5 | 3.3% |
| c. | 12 periods | 30 | 19.6% |
| d. | 16 periods | 55 | 35.9% |
| e. | 20 periods | 56 | 36.6% |
| f. | 24 periods | 4 | 2.6% |
| 6 | ***Have you attended any training course devoted for teaching silent reading in English?*** | | |
| a. | Yes | 15 | 9.8% |
| b. | No | 138 | 90.2% |
| 7 | ***Do you think you need extra training on teaching reading in English?*** | | |
| a. | Yes | 109 | 71.2% |
| b. | No | 44 | 28.8% |

Item no.1 shows 60.1 % of teachers are professionally qualified while 39.8% of them are non-professionally qualified. This indicates that a considerable number of non-professionally qualified teachers become teachers without having any educational background and yet teach foreign language classes. However, supplementary educational training courses are not offered to graduates of faculty of arts nor are they requested to get a teaching career. Lack of professional qualification plus lack of teaching experiences leaves no other choice for these teachers but to follow the Teacher's Book step by step in a mechanical manner, which reflects its negative impact on students' language achievements.

Item no.2 reveals that the majority of teachers have 11- 20 years of language teaching experiences. In some cases, long teaching experiences promotes teachers' teaching abilities and upraises their self-confidence in holding their classes even if they are non-professionally qualified ones. Yet, this does not suppress the importance of pre-job and in-job training courses.

Item no.3 helped the researcher to exclude responses of teachers who have less than two years experience as it is mentioned in the limitation of the study.

Item no.4 shows that the majority of teachers in this sample are holding one grade. However, 41.8 % of them is holding two curricula at the same time. Holding two curricula means a teacher is supposed to plan eight new lessons a week, whereas every new lesson might require instructional aids, worksheets, revisions and quizzes. This indicates that a considerable number of teachers suffer overloaded responsibilities that might lead up to delinquency. The situation might become even more dangerous if there are too many students in the classroom making a teacher's job a burden. It becomes even worse if the teacher has to teach several periods a week.

Item no.5 shows that the majority of teachers have between 16 to 20 periods a week. Having 20 periods a week means a teacher teaches five classes at the same time and four to five periods a day, which is quite enough to exhaust her and overspend her time. At best and if the teacher has one curriculum, she has to repeat the same lesson five times, usually on the same day. The job becomes even tougher if she has more than one curriculum. In the long run, this might provoke teachers' dissatisfaction and irritation and lead to carelessness and inactivity.

Item no.6 shows that 90.2% of teachers in this sample have not attended any training course devoted for teaching silent reading in English. Comparing results of this item and item no.2 shows that teachers might persevere in teaching for years, even till their retirement, without attending at least one in-job training course. This matter becomes even worse with non-professionally qualified teachers. Years of experience alone are not enough to improve oneself or refine teaching abilities. From time to time, teachers need to update their educational knowledge and recondition their experiences according to up-to-date educational research findings.

Only 9.8% of teachers in this sample said they have attended in-job training courses. These courses range mostly between 2 weeks to 2 months, though few of them only are associated with teaching reading. These courses are as follows:

1. Two-week course in class management.
2. Two-week course in behavioral objectives.
3. Two-month reading course.
4. Two-week general teaching course.
5. Two-week course in lessons planning.

6. Fifty-hour course in modern teaching methods.
7. Two-week training course for English teachers.

This shows insufficiency of offered in-job training courses devoted for teaching reading. This might be attributed to the curriculum designers' inattention to equip teachers of English with accordant teaching and evaluation methods through extensive training courses before challenging them in application of the new curriculum with execution.

Item no.7 shows that 71.2% of teachers said they think they need extra training on teaching reading in English while the rest chose the opposite. This indicates that the majority of teachers are not satisfied with their way of teaching reading or they need to identify new or suitable methods. The rest reject attending training courses either because they are satisfied with what they are doing or they think teaching reading according to the Reader's Book is hopeless and any attempt to improve the situation is unprofitable.

## *B. Students' Questionnaire:*

1. Analysis of Part 1:

**Table (3)**
Personal Data

| Item No. | *Item* | Frequencies | Percent |
|---|---|---|---|
| 1 | **Majors:** | | |
| a. | Literary | 287 | 50.6% |
| b. | Scientific | 280 | 49.4% |
| 2 | **Father' Career:** | | |
| a. | Administrative. | 278 | 49.0% |
| b. | Private Sector | 115 | 20.3% |
| c. | In dependant | 109 | %19.2 |
| d. | Does not work | 65 | %11.5 |
| 3 | **Father's Education:** | | |
| a. | B. A. and higher | 156 | 27.5% |
| b. | Secondary school certificate | 183 | 32.3% |
| c. | Less than secondary school | 228 | 40.2% |
| 4 | **Mother's Career:** | | |
| a. | Administrative. | 48 | 8.5% |
| b. | Private Sector | 9 | 1.6% |
| c. | In dependant | 20 | 3.5% |
| d. | Does not work | 490 | 86.4% |
| 5 | **Mother's Education:** | | |
| a. | **B. A. and higher** | 75 | 13.2% |
| b. | Secondary school certificate | 134 | 23.6% |
| c. | Less than secondary school | 358 | 63.1% |
| 6. | **Students' number in the classroom:** | | |
| a. | 10 - 20 | 19 | 3.4% |
| b. | 21 - 30 | 121 | 21.3% |
| c. | 31 – 40 | 231 | 40.7% |
| d. | 41 – 50 | 183 | 32.3% |
| e. | more than 50 | 13 | 2.3% |
| 7 | **Number of classes devoted for the reading lessons in the Reader's Book:** | | |
| a. | 1 class | 225 | 39.7% |
| b. | 2 classes | 329 | 58.0% |
| c. | more than 2 classes | 13 | 2.3% |

Item no.1 helped the researcher to sort students according to their sections.

Item no.2 shows the majority of students' fathers are public servants. This means their use of English language is quite limited.

Item no.3 shows the majority of students' fathers' education is less than high school. This indicates that their English is somehow weak.

Item no.4 shows the majority of students' mothers are housewives. This means their contact with English language is almost nonexistent.

Item no.5 shows the majority of students' mothers' education is less than high school. This indicates that their English is somewhat frail.

The analysis of items no.2, 3,4, and 5 shows that the majority of students' parents had not received sufficient English language learning and their daily contact of English is quite deficient. This indicates that the majority of students might suffer absence of family help that takes on low achievements in English and lack of mutual assistance between home and school. Accordingly, this might create difficulties and encumbrances for teachers of English, namely during reading classes.

Item no.6 helped the researcher in identifying class dimensions and students' numbers. It shows that the majority of classes contain 40-31 or 50-41 students. Such classes are undoubtedly numerous exclusively for language classes. In this case, teachers are obliged to resort to the lecture-style teaching without having any chance to communicate with any of the students. Furthermore, managing overcrowded classes and controlling such number of students is quite difficult and hard to insure. Tracing, observing, guiding, helping and supervising numerous students' performance and fulfillment are truly exhausting and laborious even for highly motivated or active teachers. These exhaustions might gradually slide into carelessness and slackness. Accordingly, students may acquire the same impressions and their achievements and motivation regress. This situation might return as extra surcharge on teachers' shoulders to liberate students from carelessness and to promote their motivation and interest in learning English.

Item no.7 shows how teachers hold the two reading lessons at the end of every unit. 58.0% of students said they take the two reading lessons in two classes as it is tabulated in the syllabus documents. This indicates that teachers either follow the Teacher's Book step by step without adding any extra activities or they skip some step to replace them with activities of their own.

However, 39.7% of them said their teachers give the two lessons compressed in one class, which is certainly amazing. Two classes can just about accommodate two reading lessons as it is adjusted in the Teacher's Book. This indicates that teachers either drop whatever they consider less important or focus on selected activities or exercises. In this case, considerable numbers of students lose available opportunities to learn skills and improve reading abilities. This might be enough to evidence that there is something unsound in their teaching practice. Only 2.3% of students said they take the two reading lessons in more than two classes. This means that few teachers either add extra activities or take their time in following the lesson plans in the Teacher's Book.

## *C. Teachers' Questionnaire:*

### 1. Analysis of Part 2

Objectives of Teaching Reading Skills

**a. General Objectives:**

**High-averaged items:**

**Table (4)**

Objectives of Teaching Reading Skills \ General Objectives

| Items with High Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 2 | The Teacher's Book. | 80 | 21 | 34 | 12 | 6 | 3.02 |
| | | 52% | 13.7% | 22.2% | 7.8% | 3.9% | |
| 5 | Tell the students about the general objectives of silent reading. | 85 | 24 | 28 | 8 | 8 | 3.11 |
| | | 55.6% | 15.7% | 18.3% | 5.2% | 5.2% | |
| 7 | Expose the students to English. | 81 | 32 | 23 | 2 | 15 | 3.05 |
| | | 52.9% | 20.9% | 15.0% | 1.3% | 9.8% | |
| 11 | Develop basic reading skills. | 106 | 23 | 21 | 2 | 1 | 3.50 |
| | | 69.3% | 15.0% | 13.7% | 1.3% | 0.7% | |

The highest high-averaged item is no. 11. It indicates that teachers consider teaching reading to help students develop basic reading skills a common objective. This means they recognize that Secondary Year concentrates on developing basic reading skills in a separate book. It also reveals that teachers are aware of the importance of employing different reading skills for students while dealing with long texts on their own. Yet, this is not sufficient indicator to assert that teachers know enough about the overall objectives of teaching silent reading.

The lowest high-averaged item is no. 2. It indicates that teachers look at the overall objectives of teaching silent reading in English set in the Teacher's Book more than the overall objectives of the English language syllabus (item no.1) or the Reader's Book (item no. 3). However, there is not any list of general objectives of teaching reading skills neither in the Teacher's Book nor in the Reader's Book. There is only one paragraph about the general approach of Secondary Year 2 (English 3 and 4) (see Appendix 9). The objectives listed at the beginning of every lesson 7 and 8 in the Teachers' Book seem to be general steps of teaching the present reading lesson and cannot be considered by any way general objectives or behavioral objectives. They are almost the same objectives repeated in every lesson to the extent that teachers can easily learn them by heart (see Appendix 10).

Item no. 5 shows that teachers care about telling the students about the general objectives of silent reading. This seems to be suspicious. Teachers might be doing lip service here, since they are not sure of the sources of the overall objectives of teaching silent reading.

Item no. 7 shows those teachers consider teaching silent reading to expose the students to English as an important objective but not as developing basic reading skills. This is encouraging since reading texts can be considered good models for writing and opportunities to study language: vocabulary, grammar and punctuation. Though both developing basic reading skills and exposing students to English are two fundamental objectives, which benefit students most during the academic year.

**Moderate-averaged items:**

**Table (5)**

Objectives of Teaching Reading Skills General Objectives

| **Items with Moderate Averages** | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 1 | The overall objectives of the English language syllabus. | 40<br>26.1% | 33<br>21.6% | 40<br>26.1% | 17<br>11.1% | 23<br>15.0% | 2.32 |
| 3 | The Reader's Book | 84<br>54.9% | 21<br>13.7% | 26<br>17.0% | 6<br>3.9% | 16<br>10.5% | 2.98 |
| 4 | Prepare silent reading lessons considering the behavioral outcomes expected from the students. | 68<br>44.4% | 33<br>21.6% | 28<br>18.3% | 5<br>3.3% | 19<br>12.4% | 2.82 |
| 6 | Tell the students about the behavioral objectives of each reading lesson. | 76<br>49.7% | 24<br>15.7% | 29<br>19.0% | 10<br>6.5% | 14<br>9.2% | 2.90 |
| 8 | Prepare students for their academic study. | 65<br>42.5% | 41<br>26.8% | 18<br>11.8% | 12<br>7.8% | 17<br>11.1% | 2.81 |
| 9 | Prepare students for their future careers. | 61<br>39.9% | 35<br>22.9% | 29<br>19.0% | 11<br>7.2% | 17<br>11.1% | 2.73 |
| 10 | Foster positive attitudes towards reading in general. | 62<br>40.5% | 40<br>26.1% | 30<br>19.6% | 3<br>2.0% | 18<br>11.8% | 2.81 |

The highest moderate valued item is no. 3. 54.9% of the teachers say that they always look at the overall objectives of teaching silent reading in English in the Reader's Book, though it does not demonstrate any objectives list. The book includes only a two-page Arabic introduction for the students, which gives a general idea about how this book helps a student to read in English adequately in her academic future (see Appendix 11). However, item no. 1,the lowest moderate valued item, shows that only 21.1% of teachers always look at the overall objectives in the overall objectives of the English language syllabus, which obviously lists general reading objectives (see Appendix 12).

Item no. 10 shows that only 40.5% of the teachers teach silent reading to foster positive attitudes towards reading in general. Similarly, as shown in item no. 8, only 42.5% of the teachers teach silent reading to prepare students for their academic study though it is mentioned in both the Reader's Book and the overall objectives of the English language syllabus. These three objectives serve students in their future life and cannot be measured or observed at the time being. They need time and constant work to be achieved.

Item no. 9 shows that only 39.9% of the teachers teach silent reading to prepare students for their future careers although it is mentioned in the introduction of the Teacher's Book (English 1) and the overall objectives of the English language syllabus (see Appendix 11 & 13). This means that teachers perhaps rarely look at the overall objectives of the English language syllabus or read them. It is also clear they only look at the introduction of the Teacher's Book for the grade they teach.

Item no. 4 shows that 44.4% of teachers prepare silent reading lessons considering the behavioral outcomes expected from the students. But neither the Teacher's Book nor the Reader's Book list any of these. Teachers need to trace behavioral objectives from the recommended activities set in the Teacher's Book or from the given exercises in the Reader's Book. However, lack of experience or professional qualification might restrain getting covert skills out of available exercises. Similarly, item no. 6 shows that 49.7% of teachers tell the students about the behavioral objectives of each reading lesson. Both items indicate that teachers consider behavioral objectives and are interested in making their students aware of the behavioral objectives and what is expected from them before they start their lessons.

**Low-averaged items:**

None of the responses collected from the part of general objectives falls in the low-averaged category.

As for the free space in this part, only 17 different responses, which all fall under sometimes scale, were collected. Some of these responses are repeated twice (6, 8, 9, 10). Most of the mentioned sources are illogical and inconsistent. They cannot be considered acceptable sources for overall objectives of silent reading. They are as follows:

1. Friends.
2. Aramco reader books.
3. Workbook.
4. English Phonetics and phonology by Peter Roach.
5. Unseen passages.
6. Comprehension passages.
7. The Internet.
8. Oxford Dictionary.
9. American Heritage Dictionary.
10. Other dictionaries.
11. Reading passages from private schools reading books.
12. A hand book in teaching English.
13. English Pronunciation Dictionary.
14. Literature books.
15. Biographies.
16. Benefits of reading.
17. Reading skills.

To conclude, teachers are aware of general objectives of teaching silent reading although they appear disconcerted about their authoritative sources. Regarding behavioral objectives, they consider setting them in front of their students at the beginning of every reading lesson. They declare they base their silent reading lessons on the behavioral outcomes expected from the students.

As for teachers' objectives for teaching silent reading, exposing students to English and to develop basic reading skills stand in the first rank while fostering positive attitudes towards reading in general and preparing students for their future academic study and careers won low superiority. Teachers' aims are directed to serve students at present more than of what might serve them in their future life.

**b. Specific Objectives:**

**High-averaged items:**

**Table (6)**

Objectives of Teaching Reading Skills Specific Objectives

| Items with High Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 12 | Discussing the title | 107 | 25 | 10 | 2 | 9 | 3.43 |
| | | 69.9% | 16.3% | 6.5% | 1.3% | 5.9% | |
| 14 | Predicting Ideas | 199 | 19 | 7 | 2 | 6 | 3.58 |
| | | 77.8% | 12.4% | 4.6% | 1.3% | 3.9% | |
| 15 | Previewing | 91 | 33 | 20 | 1 | 8 | 3.29 |
| | | 59.5% | 21.6% | 13.1% | 0.7% | 5.2% | |
| 18 | Scanning | 92 | 37 | 17 | 3 | 4 | 3.37 |
| | | 60.1% | 24.2% | 11.1% | 2.0% | 2.6% | |
| 22 | Picture Clues | 97 | 27 | 19 | 1 | 9 | 3.32 |
| | | 63.4% | 17.6% | 12.4% | 0.7% | 5.9% | |
| 27 | Details | 74 | 31 | 36 | 7 | 5 | 3.05 |
| | | 48.4% | 20.3% | 23.5% | 4.6% | 3.3% | |
| 28 | Main Idea | 130 | 15 | 7 | 0 | 1 | 3.78 |
| | | 85.0% | 9.8% | 4.6% | 0.0% | 0.7% | |

Items no.12, 14, 15, 18, 22, 27 and 28 show that teachers give considerable consideration to these skills. These skills are available in every unit as table no. (1) shows. Item no.28 shows that main idea won the highest priority among teachers whereas item no.15 recorded the lowest value in this category though the first exercises of every unit is dedicated for previewing. This might indicate that teachers either miss skills names or give less consideration to over repeated skills as students get gradually used to them.

**Moderate-averaged items:**

**Table (7)**

Objectives of Teaching Reading Skills Specific Objectives

| Items with Moderate Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 13 | Supplying Missing Punctuation | 31 | 27 | 44 | 17 | 34 | 2.02 |
| | | 20.3% | 17.6% | 28.8% | 11.1% | 22.2% | |
| 16 | Surveying | 51 | 42 | 31 | 5 | 24 | 2.59 |
| | | 33.3% | 27.5% | 20.3% | 3.3% | 15.7% | |
| 17 | Skimming | 56 | 39 | 32 | 9 | 17 | 2.70 |
| | | 36.6% | 25.5% | 20.9% | 5.9% | 11.1% | |
| 19 | Improving Reading Speed | 67 | 38 | 29 | 8 | 11 | 2.92 |
| | | 43.8% | 24.8% | 19.0% | 5.2% | 7.2% | |
| 20 | Semantic Clues | 41 | 46 | 29 | 8 | 29 | 2.40 |
| | | 26.8% | 30.1% | 19.0% | 5.2% | 19.0% | |
| 21 | Syntactic Clues | 27 | 34 | 53 | 9 | 30 | 2.12 |
| | | 17.6% | 22.2% | 34.6% | 5.9% | 19.6% | |
| 23 | Root Word or Base word | 77 | 30 | 26 | 5 | 15 | 2.97 |
| | | 50.3% | 19.6% | 17.0% | 3.3% | 9.8% | |
| 24 | Affixes | 35 | 44 | 35 | 11 | 28 | 2.30 |
| | | 22.9% | 28.8% | 22.9% | 7.2% | 18.3% | |
| 25 | Compound Word | 45 | 35 | 45 | 12 | 16 | 2.52 |
| | | 29.4% | 22.9% | 29.4% | 7.8% | 10.5% | |
| 26 | Dictionary Analysis | 43 | 37 | 34 | 21 | 18 | 2.43 |
| | | 28.1% | 24.2% | 22.2% | 13.7% | 11.8% | |
| 29 | Sequence | 62 | 41 | 22 | 11 | 17 | 2.78 |
| | | 40.5% | 26.8% | 14.4% | 7.2% | 11.1% | |
| 30 | Cause and Effect | 50 | 42 | 36 | 10 | 15 | 2.66 |
| | | 32.7% | 27.5% | 23.5% | 6.5% | 9.8% | |
| 31 | Directions | 39 | 40 | 45 | 15 | 14 | 2.49 |
| | | 25.5% | 26.1% | 29.4% | 8.9% | 9.2% | |
| 32 | Character traits | 46 | 30 | 44 | 14 | 19 | 2.45 |
| | | 30.1% | 19.6% | 28.8% | 9.2% | 12.4% | |

Although item no. 13 deals with a skill mentioned in all units, it recorded the lowest value of the moderate-averaged items. In contrast, item no. 23, which deals with a skill mentioned only in 9 unite, recorded the highest value of the same category. This indicates that either teachers rarely identify the determined reading skills or recognize the frequency of their occurrence. This is might be on account of lack of available authoritative list of determined reading skills or inability to figure out these skills from the given exercises.

Though there is no exercise dealing with improving reading speed neither in the Teacher's Book, nor in the Reader's Book, item no. 19 recorded the second highest value of the moderate-averaged ones. This means that teachers formulate additional activities or exercises at class to improve students' reading speed, since the reading is supposed to be done by students at home. Such activities need no doubt adequate time and successive practice. This makes the matter questionable. Item no. 39 in table (10), which is concerned with how teachers find reading texts manageable in the time

available, fall in the low average valued items. It also contradicts item no. 55 in table (15), in which most teachers said they rarely teach more reading skills rather than those set in the Reader's Book.

Although items no, 16, 17, 20, 21 and 26 are concerned with skills mentioned in every unit, they fall in the moderate-averaged ones. On the contrary, items no. 24, 25, 29, 30, 31 and 32 are not of the same level of importance (See table 1), yet they fall in the moderate- averaged items and in comparison record higher averages. This indicates that teachers perhaps misvalue the given reading skills and in turn give unsatisfactory attention that critical reading skills deserve in every unit.

**Low-averaged items:**

None of the responses collected from the part of specific objectives falls in the low-averaged category.

To conclude, teachers give improper attention that various reading skills command. They give less regard to leading reading skills and vice versa. This might not happen if formal definitions of desired students' behaviors in precise terms are available in advance for every teacher of English. There is no question that such definitions help the teacher to focus on students' learning requirements and to assess the extent to which these requirements have been met.

## 2. Analysis of Part 3

Teachers' Perceptions about Teaching Silent Reading:

**High-averaged items:**

**Table (8)**

Teachers' Perceptions about Teaching Silent Reading

| Items with High Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 33 | An important part of teaching English. | 120<br>78.4% | 17<br>11.1% | 10<br>6.5% | 1<br>0.7% | 5<br>3.3% | 3.60 |

The only high-averaged item is no. 33. It shows that teaching reading as an important part of teaching English had high priority among teachers. Hopefully, this signifies that teachers sense the importance of reading in the English curriculum. This sense might consequently drive them to spare no effort to teach it worthily. Yet, this is not true all the time. Teachers might lack the knowledge and experience to support this sense.

**Moderate-averaged items:**

**Table (9)**

Teachers' Perceptions about Teaching Silent Reading

| Items with Moderate Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 34 | An enjoyable part of the curriculum. | 71 | 32 | 27 | 9 | 14 | 2.89 |
| | | 46.4% | 20.9% | 17.6% | 5.9% | 9.2% | |
| 37 | Interesting for my students. | 23 | 20 | 71 | 20 | 19 | 2.05 |
| | | 15.0% | 13.1% | 46.4% | 13.1% | 12.4% | |
| 38 | Suitable for female students. | 14 | 28 | 72 | 22 | 17 | 2.00 |
| | | 9.2% | 18.3% | 47.1% | 14.4% | 11.1% | |

Item no. 34 shows that more teachers tend to regard teaching reading as an enjoyable part of the curriculum. 46.4% of teachers enjoy teaching reading and only 9.2% of them never feel so. Both, item no. 33 and 34 hint that most teachers find teaching reading both important and enjoyable part of the curriculum. This is optimistic optimizing as a teacher normally strives to work earnestly for what is believed to be important and enjoyable. Yet, as mentioned before, lack of knowledge and experience might not help teachers to do the job.

Items no. 37 and 38 show that more teachers sometimes find the reading texts both interesting and suitable for their students. This signifies that most teachers have no problem with teaching reading since they regard it important and enjoyable and at the same time the available reading texts are interesting and suitable for their students. Yet, this contradicts items no. 22, 23, 24 and 25 in the students' questionnaire ( see Table (28)).

**Low-averaged items:**

**Table (10)**

Teachers' Perceptions about Teaching Silent Reading

| Items with Low Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 35 | A difficult task. | 17 | 26 | 50 | 16 | 44 | 1.17 |
| | | 11.1% | 17.0% | 32.7% | 10.5% | 28.8% | |
| 36 | A boring task. | 14 | 13 | 39 | 32 | 55 | 1.33 |
| | | 9.2% | 8.5% | 25.5% | 20.9% | 35.9% | |
| 39 | Manageable in the time available. | 12 | 23 | 60 | 23 | 35 | 1.69 |
| | | 7.8% | 15.0% | 39.2% | 15.0% | 22.9% | |
| 40 | Achievable in their level of difficulty. | 11 | 26 | 62 | 32 | 22 | 1.81 |
| | | 7.2% | 17.0% | 40.5% | 20.9% | 14.4% | |

Items no 35 and 36 show that the majority of teachers rarely estimate teaching reading as a difficult or a boring task. Item no. 36 parallels item no.34 and supports it. This indicates that teachers generally have positive views towards teaching reading and perhaps they are satisfied with the way it is.

Items no. 39 and 40 show that most teachers feel that the reading texts are unachievable in their level of difficulty and unmanageable in the time available for their students although they find them more interesting and suitable. This seems to be doubtful. Item no. 40 indicates that the reading texts are difficult for the student, which contradicts item no.37. Naturally, it is hard to accomplish interest in the presence of difficult texts beyond students' abilities. Item no. 39 indicates that teachers find that the allocated time is tight and insufficient to cover the allocated reading texts. This might be a sign for the necessity of extra time. Yet, this is quite questionable, since 39.7% of teachers compress the two reading lessons into one class and only 2.3% take extra classes as table (2) shows.

To conclude, teachers consider teaching silent reading important and enjoyable part of the curriculum. As for available reading text, most teachers find them both interesting and suitable for the students, but not manageable in the time available or achievable in their level of difficulty.

## 3. Analysis of Part 4.

Teaching Reading Skills

### a. Selection of Reading Texts

**High-averaged items:**

**Table (11)**

Teaching Reading Skills

| Items with High Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 41 | Depend only on the texts set in the Reader's Book. | 128<br>83.3% | 9<br>5.9% | 9<br>5.9% | 5<br>3.3% | 2<br>1.3% | 3.67 |

The only high-averaged item is no. 41. It shows an excessive tendency towards depending on the texts set in the Reader's Book. This is normally expected because according to the rules of the Ministry of Education, teachers have to cover all the topics in the students' textbooks and teachers have no authority to write off or add to what is set in the syllabus.

**Moderate-averaged items:**

None of the responses collected from the part of selection of reading texts falls in the moderate-averaged category.

**Low-averaged items:**

**Table (12)**
Teaching Reading Skills

| Items with Low Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 42 | Choose extra reading texts according to my own preference. | 0 | 15 | 17 | 9 | 109 | 0.65 |
| | | 2.0% | 9.8% | 11.1% | 5.9% | 71.2% | |
| 43 | Choose extra reading texts according to the students' preference. | 1 | 5 | 14 | 13 | 120 | 0.39 |
| | | 0.7% | 303% | 9.2% | 8.5% | 78.4% | |
| 44 | Ask students to bring texts from other sources on the same topics of the book. | 3 | 4 | 7 | 11 | 128 | 0.32 |
| | | 2.0% | 2.6% | 4.6% | 7.2% | 83.7% | |

Items no. 42, 43 and 44 show that there is a great tendency towards the low-averaged category. This indicates that teachers rarely choose the reading texts according to their preference or their students' preferences. They rarely ask students to bring texts from other sources on the same topics of the book. This intensifies the analysis of item no.41 and indicates that both teachers and students have to accept the reading texts, sometimes unwillingly, because they can do nothing even if such texts appear to be too difficult or uninteresting. Limitation of time and an overloaded syllabus might leave no space or interest to try for extra reading texts which may be appealing to teachers' or students' likings and interests.

On the other hand, giving teachers full authority might not be a good idea in all cases. The teachers' choice is not always reliable to achieve the determined objectives of the reading course. Lack of experience or professional qualification weakens teachers' abilities to pick out appropriate texts. Absence of legalized objectives makes the matter even more complicated and leads up to purposeless choices. Moreover, definitive rules and legislation must be studied and negotiated before admitting teachers' independency, which seem impracticable at least for the time being.

To conclude, reading texts set in the Reader's Book prevail and never give way to teachers' or students' preference or even different texts on the same topics of the book.

**b. Classroom Procedure:**
**High-averaged items:**

Classroom Procedure
**Table (13)**

| Items with High Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 45 | Lessons plan written in my preparation notebook. | 105<br>68.6% | 19<br>12.4% | 22<br>14.4% | 3<br>2.0% | 4<br>2.6% | 3.42 |
| 52 | Encourage my students to read the text with a clear purpose in mind. | 113<br>73.9% | 29<br>19.0% | 6<br>3.9% | 4<br>2.6% | 1<br>0.7% | 3.62 |
| 57 | Focus on the exercises available in the Reader's Book. | 93<br>60.8% | 30<br>19.6% | 17<br>11.1% | 3<br>2.0% | 10<br>6.5% | 3.26 |
| 63 | Allow students ask for my help while reading. | 88<br>57.5% | 34<br>22.2% | 18<br>11.8% | 6<br>3.9% | 7<br>4.6% | 3.24 |
| 64 | Discuss the answers of the pre-reading exercises with the students. | 112<br>73.2% | 19<br>12.4% | 12<br>7.8% | 3<br>2.0% | 7<br>4.6% | 3.47 |
| 65 | Depend only on the comprehension questions provided in the Reader's Book. | 75<br>49.0% | 39<br>25.5% | 23<br>15.0% | 8<br>5.2% | 8<br>5.2% | 3.07 |
| 68 | Ask students to mention the line number in which they find their answers for comprehension questions. | 83<br>54.2% | 34<br>22.2% | 27<br>17.6% | 4<br>2.6% | 5<br>3.3% | 3.21 |

Item no. 52 has a high priority among teachers. This is quite promising because teachers believe that students should know the purpose of their reading before they actually read. This might suggests that teachers prepare some questions that students read first to have an idea about what they will be asked. Yet, having a positive attitude does not mean that teachers always have the ability or interest to do what they believe to be beneficial.

Item no. 64 is the second highest high-averaged item in this table. It shows that discussing the answers of the pre-reading exercises with students is common among teachers. This indicates that teachers are aware of the importance of being familiar with the topic before students begin reading. It also indicates that teachers believe that discussing students' answers is vital to help students learn why their answers were right or wrong and to eliminate inappropriate responses in future.

Item no. 45 shows that the majority of teachers prefer to follow the lesson plans written in their notebooks more than to stick to the procedures set on the Teacher's Book as it is shown in item no. 46. This indicates that they design their own lessons and innovate extra activities rather than those set on the Teachers' Book, but the analysis of items no. 54, 55, 57, 58, 65 and 66 indicates the opposite. This probably means that teachers merely misrepresent or falsify what really takes place in their classes.

Items no.57 and 65 show that teachers focus greatly on the exercises and questions provided in the Reader's Book. This indicates that teachers tend to rely on what is set in the Reader's Book and rarely try to add extra exercises or comprehension questions. These two items parallel items no.58 and 66, which fall in the low-averaged items of this part. However, there is some justification in retaining to what is in the book. Teachers are supposed to cover all the parts of the curriculum in a limited time. On the other hand, the final exam obligates focusing on the available exercises and questions as long as teachers are imposed to pick up exam items from the same exercises.

Item no. 63 shows that the majority of teachers allow students to ask for help while reading. 57.5% of teachers said they always consider asking for help authorized in their classes. It is preferential to help individual students or the whole class when a common difficulty arises. On the other hand, excessive help is risky and similar to spoon-feeding. It indicates that teachers do not always keep in mind that one of their objectives of teaching reading is to help students to become independent readers by gradual withdrawal of their guidance and help.

Item no. 68 has the lowest mean in this group of items. It shows that most teachers ask their students to mention the line number in which they find answers to comprehension questions. Teachers count on this to guarantee home reading tasks and to help other students mark the correct answers. However, it does not work every time. Students can simply copy the answers from distinguished students as well as the line number of each answer, since the book and the questions have been used for years.

**Moderate-averaged items:**

**Table (14)**

Classroom Procedure

| **Items with Moderate Averages** | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 46 | Teacher's Book procedures. | 43 | 35 | 44 | 20 | 11 | 2.51 |
| | | 28.1% | 22.9% | 28.8% | 13.1% | 7.2% | |
| 47 | Look up a list of new vocabulary before they start reading. | 44 | 14 | 37 | 18 | 40 | 2.02 |
| | | 28.8% | 9.2% | 24.2% | 11.8% | 26.1% | |
| 50 | Look at the graphic aids to find answers to various questions I prepare previously. | 62 | 39 | 22 | 12 | 18 | 2.75 |
| | | 40.5% | 25.5% | 14.4% | 7.8% | 11.8% | |
| 51 | Suggest some graphic aids to specific information from the reading text. | 34 | 31 | 52 | 13 | 23 | 2.26 |
| | | 22.2% | 20.3% | 34% | 8.5% | 15.0% | |
| 53 | Explain the different reading skills. | 62 | 45 | 28 | 6 | 12 | 2.90 |
| | | 40.5% | 29.4% | 18.3% | 3.9% | 7.8% | |
| 54 | Focus on the reading skills set in the Reader's Book. | 63 | 46 | 28 | 7 | 9 | 2.96 |
| | | 41.2% | 30.1% | 18.3% | 4.6% | 5.9% | |

Classroom Procedure

**Table (14) \ Continued**

| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
|---|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | 0 | |
| 56 | Ask students to answer the pre-reading exercises before they come to class. | 51 | 19 | 21 | 12 | 50 | 2.05 |
| | | 33.3% | 12.4% | 13.7% | 7.8% | 32.7% | |
| 59 | Answer few exercises myself as a model. | 45 | 42 | 29 | 17 | 20 | 2.49 |
| | | 29.4% | 27.5% | 19.0% | 11.1% | 13.1% | |
| 60 | Let students do reading skills exercises individually. | 33 | 42 | 43 | 20 | 15 | 2.37 |
| | | 21.6% | 27.5% | 28.1% | 13.1% | 9.8% | |
| 61 | Let students do reading skills exercises in pairs. | 28 | 34 | 67 | 15 | 9 | 2.37 |
| | | 18.3% | 22.2% | 43.8% | 9.8% | 5.9% | |
| 62 | Let students do reading skills exercises in small groups. | 46 | 28 | 41 | 19 | 19 | 2.41 |
| | | 30.1% | 18.3% | 26.8% | 12.4% | 12.4% | |
| 69 | Discuss using what the students read in their daily life. | 34 | 23 | 62 | 21 | 13 | 2.28 |
| | | 22.2% | 15.0% | 40.5% | 13.7% | 8.5% | |

Item no. 54 shows that most teachers focus on the reading skills set in the Reader's Book. It goes with the responses to item no. 55. Beside items no. 57 and 65, it indicates that most teachers stick to what is located in the book and rarely try to add or delete anything. This can be defended also. Time limit, syllabus and nature of final exams bind teachers, and exclude any innovation or modification.

Item no.53 shows that most teachers say they explain the different reading skills. It points out that teachers regard highly the direct explanation of different reading skills and their use in helping students to notice how effective and useful the skill is. Yet, this is pretty suspicious and can hardly come true. Limited class time and strong adherence to the Teacher's Book with absence of identified reading skills lists make skills explanation big inflation.

Despite the fact that most teachers say that they rarely prepare extra exercises in item no. 58 and 66, item no.50 shows that 40.5% of teachers always prepare extra activities and exercises to help students get to know the uses of graphic aids. This means teachers do recognize the advantages of the graphic aids and they direct their students' attention to skills necessary in interpreting different graphic aids. However, item no.51 tells that only 22.2% of teachers always ask students to suggest some graphic aids to specific information from the reading text, which is considered a successful way to call for use of these aids and demonstrate students' understanding of what they read.

Item no. 46 shows that most teachers follow lesson plans set on the Teacher's Book. This is parallel to items no. 54, 55, 57, 58, 65 and 66. It clearly indicates that they tend to rely on the steps listed in the Teacher's Book. They do not need to originate lesson plans if they have accessible ones. To save their time and effort, teachers find it easier and more reasonable to depend on the Teacher's Book in which they can find accurate division of class time and sequence of lesson procedures.

Item no.59 shows that most teachers always answer few exercises themselves as a model. Though this item falls in the moderate-averaged items, yet it marks a righteous point. It indicates that teachers somehow practice and believe in having a model as it benefits students a lot in learning how reading is done and where different skills can be employed.

The analysis of items no.60, 61 and 62 shows that teachers trend to let their students do reading skills exercises in small groups more than individually or in pairs. This indicates that teachers approve collaborative and cooperative groups in their classes in which students play different roles of learners, teachers and examiners as they bring students' culture and academic knowledge to the group. But this seems to be uncertain as we know that 40.7% of the classes take in 31- 40 students and 32.3% of them take in 41 - 50. It appears too hard for teachers to have firm control and management over huge classes divided into small groups.

Item no.69 hints that 40.5% of teachers sometimes discuss what the students read in their daily life. Unfortunately, this indicates that more teachers miss vital opportunities to relate the everyday experiences and backgrounds of the students to what they have read and skip good chances to motivate students and stimulate positive attitude towards reading in general.

Item no. 56 shows that 33.3 % of teachers ask their students to answer the pre-reading exercises at home before they come to class. It means that considerable numbers of teachers deprive their students the right to learn, review and try application of new learned things. The expected result is sickly class atmosphere aimed to cover all available exercises. This of course encourages the students to copy the answers from brilliant students and hence lose enthusiasm to compete each other. This item might clarify why 39.7% of teachers compress the two reading lessons into one class.

Item no.47 is the lowest moderate-averaged items in this group. Item no. 26 shows that only 28.1% of teachers always pay attention to the skill of dictionary analysis though it is included in every unit. Apparently, it is an ineffectual way of learning new vocabulary, as it is adjusted in the Teacher's Book, but it is an instant way to examine students' abilities to use dictionary well. Teachers tend to ignore this skill for some reasons. First, reading should be done at home far from teachers' direct observation. Second, students are supposed to be equipped with this skill in the intermediate school. Hence, teachers consider it outside their responsibility to retrain students again in this grade especially in huge-numbered classes. Third, teachers might find it risky as students may take up the habit of stopping to look up every new word and in turn affects their reading speed and comprehension.

**Low-averaged items:**

**Table (15)**
Classroom Procedure

| Items with Low Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 48 | Use the dictionary to look up difficult vocabulary while reading. | 11<br>7.2% | 23<br>15.0% | 30<br>19.6% | 32<br>20.9% | 57<br>37.3% | 1.33 |
| 49 | Use the dictionary to check the meaning of the new vocabulary they guessed after reading. | 23<br>15.0% | 18<br>11.8% | 39<br>25.5% | 34<br>22.2% | 39<br>25.5% | 1.68 |
| 55 | Teach more reading skills in addition to those set in the Reader's Book. | 15<br>9.8% | 25<br>16.3% | 41<br>26.8% | 30<br>19.6% | 42<br>27.5% | 1.61 |
| 58 | Prepare extra exercises on the reading text. | 19<br>12.4% | 27<br>17.6% | 26<br>17.0% | 26<br>17.0% | 55<br>35.9% | 1.53 |
| 66 | Prepare extra comprehension questions rather than the questions provided in the Reader's Book. | 16<br>10.5% | 30<br>19.6% | 42<br>27.5% | 23<br>15.0% | 42<br>27.5% | 1.70 |
| 67 | Ask students to write extra questions on the given text. | 8<br>5.2% | 14<br>9.2% | 19<br>12.4% | 29<br>19.0% | 83<br>54.2% | 0.92 |
| 70 | I keep the students' Reader's Book with me until lesson 7 of the next unit after the finish the lesson. | 20<br>13.1% | 13<br>8.5% | 15<br>9.8% | 30<br>19.6% | 75<br>49.0% | 1.16 |

The analysis of the three items no. 55, 58 and 66 show that teachers rarely spare extra effort to teach extra reading skills or prepare extra exercises or comprehension questions, which supports items no. 54, 65 and 57. This asserts teachers' strong adherence to the Teacher's Book and indicates that teachers either believe in its perfection or prefer to rely on ready prepared activities than to spare time and effort to generate extra ones chiefly if such accretion is not commanded.

Both items no.48 and 49 are concerned with the skill of dictionary analysis. Although students can understand approximately half of the new words in the Reader's Book without using the dictionary, a dictionary is provided at the end of the Reader's Book for words that cannot be understood by other means. Students should be encouraged to use this minimized dictionary during their second reading of the text at home. However, teachers can find endless devices to check students' abilities to use the dictionary.

Item no.70 shows that 49.0% of teachers never keep the students' Reader's Book with them until lesson 7 of the next unit after they finish lesson 8 of the unit before them. However, this is highly recommended as it is written in the introduction to the Reader in the Teachers' Book and repeated in every unit (see appendix 14). Keeping students' books except for one evening every unit when they must read the text at home guarantees the home reading and eliminates the habit of copying the answers from each other before they come to class. Yet, teachers are not to be blamed since the majority

of them handle huge class and subsequently it is troublesome for them to store such huge number of books for almost two weeks.

The lowest low-averaged item here is item no.67. It shows that %54.2 of teachers never ask their students to write extra questions on the given text. This indicates that teachers rarely give their students chance to exchange role with the teacher or to stimulate their higher cognitive skills to generate questions and inquires on the given text. On other hand, teachers seem to drop a vital opportunity to affirm comprehension and give their classes new fashion particularly when we know that comprehension is developed through questions.

To conclude, teachers appear to prefer to follow the procedures and activities set on the Teacher's Book rather than to design their own lessons or innovate extra activities. Their attention to the skills of dictionary analysis and graphic aids is improper.

**c. Using Instructional Aids:**

**High-averaged items:**

**Table (16)**
Using Instructional Aids

| **Items with High Averages** | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 71 | Blackboard. | 140 | 4 | 4 | 1 | 4 | 3.79 |
| | | 91.5% | 2.6% | 2.6% | 0.7% | 2.6% | |
| 72 | Books. | 113 | 7 | 13 | 5 | 15 | 3.29 |
| | | 73.9% | 4.6% | 8.5% | 3.3% | 9.8% | |

Obviously, the blackboard is the dominant instructional aid used by teachers. Item no. 71 shows that 91.5% of teachers always use the blackboard in every reading class. It is widely used by teachers because it is always available in every class and needs no preparation or fixing.

Books have second highest high averaged-items in this group. Item no. 72 shows that 73.9% of teachers use books as an instructional aid in their reading classes. Books are cheap, always available and give a real source of authentic materials.

**Moderate-averaged items:**

Using Instructional Aids

**Table (17)**

| Items with Moderate Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 80 | Flash cards. | 72 | 31 | 24 | 7 | 19 | 2.84 |
| | | 47.1% | 20.3% | 15.7% | 4.6% | 12.4% | |

The only moderate-averaged item is item no. 80. It is concerned with using flash cards as an instructional aid to draw students' attention to particular vocabulary. Although flash cards that contain either words or pictures or words and pictures together are vivid aids in reading classes, yet only 47.1% of teachers utilize them in their reading classes. Teaching many classes (20- 16 English classes every week) and planning too many new lessons (8 – 4 lessons a week) exhaust teachers and restrain them from using such aid as they need to be designed and prepared beforehand.

**Low-averaged items:**

**Table (18)**

Using Instructional Aids

| Items with Low Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 73 | Newspapers. | 11 | 7 | 62 | 33 | 40 | 1.45 |
| | | 7.2% | 4.6% | 40.5% | 21.6% | 26.1% | |
| 74 | Magazines. | 9 | 4 | 59 | 34 | 47 | 1.30 |
| | | 5.9% | 2.6% | 38.6% | 22.2% | 30.7% | |
| 75 | An overhead projector. | 0 | 0 | 6 | 9 | 138 | 0.13 |
| | | 0.0% | 0.0% | 3.9% | 5.9% | 90.2% | |
| 76 | Language laboratory. | 0 | 4 | 6 | 5 | 138 | 0.18 |
| | | 0.0% | 2.6% | 3.9% | 3.3% | 90.2% | |
| 77 | The computer. | 9 | 7 | 6 | 3 | 128 | 0.47 |
| | | 5.9% | 4.6% | 3.9% | 2.0% | 83.7% | |
| 78 | Internet sites. | 3 | 12 | 19 | 10 | 109 | 0.62 |
| | | 2.0% | 7.8% | 12.4% | 6.5% | 71.2% | |
| 79 | A cassette recorder. | 35 | 24 | 30 | 10 | 54 | 1.84 |
| | | 22.9% | 15.7% | 19.6% | 6.5% | 35.3% | |

The above table shows that there is a great tendency towards low-averaged category. This indicates that teachers rarely use various instructional aids other than the blackboard and books and sometimes flash cards. This ends in mechanical boring

reading classes. It reflects no doubt urgent need for training teachers to vary and design their instructional aids. Above all, convincing them of the significances of adapting instructional aids in reading classes.

Item no. 79 is the highest low-averaged items. Although the cassette recorder is recommended to be used, as it is mentioned in the Teacher's Book, in reading classes to answer the listening exercise, yet 35.3% of teachers said they never employ it at their reading classes. This might be attributed to teachers' inattention to the listening exercises since they are not included in the final exam, or to the unavailability of tape scripts enclosed with the book.

Although newspapers and magazines are cheaper and better available than books, yet teachers' responses in items no.73 and 74 show that a great number of teachers never use them as instructional aids.

Items no.75, 76, 77 and 78 deal with unavailable or expensive aids that can be used in teaching reading. The majority of teachers said they never use such aids in their reading classes. Teachers are not to be blamed because these aids are not always available in every school and too expensive to be obtained by the school, teachers or with the cooperation of students' families.

To conclude, as the overall mean of this part shows (1.59), teachers' use of various instructional teaching aids in reading classes is generally inferior.

## 4. Analysis of Part 5.

Evaluation of Reading Skills

**a. During Classroom Activities:**

**High-averaged items:**

**Table (19)**

Evaluation of Reading Skills During Classroom Activities

| **Items with High Averages** | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 81 | Testing students' reading abilities. | 103 | 35 | 11 | 3 | 1 | 3.54 |
| | | 67.3% | 22.9% | 7.2% | 2.0% | 0.7% | |
| 82 | Tracing a student's reading progress. | 67 | 42 | 31 | 6 | 7 | 3.01 |
| | | 43.8% | 27.5% | 20.3% | 3.9% | 4.6% | |
| 84 | Evaluate students' oral responses. | 92 | 39 | 15 | 0 | 7 | 3.36 |
| | | 60.1% | 25.5% | 9.8% | 0.0% | 4.6% | |

Fortunately, both items no. 81 and 82 fall in the high category. They show that the majority of teachers take evaluation as a means to test students' reading abilities and to trace students' reading progress. This is the ultimate aim of the course as it is written in the Teachers' Book. Yet, teachers' positive attitude towards classroom evaluation does not mean they really do their best to validate or reactivate it.

Item no.84 shows that evaluating students' oral response has high priority among teachers, even more than written responses mentioned in item no.83, though written work is highly recommended for continuous assessment in the Teacher's Book. This can be attributed to the huge number of students in each class which makes it hard for teachers to correct students' test papers and then record their scores in every unit. Moreover, the marks awarded for class contribution in each semester are merely five marks partaken by the eight lessons of every unit. Thus, teachers abandon written evaluation in reading classes particularly because reading occupies two lessons only at the end of every unit.

**Moderate-averaged items:**

**Table (20)**

Evaluation of Reading Skills During Classroom Activities

| **Items with Moderate Averages** | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 83 | Evaluate the students' written responses. | 44<br>28.8% | 29<br>19.0% | 55<br>35.9% | 12<br>7.8% | 13<br>8.5% | 2.51 |
| 87 | Use movements as a non-linguistic method to test comprehension. | 37<br>24.2% | 27<br>17.6% | 54<br>35.3% | 15<br>9.8% | 20<br>13.1% | 2.30 |
| 88 | Depend on the testing questions set in the Reader's Book. | 54<br>35.3% | 40<br>26.1% | 37<br>24.2% | 13<br>8.5% | 9<br>5.9% | 2.76 |
| 90 | Discuss the correction of the students' responses. | 72<br>47.1% | 24<br>15.7% | 43<br>28.1% | 7<br>4.6% | 7<br>4.6% | 2.96 |
| 91 | Keep observation notes of students' reading development. | 35<br>22.9% | 38<br>24.8% | 54<br>35.3% | 9<br>5.9% | 17<br>11.1% | 2.42 |
| 92 | Use the results of the tests to assess how successful my teaching was. | 25<br>16.3% | 36<br>23.5% | 51<br>33.3% | 17<br>11.1% | 24<br>15.7% | 2.13 |

The highest moderate-averaged item is item no. 90. Favorably, it shows that 47.1% of teachers discuss the correction of the students' responses. This indicates that most teachers are aware of the importance of telling their students how to obtain correct answers rather than simply marking their answers as correct and incorrect ones. This leads to steady improvement in students' reading skills especially when they are all given the same opportunity to score well.

The second highest moderate-averaged item is item no.88. It shows that 35.3% of teachers always depend on the testing questions set in the Reader's Book. It confirms item no. 89, which falls in the low-averaged items and shows 33.3% of teachers never prepare extra testing questions, but make do with those set in the Reader's Book. Teachers have to cover all the exercises principally because the exam items should be selected from the same exercises of the book. Moreover, teachers save their time and effort with the ready-made reading tests set for each unit in the Teacher's Book.

Item no.91 shows that 35.3% of teachers sometimes keep observation notes of students' reading development. This indicates that more teachers are unaware of the significance of observation notes in identifying students who need supplementary help and in tracing students' reading abilities progress. This might be attributed to lack of knowledge or teachers' disinterest; as such notes are not mandatory.

Item no. 87 shows that 35.3% of teachers sometimes use movements as a non-linguistic method to test comprehension. It needs prepared questions, planned activities and designed aids. As we have seen in the proceeding analysis, teachers constantly adhere to ready exercises and tests enclosed in the Reader's Book or the Teachers' Book and never go beyond these suggestions. It might be attributed to lack of knowledge or limited class time in which teachers find no space for such methods.

The lowest item in this category is item no.92. It shows that 33.3% of teachers sometimes use the result of the tests to assess how successful their teaching was. It indicates that some teachers believe that the test results are not an end, but a direct indication for students' strengths and weaknesses as well as the strengths and weaknesses of the course itself. Other teachers infrequently make good use of test results to check how successful they have taught the course.

Moreover, the stated function of the teachers during a reading class is to follow the Teacher's Book step by step, since they are not allowed to add or formulate their own activities. Therefore, they feel they are outsiders and test results, either high or low, are due to the curriculum stated by the Ministry of Education, not to their teaching.

**Low-averaged items:**

**Table (21)**

Evaluation of Reading Skills During Classroom Activities

| **Items with Low Averages** | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 85 | Ask the students to translate parts of the English reading text. | 23 | 26 | 50 | 20 | 34 | 1.89 |
| | | 15.0% | 17.0% | 32.7% | 13.1% | 22.2% | |
| 86 | Use drawing as a non-linguistic method to test comprehension. | 19 | 27 | 59 | 20 | 28 | 1.92 |
| | | 12.4% | 17.6% | 38.6% | 13.1% | 18.3% | |
| 89 | Prepare more testing questions than those available in the Reader's Book. | 19 | 18 | 37 | 28 | 51 | 1.51 |
| | | 12.4% | 11.8% | 24.2% | 18.3% | 33.3% | |

The highest low-averaged item in this category is item no.86. It shows that only 38.6% of teachers use drawing as a non-linguistic method to test comprehension. As it has been said in the analysis of item no.87, it needs prepared questions, planned activities and designed aids, which looks repetitive for teachers who limit themselves to what is set in the Teacher's Book. Moreover, lack of knowledge plus teachers' disinterest to try such methods since they are not to be included in the final exam might entangled using non-linguistic methods to test students' comprehension.

Item no.85 shows that teachers seldom ask students to translate parts of the English reading text into Arabic. It points out that most teachers abstain from using translation as a straightforward way to test comprehension in which students never suffer the language obstacles to express themselves. This is because translation or using Arabic in any English class is illegal by the Ministry of Education.

To conclude, the majority of teachers take evaluation as a means to test students' reading abilities and to trace students' reading progress. As the overall mean of this part shows (2.37) continuous assessment receives moderate attention during reading classes.

**b. During Final Exams:**

**High-averaged items:**

**Table (22)**

Evaluation of Reading Skills During Final Exams

| Items with High Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 93 | Utilize the exam model submitted by the Ministry of Education. | 117 | 21 | 9 | 2 | 4 | 3.60 |
| | | 76.5% | 13.7% | 5.9% | 1.3% | 2.6% | |
| 97 | Focus on testing vocabulary taught in reading classes. | 116 | 24 | 13 | 0 | 0 | 3.67 |
| | | 75.8% | 15.7% | 8.5% | 0.0% | 0.0% | |
| 99 | Concentrate on testing the informational content of the texts provided in the Reader's Book. | 111 | 15 | 14 | 11 | 2 | 3.45 |
| | | 72.5% | 9.8% | 9.2% | 7.2% | 1.3% | |
| 100 | Employ the same items included in the Reader's Book exercises. | 118 | 16 | 14 | 5 | 0 | 3.61 |
| | | 77.1% | 10.5% | 9.2% | 3.3% | 0.0% | |

The highest item in this category is item no.93. Teachers are required to implement the exam model submitted by the Ministry of Education (see appendix 16). It might be interesting to mention here that the marks devoted for the extensive reading in the final exam is merely 4 marks (see appendix 15). It embodies exactly the same items included in the Reader's Book. Teachers have no other choice to change or at least modify this model. This item confirms item no.100. This discussion might explain why teachers focus on the exercises of the book and abstain from adding other exercises.

Items no. 97 and 99 show that most teachers focus on testing vocabulary and concentrate on testing the informational content of the texts taught in the reading classes. This confirms item no.93 and shows teachers' excessive loyalty to the exam model submitted by the Ministry of Education. Devoting the class time to obtaining certain correct answers for the available exercises is the only expectant consequence in this case. Obviously, the exam encourages memorization more than creativity. This of course gives no meaning to teachers' any trial of creation or renovation.

**Moderate-averaged items:**

**Table (23)**
Evaluation of Reading Skills During Final Exams

| Items with Moderate Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 95 | Give my students in advance a practice exam with exactly the same forms of questions as in the real one. | 50<br>32.7% | 30<br>19.6% | 33<br>21.6% | 15<br>9.8% | 25<br>16.3% | 2.42 |

The only moderate-average item in this category is item no.95. It shows that some teachers do care to give their students in advance a practice exam with exactly the same forms of questions as in the real one. Teachers might find trial exams inessential since the final exam items and instructions are cited from the same items of the Reader's Book and students are not requested to do more than memorizing the exact exercises dealt with during the semester. Teachers might also find no time for trial exams because the syllabus is so extended and leaves only four classes at the end of the semester for general revision. Four classes might be not quite enough to go over six unites at one go (see appendix 17). Over and above, preparing trial exams requires time preparing, photocopying, carrying out in different classes, and then correcting and evaluating. This might appear as a great loss in comparison to the four marks allocated for extensive reading.

**Low-averaged items:**

**Table (24)**

Evaluation of Reading Skills During Final Exams

| Items with Low Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 94 | Depend on the exam model set in the Teacher's Book. | 5 | 8 | 9 | 12 | 119 | 0.48 |
| | | 3.3% | 5.2% | 5.9% | 7.8% | 77.8% | |
| 96 | Supply the students with the authentic texts while answering the final exam questions. | 8 | 10 | 21 | 2 | 112 | 0.69 |
| | | 5.2% | 6.5% | 13.7% | 1.3% | 73.2% | |
| 98 | Work on revealing how well the students can utilize the different reading skills taught during the course. | 17 | 20 | 20 | 2 | 94 | 1.11 |
| | | 11.1% | 13.1% | 13.1% | 1.3% | 61.4% | |
| 101 | Use totally new texts to assess the students' abilities to employ the reading skills covered in the syllabus. | 6 | 9 | 16 | 9 | 113 | 0.60 |
| | | 3.9% | 5.9% | 10.5% | 5.9% | 73.9% | |

Item no. 98 shows that few teachers work on revealing how well the students can utilize the different reading skills taught during the course. It contradicts items no. 93, 97 and 99 which fall in the high-averaged items in this category. Including reading skills in the final exam requires unseen passages and well-prepared test questions that does not match with the given marks for this part.

Items no. 96 and 101 fall in the low-averaged items in this category. However, they indicate that few teachers falsify the truth. Supplying the students with the authentic texts while answering the final exam questions or using totally new texts to assess the students' abilities to employ the reading skills covered in the syllabus is far-fetched.

Building up valid reading exams capable of testing students' abilities to read requires high vocational training that might not be at hand for all teachers at least in the present day. Furthermore, validity of reading exams rests on solid norms, which might be impracticable as no list of reading specific objectives is available or provided for teachers. In addition, teachers' choice of unseen texts is quite untrustworthy. Inadequate professional qualification and short teaching experience might not help them to choose properly the reading text appropriate to students' age and learning abilities. Incorporating texts of teachers' choice might eliminate the desirable standardization in evaluation and equality of chances among the students in all schools.

The lowest low-averaged item is item no. 94. Most teachers never employ the exam model set in the Teacher's Book. A student needs about 40 minutes to complete the exam model set in the Teacher's Book (See appendix 18). Above all, inserting such exam model needs large typing space and extra photocopied papers. The time of the exam, the marks devoted for the extensive reading and students' vast numbers makes such a thing impossible to take place.

To conclude, finale exam model submitted by the Ministry of Education prevails. Teachers have no other choice to work on revealing how well the students can utilize the different reading skills taught during the course.

## *D. Students' Questionnaire:*

1 Analysis of Part 2.

Objectives of Teaching Reading Skills

**a. Specific Objectives:**

**High-averaged items:**

**Table ( 25 )**

Objectives of Teaching Reading Skills Specific Objectives

| Items with High Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 5 | بحث تنظيم فقرات النص وعدد الأسطر فيه. | 376 | 35 | 44 | 29 | 83 | 3.04 |
| | *Supplying missing punctuation* | 66.3% | 6.2% | 7.8% | 5.1% | 14.6% | |

The only high-averaged item in this category is item no.5. It indicates that supplying missing punctuation put down in every unit is being frequently taught and mentioned in every reading lesson as 66.3% of students stated to (see appendix 14). While this skill falls in the high-averaged items, it is the lowest moderate item in the teachers' questionnaire. This sharp variety can be attributed to lack of explanation and clarification for skills embedded in the run of the exercises. Teachers cultivate their efforts to elicit correct answers from students which steadily leads up to total ignorance for explaining and nominating each skill. Teachers might think that students need memorizing such answers more than understanding each reading skill to pass the exam.

**Moderate-averaged items:**

**Table (26)**

Objectives of Teaching Reading Skills Specific Objectives

| Items with Moderate Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 1 | أ. التنبؤ بمضمون النص من خلال العنوان الرئيس. | 301 | 51 | 50 | 67 | 98 | 2.68 |
| | *Discussing the title* | 53.1% | 9.0% | 8.8% | 11.8% | 17.3% | |
| 2 | ب. التنبؤ بمضمون النص من خلال العناوين الفرعية. | 251 | 63 | 80 | 52 | 121 | 2.47 |
| | *Missing punctuation* | 44.3% | 11.1% | 14.1% | 9.2% | 21.3% | |
| 4 | استعراض النص قبل البدء بالقراءة. | 211 | 46 | 55 | 42 | 213 | 2.00 |
| | *Surveying* | 37.2% | 8.1% | 9.7% | 7.4% | 37.6% | |
| 7 | التصفح السريع للحصول على معلومات محددة من النص. | 172 | 85 | 81 | 58 | 171 | 2.05 |
| | *Scanning* | 30.3% | 15.0% | 14.3% | 10.2% | 30.2% | |
| 11 | ج. إشارات الصور الملحقة بالنص. | 186 | 100 | 129 | 81 | 71 | 2.43 |
| | *Picture Clues* | 32.8% | 17.6% | 22.8% | 14.3% | 12.5% | |

Items no. 1,2,4,7 and 11 fall in the moderate–averaged category indicating that teachers do not give enough attention to these reading skills integrated in every unit though the same skills fall in the high-averaged items in the teachers' questionnaire. Teachers might think they give satisfying attention to these skills while students presume the opposite, hence the variety of responses rises up.

**Low-averaged items:**

**Table ( 27 )**

Objectives of Teaching Reading Skills Specific Objectives

| Items with Low Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 3 | ج. توقع الأفكار المتضمنة في النص قبل البدء بالقراءة. | 82 | 77 | 99 | 85 | 224 | 1.48 |
| | *Predicting ideas* | 14.5% | 13.6% | 17.5% | 15.0% | 39.5% | |
| 6 | التصفح السريع للحصول على المعنى العام للنص. | 169 | 61 | 58 | 68 | 211 | 1.83 |
| | *Skimming* | 29.8% | 10.8% | 10.2% | 12.0% | 37.2% | |

**Table ( 27 ) \ Continued**

Objectives of Teaching Reading Skills Specific Objectives

| Item No. | Statement | Always | Often | Sometimes | Rarely | Never | Average |
|---|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | 0 | |
| 8 | زيادة سرعة القراءة من خلال تحديد الزمن المتاح للقراءة. | 21 | 20 | 25 | 46 | 455 | 0.42 |
| | *Improving reading speed* | 3.7% | 3.5% | 4.4% | 8.1% | 80.2% | |
| 9 | أ. سياق الكلمة في الجملة. | 172 | 45 | 55 | 67 | 228 | 1.76 |
| | *Semantic Clues* | 30.3% | 7.9% | 9.7% | 11.8% | 40.2% | |
| 10 | ب. تحليل بناء الجملة. | 79 | 63 | 70 | 82 | 273 | 1.28 |
| | *Syntactic Clues* | 13.9% | 11.1% | 12.3% | 14.5% | 48.1% | |
| 12 | أ. مصدر الكلمة. | 162 | 65 | 47 | 68 | 225 | 1.77 |
| | *Root Word or Base word* | 28.6% | 11.5% | 8.2% | 12.0% | 39.7% | |
| 13 | ب. لاحقة أو بادئة الكلمة. | 37 | 30 | 77 | 77 | 346 | 0.82 |
| | *Affixes* | 6.5% | 5.3% | 13.6% | 13.6% | 61.0% | |
| 14 | ج. الكلمات المركبة. | 95 | 36 | 67 | 63 | 306 | 1.20 |
| | *Compound word* | 16.8% | 6.3% | 11.8% | 11.1% | 54.0% | |
| 15 | استخدام القاموس. | 14 | 12 | 25 | 38 | 478 | 0.31 |
| | *Dictionary analysis* | 2.5% | 2.1% | 4.4% | 6.7% | 84.3% | |
| 16 | أ. بحث التفاصيل الدقيقة في النص. | 16 | 13 | 33 | 28 | 477 | 0.34 |
| | *Details* | 2.8% | 2.3% | 5.8% | 4.9% | 84.1% | |
| 17 | ب. تحديد الفكرة أو الأفكار الرئيسة للنص. | 53 | 28 | 33 | 27 | 426 | 0.68 |
| | *Main idea* | 9.3% | 4.9% | 5.8% | 4.8% | 75.1% | |
| 18 | ج. تعاقب الأفكار والأحداث. | 16 | 14 | 23 | 23 | 491 | 0.30 |
| | *Sequence* | 2.8% | 2.5% | 4.1% | 4.1% | 86.6% | |
| 19 | د. بحث الأسباب والنتائج. | 17 | 16 | 30 | 43 | 461 | 0.38 |
| | *Cause and effect* | 3.0% | 2.8% | 5.3% | 7.6% | 81.3% | |
| 20 | هـ. اتباع التعليمات. | 45 | 19 | 21 | 36 | 446 | 0.55 |
| | *Directions* | 7.9% | 3.4% | 3.7% | 6.3% | 78.7% | |
| 21 | و. تحديد سجايا الأشخاص المذكورة في النص. | 8 | 8 | 12 | 22 | 517 | 0.17 |
| | *Character traits* | 1.4% | 1.4% | 2.1% | 3.9% | 91.2% | |

Analysis of table (27) shows great tendency towards low-averaged items. The same low-averaged items fall in the high or moderate category in the teachers' questionnaire. Students' responses appear to be more logical than teachers' responses. Skills that emerged infrequently in the Reader's Book (18,19,20,21) fall in the low category in contrast to their value in the teachers' questionnaire.( See table (7)).

Item no.12 records the highest item in the low-averaged items. Though 'root word or base word' is a skill that emerged in nine units, yet it, according to students' perception, receives almost no attention from teachers (see table (1)). Similarly, items no.9,10, 15, 16 and 17 deals with a skill that emerged in every unit and item no.14 deals with a skill emerged in seven units; however most students declare that ' semantic clues',' syntactic clues', 'dictionary analysis', ' details' 'main idea 'and 'compound words', are skills

infrequently mentioned in the reading classes. In their approach to obtain correct answers to the different items of the exercises, teachers overlook descriptions and names of even vivid reading skills. Moreover, it seems teachers rarely inform their students about the behavioral objectives of each lesson as they state in the teachers' questionnaire, items no.6 and 53. Consequently, it comes to students' minds that such skills are rarely dealt with in the reading class.

Analysis of items no.8, 13 ,18, 19, 20 and 21 shows that students' responses seem to be somehow rational. These items are concerned with reading skills occasionally referred to in the Reader's Book. Therefore, it is not amazing if we notice that their averages ranged from 0.55 to 0.17.

To conclude, as the overall mean of this part shows (1.22), teachers' regard to various identified reading skills is improper.

## 2. Analysis of Part 3.

Students' Perceptions about Teaching Silent Reading:

**High-averaged items:**

None of the responses collected from the part of students' perceptions about teaching silent reading falls in the high-averaged category.

**Moderate-averaged items:**

None of the responses collected from the part of students' perceptions about teaching silent reading falls in the moderate-averaged category.

**Low-averaged items:**

**Table (28)**

Students' Perceptions about Teaching Silent Reading

| Items with Low Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 22 | ممتعة بالنسبة للطالبات. | 9 | 6 | 24 | 28 | 500 | 0.22 |
| | *Interesting for the student* | 1.6% | 1.1% | 4.2% | 4.9% | 88.2% | |
| 23 | تثير مواضيع تهم الطالبات. | 2 | 2 | 20 | 28 | 515 | 0.14 |
| | *Suitable for female students* | 0.4% | 0.4% | 3.5% | 4.9% | 90.8% | |
| 24 | تناسب الوقت المتاح لقراءتها. | 3 | 8 | 13 | 19 | 524 | 0.14 |
| | *Manageable in the time available* | 0.5% | 1.4% | 2.3% | 3.4% | 92.4% | |
| 25 | سهلة بالنسبة للطالبات. | 11 | 14 | 25 | 43 | 474 | 0.31 |
| | *Achievable in their level of difficulty* | 1.9% | 2.5% | 4.4% | 7.6% | 83.6% | |

Analysis of table (28) shows that there is great tendency towards low-averaged items in this part with averages ranging from 0.31 to 0.14. In comparison, teachers believed that the reading texts are sometimes interesting and suitable for their students while students, as items no.22 and 23 show, think that the reading texts are rarely so. This denotes that teachers rarely bother themselves to know about their students' feelings or perception about the texts they are involved in. It may also denotes that teachers regularly elicit correct answers from students, no matter if they copy such correct answers from each other, and that the class runs so smoothly to the extent that teachers suppose that students are satisfied and interested.

Both, teachers and students determine that reading texts are neither manageable in the time available, nor achievable in their level of difficulty. This agreement in both responses indicates that the texts are too massive to be covered in the time limit and unsuitable for students' level. This may correspond to students' response to item no.22. Students lose interest and become less motivated if they are struggling to guess the meaning of every word. What makes the matter worse is the fact that these texts, as students note in item no.23, are not related to their everyday experiences and are far-off from their interests ( see Appendix 20).

To conclude, as the overall all mean of this part shows (0.15), reading texts included in the Reader's Book appear to be neither interesting, nor suitable for students. Moreover, they sound neither manageable in the time available, nor achievable in their level of difficulty.

## 3. Analysis of Part 4.

### Teaching Reading Skills

**a. Selection of Reading Texts**

**High-averaged items:**

**Table (29)**

Teaching Reading Skills Selection of Reading Texts

| Items with High Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 26 | النصوص المقررة في كتاب القراءة. | 564 | 2 | 1 | 0 | 0 | 3.99 |
| | *the texts set in the Reader's Book* | 99.5% | 0.4% | 0.2% | 0.0% | 0.0% | |

The only high-averaged item in this category is item no.26. Almost all students assert that their teachers depend only on the text set in the Reader's Book. The same item in the teachers' questionnaire is also the only high-averaged items in this category. Teachers are not allowed to add or substitute anything in the syllabus identified by the Ministry of Education. They are supposed to cover all texts of the Reader's Book and the exam items should be selected from the same texts. They have no opportunity to even select related topics to those in the Reader's Book.

**Moderate-averaged items:**

None of the responses collected from the part of selection of evaluation of reading skills during final exams falls in the moderate-averaged category.

**Low-averaged items:**

**Table (30)**

Teaching Reading Skills Selection of Reading Texts

| Items with low Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 27 | نصوص خارجية من اختيارها. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *Reading texts according to teacher's own preference* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |
| 28 | نصوص خارجية من اختيار الطالبات. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *Reading texts according to the students' preference.* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |
| 29 | نصوص خارجية من نفس مواضيع النصوص المقررة في الكتاب. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *Texts from other sources on the same topics in the book.* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |

Means of three low-averaged items, 27, 28 and 29, are 0.00. It indicates that teachers never choose different reading texts in accordance with their own or their students' preferences. They never substitute the available texts with related topics, too. This means that teachers and students are compelled to go with reading texts labeled as boring, uninteresting, difficult and massive, as items no. 22, 23, 24 and 25 affirm. Teachers are not allowed to choose texts following their students' abilities or likes and students have no chance to read about things they like or interest them or even related to their daily life. As a result, students may lose motivation and develop negative attitudes towards reading in general since school is likely the only place for reading in English for most students.

**b. Classroom Procedure:**

**High-averaged items:**

**Table (31)**

Teaching Reading Skills Classroom Procedure

| Items with High Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 39 | تطلب المعلمة من الطالبات حل التمارين في البيت مسبقا قبل الدرس. | 419 | 6 | 23 | 25 | 94 | 3.11 |
| | *Ask students to answer the pre-reading exercises before coming to class* | 73.9% | 1.1% | 4.1% | 4.4% | 16.6% | |
| 40 | تركز المعلمة على التمارين المتضمنة في كتاب القراءة. | 439 | 33 | 43 | 10 | 42 | 3.44 |
| | *Focus on the exercises available in the Reader's Book* | 77.4% | 5.8% | 7.6% | 1.8% | 7.4% | |
| 44 | تطلب المعلمة من الطالبات حل التمارين بمفردهن. | 385 | 29 | 40 | 28 | 85 | 3.06 |
| | *Let students do reading skills exercises individually* | 67.9% | 5.1% | 7.1% | 4.9% | 15.0% | |
| 47 | تسمح المعلمة للطالبات بالاستفسار أثناء القراءة. | 419 | 28 | 27 | 20 | 73 | 3.23 |
| | *Allow students ask for teacher's help while reading.* | 73.9% | 4.9% | 4.8% | 3.5% | 12.9% | |
| 48 | تقتصر المعلمة على أسئلة الفهم الموجودة في كتاب القراءة. | 509 | 9 | 9 | 2 | 38 | 3.67 |
| | *Focus on the exercises available in the Reader's Book.* | 89.8% | 1.6% | 1.6% | 0.4% | 9.7% | |

As the above table shows, first and second highest items in this category are items no.40 and 48. The same two items are valued as high averaged ones in the teachers' questionnaire. This agreement between the two questionnaires asserts that teachers count on what is in the book and address their efforts to cover the English syllabus in the identified time. They direct their labour to what will come in the final exam and not to what will help students in their future life. Teachers are limited by time, logged by syllabus and overloaded with too many classes or curricula to the extent they have no effort left to prepare extra activities or teach extra things.

Item no.47 falls in line with item no. 63 in the teachers' questionnaire. This indicates that the majority of teachers give their students instant help with reading as they answer the reading exercises. Students need to depend on themselves and read in a natural situation without help or guidance from others. Unquestionably, students, particularly poor readers, need help especially in this level, yet excessive help proceed negative outcomes that are proven in poor reading abilities and lack of reading skills. This might be resulted from teachers' efforts to make students obtain correct answers as much as they can, possibly in the shortest time, without giving them enough time to think, work out and then deduce the correct answer.

Although items no. 39 falls in the high-averaged items, yet the same item, numbered 56 falls in the moderate-averaged items category in the teachers' questionnaire. This may indicate that some teachers recognize the drawbacks of letting students answer the pre-reading exercises before they come to class, yet they have no other choice. Large numbers of teachers pack tight the two reading lessons in one class forcing them to do so to make the best of time specifically with the huge number of reading exercises set in book. The reading exercises and their answers have been the same for years, and students need no excellence or creation to pass the exam other than memorizing such exercises and answers. This leads to low-motivated teachers, who prefer to cut it short and let students prepare the answers previously no matter if they find the answers themselves or copy them from somewhere else.

Item no.44 is the lowest one of the high-averaged items in this category. It corresponds item no.60 in the teachers' questionnaire that falls in the moderate-averaged category. Students assure that their teachers favor students' individual work more than pairs or group work. However, as seen in items no.60, 61 and 62, teachers say that they prefer to let their students do reading skills exercises in small groups more than individually or in pairs. This might indicate that teachers know the advantages of group work, but at the same time they recognize how ineffective it is to be employed in their large classes. Both brilliant and poor readers can achieve much more within a reading group than what they can achieve individually, yet it looks useless if the only command is giving for correct answers to a list of exercises specially when the answers are already prepared.

**Moderate-averaged items:**

**Table (32)**

Teaching Reading Skills Classroom Procedure

| **Items with Moderate Averages** | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 37 | تركز المعلمة على مهارات القراءة الموجودة في كتاب القراءة. | 297 | 18 | 18 | 29 | 205 | 2.30 |
| | *Focus on the reading skills set in the Reader's Book.* | 52.4% | 3.2% | 3.2% | 5.1% | 36.2% | |
| 51 | تطلب المعلمة من الطالبات ذكر رقم السطر الذي يجدن به الإجابة عن أسئلة الاستيعاب. | 336 | 24 | 64 | 34 | 109 | 2.78 |
| | *Ask students to mention the line number in which they find their answers for comprehension questions.* | 59.3% | 4.2% | 11.3% | 6.0% | 19.2% | |

The only moderate-averaged items in this rank are items no.37 and 51. Item no.51 corresponds item no.68, which is a high-averaged one in the teachers' questionnaire. It indicates that most teachers hang on to asking students to mention the line number in

which the answers are set to be confident of home reading. It might be somehow reliable, but it is not successful all the time as students can copy the answers as well as their line numbers easily from each other. Limited class time, stable exercises and absence of dependable exercises checking whether students have read the text at home or not, all make it hard for teachers to apply more confidential methods.

Similarly, item no.37 corresponds with items no. 54, which is a moderate-average item in the teachers' questionnaire. It indicates that teachers focus on the reading skills set in the Readers' Book and rarely teach extra skills or omit an existing one. This proves that teachers have no self-determination to choose or do what befits their students' abilities and suits their liking. Indubitably, teachers have variant teaching experiences and educational qualification and their perspectives may differ from those of curriculum designers. Giving teachers independence and freedom of choice might be in the expenses of achieving the expected goals. In other hand, it is rather unjust to restrain teachers with standardized syllabus and static exercises proved to achieve the expected goals settled by the curriculum designers.

**Low-averaged items:**

**Table (33)**

Teaching Reading Skills Classroom Procedure

| **Items with Low Averages** | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 30 | تعطينا قائمة الكلمات الصعبة لنستخرج معانيها من القاموس. | 0 | 0 | 11 | 39 | 517 | 0.10 |
| | *Look up a list of new vocabulary before they start reading.* | 0.0% | 0.0% | 1.9% | 6.9% | 91.2% | |
| 31 | تطلب منا استخدام القاموس لمعرفة الكلمات الصعبة أثناء القراءة. | 6 | 5 | 21 | 30 | 518 | 0.19 |
| | *Use the dictionary to look up difficult vocabulary while reading.* | 1.1% | 0.9% | 3.7% | 5.3% | 91.0% | |
| 32 | تستخدم القاموس بعد القراءة الصامتة للتأكد من معاني الكلمات التي خمنا معانيها أثناء القراءة. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *Use the dictionary to check the meaning of the new vocabulary they guessed after reading.* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |

**Table (33) \ Continued**

Teaching Reading Skills Classroom Procedure

| Item. No. | Statement | Always | Often | Sometimes | Rarely | Never | Average |
|---|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | 0 | |
| 33 | تسألنا المعلمة أسئلة نبحث عن أجابتها من خلال تفسير الرسوم البيانية والخرائط الملحقة بالنص. | 27 | 14 | 25 | 33 | 468 | 0.41 |
| | *Look at the graphic aids to find answers to various questions prepared previously.* | 4.8% | 2.5% | 4.4% | 5.8% | 82.5% | |
| 34 | تطلب منا المعلمة اقتراح رسوم أو صور أو خرائط لبعض المعلومات المدرجة في النص. | 0 | 21 | 0 | 0 | 546 | 0.11 |
| | *Suggest some graphic aids to specific information from the reading text.* | 0.0% | 3.7% | 0.0% | 0.0% | 96.3% | |
| 35 | توضح لنا المعلمة الغرض من القراءة قبل البدء بقراءة النص. | 12 | 4 | 16 | 17 | 518 | 0.19 |
| | *Encourage students to read the text with a clear purpose in mind.* | 2.1% | 0.7% | 2.8% | 3.0% | 91.4% | |
| 36 | تشرح المعلمة كيفية استخدام مهارات القراءة المختلفة. | 6 | 5 | 10 | 18 | 528 | 0.13 |
| | *Explain the different reading skills.* | 1.1% | 0.9% | 1.8% | 3.2% | 93.1% | |
| 38 | تهتم بتدريس مهارات قراءة أخرى إضافة إلى تلك الموجودة في كتاب القراءة. | 3 | 20 | 6 | 19 | 519 | 0.18 |
| | *Teach more reading skills in addition to those set in the Reader's Book.* | 0.5% | 3.5% | 1.1% | 3.4% | 91.5% | |
| 41 | توظف المعلمة تمارين أخرى إضافة للتمارين المتضمنة في كتاب القراءة. | 8 | 5 | 7 | 10 | 537 | 0.12 |
| | *Prepare extra exercises on the reading text.* | 1.4% | 0.9% | 1.2% | 1.8% | 94.7% | |
| 42 | تناقش المعلمة مع الطالبات إجابات كل التمارين. | 125 | 25 | 99 | 52 | 266 | 1.45 |
| | *Discuss the answers of the pre-reading exercises with the students.* | 22.0% | 4.4% | 17.5% | 9.2% | 46.9% | |
| 43 | تحل المعلمة فقرة واحدة كنموذج نتبعه في حل بقية فقرات التمرين. | 86 | 33 | 37 | 29 | 382 | 0.96 |
| | *Answer few exercises herself as a model.* | 15.2% | 5.8% | 6.5% | 5.1% | 67.4% | |
| 45 | تطلب المعلمة من الطالبات حل التمارين كل طالبتين معاً. | 35 | 29 | 56 | 53 | 394 | 0.69 |
| | *Let students do reading skills exercises in pairs.* | 6.2% | 5.1% | 9.9% | 9.3% | 69.5% | |
| 46 | تقسم المعلمة الطالبات إلى مجموعات صغيرة لحل التمارين. | 81 | 23 | 47 | 29 | 387 | 0.91 |
| | *Let students do reading skills exercises in small groups.* | 14.3% | 4.1% | 8.3% | 5.1% | 68.3% | |

**Table (33) \ Continued**

Teaching Reading Skills Classroom Procedure

| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
|---|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | 0 | |
| 49 | تعد المعلمة أسئلة فهم أخرى غير موجودة في كتاب القراءة. | 13 | 4 | 5 | 10 | 535 | 0.14 |
| | *Prepare extra comprehension questions rather than the questions provided in the Reader's Book.* | 2.3% | 0.7% | 0.9% | 1.8% | 94.4% | |
| 50 | تطلب المعلمة من الطالبات إعداد أسئلة استيعاب على النص المعطى. | 15 | 0 | 0 | 0 | 552 | 0.10 |
| | *Ask students to write extra questions on the given text.* | 2.6% | 0.0% | 0.0% | 0.0% | 97.4% | |
| 52 | تناقش المعلمة مع الطالبات إمكانية الاستفادة مما قرأن في حياتهن اليومية. | 5 | 3 | 13 | 10 | 536 | 0.11 |
| | *Discuss using what the students read in their daily life.* | 0.9% | 0.5% | 2.3% | 1.8% | 94.5% | |
| 53 | تحتفظ المعلمة بكتب القراءة الخاصة بالطالبات حتى موعد الدرس القادم. | 14 | 3 | 0 | 3 | 547 | 0.11 |
| | *Keep the students' Reader's Book with her until lesson 7 of the next unit after the finish the lesson.* | 2.5% | 0.5% | 0.0% | %0.5 | 96.5% | |

Analysis of table (33) shows that there is great tendency towards low-averaged items in this part. The highest low-averaged item in this category is item no.42. It corresponds item no.64 in the teachers' questionnaire that falls in the high-averaged items category. The great distinction between the two responses arouses wonder. Teachers may conceive discussing the answers of each exercise as a critical necessity students cannot do without in the class, yet they rarely apply it for many reasons. At first, the final exam nature requires memorizing correct answers rather than getting the skills to obtain correct answers. In addition, multiplicity of exercises, limited class time and students' overwhelming majority of correct answers compel most teachers to cut it short and get along without it.

Regarding using dictionary, items no. 30, 31 and 32 indicates that teachers rarely engage dictionary use at class. It is worth mentioning that item no.30 is the lowest item in the moderate-averaged category in the teachers' questionnaire. This indicates that teachers rarely give their students lists of new words before they begin reading as it is adjusted in the Teacher's book. However, answering the pre-reading exercises help students to get the meaning of considerable number of words before they begin reading (see appendix 21).

Item no. 31 indicates that teachers rarely sustain recommendation to use the dictionary at the back of the Reader's Book to look up unknown words as it is written in every reading lesson (see appendix 22). This may indicates also that teachers believe that students should turn on using dictionary only when other word attack skills appear to be ineffective to give them accurate meaning. However, this issue looks too optimistic as students are supposed to read at home far from teachers' direct observation.

Item no.32 indicates that teachers rarely involve the dictionary even after reading. The only available exercise to check whither students have used the dictionary or not during their reading (see appendix 33), though it takes 10 minutes, is not reliable. It does not require the presence of a dictionary and luck may interfere in obtaining correct responses. Probably, teachers find it too difficult to recondition students' abilities to use dictionaries that are supposed to be done at the intermediate school. Learning this skill needs efficient instruction and intensive practice unobtainable in the time available with huge number of students in each class. Furthermore, passing the final exam does not need mastering such a skill. The above case obliges teachers to spare using the dictionary in the class dispossessing their students a basic tool in building up vocabulary and to get a better understanding of what they read.

As for using graphic aids, items no.33 and 34 show that teachers tend to neglect directing students' attention to the different graphic aids attached with the reading texts. However, the same two items fall in the moderate-averaged category in the teachers' questionnaire. It may mean that teachers are somehow aware of the significance of interpreting graphic aids in increasing students' understanding of the text at hand, yet they have no reason to refer to them in classroom discussion.

Teachers may prefer to reserve class time and rely on discussing the pictures or maps in the pre-reading exercises available in the Reader's Book. Extra activities concerning graphic aids require time preparing and applying. Equally, graphic aids are totally disregarded in the final exam. Hence, teachers intend to give feeble concentration to graphic aids depriving their students from a vivid device that may help a lot in their academic future even if it is not of great help at the time being.

Confirming item no.44, items no.45 and 46 show most students assert that teachers rarely let them answer reading exercises in pairs or in small groups. No matter how pair or group work gets into teachers' heads, they are unable, as it is said in analysis to item no.44, to apply it in their reading classes. In most classes, students are numerous and the class space seems unthinkable to accommodate dividing the class into small groups as we know that most classrooms in public schools are not more than $30^2$. Furthermore, group work is more serviceable if the task given requires students' multiple perceptions and ways of thinking not merely answering multiple-choice questions that might be done or copied by the same students in the group before they come to class. On the other hand, letting students do the exercises in pairs may cause unbearable noise as students usually find it a good inlet into out of point discussions particularly if the exercises before them are already prepared at home (see analysis to item no.39).

Items no.38, 41, 49 and 50 together, confirm what is said before. Teachers incline more to stick to what is settled in the syllabus and rarely change anything they believe to benefit their students. Nobody can decide the best for students better than their teachers. Teachers are attached to their students for a considerable time and can easily define their abilities as well as their drawbacks. Likewise, the standardized syllabus is

not always successful with every student in every class and in every culturally different society. The standardized exam model makes the matter worse since teachers have to select the exam items from things demonstrated and discussed in the class. Teachers, in this case, feel frustrated, as they have no contribution in decision-making concerning their teaching or students. This leads them to present the lessons so mechanically following lesson plans set in the Teachers' Book in a manner that encourages memorizing rather than creativity.

Approaching analysis of item no.59, item no.43 reports that teachers rarely answer few exercises as a model for students to take off. This might indicate that most teachers are satisfied with the instruction and examples written ahead of each exercise in the Reader's Book to the extent that they rarely need to give students functional examples modeling how to obtain the right answers. As previously said, the given exercises are mostly multiple-choice questions that can be done by students as dictated by the teachers themselves (see analysis of item no.39) before the lesson starts to the extent that it makes modeling pointless and merely a waste of time. It is worth bringing to mind that the Reader's Book has been stable for years and that makes a secondhand copy of the book filled in with correct answers like inheritance, being successively transferred from one class to another, year after year.

Item no.35, in contrast to item no.52 in the teachers' questionnaire, shows that the majority of teachers rarely define the purpose of reading in class before students do their reading at home. Acknowledging reading purposes ahead, no matter what type of purposes they are, creates interest and motivates students to read willingly. Students have only two purposes set in front of them in the Reader's Book: to find answers to the given comprehension questions that simply can be copied from other students' books, and to pass a quiz set up of multiple-choice or true/false questions simply done by a stroke of luck. (see Appendix 22 & 25)

As item no.36 shows, students declare that their teachers rarely explain the different reading skills. It contrasts what the teachers say about themselves as item no.53 as the teachers' questionnaire shows. Neither a list of skills nor any definitions of any reading skills are available in the Reader's Book to be explained or discussed during the class. The Teacher's Book also includes no suggestions for teachers to extract reading skills from the exercises and bring them out into discussion in the class. Mastering the different reading skills is not needed to pass the final exam, which allocates four marks only to test students' abilities to memorize vocabulary and informational content of the texts taught during the semester.

Item no.52 shows that students rarely observe their teachers discussing how students can benefit from what the have read in their daily life. This might hint that school is completely isolated from life outside its walls. Subsequently, it leads students to think that they take lessons mainly to pass a series of exams, then get a certificate at the end and not to apply what they have learned, to be a better person living a better life. However, teachers are not to be accused of omission here. Initiating such discussions require planned outlines, adequate time and good class management. Neither the Reader's Book nor the Teacher's Books give suggestions or proposals for such an activity. Time allocated to cover the recommended activities in the Teacher's Book leaves no space for such open-ended debates. Giving students chance to take part in discussion as far as possible looks troublesome for teachers, particularly in huge classes.

Verifying item no.70 in the teachers' questionnaire, item no 53 reveal that most teachers rarely keep students' books with them except for one evening every unit, when they must read the text at home as it is proposed in the Teacher's Book. As is mentioned before, storing students' books for almost two weeks might be bothersome for teachers principally for those who handle huge classes. Analysis of item no.39 offers another impression and may clear up the matter. Teachers cannot keep students' books when they expect their students to prepare the pre-reading exercises as well as the comprehension questions on the passage before the reading lesson starts.

To conclude, teachers adhere to the lessons plans set in the Teacher's Book and to the exercises of the Reader's Book. Explaining or defining the identified reading skills is uncommon teaching practice taking place in the present reading classes. Teachers' attention to dictionary analysis and reading graphic aids is inferior. Collaborative and group or pair work are uncommon in the present reading classes.

**c. Using Instructional Aids**

**High-averaged items:**

None of the responses collected from the part of selection of evaluation of reading skills during final exams falls in the moderate-averaged category.

**Moderate-averaged items:**

**Table (34)**

Teaching Reading Skills Using Instructional Aids

| Items with Moderate Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 54 | السبورة . | 288 | 40 | 38 | 27 | 174 | 2.42 |
| | *Chalkboard.* | 50.8% | 7.1% | 6.7% | 4.8% | 30.7% | |

Item no. 53 is the only moderate-averaged one in this order. It shows that the chalkboard is the prevailing instructional aid though it is not, in students' viewpoint, always used in every reading class. This might indicate that teachers sometimes let their lessons pass without engaging any instructional aid. Lack of various instructional aids makes reading lessons boring and monotonous for both teachers and students. It lessens students' positive interaction with the lesson and reduces their readiness to be motivated to enjoy reading willingly.

The Teacher's Book gives no suggestions to use instructional aids other than students' readers, recordings, cassette players, students' workbooks and sometimes the board. Teachers are not supposed to write any thing rather than some true/false questions in some units, as the Teacher's Book shows, on the chalkboard. However, it is suggested that instead of wasting time writing lengthy questions on the board, a teacher can say them or write them on a piece of paper and photocopy them before class. Teachers might consider writing even the answers of the reading exercises or the

definition of reading skills as an unasked diligence particularly if they choose to copy the Teacher's Book step by step.

**Low-averaged items:**

**Table (35)**

Teaching Reading Skills Using Instructional Aids

| Items with Low Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 55 | كتب مختلفة. | 0 | 5 | 14 | 20 | 528 | 0.11 |
| | *Books.* | 0.0% | 0.9% | 2.5% | 3.5% | 93.1% | |
| 56 | جرائد. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *Newspapers.* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |
| 57 | مجلات. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *Magazines.* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |
| 58 | جهاز العرض فوق الرأسي. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *An overhead projector.* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |
| 59 | معمل اللغة الإنجليزية. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *Language laboratory.* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |
| 60 | برامج الحاسب. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *The computer.* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |
| 61 | شبكة الإنترنت. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *Internet sites.* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |
| 62 | المسجلات والأشرطة. | 25 | 10 | 17 | 5 | 499 | 0.28 |
| | *A cassette recorder.* | 4.4% | 1.1% | 1.4% | 5.1% | 88.0% | |
| 63 | بطاقات مزودة بالكلمات. | 37 | 10 | 17 | 5 | 498 | 0.38 |
| | *Flash cards.* | 6.5% | 1.8% | 3.0% | 0.9% | 87.8% | |

Table (35) shows great tendency towards low-averaged items. This indicates that engaging popular instructional aids in reading classes is generally insufficient and needs urgent resolution.

Flashcards recorded the highest low-averaged item in this table. Regardless of preparing and designing labour, various types of flashcards are normally used effectively to help students identify new vocabulary and learn their spelling. They are not proposed in the Teacher's Book, as it is said before, yet few teachers seek to engage them in their reading classes. This denotes that just few teachers' spare no effort to facilitate learning and memorizing new vocabulary since it is a primary requirement to score well in the final exam.

Concerning the application of a cassette recorder in reading classes, item no.62 shows it is rarely applied as an instructional aid. Every lesson 8 of all units requires, as the Teacher's Book recommends, using the cassette recorder as an instructional aid (see

appendix 26), yet 87.8% of students declare that their teachers never do so. Using a cassette recorder and a recording are inescapable to practise new vocabulary at the end of every lesson 8 (see appendix 27). This indicates that most teachers rarely consider the cassette recorder for students to practise new vocabulary or to listen to the text, excluding a proven chance to improve their reading abilities and to work out their motivation.

As is said before, this can be attributed to teachers' inattention to the listening exercises at the end of every lesson 8 as long as they are not a requirement in the final exam. Besides, it can be assigned to the unavailability of the needed recordings, cassette recorders and electricity supply in the class. Teachers are not obliged to supply such materials or to provide for their constant maintenance. Furthermore, applying texts attached with recordings might be out of teachers reach as they are not always at hand and the weighty syllabus leaves no time to experiment its efficiency.

While item no.57 shows that the majority of teachers rarely use books as an instructional aid, item no.72 in the teachers' questionnaire shows the opposite. The sharp distinction might be attributed to teachers' interest to appear idealist in their attitudes to the extent that they mask the truth. Students' responses here, in comparison, seem to be valid, since most of the analyzed items in both questionnaires prove that teachers tend to implement the Teacher's Book. However, teachers have no other choice than to follow what they are being asked to do. They probably do not need to use books in reading classes to practise the learned reading skills on different situations as long as they are not asked to explain any reading skill or to adapt any authentic material other than the Reader's Book. Once again, the final exam interferes to reflect its form on class procedures and then leads teachers to concentrate on facilitating memorizing and recalling the given vocabulary and the exact informational content of the stated texts.

Newspapers and magazines are not less benefical instructional aids than books, yet students profess, as items no.56 and 57 show, that all teachers never use them in their reading classes. This indicates that teachers intend to exclude themselves from applying even cheap and regularly available and easy to use instructional aids like newspapers and magazines. This also indicates that teachers pass over the importance of letting students practise or drill the learned reading skills on authentic materials such as books, newspapers or magazines. It gives other evidence to the fact that teachers prefer to stick to the Teacher's Book more than involving themselves in unasked creation or innovation.

Items no.58, 59, 60 and 61 show that all teachers, according to students' views, never utilize overhead projectors, language laboratories, the computer or the Internet sites in their reading classes. Though the same items fall in the low-averaged category in the teachers' questionnaire, yet students' responses seem to be more rational. Overhead projectors are not always available in every school and using it requires adequate arrangements that hardly can be provided for in the classroom. Moreover, preparing the slides takes time and considerable effort and teachers prefer not to spare this as they are overloaded with weighty syllabus, many classes and many new lessons every week.

Likewise, language laboratories are not available or working well in every school and operating them requires constant provisions of permissible recordings that appear out of reach. On the other hand, taking the class into the language laboratory to complete the listening exercise might be unreasonable since it takes no more than 10 minutes every lesson (see appendix 27).

Computers are not available in all schools and acquiring one might be too expensive and beyond the schools or teachers' abilities. Having permissible educational computer programs specially designed for students at this grade is probably unobtainable at least for the time being. Over and above, teachers need to be persuaded of the good use of utilizing computer programs in reading classes through attending well-organized training courses that might not be preferred by most teachers, particularly those who are over-logged with many curricula or classes.

Of late, a few schools have been connected to the Internet. It is being used for administrational affairs to quicken receiving and sending of formal documents. Authorizing using the Internet for teaching and learning purposes requires systematic planning, administrative laws, firm supervision and above all infinite sums that seem to be unavailing in comparison to the expected outcomes.

To conclude, as the overall mean shows (0.30), teachers' use of various instructional teaching aids in reading classes is generally inferior.

## 4. Analysis of Part 5.

Evaluation of Reading Skills

**a. During Classroom Activities:**

**High-averaged items:**

None of the responses collected from the part of selection of evaluation of reading skills during classroom activities falls in the high-averaged category.

**Moderate-averaged items:**

None of the responses collected from the part of selection of evaluation of reading skills during classroom activities falls in the moderate-averaged category.

**Low-averaged items:**

**Table (36)**

Evaluation of Reading Skills During Classroom Activities

| Items with Low Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 64 | إجابات الطالبات التحريرية . | 14 | 8 | 12 | 8 | 525 | 0.19 |
| | *Evaluate the students' written responses.* | 2.5% | 1.4% | 2.1% | 1.4% | 92.6% | |
| 65 | إجابات الطالبات الشفوية . | 36 | 16 | 36 | 31 | 448 | 0.52 |
| | *Evaluate students' oral responses.* | 6.3% | 2.8% | 6.3% | 5.5% | 79.0% | |
| 66 | تعد المعلمة أسئلة إضافية لما هو موجود في الكتاب للتقويم. | 0 | 0 | 26 | 11 | 530 | 0.11 |
| | *Prepare more testing questions than those available in the Reader's Book.* | 0.0% | 0.0% | 4.6% | 1.9% | 93.5% | |
| 67 | تناقش المعلمة إجابات الطالبات الصحيحة والخاطئة شفوياً. | 34 | 8 | 22 | 32 | 471 | 0.41 |
| | *Discuss the correction of the students' responses.* | 6.0% | 1.4% | 3.9% | 5.6% | 83.1% | |
| 68 | تطلب المعلمة من الطالبات ترجمة بعض أجزاء النص للتأكد من استيعابهن للنص. | 6 | 3 | 14 | 10 | 534 | 0.12 |
| | *Ask the students to translate parts of the English reading text.* | 1.1% | 0.5% | 2.5% | 1.8% | 94.2% | |
| 69 | تطلب المعلمة من الطالبات التعبير عن استيعابهن للنص بالرسم . | 3 | 5 | 9 | 19 | 531 | 0.11 |
| | *Use drawing as a non-linguistic method to test comprehension.* | 0.5% | 0.9% | 1.6% | 3.4% | 93.7% | |
| 70 | تطلب المعلمة من الطالبات التعبير عن استيعابهن للنص عن طريق تأدية بعض الحركات. | 5 | 8 | 9 | 10 | 535 | 0.12 |
| | *Use movements as a non-linguistic method to test comprehension.* | 0.9% | 1.4% | 1.6% | 1.8% | 94.4% | |
| 71 | تحتفظ المعلمة بلائحة تقريرية عن مدى تقدم الطالبات في القراءة. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *Keep observation notes of students' reading development.* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |

Table (37) shows that all responses are in the low-averaged category. It denotes teachers' low recognition of continuous assessment during classroom activities although it is underlined in the Teacher's Book ( see appendix 14).

The ultimate aim of the continuous assessment, as it is mentioned in the Teacher's Book, is to persuade students to work well at home. However, all the circumstances compel teachers not to put any type of assessment into practice. For all language aspects (reading, writing, vocabulary, grammar, listening and speaking), five marks only are awarded for students' classroom contribution. These five marks are allocated for students' classroom performance, homework, notebook, worksheets, oral or written quizzes and tests. A teacher makes many calculations before she records the final mark out of five. This means that students' poor performance in the reading tests has almost no effect on their classroom contribution marks.

The absolute aim of the continuous assessment is to persuade students to read at home, nevertheless, teachers might feel no need to bother themselves and threaten their students or force them to work well. Students are supposed to read in order to practice, and then acquire various reading skills, yet there is no consideration or measure for such skills in the classroom assessment or in the final exam. Unquestionably, even students who never attended class can score well in the final exam and may be better than those who read well at home and attended all reading classes, as long as they have higher memorizing and recall abilities.

Teachers themselves give continuous assessment no attention either to reserve their efforts or time. Many of them, as said before, compress the two reading lessons into one class counting class activities as merely throwing questions and answers back and forth. They even make things worse by asking in advance students to prepare the answers of all exercises before they come to class. This gives students a feeling that the reading lessons are unnecessarily taken and reading itself is not worth the effort. Low-motivated students accordingly reflect their inactivity; the teachers' contention is that any reading test will not get the best result out of such hopeless classes.

Most teachers teach too many classes that might even reach to 20 classes every week, and moreover, hold large classes that might reach to more than 40 students each. Undeniably, carrying out a test, either oral or written, requires choosing appropriate items, typing, copying, applying then correcting and evaluating. This gives teachers some justifications to skip the reading test and depend on class observation only, to evaluate students' performance and to persuade them to make more efforts.

Contrary to items no. 83 and 84 in the teachers' questionnaire, items no.64 and 65 show that evaluating students' written and oral responses are left out by most teachers. They also think that evaluation of oral response has a slight approval among the majority of teachers in comparison with evaluation of written response. This confirms what is said before that large numbers of students as well as overloaded teaching duties lie in the way and make churning out written tests hard to manage, specifically with the belief that continuous assessments have no effect in persuading students to read or on assessing their performance.

The above situation might indicate also that teachers probably skip the suggested written tests set in the Teacher's Book. (See appendix 24 - 25) either for the same reasons or because such tests require the presence of the authentic texts, that cannot be offered in the final exam. Likewise, these tests take 15-10 minutes of every lesson 8 that might be objected or opposed to by most teachers. Students' responses in these tests might be somehow doubtful as long as they are merely multiple-choice or

true/false questions that students can prepare or memorize ahead or give haphazard answers.

Item no.66 tells that, according to students' views, teachers rarely prepare more testing questions than those set in the Reader's Book. This confirms items no.88 and 89 in the teachers' questionnaire. It indicates that teachers seldom apply the suggested tests on the Teacher's Book and depend only on the questions set on the Reader's Book. This might be attributed to the difficulty of photocopying these tests or writing them on the board or even saying them. On the other hand, the matter is quite questionable as the accurate answers of these questions are always at hand by one way or another. After all, this indicates teachers' obvious lack of concern of continuous class assessment as well as their lack of awareness of its importance in determining how well their students do their reading at home.

Item no.67 shows that the majority of students state discussing students' correct and incorrect answers as unusual procedure in reading classes. It corresponds item no.90 that fall in the moderated-averaged category in the teachers' questionnaire. This means that correct and incorrect answers are equal in a teacher's eyes and every answer is taken as an end by itself since it never stimulates further discussion. Students' responses trend to be mostly correct, as they are already prepared in advance. Furthermore, scoring correct answers might presuppose that students are already equipped with the needed skills. Memorizing and recalling correct answers for given exercises is the utmost necessary for students to score well in the final exam. For these reasons, teachers might prefer to cut it short and skip discussing how to obtain a correct answer, no matter if their students lose opportunities to learn practically from their inappropriate responses.

Item no. 68 shows that translation is not commonly used in reading classes to test students' comprehension abilities. It corresponds item no.85 in the teachers' questionnaire, which also fall in the low-averaged category. As it is mentioned before, translation or using Arabic by any way in English classes is illegal and strictly forbidden by law. This indicates that teachers never go beyond what they are ordered to do.

Items no. 69 and 70 show that non-linguistic methods are never used to test comprehension in reading classes. Whereas teachers declare that they do employ non-linguistic methods like drawing and movements in one way or another in their reading classes, as items no.86 and 87 in the teachers' questionnaire show. The sharp distinction between the two responses is slightly expected as teachers normally look forward to be idealists no matter if they falsify truths.

The analyses of these two items show that teachers adhere to the Teacher's Book and never venture to try new experiments. It gives evidence that teachers' independence and freedom of choice are not always accessible. Uniformity and regularity of education cannot be proven true unless the Ministry of Education nationalizes a standardized syllabus. Relieving heterogeneous teachers having dissimilar levels of experience, qualification and educational background might fail in achieving the exact identified goals. However, the standardized syllabus is somewhat massive and covering its items leaves no time for teachers to make their own experiments.

Teachers' adherence to the standardized syllabus and the Teacher's Book might be interpreted from another perspective. Lack of knowledge, lack of uniformity of academic qualification, absences of educational readings, insufficiency of in-job

training, and disinterest to improve oneself might shut out any activity to try out proven educational experiment. Final exam predomination on teachers' methods of teaching presents another reason. Static form of final exam model might reflect its stasis on style of teaching to the extent that makes teaching reading skills monotonous and boring whenever it takes place.

As for keeping observation notes of students' reading progress, item no.71 shows that students state that none of their teachers keep such notes. Whereas item no.91 in the teachers questionnaire tells that teachers normally do. This sharp contradiction between the two responses might be attributed to many reasons. Teachers might have observation notes, but they rarely expose them in front of their students. Though a teacher is supposed to let students know about their marks of class reading tests, as is highly stressed in the Teacher's Book, to inform them about their reading progress, or at least to persuade them to work harder.

Superiority of evaluation of oral responses upon written responses frames another reason. In numerous classes, few students only might be given chance to contribute in the test, whereas other students await similar chances in any following reading lesson. For this reason, teachers might prefer to keep their notes till all students are tested which might be completed by the end of the semester.

Negligence of continuous assessment, as table (37) shows, might explain teachers' lack of sensibility in keeping observation notes of students' reading abilities progress. This indicates that neither teachers nor students have any documentary basis to judge students' reading abilities progress, weak points and above all how successful the course is developing. Lack of diagnostic records leads to no supplementary help for low achievers. Accordingly, all students pass through the reading course and end up preserving the same level of achievement as long as good readers' strength points are not identified and no enhancement is provided and as long as poor readers' drawbacks are not traced and no remedy is offered.

To conclude, as the overall mean of this part shows ( 0.21), continuous assessment receives low attention during reading classes.

**b. During Final Exams**

**High-averaged items:**

**Table (38)**

Evaluation of Reading Skills During Final Exams

| Items with High Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 75 | بالتركيز على اختبار الكلمات التي تمت دراستها أثناء الفصل الدراسي. | 567 | 0 | 0 | 0 | 0 | 4.00 |
| | *Focus on testing vocabulary taught in reading classes.* | 100% | 0.0% | 0.0% | 0.0% | 0.0% | |
| 76 | بالتركيز على اختبار المعلومات التي تحصل عليها الطالبات من خلال قراءة النصوص المتضمنة في كتاب القراءة. | 567 | 0 | 0 | 0 | 0 | 4.00 |
| | *Concentrate on testing the informational content of the texts provided in the Reader's Book.* | 100% | 0.0% | 0.0% | 0.0% | 0.0% | |
| 78 | بإدراج نفس أسئلة الكتاب. | 567 | 0 | 0 | 0 | 0 | 4.00 |
| | *Employ the same items included in the Reader's Book exercises.* | 100% | 0.0% | 0.0% | 0.0% | 0.0% | |

All the averages of all the items of table (38) are 4.00, the highest value. The student responses here correspond the teachers' responses in items no.97, 99 and 100 which also fall in the high-averaged category in the teachers' questionnaire. This similarity of the two responses confirms truthfulness of item no.93, which recorded the highest value in table (22) in the teachers' questionnaire. This indicates that final exam model submitted by the Ministry of Education is implemented totally.

Although students are taught to read for meaning that requires a variety of reading skills, the reading final exam model does not involve any type of reading. It presents students with vocabulary isolated from the actual text. It also tests on the gained information of the same text taught during the semester. It involves the same vocabulary and information cited in the Reader's Book. In this way, it aims to check the capacity of students' abilities to memorize and recall learned vocabulary and information, and ignores their abilities to read and to utilize different reading skills. Hence, this exam model is not valid as long as it does not measure what is supposed to.

In every respect, this type of final exam encourages memorization rather than creativity or application of learned skills in new situations. This means that both low and high achievers can score equally well in the same exam if they have the same memorizing abilities. Even those who never attend reading classes or depend on copying reading exercises, answers without reading at home can score well and get the high marks if they have strong memorization abilities.

It is worthwhile mentioning that second year final exam is a three-hour exam that embodies eight questions for writing, comprehension, grammar, vocabulary and extensive reading. Only four marks out of twenty-five, the highest mark, are allocated for extensive reading. Depending on the font size and division of questions, the exam normally takes between four to five A4 papers. Including the actual text or at least the needed contextual clues within the exam paper requires photocopying extra papers, which undoubtedly costs money and wastes time. Moreover, students need extended exam hours to take their time thinking about the included passage and giving appropriate answers. Expending time and huge quantities of papers might be worthless investment in comparison with the allocated four marks.

Generally agreed, the ultimate aim of the course, as mentioned in the Teacher's Book, is to improve students' reading skills. Yet, there is an immense gap between this aim and the final exam prerequisites. The final exam result fails to tell whether the course aims were achieved or not. It focuses on the acquaintance of learned vocabulary and information while it abandons any procedure to estimate students' acquisition of identified reading skills. This means the same reading syllabus proceeds year after year no matter if the possibilities of achieving its aims are unknown. Subsequently, the reading syllabus and its aims cannot be ever reviewed, checked, reformed or modified even if they are weak or unachievable as the evaluation results are not by any way valid or confidential.

Nothing rather than written exams are settled to evaluate students' reading abilities. Classroom observations are directed into checking correct answers to given exercises probably prepared in advance not to check how students can read in a natural situation. Reading is supposed to be outside classroom and nobody can assure that it is actually done. On the other hand, a continuous class assessment does not involve the actual reading process as it depends on indicators for students' home reading. These indicators are merely giving correct answers to the comprehension questions attached with the line numbers in which they are found, and scoring well in class reading tests. In reality, these indicators are invalid and undependable as students can copy the answers from each other or from secondhand books, or can simply write haphazard answers to true/false or multiple-choice questions.

Written evaluation is dominant although teachers rely more on oral evaluation, as said before, to save time and efforts. No class oral test is suggested to check what students have understood from reading the passage at home. A student is recommended to think of what they have read, and then explain it to any of her family members in the four Arabic instructions preceding the comprehension questions of every unit (see Appendix 11). Yet, there is no procedure to check whither the student explained what she has read or not. The limited class time never offers space to let students review their reading in public. Even if the teacher tries hard to give it a try, students will encounter language obstacles, specifically when using Arabic in English classes is not authorized.

Nothing can estimate students' reading progress and motivate them to improve their reading skills as book reports and reading competitions can. Yet, they are beyond the reading syllabus prerequisites. School libraries almost are void of accessible English books or magazines, and operating a classroom library requires formal authorization from responsible supervisors, which might be inconvenient for both sides. This is besides the high expenses of buying proper number of books of different types to match as much as of students' likes, which might be far from the school or teachers' abilities to offer. Furthermore, as has been over repeated, the limited class time and

overloaded syllabus leave neither time nor efforts for teachers to operate class libraries or to manage reading competitions.

Perhaps the above discussion gives an explanation for some inadmissible teaching and evaluation practice demonstrated previously. It indicates in some way that the final exam model is the cause and the solution. As seen before, it is the hidden originator behind inadequacy and lack of uniformity of both teaching and evaluation practice. Things will not be amended unless this model is cancelled and replaced by a more valid exam model capable of testing students' abilities to read and inspiring creativity and excellence.

**Moderate-averaged items:**

None of the responses collected from the part of selection of evaluation of reading skills during final exams falls in the moderate-averaged category.

**Low-averaged items:**

**Table (39)**

Evaluation of Reading Skills During Final Exams

| Items with Low Averages | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Item No.* | Statement | Always | Often | Sometimes | Rarely | Never | Average |
| | | 4 | 3 | 2 | 1 | 0 | |
| 72 | تدرب المعلمة الطالبات على طبيعة أسئلة الامتحان النهائي مسبقاً. | 64 | 12 | 20 | 16 | 455 | 0.61 |
| | *Train students on the form or reading exam questions.* | 11.3% | 2.1% | 3.5% | 2.8% | 80.2% | |
| 73 | تجري المعلمة امتحان تجريبي للطالبات يماثل الامتحان النهائي. | 0 | 0 | 37 | 9 | 521 | 0.14 |
| | *Give my students in advance a practice exam with exactly the same forms of questions as in the real one.* | 0.0% | 0.0% | 6.5% | 1.6% | 91.0% | |
| 74 | بإرفاق أسئلة الامتحان النهائي بالنص الفعلي لاستخدامه أثناء الإجابة. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *Supply the students with the authentic texts while answering the final exam questions.* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |
| 77 | بالتركيز على اختبار مهارات القراءة التي تمت دراستها أثناء الفصل الدراسي. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *Work on revealing how well the students can utilize the different reading skills taught during the course.* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |

**Table (39) \ Continued**

Evaluation of Reading Skills During Final Exams

| Item No. | Statement | Always | Often | Sometimes | Rarely | Never | Average |
|---|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | 0 | |
| 79 | باستخدام نصوص جديدة لاختبار قدرتنا على استيعاب ما نقرأ. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | *Use totally new texts to assess the students' abilities to employ the reading skills covered in the syllabus.* | 0.0% | 0.0% | 0.0% | 0.0% | 100% | |

Items no.72 and 73 show that training students in the form of reading final exam questions or giving them a practice exam that parallels the real one is rarely in teachers' consideration though some of them say that they do, as item no.95 in the teachers' questionnaire shows. The variance between the two responses might be resulted from teachers' normal tendency to show off.

Familiarity with reading final exam questions is pretty dispensable since both teachers and students are convinced beforehand that the items of the exam will be selected from the same items of the Reader's Book. They positively know that the final exam is directed to test students' memory not reading abilities. Final exam instructions take no other format rather than true/false and multiple-choice questions. Trial exams, in this case, neither help students to improve their low memorizing abilities nor do they increase the possibilities of high scoring. Plus, the four marks assigned for extensive reading question might appear too scanty to the extent that teachers discount practice exams from their plans.

Overloaded syllabus and huge classes might lead teachers to abstain from carrying out practice exams. One-week general revision might be insufficient to go over all grammar, vocabulary, writing and reading lessons taught during the semester. This might lead teachers to skip whatever students can deal with by themselves like extensive reading lessons. Carrying out a practice exam might sound overcharge teachers cannot undergo specifically in huge classes. Whereas photocopying and correcting students' papers cost money and efforts that might be unparallel to its incomings.

Items no.74, 77 and 79 stress and review item no.93 in the teachers' questionnaire. Besides the analysis of items no.75, 76 and 78, these items highlight and emphasize the invalidity of the final exam model. Any valid reading exam is supposed to test students' abilities to read in a natural situation. Removing the text while students are completing the reading questions turns the exam task into testing students' memory and background knowledge. Likewise, presenting the exam items isolated from the actual texts drive teachers and students to deal with the reading text as separate segments not as integrated whole. This sort of exams affects the adapted teaching practices and impels both teachers and students to lay reading texts aside to concentrate their energy on their related exercises.

Naturally, lack of valid skill mastering measurements at the end of a course based on developing reading skills relegates its significance. Both teachers and students might find no reason in overburdening themselves in dealing with reading skills, whereas mastery of these skills and failure are equal. In other words, reading final exam questions never asserts proficiency of incompetent students as long as it does not reflect their abilities to utilize determined skills of the reading course. Students normally turn way and pay no attention to anything unless it is included in the final exam no matter how highly motivated they are. Hence, teachers become frustrated and deeply convinced that explaining and training students to master the identified reading skills are all in vain. In the long run, the reading course proves to be purposeless and unproductive, which, in turn, reflects on ineffective teaching and evaluation practice.

Involving the same studied texts in the exam is quite enough to convince the teachers and students that the reading course is unproductive and purposeless. Relevant or applicable texts are unlisted in the final exam model, which annuls any possibility to test students' abilities to apply learned skills in different situations. Since students are not required to encounter unseen reading texts or to challenge themselves, they lose interest in learning the determined material even if they are convinced of its benefits for their future life. This leads teachers to spend class time in answering the book exercises and forget all about training students in utilizing the identified reading skills. After all, students slur through the course gaining nothing other than the usual informational content they will probably forget as soon as they end the course.

To conclude, finale exam model submitted by the Ministry of Education prevails. It appears to be invalid and does not measure anything rather than students' memorization abilities and background knowledge.

## Conclusion:

From the above analysis, the findings of the research can be discussed according to the questions of the study:

### 1. What are the reading skills included in the Reader's Book?

As table (1) shows, the frequency of the different reading skills occurred in each unit of the Reader's Book in the first and second semester range between high and low occurrence. These skills are as follows:

***A. Pre-reading Skills:***

**1.Anticipating and Predicting**

a. Discussing the title
b. Supplying Missing Punctuation
c. Predicting Ideas

**2. Previewing**

**3. Surveying**

**4. Skimming**

**5. Scanning**

***B. Word Attach Skills:***

**1. Context Usage**

a. Semantic Clues
b. Syntactic Clues

c. Picture Clues
**2. Structural Analysis**
a. Root Word or Base word
b. Affixes
c. Compound Word
d. Construction
**3. Dictionary Analysis**

***C. Comprehension Skills:***
**1. Literal Comprehension**
a. Details
b. Main Idea
c. Sequence
e. Cause and Effect
f. Directions
g. Character Traits

**2. <u>What are the teachers' attitudes towards the way they teach reading skills at female public secondary schools?</u>**

**1. <u>Objectives of Teaching Silent Reading Skills:</u>**

**a. General Objectives:**

Teachers, to some extent, are aware of general objectives of teaching silent reading. However, they appear disconcerted about their authoritative sources.

**b. General Objectives**

Regarding behavioral objectives, teachers appear to consider setting them in front of their students at the beginning of every reading lesson. They declare also they base their silent reading lessons on the behavioral outcomes expected from the students.

As for teachers' objectives for teaching silent reading, exposing students to English and to develop basic reading skills stand in the first rank. However, fostering positive attitudes towards reading in general and preparing students for their future academic study and careers are not superior.

Teachers give improper attention that various reading skills command. They give less regard to leading reading skills and vice versa.

**2. <u>Teachers' Perceptions about Teaching Silent Reading Skills:</u>**

Teachers find teaching silent reading important and enjoyable part of the curriculum. As for available reading text, most teachers find them both interesting and suitable for the students, but not manageable in the time available or achievable in their level of difficulty.

**3. <u>Teaching Silent Reading Skills:</u>**

**a. Selection of Reading Texts:**

Reading texts set in the Reader's Book prevail. Teachers' or students' preference are not considered in the selection of the reading texts.

**b. Classroom Procedure:**

Teachers prefer to follow the procedures and activities set on the Teacher's Book rather than to design their own lessons or innovate extra activities. Their attention to

the skills of dictionary analysis and graphic aids is improper. Explaining or defining the identified reading skills is an uncommon teaching practice taking place in the present reading classes. Collaborative and group or pair work are uncommon in the present reading classes.

**c. Using Instructional Aids:**
Teachers' use of various instructional teaching aids in reading classes is generally insufficient.

**4. <u>What are the teachers' attitudes towards the way they evaluate the reading skills used by female students at public secondary schools in some cities of the Eastern Province?</u>**

**a. During Classroom Activities:**
Continuous assessment receives moderate attention during reading classes.

**b. During Final Exam:**
Finale exam model submitted by the Ministry of Education prevails. Teachers have no other choice to work on revealing how well the students can utilize the different reading skills taught during the course.

**5. <u>What are the students' attitudes towards the way reading skills are taught at female public secondary schools?</u>**

**1. <u>Objectives of Teaching Silent Reading Skills:</u>**

**a. General Objectives**
Teachers' regard to various identified reading skills is improper.

**2. <u>Students'' Perceptions about the Reading Texts:</u>**
Reading texts included in the Reader's Book appear to be neither interesting, nor suitable for students. Moreover, they sound neither manageable in the time available, nor achievable in their level of difficulty.

**3. <u>Teaching Silent Reading Skills:</u>**
**a. Selection of Reading Texts:**
Reading texts set in the Reader's Book prevail. Teachers' or students' preference are not considered in the selection of the reading texts.

**b. Classroom Procedure:**
Teachers adhere to the lessons plans set in the Teacher's Book and to the exercises of the Reader's Book. Explaining or defining the identified reading skills is uncommon teaching practice taking place in the present reading classes. Teachers' attention to dictionary analysis and reading graphic aids is inferior. Collaborative and group or pair work are uncommon in the present reading classes.

**c. Using Instructional Aids:**
Teachers' use of various instructional teaching aids in reading classes is generally insufficient.

**6. What are the students' attitudes towards the way reading skills are evaluated at female public secondary schools?**

**1. Evaluation of reading Skills:**

**a. During Classroom Activities:**

Continuous assessment receives low attention during reading classes.

**b. During Final Exam:**

Finale exam model submitted by the Ministry of Education prevails. It appears to be invalid and does not measure anything rather than students' memorization abilities and background knowledge.

**7. How do teachers' and students' attitudes differ from each other?**

Both groups agreed that teachers' regard to various identified reading skills is improper.

Both groups agreed that reading texts included in the Reader's Book appear to be neither manageable in the time available, nor achievable in their level of difficulty. While teachers find reading texts both interesting and suitable for the students, students think the opposite.

Both groups agreed that reading texts set in the Reader's Book prevail. Teachers' or students' preference are not considered in the selection of the reading texts.

Apparently, lessons plans set in the Teacher's Book and to the exercises of the Reader's Book prevail. Explaining or defining the identified reading skills is uncommon teaching practice taking place in the present reading classes. Teachers' attention to dictionary analysis and reading graphic aids is inferior. Collaborative and group or pair work are uncommon in the present reading classes.

Both groups agreed that teachers' use of various instructional teaching aids in reading classes is generally insufficient.

Finale exam model submitted by the Ministry of Education prevails. It appears to be invalid and does not measure anything rather than students' memorization abilities and background knowledge.

Both groups agreed that Continuous assessment receives low attention during reading classes.

Both groups agreed that finale exam model submitted by the Ministry of Education prevails. However, it appears for both of them , to be invalid and does not measure anything rather than students' memorization abilities and background knowledge.

However, it should be mentioned here that the findings of this study are, of course, not conclusive; similar studies are needed either to confirm the findings or to show that there are functions of other factors which are not considered in the study.

# *Chapter Six*

# Chapter VI
# Summary, Findings, Implications and Suggestions for Further Research

## A. Summary of the Study:

This study was conducted during the academic Hijri year 1424. It was an attempt to investigate the problems of teaching and evaluating English extensive reading at the female public secondary schools in some cities of the Eastern Province in the Kingdom of Saudi Arabia through exploring teachers' and students' perceptions towards instructional practices employed in teaching and evaluating reading skills of second grade secondary students. The sample of this study consisted of 153 teachers and 567 second-grade students. The main tool for data collection was a set of two questionnaires. The data gathered from the questionnaires were tabulated according to their averages. For each part and section of each questionnaire, the subjects' responses were classified according to their averages as high, moderate and low averaged items.

## B. Main Findings:

After analyzing the collected responses, the researchers deduced the following findings:

1. Teachers' apprehension of the overall objectives and the behavioral objectives of teaching silent reading skills in English is insufficient and their realization of their sources is not as required. Moreover, Teachers' awareness of the significance of reading for students' future academic study and career is not as required.

2. Teachers' regard of various identified reading skills is improper. Explaining or defining the identified reading skills is an uncommon teaching practice taking place in the present reading classes.

3. Reading texts included in the Reader's Book appear to be neither interesting, nor suitable for students. Moreover, they sound neither manageable in the time available, nor achievable in their level of difficulty.

4. Teachers never depend on any other texts rather than the reading texts set in the Reader's Book. They also adhere to the lesson plans set in the Teacher's Book and to the exercises of the Reader's Book.

5. Collaborative and group or pair work are uncommon in the present reading classes.

6. Teachers' use of various instructional teaching aids in reading classes is generally insufficient.

7. Continuous assessment receives low attention during reading classes.

8. Students' results in both continuous assessment and final exam are taken as an end and never used to make further changes or to evaluate the course or the teachers and students' performance.

9. Final exam model is not valid and does not measure anything rather than students' memorization abilities and background knowledge.

## C. Implications of the Study:

In the view of the outcomes of this study, the following recommendations are suggested:

***a. Suggestions for the Teaching of English in Saudi Arabia:***

1. Concentration should be given more emphasis on teaching of English in intermediate and secondary schools. Teaching of English in Saudi Arabia should be conducted only by professionally and academically qualified teachers. Teachers of English should receive adequate training in schools prior to their recruitment. In designing and running pre-service training for future EFL teachers, more time and attention should be given to the teaching of reading skills as well as to the other language skills.

2. Teaching load should be reconsidered. The reduction in the load of school teachers will enable them to give more time to lesson preparation and trying new teaching methods.

3. The current number of hours allocated for English in intermediate and secondary schools affects the standards of English. To improve those standards, the Ministry of Education should increase the number of hours in both the intermediate and secondary stages to ensure more exposure to English.

***b. Suggestions for the Teachers of Reading:***

1. Teachers of English are in need of regular training and learning in the field of teaching reading. They need to be informed of the recent developments in teaching and evaluating reading research and pedagogy. The Ministry of Education should provide schools with language teaching journals and periodicals to insure the professional growth of Saudi teachers. Regular subscription to selected periodicals and journals should be made available in every education zone or even in every school to enable teachers to have access to valuable research.

2. Besides academic and professional qualification, teachers should have the skills that their students are expected to master; since it is very difficult to teach other what one can not do oneself. The EFL teachers themselves should be skilled readers to foster improvement in their students. Thus, the researcher recommends regular reading courses, workshops, or seminars for teachers of English before allowing them to hold 2-grade classes.

3. To update teachers' knowledge of teaching and evaluating reading skills, English inspectors should regularly inform teachers at schools about rhetorical and empirical developments in teaching and evaluating reading skills through booklets, circulars, copies from dissertations abstracts and supervisors contact with teachers. This will help them understand more completely the functions and benefits of reading in English. From here, their interest, enthusiasm and readiness for teaching reading will be sustained and enhanced.

4. To ensure effective teaching and the students' continued concentration, the present size of classes should be reduced in Saudi schools. The reading class should be of a smaller size to maximize the students' active participation, and to practice group, peer and collaborative reading techniques. The researcher suggests having at most 20 students in each class so that teachers can give more time and attention for students individually, or as a whole and to give special help to weak students.

5. Leading reading skills as well as dated ones should be given sufficient attention. Various activities and constant practice should be supplied to train students on using real dictionaries and interpreting different graphic aids during the class activities and in the final exam.

6. Sufficient instructional aids should be provided in every school. To make full use of these teaching aids, teachers should be trained in regular workshops and training courses to design and use various types. Proper maintenance, as well, should be available at schools to maintain such equipments.

7. English educational supervisors should regularly arrange meetings or seminars to discuss teachers' and students' difficulties in teaching and learning reading in English.

***c. Suggestions for the Teacher's Book and the Reader's Book:***

1. To ensure teachers' familiarity with different approaches to teaching and evaluating reading skills, the Teacher's Book should provide them with detailed advice, explanations and suggestions for teaching each skill. Lessons plans set in the Teacher's Book should be redesigned in a way that gives teachers free space and time to try advice and suggestions then decide what suits their students best.

2. The Ministry of Education should compile and publish a handbook for reading teachers. It should include a summary of theories with some implications and applications for reading teachers to apply with their students to improve their teaching and the students' reading abilities. It should contain descriptions of some specific reading strategies for reading teachers and secondary school students.

3. Reading texts of the Reader's Book should be reconsidered. In designing and selecting reading texts, curriculum designers should turn away from out of date reading topics and turn toward life around them in their community. Additionally, they should pick topics from the students' fields of interest and

related to their needs in daily life. Such topics should be clearly and correctly worded and specific objectives for each topic should be provided and listed in the Teacher's Book.

4. Formal lists of overall objectives as well as behavioral objectives documented by the Ministry of Education should be submitted to English teachers. Both the Teacher's Book and the Reader's Book should list all the reading skills identified and settled by the Ministry of Education. Thereupon, teachers should be given freedom to arrange and adapt their syllabus and choose reading texts in a manner that guarantees attaining the identified objectives and covering the identified reading skills.

***d. Suggestions for to motivate students' to read in English:***

1. It is favorable for secondary schools to have the space and money to equip a reading room in which students can read quietly and freely and enjoy their books without the noise of the class. The suggested reading room should contain a wide range of books and various topics at their level of difficulty. Teachers should work on encouraging students to borrow books on a weekly basis to increase the amount of reading they do in English in a sense that makes them feel proud of their achievement.

2. To encourage students to read and talk about their readings, the researcher suggests a school library club in which students meet with the teacher away from the classroom in a casual setting. They talk about materials they have read and they may also read something for other members. They also talk about their reading problems and discuss possible ways of developing their reading. They may discuss reading strategies they use and seek help from other members and from the teacher.

3. The importance of a good relationship between parents and teachers for the benefit of students should be given more attention. To make the most out of each student's reading experience, meetings with the parents is more than necessary. Teachers should explain their teaching methods, especially when they set a new one, in details to guarantee their co-operation and readiness to help their daughters.

***e. Suggestions for Evaluating Reading skills:***

1. Since Secondary Year 2 emphasizes reading, 200 marks should be awarded for English subject, 100 of them for reading. These 100 marks should be awarded for reading classroom contribution, continuous assessment and final exam.

2. Reading final exam model and system should be reconsidered. Reading exam should be inserted separately in the exam schedule and conducted in isolation from the regular English exam. A unified reading exam formulated by the Ministry of Education should be submitted to every school in the Kingdom and conducted at the same time.

3. Reading final exam should be valid enough to tell how students can read in a natural situation unseen passages and able to determine how well students have mastered specific reading skills. It should measure skills emphasized in the reading course. In other words, skills required during classroom activities should be the type of skills used in the completion of the exam.

4. The exam results should be used to assess how well students can read and how successful the course has been. Responsible English supervisors should interpret these results to identify students' strengths and weaknesses, teachers' strengths and weaknesses and the strengths and weaknesses of the course. Then proper changes and modifications should be taken on the basis of such interpretations.

**6.4 Suggestions for Further Research:**

From the present study, the researcher may suggest the following research to be attempted:

1. An evaluative study of current English curriculum taught at secondary schools in Saudi Arabia with special attention to reading skills.

2. Investigating whether Saudi English language students benefit from different instruction in reading comprehension strategies.

3. Determining to what degree Arabic language reading ability influence students' receptivity to strategy instructions on English reading skills development in reading skills in general.

4. Finding out the reading strategies employed by Saudi students in Arabic and comparing them with those used in reading English.

5. Further studies could be done to evaluate the syllabus of reading and the Reader's Book.

6. Further studies could be done to develop new strategies and techniques for teaching and evaluating silent reading skills.

7. Further studies should deal with the influence of teachers' educational degrees, years of experience, attitudes, age, etc. on teaching and evaluating reading skills.

8. Further studies should deal with the development of students' reading skills in different intermediate and secondary stages.

9. It would be interesting to find out whether the questionnaires designed by the researcher can be applied in other studies of similar nature.

10. Similar studies could be carried out on Saudi male secondary schools.

11. This present study may be replicated to verify its results.

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# *Appendixes*

# Appendix No. 1

عمادة القبول و التسجيل
جامعة أم القرى - كلية التربية

رمز التخصص: ٠٣٠٣٠١

توصيه طالبات عام ١٤١٩هـ و ما بعد
القسم: اللغات الاجنبية

رمز التوصية: ٥٩

اسم الشهادة: اللغه الأنجليزيه - عام

الرقم الجامعي: الاسم:

| المستوى الدراسي: ١ | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| رقم المقرر: | اسم المقرر: | وحدة | متطلبات | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | ملاحظات |
| ٣٣١-١٠١ | ثقافه اسلاميه (١) | ٢ | ---- | | | | | | | | |
| ٣٣٧-١٠١ | قرآن كريم (١) | ٢ | ---- | | | | | | | | |
| ٣٤٣-١١٠ | تراكيب لغوية | ٣ | ---- | | | | | | | | |
| ٣٤٣-١٢٠ | استماع و تحدث | ٣ | ---- | | | | | | | | |
| ٣٤٣-١٣٠ | تدريبات على الكتابه | ٣ | ---- | | | | | | | | |
| ٣٤٣-١٤٠ | تدريبات على القراءه | ٣ | ---- | | | | | | | | |

| المستوى الدراسي: ٢ | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| رقم المقرر: | اسم المقرر: | وحدة | متطلبات | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | ملاحظات |
| ٣٣١-١٠٦ | السيره النبويه | ٢ | ---- | | | | | | | | |
| ٣٣٦-١٠١ | اللغه العربية (١) | ٢ | ---- | | | | | | | | |
| ٣٤٣-١١١ | تراكيب لغوية | ٣ | استماع و تحدث ١٢٠ | | | | | | | | |
| ٣٤٣-١٢١ | استماع و تحدث | ٣ | استماع و تحدث ١٢٠ | | | | | | | | |
| ٣٤٣-١٣١ | تدريبات على الكتابة | ٣ | استماع و تحدث ١٢٠ | | | | | | | | |
| ٣٤٣-١٤١ | تدريبات على القراءه | ٣ | استماع و تحدث ١٢٠ | | | | | | | | |

| المستوى الدراسي: ٣ | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| رقم المقرر: | اسم المقرر: | وحدة | متطلبات | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | ملاحظات |
| ٣٣١-٢٠١ | الثقافه الاسلاميه (٢) | ٢ | ثقافه اسلاميه (١) ١٠١ | | | | | | | | |
| ٣٣٧-٢٠١ | قرآن كريم (٢) | ٢ | قرآن كريم (١) ١٠١ | | | | | | | | |
| ٣٤٣-٢١٢ | تراكيب لغوية | ٣ | تراكيب لغوية ١١٠ | | | | | | | | |
| ٣٤٣-٢٢٢ | استماع و تحدث | ٣ | استماع و تحدث ١٢١ | | | | | | | | |
| ٣٤٣-٢٣٢ | تدريبات على الكتابة | ٣ | تدريبات على الكتابة ١٣٠ | | | | | | | | |
| ٣٤٣-٢٤٢ | تدريبات على القراءه | ٣ | تدريبات على القراءه ١٤٠ | | | | | | | | |

| المستوى الدراسي: ٤ | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| رقم المقرر: | اسم المقرر: | وحدة | متطلبات | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | ملاحظات |
| ٣٣٦-١٠٢ | لغه عربيه (٢) | ٢ | لغه عربية (١) ١٠١ | | | | | | | | |
| ٩٣٥-١٢٠ | مقدمه في علوم الحاسب | ٢ | ---- | | | | | | | | |
| ٣٤٣-٢١٣ | تراكيب لغوية | ٣ | تراكيب لغوية ١١١ | | | | | | | | |
| ٣٤٣-٢٢٣ | استماع و تحدث | ٣ | استماع و تحدث ٢٢٢ | | | | | | | | |
| ٣٤٣-٢٣٣ | تدريبات على الكتابة | ٣ | تدريبات على الكتابة ١٣١ | | | | | | | | |
| ٣٤٣-٢٣٥ | مهارات دراسية | ٢ | تراكيب لغوية ١١١ | | | | | | | | |
| ٣٤٣-٢٤٣ | تدريبات على القراءه | ٣ | تدريبات على القراءه ١٤١ | | | | | | | | |

اسم و توقيع المرشده  اسم و توقيع رئيس القسم  عميد الكلية  ختم القسم

عمادة القبول و التسجيل
جامعة أم القرى - كلية التربية

رمز التخصص: ٠٣٠٣٠١

# توصيه طالبات عام ١٤١٩هـ و ما بعد

## القسم: اللغات الاجنبية

رمز التوصية: ٥٩

اسم الشهادة: اللغه الآنجليزيه - عام

الرقم الجامعي: الاسم:

المستوى الدراسي: ٥

| رقم المقرر: | اسم المقرر: | وحدة | متطلبات | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | فصل/عام | ملاحظات |
|---|---|---|---|---|---|---|---|---|---|---|
| ٣٣١-٣٠١ | الثقافه الاسلاميه (٣) | ٢ | ثقافه اسلاميه (٢) ٢٠١ | | | | | | | |
| ٣٤٣-٣١٥ | علم الصرف | ٢ | تراكيب لغوية ١١١ | | | | | | | |
| ٣٤٣-٣٤٥ | نثر غير روائي | ٢ | تدريبات على القراءه ١٤١ | | | | | | | |
| ٣٤٣-٣٦٠ | روايه | ٢ | تدريبات على القراءه ٢٤٢ | | | | | | | |
| ٣٤٣-٣٧٠ | مسرح | ٢ | تدريبات على القراءه ١٤١ | | | | | | | |
| ٣٤٣-٣٨٠ | شعر | ٢ | تدريبات على القراءه ١٤١ | | | | | | | |
| ٣٤٣-٣٩٠ | لغويات عامة | ٢ | تراكيب لغوية ٢١٢ | | | | | | | |

المستوى الدراسي: ٦

| رقم المقرر: | اسم المقرر: | وحدة | متطلبات | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | فصل/عام | ملاحظات |
|---|---|---|---|---|---|---|---|---|---|---|
| ٣٣٧-٣٠١ | قران كريم (٣) | ٣ | قران كريم (٢) ٢٠١ | | | | | | | |
| ٣٤٣-٣٠١ | لغه انجليزيه | ٢ | تراكيب لغوية ٢١٢ | | | | | | | |
| ٣٤٣-٣٥٥ | مسح ادبي - انجليزي | ٢ | تدريبات على القراءه ٢٤٢ | | | | | | | |
| ٣٤٣-٣٦١ | رواية | ٢ | تدريبات على القراءه ٢٤٣ | | | | | | | |
| ٣٤٣-٣٧١ | مسرح | ٢ | تدريبات على القراءه ٢٤٢ | | | | | | | |
| ٣٤٣-٣٨١ | شعر | ٢ | تدريبات على القراءه ٢٤٢ | | | | | | | |
| ٣٤٣-٣٩١ | لغويات عامة | ٢ | تراكيب لغوية ٢١٣ | | | | | | | |
| ٣٤٣-٣٩٣ | لغويات تقابليه | ٢ | لغويات عامة ٣٩٠ | | | | | | | |
| ٣٤٣-٣٩٦ | علم الاساليب | ٢ | لغويات عامة ٣٩٠ | | | | | | | |

المستوى الدراسي: ٧

| رقم المقرر: | اسم المقرر: | وحدة | متطلبات | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | فصل/عام | ملاحظات |
|---|---|---|---|---|---|---|---|---|---|---|
| ٣٣١-٤٠١ | الثقافه الاسلاميه (٤) | ٢ | ثقافه اسلاميه (٣) ٣٠١ | | | | | | | |
| ٣٤٣-٤١٦ | ترجمة | ٢ | تراكيب لغوية ٢١٣ | | | | | | | |
| ٣٤٣-٤٢٥ | علم الاصوات | ٢ | تراكيب لغوية ٢١٣ | | | | | | | |
| ٣٤٣-٤٥٠ | نقد ادبي | ٢ | تدريبات على القراءه ٢٤٢ | | | | | | | |
| ٣٤٣-٤٥٦ | مسح ادبي - انجليزي | ٢ | تدريبات على القراءه ٢٤٣ | | | | | | | |
| ٣٤٣-٤٦٢ | رواية | ٢ | رواية ٣٦٠ | | | | | | | |
| ٣٤٣-٤٧٢ | مسرح | ٢ | مسرح ٣٧٠ | | | | | | | |
| ٣٤٣-٤٨٢ | شعر | ٢ | شعر ٣٨٠ | | | | | | | |
| ٣٤٣-٤٩٧ | علم المعاني | ٢ | لغويات عامة ٣٩٠ | | | | | | | |

المستوى الدراسي: ٨

| رقم المقرر: | اسم المقرر: | وحدة | متطلبات | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | فصل/عام | ملاحظات |
|---|---|---|---|---|---|---|---|---|---|---|
| ٣٣٧-٤٠١ | قران كريم (٤) | ٢ | قران كريم (٣) ٣٠١ | | | | | | | |
| ٣٤٣-٤٠٢ | لغه انجليزيه | ٢ | تراكيب لغوية ٢١٣ | | | | | | | |
| ٣٤٣-٤١٧ | علم النحو | ٢ | لغويات عامة ٣٩١ | | | | | | | |
| ٣٤٣-٤١٨ | ترجمة | ٢ | ترجمة ٤١٦ | | | | | | | |
| ٣٤٣-٤٢٠ | تاريخ اللغة الانجليزية | ٢ | لغويات عامة ٣٩٠ | | | | | | | |
| ٣٤٣-٤٥١ | نقد ادبي | ٢ | نقد ادبي ٤٥٠ | | | | | | | |
| ٣٤٣-٤٥٧ | مؤلف خاص | ٢ | رواية ٣٩١ | | | | | | | |
| ٣٤٣-٤٥٨ | مسح ادبي - امريكي | ٢ | مسح ادبي- انجليزي ٣٥٥ | | | | | | | |
| ٣٤٣-٤٩٨ | اختبارات لغوية | ٢ | لغويات تقابليه ٣٩٣ | | | | | | | |

اسم و توقيع المرشده | اسم و توقيع رئيس القسم | عميد الكلية | ختم القسم

عمادة القبول و التسجيل
جامعة أم القرى - كلية التربية

رمز التخصص: ٠٣٠٣٠١

توصيه طالبات عام ١٤١٩هـ و ما بعده
القسم: اللغات الاجنبية

اسم الشهادة: اللغه الانجليزيه - عام

رمز التوصية: ٥٩

الرقم الجامعي: الاسم:

| المستوى الدراسي: ٩ | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| رقم المقرر: | اسم المقرر: | وحدة | متطلبات | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | فصل/عام | ملاحظات |
| ٣٣٤-١٠١ | المدخل الى التربية | ١ | ---- | | | | | | | |
| ٣٣٤-١١٠ | المدخل الى علم النفس | ١ | ---- | | | | | | | |
| ٣٣٤-١٢٠ | التربية الوطنية | ٢ | ---- | | | | | | | |
| ٣٣٤-٢١٣ | علم النفس التربوي | ٢ | ---- | | | | | | | |
| ٣٣٤-٢١٤ | التوجيه و الارشاد | ٢ | ---- | | | | | | | |
| ٣٣٤-٢٧١ | علم نفس النمو | ١ | ---- | | | | | | | |
| ٣٣٤-٣٠٤ | مقدمة الادارة التربوية | ٢ | ---- | | | | | | | |
| ٣٣٤-٣٢٠ | أسس المناهج و تنظيمها | ٢ | ---- | | | | | | | |
| ٣٣٤-٣٣٠ | الوسائل و تكنولوجيا التعليم | ٢ | ---- | | | | | | | |
| ٣٣٤-٤٣٥ | تصميم و إدارة النشاط المدرسي | ٢ | ---- | | | | | | | |
| ٣٣٤ ٤٦٠ | طرق تدريس اللغة الإنجليزية (١) | ٢ | ---- | | | | | | | |

| المستوى الدراسي: ١٠ | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| رقم المقرر: | اسم المقرر: | وحدة | متطلبات | الدرجة | فصل/عام | الدرجة | فصل/عام | الدرجة | فصل/عام | ملاحظات |
| ٣٣٤-١٠٢ | أصول التربية الإسلامية | ٢ | ---- | | | | | | | |
| ٣٣٤-١٠٣ | التعليم و سياسته في المملكة | ١ | ---- | | | | | | | |
| ٣٣٤-٣١٥ | الاختبارات و المقاييس | ٢ | ---- | | | | | | | |
| ٣٣٤-٤٦١ | طرق تدريس اللغة الإنجليزية (٢) | ٢ | طرق تدريس ٤٦٠ | | | | | | | |
| ٣٣٤-٤٦٢ | التربية العملية للغة الإنجليزية | ٤ | طرق تدريس ٤٦٠ | | | | | | | |

اسم و توقيع المرشد  اسم و توقيع رئيس القسم  صيد الكلية  ختم القسم

## متطلبات القسم التخصصية بكلية التربية – جامعة أم القرى

على جميع الطلبة و الطالبات المسجلين للحصول على درجة البكالوريوس في الآداب تخصص اللغة الإنجليزية وآدابها إتمام (78) ساعة معتمدة موزعة على النحو الآتي:

أ ) المتطلبات الإجبارية

وتتكون من (72) ساعة معتمدة هي:

| رقم المادة | اسم المادة | الساعات المعتمدة | المتطلبات السابقة |
|---|---|---|---|
| 0202113 | القراءة(1) | 3 | — |
| 0202115 | كتابة الفقرة | 3 | |
| 0202121 | قواعد اللغة الإنجليزية (١) | 3 | 0202100 |
| 0202211 | الاستيعاب السمعي | 3 | — |
| 0202214 | القراءة المتقدمة | 3 | 0202113 |
| ٠٢٠٢١١٦ | كتابة المقال | ٣ | ٠٢٠٢٢١٥ |
| ٠٢٠٢٢٢٢ | الصوتيات | ٣ | --- |
| ٠٢٠٢٢٢٣ | اللغويات | ٣ | ٠٢٠٢١٢١ |
| ٠٢٠٢٢٣١ | مقدمة في الأدب | ٣ | --- |
| ٠٢٠٢٢٤١ | المسرحية | ٣ | --- |
| ٠٢٠٢٢٥٢ | الرواية (١) | ٣ | --- |
| ٠٢٠٢٣١٧ | كتابة البحث | ٣ | ٠٢٠٢٢١٦ |
| ٠٢٠٢٣٣١ | الأدب الأمريكي | ٣ | --- |
| ٠٢٠٢٣٣٢ | الأدب الإنجليزي حتى عام ١٦٦٠ | ٣ | --- |
| ٠٢٠٢٣٣٣ | الأدب الإنجليزي من ١٦٦٠ – ١٧٩٨ | ٣ | ٠٢٠٢٣٣٢ |
| 0202342 | شكسبير والعصر الاليزابيثي | ٣ | ٠٢٠٢٢٤١ |
| ٠٢٠٢٣٨٠ | مقدمة في الترجمة | ٣ | --- |
| ٠٢٠٢٣٨١ | الترجمة (١) | ٣ | ٠٢٠٢٣٨٠ |
| ٠٢٠٢٤٢٥ | قواعد اللغة الإنجليزية (٢) | ٣ | ٠٢٠٢١٢١ |
| ٠٢٠٢٤٣١ | الأدب الكلاسيكي | ٣ | --- |

| | | | |
|---|---|---|---|
| ٠٢٠٢٤٣٤ | الأدب الإنجليزي في القرن التاسع عشر | ٣ | ٠٢٠٢٣٣٣ |
| ٠٢٠٢٤٣٥ | الأدب الإنجليزي في القرن العشرين | ٣ | ٠٢٠٢٤٣٤ |
| ٠٢٠٢٤٨١ | الترجمة (٢) | ٣ | ٠٢٠٢٣٨١ |
| ٠٢٠٢٤٨٤ | تعليم اللغة الإنجليزية كلغة أجنبية (١) | ٣ | --- |

ب) المتطلبات الاختيارية

وتتكون من ( ٦) ساعات معتمدة يختارها الطالب أو الطالبة من المواد الآتية

| رقم المادة | اسم المادة | | المتطلبات السابقة |
|---|---|---|---|
| ٠٢٠٢٣٢٢ | القواعد التحويلية | ٣ | ٠٢٠٢٢٢٣ |
| ٠٢٠٢٣٥١ | الرواية (٢) | ٣ | ٠٢٠٢٢٥٢ |
| ٠٢٠٢٣٦١ | الشعر | ٣ | --- |
| ٠٢٠٢٣٦٢ | الشعراء الميتافيزيقيون | ٣ | --- |
| ٠٢٠٢٤٢٢ | تاريخ اللغة الإنجليزية | ٣ | --- |
| ٠٢٠٢٤٢٣ | علم اللغة الإجتماعي | ٣ | ٠٢٠٢٢٢٣ |
| ٠٢٠٢٤٢٤ | علم المعاني | ٣ | ٠٢٠٢٢٢٣ |
| ٠٢٠٢٤٢٦ | قواعد مقارنة | ٣ | ٠٢٠٢٤٢٥ |
| ٠٢٠٢٤٦٣ | الشعر الإنجليزي والأمريكي في القرن العشرين | ٣ | --- |
| ٠٢٠٢٤٧١ | النقد الأدبي | ٣ | --- |
| ٠٢٠٢٤٨٣ | الترجمة (٣) | ٣ | ٠٢٠٢٤٨١ |
| ٠٢٠٢٤٨٥ | تعليم اللغة الإنجليزية كلغة أجنبية (٢) | ٣ | ٠٢٠٢٤٨٤ |
| ٠٢٠٢٤٩١ | موضوع خاص في اللغة الإنجليزية | ٣ | موافقة القسم |
| ٠٢٠٢٤٩٢ | موضوع خاص في الأدب الإنجليزي | ٣ | موافقة القسم |

# Appendix No. 2

خطة الدراسة بقسم اللغة الانجليزية بكلية التربية / الآداب

| | السنة الأولى | | | السنة الثانية | | |
|---|---|---|---|---|---|---|
| | الفصل الأول | عدد الساعات | الوزن | الفصل الثاني | عدد الساعات | الوزن |
| التخصصية والمساندة | Spoken English & Phonetics | 3 | 1 | Spoken English & Phonetics | 3 | 1 |
| | Essay & Comprehension | 3 | 1 | Essay & Comprehension | 3 | 1 |
| | Grammar | 3 | 1 | Grammar | 3 | 1 |
| | Translation | 2 | 1 | Translation | 2 | 1 |
| | Prose (1) | 3 | 1 | Prose (1) | 3 | 1 |
| | Drama (1) | 3 | 1 | Drama (1) | 3 | 1 |
| | Poetry (1) | 2 | 1 | Poetry (1) | 2 | 1 |
| | Study Skills | 2 | 1 | Study Skills | 2 | 1 |
| | اللغة العربية (تحليل نصوص) | ٢ | ١ | اللغة العربية (تحليل نصوص) | ٢ | ١ |
| المواد العامة | مدخل الى الثقافة الاسلامية | ٢ | ١ | تاريخ التشريع والفقه الاسلامي | ٢ | ١ |
| المجموع | | ٢٦ | ١١ | | ٢٦ | ١١ |

خطة الدراسة بقسم اللغة الانجليزية بكلية التربية / الآداب

| | السنة الأولى — الفصل الأول | ساعات | وزن | الثانية — الفصل الثاني | ساعات | وزن | |
|---|---|---|---|---|---|---|---|
| تخصص واساسية | Spoken English & Phonetics | 3 | 1 | Spoken English & Phonetics | 3 | 1 | |
| | Essay & Comprehension | 3 | 1 | Essay & Comprehension | 3 | 1 | |
| | Grammar | 3 | 1 | Grammar | 3 | 1 | |
| | Translation | 2 | | Translation | 2 | 1 | |
| | Prose (2) | 2 | 1 | Prose (2) | 2 | 1 | |
| | Drama (2) | 2 | 1 | Drama (2) | 2 | 1 | |
| | Poetry (2) | 2 | 1 | Poetry (2) | 2 | 1 | |
| | History of English Literature | 2 | 1 | History of English Literature | 2 | 1 | |
| | اللغة العربية (تحليل نصوص) | ٢ | ١ | اللغة العربية (تحليل نصوص) | ٢ | | |
| المواد العامة | الحضارة الاسلامية (النظم) | ٢ | ١ | الحضارة الاسلامية (للعلوم والفنون) | ٢ | ١ | |
| مجموع | | ٢٤ | ١٠ | | ٢٤ | ١٠ | |

خطة الدراسة بقسم اللغة الانجليزية بكلية الآداب

| | السنة | | الثالثة | | |
|---|---|---|---|---|---|
| | الفصل الأول | | الفصل الثانى | | |
| | | | | | |
| مصية | Morphology And Syntax | 2 | Morphology And Syntax | 2 | 1 |
| | Essay-Writing | 2 | Essay - Writing | 2 | 1 |
| | Translation | 2 | Translation | 2 | 1 |
| | Criticism | 3 | Criticism | 3 | 1 |
| | Prose (3) | 3 | Prose (3) | 3 | 1 |
| | Drama (3) | 3 | Drama (3) | 3 | 1 |
| | Poetry (3) | 3 | Poetry (3) | 3 | 1 |
| | Shakespeare | 3 | Shakespeare | 3 | 1 |
| | اللغة العربية ( فن القصة ) | ٢ | اللغة العربية ( فن المسرحية ) | ٢ | ١ |
| عامة | النظام المالى والاقتصادى فى الاسلام | ٢ | الاخلاق الإسلامية | ٢ | ١ |
| | | ٣٥ | | ٣٥ | ١٠ |

خطة الدراسة بقسم اللغة الانجليزية بكلية الآداب

| | السنة | | الرابعة | | |
|---|---|---|---|---|---|
| | الفصل الأول | | الفصل الثاني | | |
| | | الساعات الأسبوعية | | الساعات الأسبوعية | الوزن |
| تخصص | General Linguistics | 2 | General Linguistics | 2 | 1 |
| لغة انجليزية | Essay-Writing | 2 | Essay - Writing | 2 | 1 |
| | Translation | 2 | Translation | 2 | 1 |
| | Criticism | 2 | Criticism | 2 | 1 |
| | Prose (4) | 3 | Prose (4) | 3 | 1 |
| | Drama (4) | 3 | Drama (4) | 3 | 1 |
| | Poetry (4) | 3 | Poetry (4) | 3 | 1 |
| | History of the English Language | 2 | History of the English Language | 2 | 1 |
| | Civilization | 2 | Civilization | 2 | 1 |
| | اللغة العربية (فن المقال) | ٢ | اللغة العربية (النقد الادبي الحديث) | ٢ | ١ |
| المادة العامة | حاضر العالم الاسلامي | ٢ | ثقافة صحية | ٢ | ١ |
| | | ٢٥ | | ٢٥ | ١٦ |

# Appendix No. 3

## Suggested Schools in Which the Study was Implicated

| | | | |
|---|---|---|---|
| **Dammam** | | | |
| 1. | Dammam Second Secondary School | 5. | Dammam Thirteenth Secondary School |
| 2. | Dammam Fourth Secondary School | 6. | Dammam Fourteenth Secondary School |
| 3. | Dammam Ninth Secondary School | 7. | Syhat First Secondary School |
| 4. | Dammam Eleventh Secondary School | 8. | Syhat Second Secondary School |
| **Qatif** | | | |
| 9. | Qatif First Secondary School | 11. | Qatif Fourth Secondary School |
| 10. | Qatif Second Secondary School | 12. | Anak First Secondary School |
| **Khobar** | | | |
| 13. | Khobar First Secondary School | 16. | Khobar Sixth Secondary School |
| 14. | Khobar Second Secondary School | 17. | Dhahran First Secondary School |
| 15. | Khobar Fourth Secondary School | 18. | Thuqbah Second Secondary School |
| **Raheema** | | | |
| 19. | Raheema First Secondary School | 21. | Safwa First Secondary School |
| 20. | Raheema Second Secondary School | | |
| **Baqaiq** | | | |
| 22. | Baqaiq First Secondary School | 23. | Baqaiq Second Secondary School |
| **Jubail** | | | |
| 24. | Jubail First Secondary School | 26. | Jubail Fourth Secondary School |
| 25. | Jubail Second Secondary School | | |

# Appendix No. 4

## Referees of the Reading Skills List

| | | |
|---|---|---|
| 1. | Dr. Ezdihar Al-Hariri | Dammam Girls Colleges<br>Faculty of Arts– English Department |
| 2. | Dr. Rayqah Al-Khateeb | King Abdull Aziz University<br>Faculty of Arts– English Department |
| 3. | Dr. Sajedah Tubarah | University of Bahrain<br>Faculty of Arts– Department of Foreign Languages and Literature |
| 4. | Dr. Saif Al-Ansari | University of Bahrain<br>Faculty of Arts– Department of Foreign Languages and Literature |
| 5. | Dr. Salamn Halwaji | University of Bahrain<br>Faculty of Arts– Department of Foreign Languages and Literature |
| 6. | Dr. Dulaim Al-Ghatain | English Language Center<br>Jubail Industrial College |
| 7. | Dr. Abdul Raheem Sa'ad Al-Dein | Al-Azhar University<br>Faculty of Education – Department of Curriculum and Instruction |
| 8. | Dr. Atyah Abdul Qadir | Al-Azhar University<br>Faculty of Education – Department of Curriculum and Instruction |
| 9. | Dr. Atya Sayid Atya | Al-Azhar University<br>Faculty of Education – Department of Curriculum and Instruction |
| 10. | Dr. Rosy Ghanaj | Lebanese University<br>Faculty of Education – Department of Curriculum and Instruction |
| 11. | Dr. Nizar Ebrahim | Lebanese University<br>Faculty of Education – Department of Curriculum and Instruction |

# Appendix No. 5

## Referees of Teachers' Questionnaire

| | | |
|---|---|---|
| 1. | Dr. Muhamad Nour Al-Nuaimi | King Faisal University<br>Faculty of Education – Department of Foreign Languages |
| 2. | Dr. Babkir Al-Hibr | King Faisal University<br>Faculty of Education – Department of Foreign Languages |
| 3. | Dr. Mubark Al-Burik | King Faisal University<br>Faculty of Education – Department of Foreign Languages |
| 4. | Dr. Mubarak Al-Khaldi | King Faisal University<br>Faculty of Education – Department of Foreign Languages |
| 5. | Dr. Ezdihar Al-Hariri | Dammam Girls Colleges<br>Faculty of Arts– English Department |
| 6. | Dr. Marawan Bunjir | Um Al-Qura University<br>Faculty of Education – English Department |
| 7. | Dr. Lutfi Fayrion | Um Al-Qura University<br>Faculty of Education – English Department |
| 8. | Dr. Saleem Sawar | Um Al-Qura University<br>Faculty of Education – English Department |
| 9. | Dr. Hashim Hubshi | Um Al-Qura University<br>Faculty of Education – English Department |
| 10. | Dr. Ayaman Badou' | King Abdul Aziz University<br>Faculty of Arts – English Department |
| 11. | Dr. Muhammad Karami | King Abdul Aziz University<br>Faculty of Arts – English Department |
| 12. | Dr. Ayman Habis | King Abdul Aziz University<br>Faculty of Arts – English Department |
| 13. | Dr. Abdul Rahman Al-Murqalawi | Um Al-Qura University<br>Faculty of Education – English Department |
| 14. | Dr. Tarik Al-Yass | Um Al-Qura University<br>Faculty of Education – English Department |
| 15. | Dr. Sajedah Tubarah | University of Bahrain<br>Faculty of Arts– Department of Foreign Languages and Literature |
| 16. | Dr. Saif Al-Ansari | University of Bahrain<br>Faculty of Arts– Department of Foreign Languages and Literature |
| 17. | Dr. Salamn Halwaji | University of Bahrain<br>Faculty of Arts– Department of Foreign Languages and Literature |
| 18. | Dr. Nu'man Al-Mwsawi | University of Bahrain<br>Faculty of Education – Department of Curriculum and Instruction |
| 19. | Dr. M. Al-Ansari | English Language Center<br>Jubail Industrial College |
| 20. | Dr. Dulaim Al-Ghatain | English Language Center<br>Jubail Industrial College |
| 21. | Dr. Abdul Raheem Sa'ad Al-Dein | Al-Azhar University<br>Faculty of Education – Department of Curriculum and Instruction |
| 22. | Dr. Atyah Abdul Qadir | Al-Azhar University<br>Faculty of Education – Department of Curriculum and Instruction |
| 23. | Dr. Atya Sayid Atya | Al-Azhar University<br>Faculty of Education – Department of Curriculum and Instruction |
| 24. | Dr. John Havisth | King Fahad University of Petroleum and Minerals |
| 25. | Dr. Rosy Ghanaj | Lebanese University<br>Faculty of Education – Department of Curriculum and Instruction |
| 26. | Dr. Nizar Ebrahim | Lebanese University<br>Faculty of Education – Department of Curriculum and Instruction |

# Appendix No. 6

## Referees of Students' Questionnaire

| | | |
|---|---|---|
| 1. | Dr. Muhamad Nour Al-Nuaimi | King Faisal University<br>Faculty of Education – Department of Foreign Languages |
| 2. | Dr. Babkir Al-Hibr | King Faisal University<br>Faculty of Education – Department of Foreign Languages |
| 3. | Dr. Mubark Al-Burik | King Faisal University<br>Faculty of Education – Department of Foreign Languages |
| 4. | Dr. Mubarak Al-Khaldi | King Faisal University<br>Faculty of Education – Department of Foreign Languages |
| 5. | Dr. Ezdihar Al-Hariri | Dammam Girls Colleges<br>Faculty of Arts– English Department |
| 6. | Dr. Naday Abu Al-Majd | King Abdul Aziz University<br>Faculty of Arts – English Department |
| 7. | Dr. Akeela Ramadan | King Abdul Aziz University<br>Faculty of Arts – English Department |
| 8. | Dr. Lutfi Feezo | King Abdul Aziz University<br>Faculty of Arts – English Department |
| 9. | Dr. Anwar Nakbushandi | King Abdul Aziz University<br>Faculty of Arts – English Department |
| 10. | Dr. Raiqah Al-Khateeb | King Abdul Aziz University<br>Faculty of Arts – English Department |
| 11. | Dr. Abd Ali Hassan | University of Bahrain<br>Faculty of Education – Department of Curriculum and Instruction |
| 12. | Dr. Sajedah Tubarah | University of Bahrain<br>Faculty of Arts– Department of Foreign Languages and Literature |
| 13. | Dr. Saif Al-Ansari | University of Bahrain<br>Faculty of Arts– Department of Foreign Languages and Literature |
| 14. | Dr. Salamn Halwaji | University of Bahrain<br>Faculty of Arts– Department of Foreign Languages and Literature |
| 15. | Dr. Nu'man Al-Mwsawi | University of Bahrain<br>Faculty of Education – Department of Curriculum and Instruction |
| 16. | Dr. Dulaim Al-Ghatain | English Language Center<br>Jubail Industrial College |
| 17. | Dr. Abdul Raheem Sa'ad Al-Dein | Al-Azhar University<br>Faculty of Education – Department of Curriculum and Instruction |
| 18. | Dr. Atyah Abdul Qadir | Al-Azhar University<br>Faculty of Education – Department of Curriculum and Instruction |
| 19. | Dr. Atya Sayid Atya | Al-Azhar University<br>Faculty of Education – Department of Curriculum and Instruction |
| 20. | Dr. Rosy Ghanaj | Lebanese University<br>Faculty of Education – Department of Curriculum and Instruction |
| 21. | Dr. Nizar Ebrahim | Lebanese University<br>Faculty of Education – Department of Curriculum and Instruction |

# Appendix No. 7

UNIVERSITY OF BAHRAIN
College of Education
Office of the Dean

جامعة البحرين
كلية التربية
مكتب العميد

ع ت/١٥٠/٢٠٠٤
٢٥ فبراير ٢٠٠٤

الأستاذ الفاضل مدير عام إدارة التعليم المحترم
المملكة العربية السعودية

تحية طيبة وبعد ،

بايعاز من الدكتور عباس عبدعلي أديبي الأستاذ المشارك بقسم تكنولوجيا التعليم تعتزم الطالبة ثريا بنت عبدالله بن حسين الجار (الرقم الجامعي ٢٠٠١١٩٣٨) المسجلة ببرنامج الماجستير في التربية القيام بتطبيق الاستبانة المرفقة .

فالرجاء التكرم بالموافقة على ذلك وتسهيل مهمتها .

وتفضلوا بقبول فائق الاحترام

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هاتف: ٤٣٨٧٠٠
فاكس: ٤٤٩٦٣٦

# Appendix No. 8

بسم الله الرحمن الرحيم

المملكة العربية السعودية
وزارة التربية والتعليم البنات
الإدارة العامة لتعليم البنات بالمنطقة الشرقية
وحدة الدراسات والبحوث التربوية

الرقم : ١٨ / ١٦ / ك
التاريخ ١١ / ١ / ١٤٢٥ هـ
المشفوعات : استبانة مرفق بها استبانة وقرص

الموضوع : بشأن تسهيل مهمة الباحثة
ثريا بنت عبدالله الجار .

المكرمة / مديرة إدارة الإشراف التربوي المكلفة المحترمة

السلام عليكم ورحمة الله وبركاته ،،، وبعد :

تجدون برفقه استبانة الباحثة ثريا بنت عبدالله بن حسين الجار والتي تقوم بدراسة ميدانية حول مهارات القراءة الصامتة في اللغة الإنجليزية لدى طالبات الصف الثاني الثانوي في بعض المدارس الحكومية بالمنطقة الشرقية ، كمتطلب للحصول على درجة الماجستير في التربية .

وحيث أن الدراسة تتطلب توزيع استبانة على الطالبات وأخرى على المعلمات في المدارس الثانوية في المنطقة الشرقية ، لذا لا مانع من توزيع الاستبانة وفق الصورة المعتمدة ، على أن يكون التوزيع والاستلام من قبل الباحثة .

والله الموفق لما فيه الخير ،،،

مديرة وحدة الدراسات والبحوث التربوية

د. ملكة بنت بكر الطيار

الرئاسة العامة لتعليم البنات
وحدة الدراسات والبحوث التربوية
الإدارة العامة لتعليم البنات بالشرقية

ص / مع التحية ونسخة من الاستبانة لمديرات مكاتب الإشراف التربوي الفرعية للإعتماد .
ص / مع التحية لمسئولة المرحلة الثانوية للإحاطة .
ص / مع التحية ونسخة من الاستبانة لجميع مديرات المدارس الثانوية بالدمام والخبر وسيهات للإعتماد .
ص / لقسم الدراسات والبحوث .
ص / لصادر الوحدة .
م / الشاسي
١ / ١١

من أهداف الوحدة :

١- رفع كفاءة وفعالية العملية التربوية عن طريق إجراء الدراسات والبحوث .

٢- تنمية روح البحث العلمي وتشجيع البحوث والدراسات التربوية والتعليمية في بيئة العمل وخارجها .

٣- دراسة حاجات وميول الطالبات بوصفهن المحور الأساسي في العملية التربوية التعليمية .

البريد الإلكتروني : info@girlseduep.gov.sa الموقع على الإنترنت : www.girlseduep.gov.sa
الرمز البريدي ٣١٤٩٢ الدمام

# Appendix No. 9



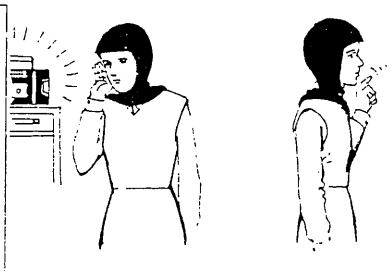
**Remind me about the general approach of the new secondary course.**

There is practice in the skills of listening, speaking, reading and writing throughout the whole course. It is not just a grammar and vocabulary course. Naturally, grammar and vocabulary are necessary to develop the skills above but you should not spend too long on them.

In fact, each year concentrates on one or two of the main skills so that all of them are brought to the highest possible standard by the end of the course. This is how it is done:

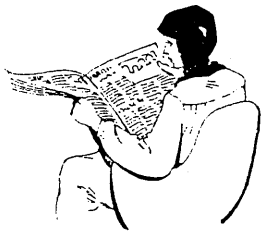
**1 Secondary Year 1 (English 1 and 2)**

Year 1 emphasizes listening and speaking. We believe this is appropriate for Year 1 because some of your pupils may leave school at the end of it. (You should not expect their reading and writing to develop so fast during this period. Remember this when you see the exam results.)



**2 Secondary Year 2 (English 3 and 4)**

This year emphasizes reading, both intensive (short) and extensive (long) passages. There is a separate reading book for the longer passages. During this year, your pupils should become better at reading passages which they have never seen before. They will do most of this on their own so they will become less dependent on you, the teacher.



**3 Secondary Year 3 (English 5 and 6)**

Year 3 emphasizes writing in a separate writing book. By the end of the third year, successful pupils should have a good basis for any English writing required when they move on to university or to work in the Kingdom.



# Appendix No. 10

## UNIT 3, lesson 7

### OBJECTIVES:

A. Give out the readers and collect the workbooks.
B. Preview the passage.
C. Practise using context.
D. Prepare the homework.
E. Homework: read the passage on reader pages 21–23 and answer the questions on page 20.

### WHAT YOU NEED:

pupils' readers

*Notes:*

### RECOMMENDED ACTIVITIES:

**A. Give out the readers and collect the workbooks.**

Give out the readers and collect the workbooks. Pupils must have their workbooks in the next lesson. Before then, check exercises A, B and C on pages 19–20.

MOVE ON TO ACTIVITY B.

## UNIT 4, lesson 7

### OBJECTIVES:

A. Preview the passage.
B. Practise using context.
C. Prepare the homework.
D. Homework: read the passage on reader pages 33–35 and answer the questions on page 32.

### WHAT YOU NEED:

pupils' readers

*Notes:*

### RECOMMENDED ACTIVITIES:

**A. Preview the passage.** (15 min.)

1. Give out the readers and have pupils turn to pages 28–29.

2. Ask, *What do you see in the picture on page 28?* (a fridge full of food) *What kind of food do you see there?* (any of the food pupils know in English) *Is this healthy or unhealthy food?* (healthy)

## UNIT 3, lesson 8

OBJECTIVES:
A. Review answers to the comprehension questions.
B. Test words looked up in the dictionary.
C. Answer multiple-choice questions about the passage.
D. Identify maps.
E. Practise new vocabulary.
F. Homework: complete the exercise on workbook page 42.

NEW VOCABULARY:
*directly, discover, discovery, power, route, search, trade, transport, transportation, valley*

WHAT YOU NEED:
A. recording 4 (New vocabulary from *Early Traders of the Arabian Peninsula)*
B. cassette player
C. pupils' workbooks

RECOMMENDED ACTIVITIES:

*Notes:*

## UNIT 4, lesson 8

OBJECTIVES:
A. Review answers to the comprehension questions.
B. Check words looked up in the dictionary.
C. Do multiple-choice questions as a test.
D. Practise new vocabulary.
E. Homework: complete the exercise on workbook page 43.

NEW VOCABULARY:
*amount, blood, disappear, effect, fast* (v), *litre, moreover, sample, survive, valuable*

WHAT YOU NEED:
A. recording 5 (New Vocabulary from *Healthy Eating*)
B. cassette player
C. pupils' workbooks

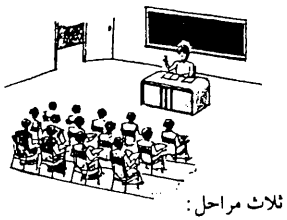
RECOMMENDED ACTIVITIES:

A. Review answers to the comprehension questions.

*Notes:*

# Appendix No. 11



**إنه سيهيؤك لتتمكني من القراءة بالإنجليزية في السنوات الدراسية المقبلة.**

**كل وحدة ستزودك بتوجيهات لكل خطوة في ثلاث مراحل:**

(١) في البداية هناك أنشطة سترفع من قدراتك في القراءة وستساعدك على تكوين فكرة عامة عن محتويات القطعة من خلال النظر إلى الرسومات والأشكال والعناوين الجانبية واستنتاج معاني بعض الكلمات الجديدة.



(٢) عندما تقرئين القطعة ـ قراءة صامتة في المنزل للمرة الأولى ـ سيطلب منك جمع بعض المعلومات عنها، وستستخرجي معاني بعض الكلمات الجديدة الموجودة في قائمة نهاية هذا الكتاب.



(٣) بعد قراءة القطعة ستجيبي على بعض الأسئلة حولها، وستسألك معلمتك عن بعض هذه الأسئلة مباشرة. والأسئلة الأخرى تكون في الصفحات التي تلي القطعة، والغرض من هذه الأسئلة معرفة مدى فهمك لما قرأتِ. ونرجو أن تكون النتائج مشجعة.



**سيكون هناك عدد من الكلمات الجديدة لتفهميها، ولكننا سنعلمك بعض الطرق الفنية لتساعدك على فهمها بسرعة أثناء القراءة.**




**ونريد أن نبيّن لك كيفية معرفة معاني الكلمات الجديدة دون الإعتماد على معلمتك. ولكن كيف يكون ذلك؟ هناك عدة طرق:**

(١) تذكري أن الكثير من الكلمات الجديدة ترتبط بكلمات تعرفينها من قبل. ابحثي عن الكلمات المتماثلة، وفي بعض الأحيان تكون الكلمة الجديدة حقيقة، لا أكثر من قالب آخر لكلمة تعرفينها (مثلاً كلمة Beauty الجديدة تتعلق بكلمة Beautiful المعروفة لديك، وكلمة Variety الجديدة تتعلق بكلمة Various المعروفة لديك.




(٢) إبحثي في القطعة نفسها عن المعاني التي تساعد على فهم معنى الكلمة وفي بعض الأحيان تكون هناك بعض الكلمات أو العبارات في الجملة أو الفقرة تساعدك على فهم المعنى، وبعض الأحيان تساعدك الصور، وتقريباً أكثر من نصف الكلمات الجديدة في هذا الكتاب يمكنك التعرف عليها من الأشياء التي تقرب لك المعنى في نفس الصفحة الواردة فيها الكلمة.

(٣) تعلمي كيفية إستعمال القاموس الإنجليزي، وهناك قاموس في نهاية الكتاب يحتوي فقط على الكلمات الجديدة التي يصعب فهم معانيها من واقع القطعة. وحيث أن البحث عن معاني الكلمات في القاموس يتطلب وقتاً، وأن القاموس قد لا يتوفر لديك دائماً لذلك يتوقع منك أن تلجئي إليه فقط بعد محاولاتك الجادة لفهم معاني الكلمات من سياق الجمل والفقرات في الكتاب.



بعض الكلمات الجديدة في الوحدة مبينة في النهاية. وهناك تسجيل على البعض من هذه الكلمات الجديدة. والكلمات الجديدة الأكثر أهمية تجديها في التمارين الموجودة في كتاب التمارين العملية. ويجب أن تتعلمي هذه الكلمات الجديدة بنفس الطريقة التي تعلمت بها في كتاب التلميذة. وتذكري أنكِ لا تتعلمي الكلمات والحقائق بل تتعلمي كيف تقرئين.




**نعم، وقبل كل شيء يجب عليكِ قراءتها سراً.**

لأن القراءة الجهرية تتطلب مهارة خاصة، كما أنكِ لن تحتاجي إليها كثيراً في واقع حياتكِ. وغالباً ما تكون كل قراءاتكِ سرّاً بعد مغادرة المدرسة، ولذلك فلن تقرأ معلمتكِ هذه القطع في الفصل، بل ستقرئينها أنتِ سراً في المنزل.



**يجب عليكِ أيضاً قراءة قطع المطالعة في المنزل وليس في الفصل•.**

لأن وقت الحصة يخصص إما في إعدادكِ للقراءة، أو معرفة مدى فهمكِ للقطعة. (وتخصص حصتان لكل قطعة وستقرئين القطعة في المنزل بعد الحصة الأولى•).



**إقرئي كل قطعة مرتين.**

في المرة الأولى. حاولي الفهم بقدر الإمكان وحاولي معرفة الفكرة العامة واستعملي كل المفاتيح المتاحة لكِ لفهم معاني الكلمات الجديدة. وبعد قراءتكِ الأولى فكري فيما قرأته، وحاولي الشرح لشخص ما باللغة العربية مثلاً، أحد أفراد عائلتكِ. وأخيراً إقرئي القطعة مرة أخرى مستعملة قائمة المعاني لمعرفة معاني أي كلمات متبقية. والتمارين التي تلي القطعة تساعدكِ. وكذلك معلمتكِ أيضاً، في قياس مدى نجاحكِ.

لا بد أنكِ قد أدركتِ الآن أن دوركِ سيكون رئيسياً في قراءة وفهم كتاب المطالعة هذا وأن معلمتكِ لن تقوم بكل العمل، كما لن تشرح أو تترجم القطعة لكِ. وسينحصر دورها في تنظيم الدروس ومساعدتكِ عندما تحقق مساعيكِ الذاتية. ولا شك أنكِ تحتاجين إلى كثير من الوقت لقراءة هذه القطع جيداً. ويتوقع منكِ أن تبذلي مجهوداً جيداً في الفصل وفي المنزل، ويجب أن تعرفي أيضاً أن معلمتكِ ستختبركِ في الدرس الأخير لتقييم ما عرفتيه من القراءة ثم تقوم بتسجيل العلامات لتقييم عملكِ النهائي.

والآن توقفي لحظة للإطلاع على الكتاب. أنظري أولاً في جدول المحتويات في الصفحة رقم (١)، فهي تحتوي على موضوعات مختلفة. هل ترين موضوعات سبق لكِ معرفتها؟ وما أحب هذه الموضوعات إليكِ؟ ثم أنظري إلى بعض الصفحات الأخرى، ثم الصور ولاحظي مدى تنظيم الوحدات، وما نوع الأنشطة الواردة فيها؟



نأمل أن تستمتعي بقراءة هذه القطع وبانتهاء هذه المادة ـ نأمل أيضاً ـ أن تصبح لديكِ المقدرة والرغبة على القراءة أكثر فأكثر. وتذكري أنكِ تتعلمي المهارة وليس فقط الحقائق والكلمات.

• وحدة القراءة الأولى (الوحدة١ + ٢) مختلفة عن بقية الوحدات حيث تدرس في أربع حصص دراسية وليس هناك واجبات.

# Appendix No. 12

## PART ONE

Preface :

This Syllabus hopes to give the teacher a general picture of the aims of teaching English as a principal Foreign Language in the secondary schools of Saudi Arabia. These aims provide a framework within which the teacher should work. We feel that if teaching of English is to be fruitful at all, it must be geared into these general aims. Teaching in a vacuum is both mechanical and lifeless. The work within a set aim motivates the learner and satisfies his mind. Every care has been taken to make this syllabus "pupil-centred".

Without thorough consideration of the learner's aptitude, culture and co-operation the teaching of English will not achieve the best, the quickest and the most lasting results. A pupilcentred syllabus is likely to secure class co-operation. The more the pupil participates actively in the language lesson, the more rapid and sound her progress will be.

Moreover, this syllabus has outlined the specific objectives of teaching English. Learning English is first and foremost a skill to be acquired through systematic and regular practice. it is predominantly a "skill-subject" rather than a "knowledge-subject", and the success of teaching it depends on our realization that learning a language is a matter of "growth" rather than "accumulation".

We have tried in this syllabus to provide the teacher with the necessary directives in order to help her realize the specific objectives of each language activity. One must be aware that there is no "Road" to learning and "the method" of tackling any language activity must differ from teacher to teacher and from class to class.

Suggestions and directives in any syllabus are to function as a guide rather than a rule. Our directives here are more thought-provoking than dogmatic or arbitrary.

*General Aims* :

1. To afford the secondary school pupil a window on the world.

2. To give the secondary school pupil an experience of delight through reading samples of English that have a universal appeal both in arts and sciences.

3. To cultivate the pupil's critical thinking as a useful adjunct to intelligent reading of English texts.

4. To give play to the pupil's imagination by means of imagery in poetry and visualization of character.

5. To provide the pupil who intends to join the university or other higher institutes with an adequate knowledge of English to help her in her future studies.

6. To give the pupil who finishes her formal education in the third year secondary sufficient knowledge of the language to help her in her vocation.

7. To help the pupil gain a reasonable command of English in order to be in a better position to defend Islam against adverse criticism and to participate in the dissemination of Islamic culture.

*Specific Objectives* :

1. To help the pupil gain in three years a reasonable mastery of the four language skills which are :

   (*a*) Listening with understanding to spoken English.

   (*b*) Speaking current English correctly with the proper stress and intonation.

   (*c*) Reading with understanding English texts that vary in difficulty from adapted and simplified material to orginals in an abridged form.

   (*d*) Writing a connected passage of up to a full page on a subject of a descriptive or a discursive nature.

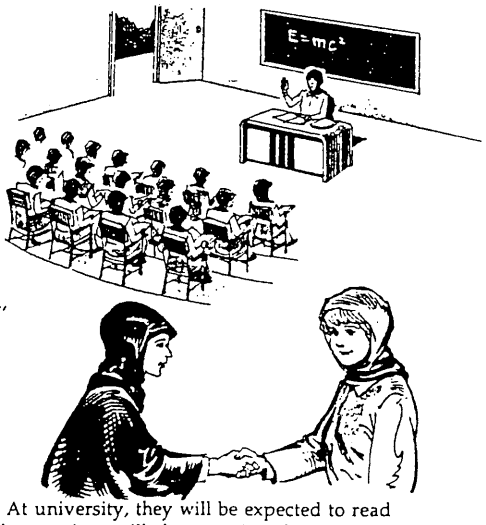
2. To stress the utilitarian point of view of learning a foreign language as a useful tool for cultural as well as social and economic communication.

3. To foster in the pupil an interest in reading so that later on she may be prepared to read reference books, periodicals and pamphlets bearing on her future field of specialization.

# Appendix No. 13

## AN INTRODUCTION TO THE READER

### Skills Your Pupils Will Need After Leaving Secondary School




By the time pupils reach year two of secondary school in Saudi Arabia, there is a much greater possibility that they will go on to university. Most of those who do continue to study—whether at a university or in vocational training—will find themselves using English more and more. They will, perhaps for the first time, use English in a natural and meaningful way. Some of them may even take courses—e.g., in technical subjects—which are taught entirely in English. Many of them will eventually enter professions where they will use English with clients or customers in the Kingdom and abroad. They will need all the language skills they have been learning in this course.

For those who continue their studies, the ability to *read* English will become especially important. At university, they will be expected to read textbooks and scholarly articles. Newspapers and magazines will also contain information of value to them. They will often have very little time. Quick searches for particular information will be necessary, and they will not have the time to look up every new word in the dictionary. Their professors may not always get help with their reading, so they will need to become more independent than ever before.

### What ESA Secondary Year Two Can Offer Them

The second year of the ESA Secondary course offers pupils a unique opportunity to develop independence in their reading. Each term includes an expanded reading component in a separate reader. The reader contains longer passages than those in the pupils' book, and their emphasis is on developing skills which pupils will need after secondary school. One of the main aims of the reader is to give pupils the feeling that they can understand a lot in any new text—even without a teacher. Though development of the reading skills began in the earlier courses, pupils have not yet had sufficient practice in using them, and thus their confidence is not yet built up. The reader will give them more practice in (1) scanning a text for particular items of information, (2) figuring out meanings of new words from context or from their similarity to known words, (3) using a dictionary, (4) understanding reference words such as pronouns, and (5) understanding main ideas.

### How the Lessons Are Organized

Each "unit" of the reader consists of two lessons (see the Note following). In the teacher's book they are referred to as *lessons 7 and 8*. This is because they are designed to be taught after the sixth lesson of each regular unit in Secondary Year Two. Furthermore, the topics of these readings are always related to those of the readings found in the corresponding units of the pupils' book.

# Appendix No. 14

(2) They should read the passages *at home,* not in class. **
Class time is precious. It will be spent either in preparing them for the reading task or in checking their comprehension of it. (Two class periods will be devoted to each of these passages; pupils will read the passage as homework after the first period.)

(3) They should read each passage at least *twice.*
The first time they read it, they will try to understand as much as possible, to get the general idea, and to use any available clues to understand new vocabulary. After reading it the first time, they should pause to think about what they have read. Explaining it in Arabic to someone such as another member of the family would help clarify it for them. Finally, they will read the passage a second time and use the dictionary to understand any remaining new words. The exercises which follow the reading will help them and you measure their success.

(4) THEY SHOULD LEAVE THEIR READING BOOKS WITH YOU.
YOU WILL BE ABLE TO CONTROL THEIR APPROACH TO THE READING SKILL BETTER (AND, THEREFORE, THE WAY THEY ACQUIRE THE READING SKILL) IF YOU KEEP THEIR READERS WITH YOU EXCEPT FOR THE ONE EVENING EVERY UNIT WHEN THEY MUST READ THE PASSAGE AT HOME.

## CONTINUOUS ASSESSMENT—A RECOMMENDATION

We know that it is difficult to make the pupils work at home, especially if that work is "only" reading and especially if there is a lot of it. Therefore, we suggest that you assess (or test) their reading continuously—in every unit. Tell them in advance that you are going to do this, and then keep your "promise". Be fair but firm. This should help you "persuade more of them to do the work.

Procedure for the teacher

Work out the total marks you need from this part of the course for the term, for example 50. Decide how many marks you are going to award for classroom contribution, for example, 10. That leaves 40 marks for the exercises in units 3 – 6. Do not give marks for every exercise. TELL THE PUPILS IN UNIT 3, LESSON 7) THAT FROM NOW ON THERE WILL ALWAYS BE A TEST IN LESSON 8 WHICH COUNTS TOWARDS THEIR TERM'S MARKS. You can vary the choice of exercise each unit BUT DO NOT TELL THE PUPILS IN ADVANCE WHICH ONE IT WILL BE. (In fact, we have suggested exercises for you to use.) Give marks for the chosen exercise and let the pupils know that you have recorded their scores each time. After the last score for written work in unit 6, add your assessment of each pupils' classroom performance.

What it means for the pupils

They set off equal. That is, no marks are given until the teacher has shown them in Unit 1 + 2 how to handle each activity. In theory, pupils are all given the same opportunity to score well.

# Appendix No. 15

In The name of God Most Gracious, Most Merciful

Kingdom of Saudi Arabia
General Presidency for Girls 'Education

Final Examination
Second Grade Secondary

English Language

---

Distribution of Marks

I- Language Function: [Total: 6 marks ]

A-Dialogue: -unseen- 3 marks
B-Writing a paragraph: 3 marks
N.B. Spelling: one mark , half a mark for dialogue and half a mark for paragraph writing.
Paragraph writing: one and half marks for ideas one and half marks for structure

II-Comprehension:-unseen- [ Total: 5 marks]

A- Wh-questions: Three items , one mark for each .
B- Objective questions: Four items, half a mark for each or eight items quarter a mark for each.

III- Structure and vocabulary: [ Total: 10 marks]

A- Structure: [ 6 marks]
-Multiple choice questions: six items, half a mark for each.
-"Do as Shown" questions: three items, one mark for each.
B-Vocabulary: [4 marks]
- Multiple choice questions: two marks, four items, half a mark for each.
-Matching: two marks ,four items, half a mark for each.

IV-Reader: [ Total: 4 marks]
-Multiple choice items: two marks, four items, half a mark for each.
-True or False items: two marks ,four items, half a mark for each.

Total Mark: 25

# Appendix No. 16

## SAMPLE OF FINAL EXAMINATION

Kingdom of Saudi Arabia
General Presidency for Girls' Education — Time : 3 hours
Grade II Secondary
Literary and Scientific Sections

==========

ENGLISH LANGUAGE

Language Function, Comprehension, Structure and Vocabulary and Extensive Reading

## I. Language Function

A. Dialogue :
Supply the missing words in the following dialogue :

Huda : Look at the wings of these birds ! They are covered with oil !
Maha : Oil stops_____
Huda : Why are they covered with oil ?
Maha : They are _____ because _____
Huda : How is the sea polluted ?
Maha: It is _____by _____

B. Writing :
Write a paragraph on the following subject :
"Undoubtedly, food is the principle source of energy for the human body". Discuss showing how food can be healthy and the result of not having the right mixture of food.

Guide Words :
[food - important - energy - nutrients - a balanced diet - harmful - diseases - gift]

[1]

## II. Comprehension

Read the following passage, then answer the questions below in complete sentences :

A motorist saw two men walking along a lonely country road. They were carrying heavy bags, so he at once informed the police. That morning the police had broadcast a message on the radio asking for information which might lead to the arrest of two thieves who had stopped a train and stolen mail-bags containing a lot of money. The police soon arrived on the scene. They questioned both men but neither of them could speak English. The men tried hard to resist arrest and kept shouting loudly at the police all the way to the station. When they arrived there, both men refused to say anything and simply pointed at their bags. The police opened them at once and then realized that they had made a terrible mistake. The men were French onion-sellers and their bags were full of onion ! Apologizing for their mistake, the police set the men free immediately.

QUESTIONS :

A. Answer the following questions in complete sentences :

1. Whom was a motorist suspicious of ?
2. What were the men's bags full of ?
3. Why could not the two men speak English?

B. Write If the following sentences are TRUE or FALSE and correct the false ones :

1. The police caught the thieves of the train. [ ]
2. The police put the two men in prison. [ ]
3. The two men answered the police questions. [ ]

C. Find words from the passage meaning much the same as :

a. told = _____

b. to say one is sorry = _____

D.a. "he" on line (2) refers to ____ _____

b. "them" on line (4) refers to_____ c. . "their" on line (10) refers to _____

## III Structure and Vocabulary

A. Structure :

1. Choose the correct answers :

a. We are both walking _____ [by - along - across] the path, beside the stream.

b. I _____ [turned - have turned - had turned] off the lights before I went to bed.

c. He used to _____ [live - lives - lived] in a small village but now he lives in the city.

d. If she studied hard, she _____ [will pass - would pass - would have passed] the exam.

e. Food _____ [contains - is containing - containing] carbohydrates is usually cheaper than other food.

f. _____ [keep - kept - keeping] fit can be quite difficult.

2. Do as shown between brackets :

a. The government built a new airport near Damman. [Ask a question about the underlined word]

b. Her grandfather bought a new house. [ Change into "Passive"]

c. "What did Amal want to draw ?"
She asked me _____. [Change into "reported question"]

B. Vocabulary :

1. Choose the correct words to fill in spaces :

a. A child was trapped at a window in the burning building, but the fireman _____ [rescued - ruled - strengthened] it.

b. That man is a _____ [fit - young - retired] teacher. He used to teach at my school until he was 65.

c. These letters should _____ [provide - use - observe] us with all the information we need.

d. Although he was 80, he's still very _____ [active - unfortunate - traditional].

2. Match the words in (A) with those of similar meaning in (B) :

| (A) | (B) |
|---|---|
| 1. permanently | a. to keep |
| 2. to store | b. outside a building |
| 3. ocean | c. for ever |
| 4. out in the open | d. a very large sea |
| | e. doing well |

## IV Extensive Reading "Reader"

A. Choose the correct meaning :

1. To reduce means _____
   a. make smaller
   b. pay for
   c. choose
   d. send back

2. Scurvy is a _____
   a. fruit
   b. vitamin
   c. protein
   d. disease
3. Corals are _____
   a. large fish
   b. tiny animals
   c. a kind of a plant
   d. the bones of dead fish
4. To solve means _____
   a. make a problem
   b. find a solution
   c. plant crops
   d. kill plant pests

B. Write if the following sentences are TRUE or FALSE and correct the false ones:

1. Food production is Saudi Arabia' second most important industry. [ ]
2. Several rivers flow into the Red Sea. [ ]

C. Choose the correct completion from those given below :

1. In a fire. if your bedroom door feels hot you should _____
   a. open it carefully.
   b. go to the window.
   c. wait in your bed.
   d. wait for the fireman.
2. Many traders continued to use the camal caravans after the discovery of the sea route. This was because _____
   a. navigation in the Red Sea was dangerous.
   b. travelling overland was faster.
   c. they lost many ships in the Arabian sea.
   d. the Arabian Gulf was too shallow.

*!! BEST OF LUCK !!*

# Secondary Syllabus Distribution

## Grade Three Secondary { Book / 5 }  First Term 1425-1426

| Months | Oral Work | Written Work | | | | |
|---|---|---|---|---|---|---|
| | English for S.A Book 5 | Ex. | Dict. | Free Composition | Dialogue | Compr. |
| **Rajab + Sha'ban** | Units : 1 , 2, 3 | At the end of every two units. | Throughout each unit | 1 | 1 | 1 |
| **Ramadan** | Units: 3+4 | | | 1 | 1 | 1 |
| **Shawwal** | Revision Units : 5, 6 | | | 1 | 1 | 1 |
| **Thu Al- Qi'dah** | Unit:6+Revision Exams | | | | | |

مشرفات اللغة الإنجليزيه مكتب الإشراف التربوي بالخبر

Appendix No. 17

# Appendix No. 18

**APPENDIX A**
Model Test for English 3

Total time:
1 hour 45 min.

Name:_____ Class: _____

Model Test for English 3

This test has five parts:

| | | | |
|---|---|---|---|
| 1. Reading (20 questions) | 40 min. | 3. Grammar (20 questions) | 20 min. |
| 2. Word Study (5 questions) | 5 min. | 4. Vocabulary (10 questions) | 10 min. |
| | | 5. Writing | 30 min. |

## 1. Reading (40 min.)

A. (5 min.) On the next page, read the title of the reading passage. Also, read the title of each section and look at the pictures. Then, write the correct letter in each box to answer these questions:

1. Look at the picture at the top of the page. What will be trapped in the earth's atmosphere **in the future**?
   a. The sun.
   b. Carbon dioxide.
   c. More infrared light (heat).
   d. A greenhouse.
   1. ☐

2. Look at the section titles. Which section will give you information about a solution to the problem?
   a. The Greenhouse Effect
   b. The Cause
   c. The Problem
   d. What is the Answer?
   2. ☐

B. (5 min.) Now read the passage quickly for the first time. Do not worry about new words yet. Then, answer this question:

3. If you had to choose another title for the passage, which of these would be the best?
   a. Natural Pollution
   b. The Greenhouse Effect
   c. New Forms of Energy Cause Pollution!
   d. The Earth's Gases
   3. ☐

C. (10 min.) Questions 4 to 7 (below) are about some new words in the passage. Read them first. Then, read the passage again and look for the answers. (At the same time, underline any other words you do not know.)

4. *Carbon dioxide* (line 5) is a kind of . . .
   a. glass. b. plant. c. greenhouse. d. gas.
   4. ☐

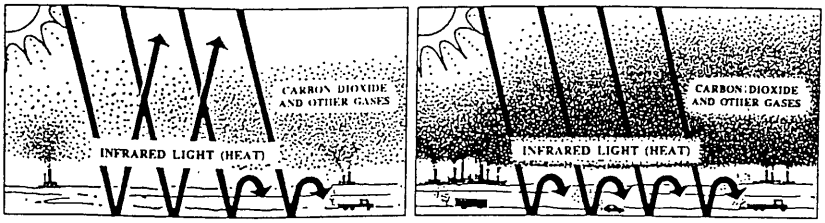
5. *Partly* (line 14) means . . .
   a. not totally. d. from plants and trees. c. from plants. b. not natural.
   5. ☐

6. *Methane* (line 20) is a kind of . . .
   a. carbon dioxide. b. gas. c. animal. d. insect.
   6. ☐

7. *Expands* (line 42) means . . .
   a. becomes cold. b. goes in. c. becomes larger. d. goes down.
   7. ☐

**APPENDIX A**
Model Test for English 3

# *Pollution Causes Another Problem in the Atmosphere.*




The earth's atmosphere now — The earth's atmosphere in the future

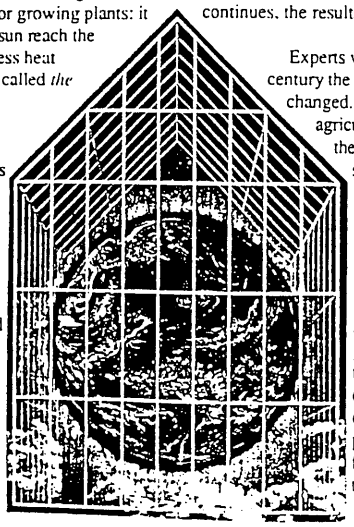
## The Greenhouse Effect

Pollution is causing the quantity of ozone in the atmosphere to decrease. However, there is another problem which may be more dangerous: pollution is also causing an increase in the quantity of carbon dioxide ($CO_2$)—another gas in the atmosphere.

$CO_2$ in the atmosphere is like the glass in the greenhouses which we use for growing plants: it lets the warming rays of the sun reach the earth's surface but stops excess heat returning into space. This is called *the greenhouse effect.*

## The Cause

The greenhouse effect is partly natural. Some of the carbon dioxide in the atmosphere comes from plants and trees when they die and rot. Two other gases which help cause the greenhouse effect are methane—a gas produced by animals and insects when they eat plants—and CFCs (chlorofluorocarbons). However, $CO_2$ is the most important cause of this effect and most of it comes nowadays from burning fossil fuels like oil—in industry, cars, and so on.



## The Problem

And this is the problem. Man is using more and more fossil fuels and perhaps causing an increase in the earth's average temperature. Scientists have already noted an increase of about 0.5°C since 1900 AD. This may not look very much, but if it continues, the results may be disastrous.

Experts worry that in the next half century the earth's climate may be totally changed. They think that deserts and agricultural regions may shift, that there will be more and stronger storms. They also believe that the sea level will rise because water always expands as it warms.

## What is the Answer?

The 1987 Canadian agreement dealt with the ozone problem. But is there any way that the greenhouse effect can be dealt with? Unfortunately, the only real way to stop the problem may be to find new forms of energy. However, that will take time!

Continue on the next page. ⇨

## APPENDIX A
Model Test for English 3

WORD STUDY

**agricultural / storm**

**agricultural** (agri **cul** tural) *(adj)* connected with farming. Agricultural land is land that is good for growing things on like wheat or vegetables.
*Asir is the biggest agricultural region in Saudi Arabia.*
*There is an agricultural college in Hofuf.*

**cause** *(v—reg.)* to make something happen.
*Driving through red traffic lights causes accidents.*

**deal with** (**deal** with) *(v—irreg.* **dealt with — dealt with**) to handle or manage.
*The post office deals with millions of letters every year.*
*Last year the fire service dealt with thousands of calls.*

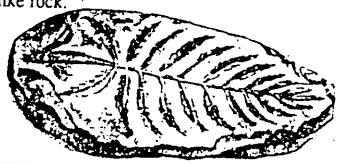
**disaster** (dis **as** ter) *(n)* something which happens that causes great damage; a terrible accident:
*The railway accident was a great disaster.—More than 600 people died.*
**disastrous** (dis **as** trous) *(adj)* causing a disaster:
*Last year was a disastrous one for the farmers. There was no rain and everything died that they had planted.*

**effect** (**ef fect**) *(n)* a result.
*Eating junk food can have a bad effect on our health.*

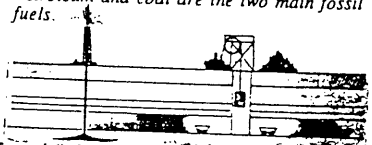
**excess** (**ex** cess) *(adj)* extra, too much.
*We had to pay a lot of money when we flew to England because we had ten kilos of excess luggage.*

**expert** (**ex** pert) *(n)* **1.** a person who knows a lot about a subject. **2.** a person with a special skill or training:
*Fire officers are experts on fire prevention.*
*An expert on weather and climate is called a climatologist.*

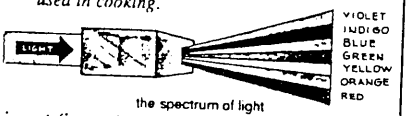
**fossil** (**foss** il) *(n)* the very old remains of animals or plants, which have become hard like rock.



**fossil fuels** *(n)* fuels which are made from fossils over millions of years.
*Petroleum and coal are the two main fossil fuels.*

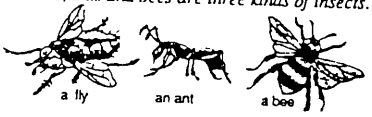


**infrared** (infra **red**) *(adj)* rays of light which are below red in the spectrum and which cannot be seen.
*Infrared rays have a heating effect and can be used in cooking.*



the spectrum of light

**insect** (**in** sect) *(n)* a small animal with six legs and a body divided into three parts.
*Flies, ants and bees are three kinds of insects.*




**level** (**le** vel) *(n)* height.
*After the rain, the level of the water became higher.*
**sea level** *(n)* the height of the sea.
*Mount Everest is 8,848 metres above sea level.*

**rot** *(v—reg.)* to become bad after dying.
*The fruit has fallen from the tree and is rotting on the ground.*
*A fallen tree soon rots.*

**shift** *(v—reg.)* to move, to change place.
*I cannot find Jameel's shop. Oh. It's shifted to 22nd Street.*
*We shifted the bed to the other side of the room.*

**storm** *(n)* a time of very bad weather.
*Many houses were damaged in the storm.*
*(a duststorm, a rainstorm, a sandstorm )*

Continue on the next page. ⇨

## APPENDIX A
Model Test for English 3

**D. (10 min.) Now use the Word Study to answer questions 8–12:**

8. The travellers had . . . journey. Their bus had an accident and a passenger was killed. Then all their money and luggage were stolen.
   **a.** a visible **b.** an excess **c.** a disastrous **d.** an agricultural — 8. ☐

9. The weather forecast says there will be . . .
   **a.** a fossil. **b.** a storm. **c.** an effect. **d.** a level. — 9. ☐

10. The weight of the book became too heavy, so he . . . it from his left hand to his right.
    **a.** caused **b.** rotted **c.** dealt with **d.** shifted — 10. ☐

11. Many . . . damage farmers' plants and spread diseases.
    **a.** fossils **b.** insects **c.** experts **d.** effects — 11. ☐

12. Saudi Arabia now has many areas with good . . . land for growing crops on.
    **a.** fossil **b.** agricultural **c.** infrared **d.** excess — 12. ☐

**E. (10 min.) The following questions are about the information in the passage. Read the passage again and try to answer them.**

13. The greenhouse effect . . .
    **a.** is a decrease of ozone in the atmosphere.
    **b.** stops heat leaving the earth.
    **c.** reduces the quantity of $CO_2$ in the atmosphere.
    **d.** is not as dangerous as the hole in the ozone layer. — 13. ☐

14. The greenhouse effect is caused by . . .
    **a.** carbon dioxide and CFCs.
    **b.** CFCs and methane.
    **c.** methane and carbon dioxide.
    **d.** carbon dioxide, CFCs and methane. — 14. ☐

15. In the next fifty years . . .
    **a.** the earth may shift.
    **b.** the earth may expand.
    **c.** the earth's climate may become warmer.
    **d.** there will be an increase of about 0.5° C. — 15. ☐

16. The only way to deal with the greenhouse effect may be to . . .
    **a.** deal with the ozone problem.
    **b.** find new forms of energy.
    **c.** do it unfortunately.
    **d.** take time. — 16. ☐

17. *it* (line 8) means . . .
    **a.** $CO_2$ in the atmosphere.
    **b.** glass in the greenhouses.
    **c.** excess heat.
    **d.** the quantity of ozone in the atmosphere. — 17. ☐

18. *it* (line 26) means . . . **a.** this effect. **b.** $CO_2$. **c.** methane. **d.** oil. — 18. ☐

19. *it* (line 33) means . . .
    **a.** an increase in temperature.
    **b.** 1900 AD.
    **c.** the greenhouse effect.
    **d.** the earth. — 19. ☐

20. *that* (line 52) means . . .
    **a.** the 1987 Canadian agreement.
    **b.** dealing with the ozone problem.
    **c.** finding a new agreement.
    **d.** finding new forms of energy. — 20. ☐

Continue on the next page. ⇨

# Appendix No. 19

UNIT 3

## A *Before you begin reading, . . .*

(10 min.)

Before you begin reading *Early Traders of the Arabian Peninsula* (which begins on page 21), take a minute or two to look at it. Do not try to understand everything yet. Just look at the title, the pictures, and the way it is arranged. Try to get a general idea about its subject. Do **not** try to read it yet. Just answer the following questions in class with your teacher:

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1. What is the title of the passage?

2. Do you understand the new word **traders** (in the title)? Do any of the pictures help you understand it? Which ones? Why?

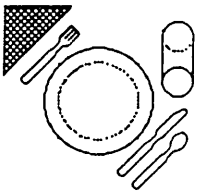
3. On what page does the passage end?

4. How many sections are there in the passage?

5. Read the title of each section. Which titles have new words in them? (Do not try to understand the new words yet.)

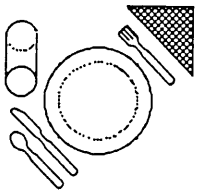
6. Look at the map on page 21. Read the names on the map. Which ones do you recognize? Why do you think this map is used with this passage?

UNIT 4



## A

(15 min.)



### *Before you begin reading, . . .*

Before you begin reading *Healthy Eating* (on pages 33–35), take a minute or two to look at it. Do not try to understand everything yet. Just look at the title, the pictures and the way it is arranged. Try to get a general idea about its subject. Do **not** try to read it yet. Just answer the following questions in class with your teacher:

---

1. Look at the title on page 33: *Healthy Eating*.
   What kinds of food are healthy for you? What kinds are unhealthy?

2. Look at the bottom of page 34.
   Is this passage from a book, a newspaper or a magazine? Look at page 35. Where is this passage from?

3. Look at the title and the picture in the passage at the bottom of page 34. What food is this passage about?

4. Look at the title and the pictures in the passage on page 35. What kind of food is this passage about?

5. Look at pages 33 and 34. How many lines are there before the passage at the bottom of page 34? How many subheadings are there?

6. Look at the first subheading: *A Balanced Diet.*
   What is a "balanced diet"?

7. Look at the second subheading: *What kind of food do we need for a balanced diet?*
   Look at the six paragraphs under this subheading and name the five things we need in our diet.

8. Look at the third subheading: *What will happen if we do not have enough of these substances in our diet?*
   Find two words in line 23 which may answer this question.

9. Look at the fourth subheading: *Is there any food which gives us everything which we need?*
   Find the answer to this question as quickly as possible.

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# Appendix No. 21

UNIT 5

**C** *Try guessing the meanings of these words.* (25 min.)

These new words may be clear from the other words around them. Look carefully at each one and read the words around it. Then try to guess its meaning.

Like many countries, Saudi Arabia has to **import** some of the food for its population. This food comes from abroad either by **ship** through its **seaports** or overland by truck.

*Be sure to read the sentences on this side of the page before trying to answer the questions !*

1. **Import** means . . .
   - ☐ a. to take away.
   - b. to bring from abroad.
   - c. to eat.
   - d. to produce.

2. A **ship** . . .
   - ☐ a. grows only in the desert.
   - b. is a kind of farm machinery.
   - c. is used for building roads.
   - d. carries people and goods across the sea.

3. Where would you find a **seaport**?
   - ☐ a. on the coast.
   - b. in the desert.
   - c. in the mountains.
   - d. in the middle of an ocean.

The total weight of imported food in 1985 was 2.9 million **tonnes**. In 1986 it was 2.7 million. These **statistics** were welcome news to the Ministry of Agriculture and Water.

4. **Tonnes** are used for . . .
   - ☐ a. growing food.
   - b. measuring weight.
   - c. producing energy.
   - d. transporting goods.

5. **Statistics** are . . .
   - ☐ a. numbers that give information about something.
   - b. a kind of cereal.
   - c. television news programmes.
   - d. small governments.

UNIT 6

## C *Try guessing the meanings of these words.* (5 min.)

These new words are from *The Red Sea in Danger.* Look carefully at each one and read the words around it. Then answer the question to show you have understood it.

**1. coral**

. . . the **coral** reefs in the Red Sea are some of the biggest and most beautiful in the world. Corals are tiny animals.

Corals are . . .

☐ a. large fish.
b. tiny animals.
c. a kind of plant.
d. the bones of dead fish.

**2. reef**

Over thousands of years, the calcium skeletons of dead corals have grown together to form huge underwater structures called **reefs.**

A reef is made of . . .

☐ a. mud and salt.
b. minerals from the earth.
c. sea plants.
d. dead corals.

**3. the Great Lakes**

The Red Sea does not have the problems which are making the **Great Lakes** in North America and the Mediterranean Sea into huge sewers.

The Great Lakes are . . .

☐ a. famous mountains.
b. large deserts in Asia.
c. large bodies of water in North America.
d. huge farms near the Mediterranean.

**4. flow**

This cannot happen in the Red Sea because so little rain falls on the area and because there is only one river which **flows** into the sea—the Baraka in Sudan.

The verb *flow* describes . . .

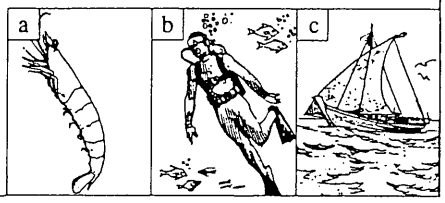
☐ a. the movement of water in a river.
b. the action of falling snow.
c. the movement of camels in the desert.
d. the growth of sea animals.

**5. shrimp**

These bays are important nursery grounds for fish, **shrimps** and other forms of marine life.

Which of the following is a shrimp?

☐



# Appendix No. 22

UNIT 2

**G** *Discuss your answers to the questions on page 8 with your teacher.* (10 min.)

**H** *Your teacher will define some new words from the passage. Look at the list below and choose the words that match the definitions.* (10 min.)

| | |
|---|---|
| adult | introduction |
| advice | make the headlines |
| careless | on purpose |
| catch fire | realize |
| cause | roll around |
| crippled | smoke |
| expert | stand still |
| get out of | warn |
| injure | work out |

UNIT 4

**E** *Which of these words is your teacher defining?* (10 min.)

| | | | | |
|---|---|---|---|---|
| alive | disappear | market (v) | pleased | skin |
| amount | effect | moreover | project | survive |
| blood | environment | muscle | sample | technology |
| bone | loyal | palm | side | valuable |

# Appendix No. 23

UNIT 3

**D** ***Prepare to read the passage silently at home.*** (10 min.)

You are going to read the passage on pages 21–23 at least **two** times **silently**, at **home**. Remember to follow these steps:

١ - قبل قراءة القطعة، إقرئي الأسئلة التالية، ولا تحاولي الإجابة عليها الآن، بل تأكدي من فهمك لكل سؤال منها.

٢ - أثناء قراءتك للقطعة للمرة الأولى في المنزل، ضعي خطاً تحت الكلمات التي لا تعرفي معانيها حتى الآن. وأثناء وضعك للخط تحت الكلمة حاولي أن تخمني معناها من خلال تمعنك في الجمل التي تحتوي على تلك الكلمات، وإذا لم تستطعي أن تخمني معاني تلك الكلمات، إستمري في القراءة، فعادة ما تفهمي الكثير دون أن تفهمي معنى كل كلمة في القطعة.

٣ - فكري فيما قرأته وحاولي شرح القطعة لوالدتك أو إختك.

٤ - إقرئي القطعة للمرة الثانية في المنزل، وفي هذه المرة إبحثي عن معاني الكلمات الجديدة في قائمة معاني الكلمات الواردة في نهاية هذا الكتاب. ثم إبحثي عن الإجابة على الإسئلة التالية :

1. Name three great empires that grew up around the Arabian Peninsula.

   [a] _____ [b] _____ [c] _____

2. Why didn't the first traders sail from the Indus River to Suez through the Red Sea?

   _____

   _____

3. The Egyptians sent a lot of gold and silver to some towns of the peninsula. In what region were these towns?

   _____

4. The emperor Alexander and his soldiers tried to find a way to sail from the Indus River to Suez. What was their mistake?

   _____

5. What **two** things did Arab sailors do to make sailing easier and faster?

   [a] _____

   [b] _____

   _____

# Appendix No. 24

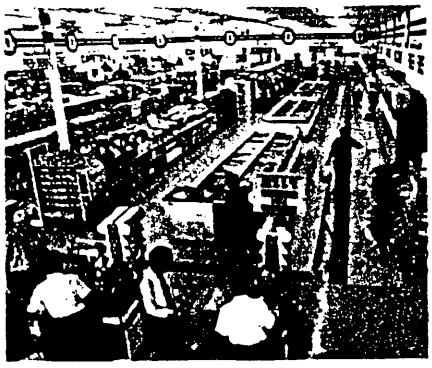
UNIT 5

**The Future**

With modern equipment and knowledge, Saudi farmers of the land and sea now produce more food than ever before. They can grow vegetables under cover or outside. They can plant more than one crop a year. They can protect their crops with a variety of modern pest and disease controls.

With the extra grain that they produce, they are able to feed more chickens and livestock. With refrigeration, they are able to keep food for longer than ever before. Thus, more of the food in the local market and on your dining table is a product of Saudi Arabia. One day perhaps none of it will be imported.

For centuries food production was unknown in many parts of the country. Now it is its second most important industry.



**E** *Discuss your answers to the questions on page 44 with your teacher.* (10 min.)

**F** *Look for answers to questions your teacher will ask you.* (10 min.)

Listen to the statements your teacher will read to you. Are they true or false? Find the place in the passage that tells you.

**G** *Now answer these questions about the passage.* (10 min.)

1. Saudi Arabia imports . . .
   - ☐ a. no food.
   - b. all its food.
   - c. less food now than before.
   - d. more food now than before.

2. The government wants Saudi Arabia to . . . less food.
   - ☐ a. import
   - b. produce
   - c. eat
   - d. grow

3. The order of the seasons is: spring . . .
   - ☐ a. summer, winter, autumn.
   - b. autumn, winter, summer.
   - c. winter, autumn, summer.
   - d. summer, autumn, winter.

4. Which of these were **not** problems in the past?
   - ☐ a. strong winds
   - b. pests
   - c. diseases
   - d. pesticides

Continue on the next page. ⇨

# Appendix No. 25

UNIT 5 lesson 8

Name: _____ Class: _____

Read the eight sentences below. Find the lines in the passage on pages 45 to 47 of your reader that tell you if the sentence is correct or not correct. Then, write these line numbers on this paper and write *True* if the sentence is correct or *False* if it is not.

1. Some food arrives overland.
   line _____ True or False: _____
2. In 1985, 2.7 million tonnes of food came through Dammam.
   lines _____ True or False: _____
3. Farming used to be done throughout the year.
   line _____ True or False: _____
4. Most crops can grow in a short season of mild weather.
   lines _____ True or False: _____
5. Land with a lot of salt is good for crops.
   lines _____ True or False: _____
6. Pesticides kill pests.
   lines _____ True or False: _____
7. Saudi Aramco has advised farmers on controlling pests.
   lines _____ True or False: _____
8. Saudi Arabian grain is used to feed livestock.
   lines _____ True or False: _____

---

Name: _____ Class: _____

Read the eight sentences below. Find the lines in the passage on pages 45 to 47 of your reader that tell you if the sentence is correct or not correct. Then, write these line numbers on this paper and write *True* if the sentence is correct or *False* if it is not.

1. Some food arrives overland.
   line _____ True or False: _____
2. In 1985, 2.7 million tonnes of food came through Dammam.
   lines _____ True or False: _____
3. Farming used to be done throughout the year.
   line _____ True or False: _____
4. Most crops can grow in a short season of mild weather.
   lines _____ True or False: _____
5. Land with a lot of salt is good for crops.
   lines _____ True or False: _____
6. Pesticides kill pests.
   lines _____ True or False: _____
7. Saudi Aramco has advised farmers on controlling pests.
   lines _____ True or False: _____
8. Saudi Arabian grain is used to feed livestock.
   lines _____ True or False: _____

# Appendix No. 26

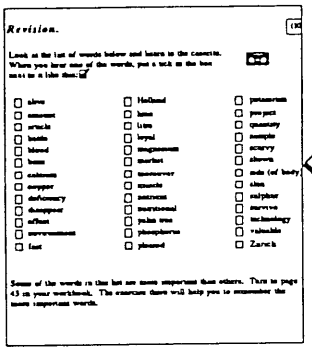
Here, pupils should be able to realize that a microscope is an instrument for examining things (such as rocks). Although the context does not tell them *precisely* what kind of instrument it is, it does tell them as much as they need to know about it for the purposes of this passage.

(3) Using the Dictionary
Pupils should not look up new words in the dictionary until they have tried working them out in the ways described above. You will need to tell them this again and again. (Pupils will often rush to the dictionary before trying to puzzle out meanings for themselves.) Using a dictionary requires time, and in real life pupils may not always have a dictionary close at hand.

Approximately half of the new words in this reader can be understood without using the dictionary. But for words that *do* need to be looked up, a dictionary is provided at the end of the reader. It contains only those words which cannot be understood by other means. Pupils should be encouraged to use it during their second reading of the passage (at home).

The Importance of Teaching ALL the Units in Sequence
Vocabulary is built up gradually in the two readers for the year. Unit 1+2 vocabulary prepares pupils for Unit 3, and so on. If you teach the units out of their proper sequence, or omit any of them, you will only put your pupils at a disadvantage. If you find yourself falling behind, first ask yourself if there are any ways you can use your class time more efficiently; if there are not, then consider having pupils complete more of the exercises at home.

There Are No Vocabulary Lists
We have not provided lists of new vocabulary at the beginning of each unit. *At the end* of each unit, not the beginning, there is something which looks like a vocabulary list. In fact, it is part of an exercise to be used together with the cassette and it does not contain all the new words from the reading. You, the teacher, must NOT attempt to explain or translate any words before pupils read the passage. This would only spoil an important part of their learning experience. Remember: the only important words for pupils to learn are the ten in the exercise at the end.




This is the only kind of vocabulary list pupils will see in this course. Such lists come at the *end* of every lesson 8.

In fact, they are not lists of vocabulary to be learned but part of an exercise. Make sure that pupils do not look at them before the end of lesson 8.

## What You Should Expect of Your Pupils

(1) They should read the passages silently.
This is very important. Reading aloud is a special skill, and it is not one which pupils will need very often in real life. Almost all the reading they will do after leaving school will be *silent reading. You will therefore not read these passages to them in class. They will read them silently, at home.*
Silent reading allows them to vary their speed according to their own needs. They can slow down when something is hard to understand, or speed up when it becomes easier. They can pause to think about certain words or ideas, and they can re-read parts of the text which were not clear to them. None of these things is possible when you or they read the text aloud.

# Appendix No. 27

UNIT 5

## H *Revision.*

(10 min.)

1. Look at the list of words below and listen to the cassette. When you hear one of the words, put a tick in the box next to it like this:☑

| | | |
|---|---|---|
| ☐ advise | ☐ huge | ☐ rely on |
| ☐ agency | ☐ ideal | ☐ ruin |
| ☐ autumn | ☐ import | ☐ seasonal |
| ☐ continuously | ☐ increase | ☐ ship |
| ☐ dairy | ☐ inland | ☐ simply |
| ☐ destroy | ☐ irrigate | ☐ solve |
| ☐ drain | ☐ irrigation | ☐ spring |
| ☐ drainage | ☐ mention | ☐ statistics |
| ☐ edible | ☐ might | ☐ suitable |
| ☐ fact | ☐ mild | ☐ throughout |
| ☐ feed | ☐ policy | ☐ thus |
| ☐ figure | ☐ province | ☐ tonne |
| ☐ grain | ☐ reduce | ☐ type |
| ☐ greatly | ☐ refer to | ☐ variety |

2. Some of the words in this list are more important than others. Turn to page 44 in your workbook. The exercise there will help you to remember the more important words.

# Appendix No. 28

| No. | Statement | Always | Often | Sometimes | Rarely | Never | Average |
|---|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | 0 | |
| 1 | The overall objectives of the English language syllabus. | 40<br>%26.1 | 33<br>%21.6 | 40<br>%26.1 | 17<br>%11.1 | 23<br>%15.0 | 2.32 |
| 2 | The Teacher's Book | 80<br>%52 | 21<br>%13.7 | 34<br>%22.2 | 12<br>%7.8 | 6<br>%3.9 | 3.02 |
| 3 | The Reader's Book | 84<br>%54.9 | 21<br>%13.7 | 26<br>%17.0 | 6<br>%3.9 | 16<br>%10.5 | 2.98 |
| 4 | Prepare silent reading lessons considering the behavioral outcomes expected from the students. | 68<br>%44.4 | 33<br>%21.6 | 28<br>%18.3 | 5<br>%3.3 | 19<br>%12.4 | 2.82 |
| 5 | Tell the students about the general objectives of silent reading. | 85<br>%55.6 | 24<br>%15.7 | 28<br>%18.3 | 8<br>%5.2 | 8<br>5.2 | 3.11 |
| 6 | Tell the students about the behavioral objectives of each reading lesson. | 76<br>%49.7 | 24<br>%15.7 | 29<br>%19.0 | 10<br>%6.5 | 14<br>%9.2 | 2.90 |
| 7 | Expose the students to English. | 81<br>%52.9 | 32<br>%20.9 | 23<br>%15.0 | 2<br>%1.3 | 15<br>%9.8 | 3.05 |
| 8 | Prepare students for their academic study. | 65<br>%42.5 | 41<br>%26.8 | 18<br>%11.8 | 12<br>%7.8 | 17<br>%11.1 | 2.81 |
| 9 | Prepare students for their future careers. | 61<br>%39.9 | 35<br>%22.9 | 29<br>%19.0 | 11<br>%7.2 | 17<br>%11.1 | 2.73 |
| 10 | Foster positive attitudes towards reading in general. | 62<br>%40.5 | 40<br>%26.1 | 30<br>%19.6 | 3<br>%2.0 | 18<br>%11.8 | 2.81 |
| 11 | Develop basic reading skills. | 106<br>%69.3 | 23<br>%15.0 | 21<br>%13.7 | 2<br>%1.3 | 1<br>%0.7 | 3.50 |
| 12 | Discussing the title | 107<br>%69.9 | 25<br>%16.3 | 10<br>%6.5 | 2<br>%1.3 | 9<br>%5.9 | 3.43 |
| 13 | Supplying Missing Punctuation | 31<br>%20.3 | 27<br>%17.6 | 44<br>%28.8 | 17<br>%11.1 | 34<br>%22.2 | 2.02 |
| 14 | Predicting Ideas | 199<br>%77.8 | 19<br>%12.4 | 7<br>%4.6 | 2<br>%1.3 | 6<br>%3.9 | 3.58 |
| 15 | Previewing | 91<br>%59.5 | 33<br>%21.6 | 20<br>%13.1 | 1<br>%0.7 | 8<br>%5.2 | 3.29 |
| 16 | Surveying | 51<br>%33.3 | 42<br>%27.5 | 31<br>%20.3 | 5<br>%3.3 | 24<br>%15.7 | 2.59 |
| 17 | Skimming | 56<br>%36.6 | 39<br>%25.5 | 32<br>%20.9 | 9<br>%5.9 | 17<br>%11.1 | 2.70 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 42 | Choose extra reading texts according to my own preference. | 0<br>%2.0 | 15<br>%9.8 | 17<br>%11.1 | 9<br>%5.9 | 109<br>%71.2 | 0.65 |
| 43 | Choose extra reading texts according to the students' preference. | 1<br>%0.7 | 5<br>%303 | 14<br>%9.2 | 13<br>%8.5 | 120<br>%78.4 | 0.39 |
| 44 | Ask students to bring texts from other sources on the same topics in the book. | 3<br>%2.0 | 4<br>%2.6 | 7<br>%4.6 | 11<br>%7.2 | 128<br>%83.7 | 0.32 |
| 45 | Lessons plan written in my preparation notebook. | 105<br>%68.6 | 19<br>%12.4 | 22<br>%14.4 | 3<br>%2.0 | 4<br>%2.6 | 3.42 |
| 46 | Teacher's book procedures. | 43<br>%28.1 | 35<br>%22.9 | 44<br>%28.8 | 20<br>%13.1 | 11<br>%7.2 | 2.51 |
| 47 | Look up a list of new vocabulary before they start reading. | 44<br>%28.8 | 14<br>%9.2 | 37<br>%24.2 | 18<br>%11.8 | 40<br>%26.1 | 2.02 |
| 48 | Use the dictionary to look up difficult vocabulary while reading. | 11<br>%7.2 | 23<br>%15.0 | 30<br>%19.6 | 32<br>%20.9 | 57<br>%37.3 | 1.33 |
| 49 | Use the dictionary to check the meaning of the new vocabulary they guessed after reading. | 23<br>%15.0 | 18<br>%11.8 | 39<br>%25.5 | 34<br>%22.2 | 39<br>%25.5 | 1.68 |
| 50 | Look at the graphic aids to find answers to various questions I prepare previously. | 62<br>%40.5 | 39<br>%25.5 | 22<br>%14.4 | 12<br>%7.8 | 18<br>%11.8 | 2.75 |
| 51 | Suggest some graphic aids to specific information from the reading text. | 34<br>%22.2 | 31<br>%20.3 | 52<br>%34 | 13<br>%8.5 | 23<br>%15.0 | 2.26 |
| 52 | Encourage my students to read the text with a clear purpose in mind. | 113<br>%73.9 | 29<br>%19.0 | 6<br>%3.9 | 4<br>%2.6 | 1<br>%0.7 | 3.62 |
| 53 | Explain the different reading skills. | 62<br>%40.5 | 45<br>%29.4 | 28<br>%18.3 | 6<br>%3.9 | 12<br>%7.8 | 2.90 |
| 54 | Focus on the reading skills set in the Reader's Book. | 63<br>%41.2 | 46<br>%30.1 | 28<br>%18.3 | 7<br>%4.6 | 9<br>%5.9 | 2.96 |
| 55 | Teach more reading skills in addition to those set in the Reader's Book. | 15<br>%9.8 | 25<br>%16.3 | 41<br>%26.8 | 30<br>%19.6 | 42<br>%27.5 | 1.61 |
| 56 | Ask students to answer the pre-reading exercises before they come to class. | 51<br>%33.3 | 19<br>%12.4 | 21<br>%13.7 | 12<br>%7.8 | 50<br>%32.7 | 2.05 |
| 57 | Focus on the exercises available in the Reader's Book. | 93<br>%60.8 | 30<br>%19.6 | 17<br>%11.1 | 3<br>%2.0 | 10<br>%6.5 | 3.26 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 58 | Prepare extra exercises on the reading text. | 19<br>%12.4 | 27<br>%17.6 | 26<br>%17.0 | 26<br>%17.0 | 55<br>%35.9 | 1.53 |
| 59 | Answer few exercises myself as a model. | 45<br>%29.4 | 42<br>%27.5 | 29<br>%19.0 | 17<br>%11.1 | 20<br>%13.1 | 2.49 |
| 60 | Let students do reading skills exercises individually. | 33<br>%21.6 | 42<br>%27.5 | 43<br>%28.1 | 20<br>%13.1 | 15<br>%9.8 | 2.37 |
| 61 | Let students do reading skills exercises in pairs. | 28<br>%18.3 | 34<br>%22.2 | 67<br>%43.8 | 15<br>%9.8 | 9<br>%5.9 | 2.37 |
| 62 | Let students do reading skills exercises in small groups. | 46<br>%30.1 | 28<br>%18.3 | 41<br>%26.8 | 19<br>%12.4 | 19<br>%12.4 | 2.41 |
| 63 | Allow students ask for my help while reading. | 88<br>%57.5 | 34<br>%22.2 | 18<br>%11.8 | 6<br>%3.9 | 7<br>%4.6 | 3.24 |
| 64 | Discuss the answers of the pre-reading exercises with the students. | 112<br>%73.2 | 19<br>%12.4 | 12<br>%7.8 | 3<br>%2.0 | 7<br>%4.6 | 3.47 |
| 65 | Depend only on the comprehension questions provided in the Reader's Book. | 75<br>%49.0 | 39<br>%25.5 | 23<br>%15.0 | 8<br>%5.2 | 8<br>%5.2 | 3.07 |
| 66 | Prepare extra comprehension questions rather than the questions provided in the Reader's Book. | 16<br>%10.5 | 30<br>%19.6 | 42<br>%27.5 | 23<br>%15.0 | 42<br>%27.5 | 1.70 |
| 67 | Ask students to write extra questions on the given text. | 8<br>%5.2 | 14<br>%9.2 | 19<br>%12.4 | 29<br>%19.0 | 83<br>%54.2 | 0.92 |
| 68 | Ask students to mention the line number in which they find their answers for comprehension questions. | 83<br>%54.2 | 34<br>%22.2 | 27<br>%17.6 | 4<br>%2.6 | 5<br>%3.3 | 3.21 |
| 69 | Discuss using what the students read in their daily life. | 34<br>%22.2 | 23<br>%15.0 | 62<br>%40.5 | 21<br>%13.7 | 13<br>%8.5 | 2.28 |
| 70 | I keep the students' Reader's Book with me until lesson 7 of the next unit after the finish the lesson. | 20<br>%13.1 | 13<br>%8.5 | 15<br>%9.8 | 30<br>%19.6 | 75<br>%49.0 | 1.16 |
| 71 | Blackboard. | 140<br>%91.5 | 4<br>%2.6 | 4<br>%2.6 | 1<br>%0.7 | 4<br>%2.6 | 3.79 |
| 72 | Books. | 113<br>%73.9 | 7<br>%4.6 | 13<br>%8.5 | 5<br>%3.3 | 15<br>%9.8 | 3.29 |
| 73 | Newspapers. | 11<br>%7.2 | 7<br>%4.6 | 62<br>%40.5 | 33<br>%21.6 | 40<br>%26.1 | 1.45 |
| 74 | Magazines. | 9<br>%5.9 | 4<br>%2.6 | 59<br>%38.6 | 34<br>%22.2 | 47<br>%30.7 | 1.30 |
| 75 | An overhead projector. | 0<br>%0.0 | 0<br>%0.0 | 6<br>%3.9 | 9<br>5.9 | 138<br>%90.2 | 0.13 |
| | | 0 | 4 | 6 | 5 | 138 | 0.18 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 76 | Language laboratory. | 0 | 4 | 6 | 5 | 138 | 0.18 |
| | | %0.0 | %2.6 | %3.9 | %3.3 | %90.2 | |
| 77 | The computer. | 9 | 7 | 6 | 3 | 128 | 0.47 |
| | | %5.9 | %4.6 | %3.9 | %2.0 | %83.7 | |
| 78 | Internet sites. | 3 | 12 | 19 | 10 | 109 | 0.62 |
| | | %2.0 | %7.8 | %12.4 | %6.5 | %71.2 | |
| 79 | A cassette recorder. | 35 | 24 | 30 | 10 | 54 | 1.84 |
| | | %22.9 | %15.7 | %19.6 | %6.5 | %35.3 | |
| | | | | | | | |
| | | | | | | | |
| 80 | Flash cards. | 72 | 31 | 24 | 7 | 19 | 2.84 |
| | | %47.1 | %20.3 | %15.7 | %4.6 | %12.4 | |
| 81 | Testing students' reading abilities. | 103 | 35 | 11 | 3 | 1 | 3.54 |
| | | %67.3 | %22.9 | %7.2 | %2.0 | %0.7 | |
| 82 | Tracing a student's reading progress. | 67 | 42 | 31 | 6 | 7 | 3.01 |
| | | %43.8 | %27.5 | %20.3 | %3.9 | %4.6 | |
| 83 | Evaluate the students' written responses. | 44 | 29 | 55 | 12 | 13 | 2.51 |
| | | %28.8 | %19.0 | %35.9 | %7.8 | %8.5 | |
| 84 | Evaluate students' oral responses. | 92 | 39 | 15 | 0 | 7 | 3.36 |
| | | %60.1 | %25.5 | %9.8 | %0.0 | %4.6 | |
| 85 | Ask the students to translate parts of the English reading text. | 23 | 26 | 50 | 20 | 34 | 1.89 |
| | | %15.0 | %17.0 | %32.7 | %13.1 | %22.2 | |
| 86 | Use drawing as a non-linguistic method to test comprehension. | 19 | 27 | 59 | 20 | 28 | 1.92 |
| | | %12.4 | %17.6 | %38.6 | %13.1 | %18.3 | |
| 87 | Use movements as a non-linguistic method to test comprehension. | 37 | 27 | 54 | 15 | 20 | 2.30 |
| | | %24.2 | %17.6 | %35.3 | %9.8 | %13.1 | |
| 88 | Depend on the testing questions set in the Reader's Book. | 54 | 40 | 37 | 13 | 9 | 2.76 |
| | | %35.3 | %26.1 | %24.2 | %8.5 | %5.9 | |
| 89 | Prepare more testing questions than those available in the Reader's Book. | 19 | 18 | 37 | 28 | 51 | 1.51 |
| | | %12.4 | %11.8 | %24.2 | %18.3 | %33.3 | |
| 90 | Discuss the correction of the students' responses. | 72 | 24 | 43 | 7 | 7 | 2.96 |
| | | %47.1 | %15.7 | %28.1 | %4.6 | %4.6 | |
| 91 | Keep observation notes of students' reading development. | 35 | 38 | 54 | 9 | 17 | 2.42 |
| | | %22.9 | %24.8 | %35.3 | %5.9 | %11.1 | |
| 92 | Use the results of the tests to assess how successful my teaching was. | 25 | 36 | 51 | 17 | 24 | 2.13 |
| | | %16.3 | %23.5 | %33.3 | %11.1 | %15.7 | |
| 93 | Utilize the exam model submitted by the Ministry of Education. | 117 | 21 | 9 | 2 | 4 | 3.60 |
| | | %76.5 | %13.7 | %5.9 | %1.3 | %2.6 | |
| 94 | Depend on the exam model set in the Teacher's Book. | 5 | 8 | 9 | 12 | 119 | 0.48 |
| | | %3.3 | %5.2 | %5.9 | %7.8 | %77.8 | |
| | | 50 | 30 | 33 | 15 | 25 | 2.42 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 95 | Give my students in advance a practice exam with exactly the same forms of questions as in the real one. | 50<br>%32.7 | 30<br>%19.6 | 33<br>%21.6 | 15<br>%9.8 | 25<br>%16.3 | 2.42 |
| 96 | Supply the students with the authentic texts while answering the final exam questions. | 8<br>%5.2 | 10<br>%6.5 | 21<br>%13.7 | 2<br>%1.3 | 112<br>%73.2 | 0.69 |
| | | | | | | | |
| 97 | Focus on testing vocabulary taught in reading classes. | 116<br>%75.8 | 24<br>%15.7 | 13<br>%8.5 | 0<br>%0.0 | 0<br>%0.0 | 3.67 |
| 98 | Work on revealing how well the students can utilize the different reading skills taught during the course. | 17<br>%11.1 | 20<br>%13.1 | 20<br>%13.1 | 2<br>%1.3 | 94<br>%61.4 | 1.11 |
| 99 | Concentrate on testing the informational content of the texts provided in the Reader's Book. | 111<br>%72.5 | 15<br>%9.8 | 14<br>%9.2 | 11<br>%7.2 | 2<br>%1.3 | 3.45 |
| 100 | Employ the same items included in the Reader's Book exercises. | 118<br>%77.1 | 16<br>%10.5 | 14<br>%9.2 | 5<br>%3.3 | 0<br>%0.0 | 3.61 |
| 101 | Use totally new texts to assess the students' abilities to employ the reading skills covered in the syllabus. | 6<br>%3.9 | 9<br>%5.9 | 16<br>%10.5 | 9<br>%5.9 | 113<br>%73.9 | 0.60 |

# Appendix No. 29

| | | | No. | Statement | Always | Often | Sometimes | Rarely | Never | Average |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 4 | 3 | 2 | 1 | 0 | |
| أهداف القراءة الصامتة وإجراءات تعلمها : | تركز المعلمة على الأهداف التالية أثناء حصص القراءة: | التنبؤ والتوقع: | 1 | أ. التنبؤ بمضمون النص من خلال العنوان الرئيس. | 301<br>%53.1 | 51<br>%9.0 | 50<br>%8.8 | 67<br>%11.8 | 98<br>%17.3 | 2.68 |
| | | | 2 | ب. التنبؤ بمضمون النص من خلال العناوين الفرعية. | 251<br>%44.3 | 63<br>%11.1 | 80<br>%14.1 | 52<br>%9.2 | 121<br>%21.3 | 2.47 |
| | | | 3 | ج. توقع الأفكار المتضمنة في النص قبل البدء بالقراءة. | 82<br>%14.5 | 77<br>%13.6 | 99<br>%17.5 | 85<br>%15.0 | 224<br>%39.5 | 1.48 |
| | | | 4 | استعراض النص قبل البدء بالقراءة. | 211<br>%37.2 | 46<br>%8.1 | 55<br>%9.7 | 42<br>%7.4 | 213<br>%37.6 | 2.00 |
| | | | 5 | بحث تنظيم فقرات النص وعدد الأسطر فيه. | 376<br>%66.3 | 35<br>%6.2 | 44<br>%7.8 | 29<br>%5.1 | 83<br>%14.6 | 3.04 |
| | | | 6 | التصفح السريع للحصول على المعنى العام للنص. | 169<br>%29.8 | 61<br>%10.8 | 58<br>%10.2 | 68<br>%12.0 | 211<br>%37.2 | 1.83 |
| | | | 7 | التصفح السريع للحصول على معلومات محددة من النص. | 172<br>%30.3 | 85<br>%15.0 | 81<br>%14.3 | 58<br>%10.2 | 171<br>%30.2 | 2.05 |
| | | | 8 | زيادة سرعة القراءة من خلال تحديد الزمن المتاح للقراءة. | 21<br>%3.7 | 20<br>%3.5 | 25<br>%4.4 | 46<br>%8.1 | 455<br>%80.2 | 0.42 |
| | | التعرف على معنى الكلمات غير المألوفة من خلال: | 9 | أ. سياق الكلمة في الجملة. | 172<br>%30.3 | 45<br>%7.9 | 55<br>%9.7 | 67<br>%11.8 | 228<br>%40.2 | 1.76 |
| | | | 10 | ب. تحليل بناء الجملة. | 79<br>%13.9 | 63<br>%11.1 | 70<br>%12.3 | 82<br>%14.5 | 273<br>%48.1 | 1.28 |
| | | | 11 | ج. إشارات الصور الملحقة بالنص. | 186<br>%32.8 | 100<br>%17.6 | 129<br>%22.8 | 81<br>%14.3 | 71<br>%12.5 | 2.43 |
| | | تحليل بناء الكلمة الاعتماد على: | 12 | أ. مصدر الكلمة. | 162<br>%28.6 | 65<br>%11.5 | 47<br>%8.2 | 68<br>%12.0 | 225<br>%39.7 | 1.77 |
| | | | 13 | ب. لاحقة أو بادئة الكلمة. | 37<br>%6.5 | 30<br>%5.3 | 77<br>%13.6 | 77<br>%13.6 | 346<br>%61.0 | 0.82 |
| | | | | | 95 | 36 | 67 | 63 | 306 | 1.20 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 14 | ج. الكلمات المركبة. | %16.8 | %6.3 | %11.8 | %11.1 | %54.0 | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| أهداف القراءة الصامتة وإجراءات تعلمها : | تركز المعلمة على الأهداف التالية أثناء حصص القراءة: | | 15 | استخدام القاموس. | 14<br>%2.5 | 12<br>%2.1 | 25<br>%4.4 | 38<br>%6.7 | 478<br>%84.3 | 0.31 |
| | | استيعاب المعنى العام للنص من خلال: | 16 | أ. بحث التفاصيل الدقيقة في النص. | 16<br>%2.8 | 13<br>%2.3 | 33<br>%5.8 | 28<br>%4.9 | 477<br>%84.1 | 0.34 |
| | | | 17 | ب. تحديد الفكرة أو الأفكار الرئيسة للنص. | 53<br>%9.3 | 28<br>%4.9 | 33<br>%5.8 | 27<br>%4.8 | 426<br>%75.1 | 0.68 |
| | | | 18 | ج. تعاقب الأفكار والأحداث. | 16<br>%2.8 | 14<br>%2.5 | 23<br>%4.1 | 23<br>%4.1 | 491<br>%86.6 | 0.30 |
| | | | 19 | د. بحث الأسباب والنتائج. | 17<br>%3.0 | 16<br>%2.8 | 30<br>%5.3 | 43<br>%7.6 | 461<br>%81.3 | 0.38 |
| | | | 20 | هـ. اتباع التعليمات. | 45<br>%7.9 | 19<br>%3.4 | 21<br>%3.7 | 36<br>%6.3 | 446<br>%78.7 | 0.55 |
| | | | 21 | و. تحديد سجايا الأشخاص المذكورة في النص. | 8<br>%1.4 | 8<br>%1.4 | 12<br>%2.1 | 22<br>%3.9 | 517<br>%91.2 | 0.17 |
| وجهة نظر الطالبات في نصوص القراءة الصامتة : | | أشعر أن النصوص المقررة في كتاب القراءة: | 22 | ممتعة بالنسبة للطالبات. | 9<br>%1.6 | 6<br>%1.1 | 24<br>%4.2 | 28<br>%4.9 | 500<br>%88.2 | 0.22 |
| | | | 23 | تثير مواضيع تهم الطالبات. | 2<br>%0.4 | 2<br>%0.4 | 20<br>%3.5 | 28<br>%4.9 | 515<br>%90.8 | 0.14 |
| | | | 24 | تناسب الوقت المتاح لقراءتها. | 3<br>%0.5 | 8<br>%1.4 | 13<br>%2.3 | 19<br>%3.4 | 524<br>%92.4 | 0.14 |
| | | | 25 | سهلة بالنسبة للطالبات. | 11<br>%1.9 | 14<br>%2.5 | 25<br>%4.4 | 43<br>%7.6 | 474<br>%83.6 | 0.31 |
| بالإجراءات والأساليب والوسائل المتبعة في تدريس القراءة الصامتة: | ا. اختيار المحتوى والمضمون: | تعتمد المعلمة في اختيار نصوص القراءة على : | 26 | النصوص المقررة في كتاب القراءة. | 564<br>%99.5 | 2<br>%0.4 | 1<br>%0.2 | 0<br>%0.0 | 0<br>%0.0 | 3.99 |
| | | | 27 | نصوص خارجية من اختيارها. | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 567<br>%100 | 0.00 |
| | | | 28 | نصوص خارجية من اختيار الطالبات. | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 567<br>%100 | 0.00 |
| | | | 29 | نصوص خارجية من نفس مواضيع النصوص المقررة في الكتاب. | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 567<br>%100 | 0.00 |
| | ب. | تدربنا المعلمة كي | 30 | تعطينا قائمة الكلمات الصعبة لنستخرج معانيها من القاموس. | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 567<br>%100 | 0.00 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 31 | تطلب منا استخدام القاموس لمعرفة الكلمات الصعبة أثناء القراءة. | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 567<br>%100 | 0.00 |
| | | | 32 | تستخدم القاموس بعد القراءة الصامتة للتأكد من معاني الكلمات التي خمنا معانيها أثناء القراءة. | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 567<br>%100 | 0.00 |
| | | كي تدربنا المعلمة على استخدام الصور و الرسوم البيانية والخرائط الملحقة بالنصوص: | 33 | تسألنا المعلمة أسئلة نبحث عن أجابتها من خلال تفسير الرسوم البيانية والخرائط الملحقة بالنص. | 27<br>%4.8 | 14<br>%2.5 | 25<br>%4.4 | 33<br>%5.8 | 468<br>%82.5 | 0.41 |
| | | | 34 | تطلب منا المعلمة اقتراح رسوم أو صور أو خرائط لبعض المعلومات المدرجة في النص. | 0<br>%0.0 | 21<br>%3.7 | 0<br>%0.0 | 0<br>%0.0 | 546<br>%96.3 | 0.11 |
| | | أثناء تدريس مهارات القراءة : | 35 | توضح لنا المعلمة الغرض من القراءة قبل البدء بقراءة النص. | 12<br>%2.1 | 4<br>%0.7 | 16<br>%2.8 | 17<br>%3.0 | 518<br>%91.4 | 0.19 |
| | | | 36 | تشرح المعلمة كيفية استخدام مهارات القراءة المختلفة. | 6<br>%1.1 | 5<br>%0.9 | 10<br>%1.8 | 18<br>%3.2 | 528<br>%93.1 | 0.13 |
| | | | 37 | تركز المعلمة على مهارات القراءة الموجودة في كتاب القراءة. | 297<br>%52.4 | 18<br>%3.2 | 18<br>%3.2 | 29<br>%5.1 | 205<br>%36.2 | 2.30 |
| | | | 38 | تهتم بتدريس مهارات قراءة أخرى إضافة إلى تلك الموجودة في كتاب القراءة. | 3<br>%0.5 | 20<br>%3.5 | 6<br>%1.1 | 19<br>%3.4 | 519<br>%91.5 | 0.18 |
| | | عند البدء بحل التمارين الخاصة بمهارات القراءة الصامتة: | 39 | تطلب المعلمة من الطالبات حل التمارين في البيت مسبقا قبل الدرس. | 419<br>%73.9 | 6<br>%1.1 | 23<br>%4.1 | 25<br>%4.4 | 94<br>%16.6 | 3.11 |
| | | | 40 | تركز المعلمة على التمارين المتضمنة في كتاب القراءة. | 439<br>%77.4 | 33<br>%5.8 | 43<br>%7.6 | 10<br>%1.8 | 42<br>%7.4 | 3.44 |
| | | | 41 | توظف المعلمة تمارين أخرى إضافة للتمارين المتضمنة في كتاب القراءة. | 8<br>%1.4 | 5<br>%0.9 | 7<br>%1.2 | 10<br>%1.8 | 537<br>%94.7 | 0.12 |
| | | | 42 | تناقش المعلمة مع الطالبات إجابات كل التمارين. | 125<br>%22.0 | 25<br>%4.4 | 99<br>%17.5 | 52<br>%9.2 | 266<br>%46.9 | 1.45 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 43 | تحل المعلمة فقرة واحدة كنموذج نتبعه في حل بقية فقرات التمرين. | 86 | 33 | 37 | 29 | 382 | 0.96 |
| | | | | | %15.2 | %5.8 | %6.5 | %5.1 | %67.4 | |
| | | | 44 | تطلب المعلمة من الطالبات حل التمارين بمفردهن. | 385 | 29 | 40 | 28 | 85 | 3.06 |
| | | | | | %67.9 | %5.1 | %7.1 | %4.9 | %15.0 | |
| | | عند البدء بحل التمارين الخاصة بمهارات القراءة الصامتة: | 45 | تطلب المعلمة من الطالبات حل التمارين كل طالبتين معاً. | 35 | 29 | 56 | 53 | 394 | 0.69 |
| | | | | | %6.2 | %5.1 | %9.9 | %9.3 | %69.5 | |
| | | | 46 | تقسم المعلمة الطالبات إلى مجموعات صغيرة لحل التمارين. | 81 | 23 | 47 | 29 | 387 | 0.91 |
| | | | | | %14.3 | %4.1 | %8.3 | %5.1 | %68.3 | |
| | | | 47 | تسمح المعلمة للطالبات بالاستفسار أثناء القراءة. | 419 | 28 | 27 | 20 | 73 | 3.23 |
| | | | | | %73.9 | %4.9 | %4.8 | %3.5 | %12.9 | |
| | | أثناء حل أسئلة الاستيعاب (Comprehension) على النص المقروء: | 48 | تقتصر المعلمة على أسئلة الفهم الموجودة في كتاب القراءة. | 509 | 9 | 9 | 2 | 38 | 3.67 |
| | | | | | %89.8 | %1.6 | %1.6 | %0.4 | %9.7 | |
| | | | 49 | تعد المعلمة أسئلة فهم أخرى غير موجودة في كتاب القراءة. | 13 | 4 | 5 | 10 | 535 | 0.14 |
| | | | | | %2.3 | %0.7 | %0.9 | %1.8 | %94.4 | |
| | | | 50 | تطلب المعلمة من الطالبات إعداد أسئلة استيعاب على النص المعطى. | 15 | 0 | 0 | 0 | 552 | 0.10 |
| | | | | | %2.6 | %0.0 | %0.0 | %0.0 | %97.4 | |
| | | | 51 | تطلب المعلمة من الطالبات ذكر رقم السطر الذي يجدن به الإجابة عن أسئلة الاستيعاب. | 336 | 24 | 64 | 34 | 109 | 2.78 |
| | | | | | %59.3 | %4.2 | %11.3 | %6.0 | %19.2 | |
| | | بعد الانتهاء من درس القراءة: | 52 | تناقش المعلمة مع الطالبات إمكانية الاستفادة مما قرأن في حياتهن اليومية. | 5 | 3 | 13 | 10 | 536 | 0.11 |
| | | | | | %0.9 | %0.5 | %2.3 | %1.8 | %94.5 | |
| | | | 53 | تحتفظ المعلمة بكتب القراءة الخاصة بالطالبات حتى موعد الدرس القادم. | 14 | 3 | 0 | 3 | 547 | 0.11 |
| | | | | | %2.5 | %0.5 | %0.0 | %0.5 | %96.5 | |
| ج - الوسائل | | إضافة إلى استخدام كتاب القراءة تستخدم المعلمة الوسائل التعليمية التالية أثناء دروس | 54 | السبورة . | 288 | 40 | 38 | 27 | 174 | 2.42 |
| | | | | | %50.8 | %7.1 | %6.7 | %4.8 | %30.7 | |
| | | | 55 | كتب مختلفة. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | | | | | %0.0 | %0.0 | %0.0 | %0.0 | %100 | |
| | | | 56 | جرائد. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | | | | | %0.0 | %0.0 | %0.0 | %0.0 | %100 | |
| | | | 57 | | 0 | 0 | 0 | 0 | 567 | 0.00 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | مجلات. | %0.0 | %0.0 | %0.0 | %0.0 | %100 | |
| | | | 58 | جهاز العرض فوق الرأسي. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | | | | | %0.0 | %0.0 | %0.0 | %0.0 | %100 | |
| | ج – الوسائل التعليمية: | إضافة إلى استخدام كتاب القراءة تستخدم المعلمة الوسائل التعليمية التالية أثناء دروس القراءة: | 59 | معمل اللغة الإنجليزية. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | | | | | %0.0 | %0.0 | %0.0 | %0.0 | %100 | |
| | | | 60 | برامج الحاسب. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | | | | | %0.0 | %0.0 | %0.0 | %0.0 | %100 | |
| | | | 61 | شبكة الإنترنت. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | | | | | %0.0 | %0.0 | %0.0 | %0.0 | %100 | |
| | | | 62 | المسجلات والأشرطة. | 25 | 10 | 17 | 5 | 499 | 0.28 |
| | | | | | %4.4 | %1.1 | %1.4 | %5.1 | %88.0 | |
| | | | 63 | بطاقات مزودة بالكلمات. | 37 | 10 | 17 | 5 | 498 | 0.38 |
| | | | | | %6.5 | %1.8 | %3.0 | %0.9 | %87.8 | |
| بالإجراءات والأساليب والوسائل المتبعة في تقويم القراءة الصامتة: | أ – أثناء درس القراءة: | أثناء درس القراءة تقوم المعلمة : | 64 | إجابات الطالبات التحريرية . | 14 | 8 | 12 | 8 | 525 | 0.19 |
| | | | | | %2.5 | %1.4 | %2.1 | %1.4 | %92.6 | |
| | | | 65 | إجابات الطالبات الشفوية . | 36 | 16 | 36 | 31 | 448 | 0.52 |
| | | | | | %6.3 | %2.8 | %6.3 | %5.5 | %79.0 | |
| | | إثناء تقويم أداء الطالبات في القراءة: | 66 | تعد المعلمة أسئلة إضافية لما هو موجود في الكتاب للتقويم. | 0 | 0 | 26 | 11 | 530 | 0.11 |
| | | | | | %0.0 | %0.0 | %4.6 | %1.9 | %93.5 | |
| | | | 67 | تناقش المعلمة إجابات الطالبات الصحيحة والخاطئة شفوياً. | 34 | 8 | 22 | 32 | 471 | 0.41 |
| | | | | | %6.0 | %1.4 | %3.9 | %5.6 | %83.1 | |
| | | | 68 | تطلب المعلمة من الطالبات ترجمة بعض أجزاء النص للتأكد من استيعابهن للنص. | 6 | 3 | 14 | 10 | 534 | 0.12 |
| | | | | | %1.1 | %0.5 | %2.5 | %1.8 | %94.2 | |
| | | | 69 | تطلب المعلمة من الطالبات التعبير عن استيعابهن للنص بالرسم . | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | | | | | %0.0 | %0.0 | %0.0 | %0.0 | %100 | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | 70 | تطلب المعلمة من الطالبات التعبير عن استيعابهن للنص عن طريق تأدية بعض الحركات. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | | | | | %0.0 | %0.0 | %0.0 | %0.0 | %100 | |
| | | | 71 | تحتفظ المعلمة بلائحة تقريرية عن مدى تقدم الطالبات في القراءة. | 0 | 0 | 0 | 0 | 567 | 0.00 |
| | | | | | %0.0 | %0.0 | %0.0 | %0.0 | %100 | |
| | | | | | 64 | 12 | 20 | 16 | 455 | 0.61 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 72 | تدرب المعلمة الطالبات على طبيعة أسئلة الامتحان النهائي مسبقاً. | %11.3 | %2.1 | %3.5 | %2.8 | %80.2 | |
| | | | 73 | تجري المعلمة امتحان تجريبي للطالبات يماثل الامتحان النهائي. | 0<br>%0.0 | 0<br>%0.0 | 37<br>%6.5 | 9<br>%1.6 | 521<br>%91.0 | 0.14 |
| بالإجراءات والأساليب والوسائل المتبعة في تقويم القراءة | ب - أثناء الامتحانات النهائية: | في السؤال الخاص بالقراءة في الامتحان النهائي تقوم المعلمة: | 74 | بإرفاق أسئلة الامتحان النهائي بالنص الفعلي لاستخدامه أثناء الإجابة. | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 567<br>%100 | 0.00 |
| | | | 75 | بالتركيز على اختبار الكلمات التي تمت دراستها أثناء الفصل الدراسي. | 567<br>%100 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 4.00 |
| | | | 76 | بالتركيز على اختبار المعلومات التي تحصل عليها الطالبات من خلال قراءة النصوص المتضمنة في كتاب القراءة. | 567<br>%100 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 4.00 |
| | | | 77 | بالتركيز على اختبار مهارات القراءة التي تمت دراستها أثناء الفصل الدراسي. | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 567<br>%100 | 0.00 |
| | | | 78 | بإدراج نفس أسئلة الكتاب. | 567<br>%100 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 4.00 |
| | | | 79 | باستخدام نصوص جديدة لاختبار قدرتنا على استيعاب ما نقرأ. | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 0<br>%0.0 | 567<br>%100 | 0.00 |

# Appendix No. 30

TEACHERS' AND STUDENTS' ATTITUDES TOWARDS INSTRUCTIONAL AND EVALUATION PRACTICES OF READING SKILLS USED IN SECOND-YEAR SECONDARY IN PUBLIC SCHOOLS IN SAUDI ARABIA

A Questionnaire Submitted to the English Teachers in Some Public Secondary Schools in the Eastern Province

Prepared By
Thuraya Al_Jar
University of Bahrain
Faculty of Education – Department of Curriculum and Instruction

Dear Teacher,

This questionnaire aims at investigating the instructional practices used in teaching and evaluating silent reading skills of second grade secondary school students. Kindly, read each statement and respond by ticking ( √ ) in the column that indicates the extent to which the statement reflects what you actually do in the classroom. Please answer in terms of how the statement truly represents your behaviour not in terms of what you should do. Remember there are no correct or wrong answers for each item.

Note:

Your responses will remain strictly confidential. There is no need to write your name. The results of this questionnaire will hopefully help to develop better techniques to teach and evaluate reading skills in our schools.



## Part 1. Professional and Personal Data:

**Please check with a (√) next to the answer applicable to you:**

1. The educational institution you graduated from:
- □ Faculty of Art
- □ College of Education
- □ Special Training Institute for Teachers.
- □ Others

2. Years of English language teaching experience:
- □ less than 3 years
- □ 3 – 5 years
- □ 6 – 10 years
- □ 11 – 20 years
- □ 21 or more

3. The classes you teach at present:
- □ First Grade
- □ Second Grade
- □ Third Grade

4. Number of weekly periods you have at present:
- □ 4 periods
- □ 8 periods
- □ 12 periods
- □ 16 periods
- □ 20 periods
- □ 24 periods

5. Have you attended any training course devoted for teaching silent reading in English?
- □ Yes
- □ No

If the answer is (Yes), please write the title, date and duration of the course

-
-
-
-
-

6. Do you think you need extra training on teaching reading in English?
- □ Yes
- □ No



## Part 2. Objectives of Teaching Reading Skills

**1. General Objectives:**

| No. | Statement | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| ***I look at the overall objectives of teaching silent reading in English in these resources:*** | | | | | | |
| 7. | The overall objectives of the English language syllabus. | | | | | |
| 8. | The Teacher's Book | | | | | |
| 9. | The Reader's Book | | | | | |
| 10 | Other sources (please specify here)<br>---<br>---<br>--- | | | | | |
| ***In my efforts to achieve the objectives of teaching silent reading, I:*** | | | | | | |
| 11. | Prepare silent reading lessons considering the behavioral outcomes expected from the students. | | | | | |
| 12. | Tell the students about the general objectives of silent reading. | | | | | |
| 13. | Tell the students about the behavioral objectives of each reading lesson. | | | | | |
| ***I teach reading in order to .....*** | | | | | | |
| 14. | Expose the students to English. | | | | | |
| 15. | Prepare students for their academic study. | | | | | |
| 16. | Prepare students for their future careers. | | | | | |
| 17. | Foster positive attitudes towards reading in general. | | | | | |
| 18. | Develop basic reading skills. | | | | | |

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**2. Specific Objectives:**

| No. | Statement | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| *I teach silent reading to train the students on these reading skills:* | | | | | | |
| 19. | Anticipating and Predicting: | | | | | |
| | a. The title | | | | | |
| | b. Missing Punctuation | | | | | |
| | c. Main Ideas | | | | | |
| 20. | Previewing | | | | | |
| 21. | Surveying | | | | | |
| 22. | Skimming | | | | | |
| 23. | Scanning | | | | | |
| 24. | Improving Reading Speed | | | | | |
| 25. | Context Usage: | | | | | |
| | a. Semantic Clues | | | | | |
| | b. Syntactic Clues | | | | | |
| | c. Picture Clues | | | | | |
| 26. | Structural Analysis: | | | | | |
| | a. Root Word or Base word | | | | | |
| | b. Affixes | | | | | |
| | c. Compound Word | | | | | |
| 27. | Dictionary Analysis | | | | | |
| 28. | Comprehension: | | | | | |
| | a. Details | | | | | |
| | b. Main Idea | | | | | |
| | c. Sequence | | | | | |
| | d. Cause and Effect | | | | | |
| | e. Directions | | | | | |
| | f. Character traits | | | | | |

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## Part 3. Teacher's Perceptions about Teaching Silent Reading:

| No. | Statement | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| ***I consider teaching reading as:*** | | | | | | |
| 29. | an important part of teaching English. | | | | | |
| 30. | an enjoyable part of the curriculum. | | | | | |
| 31. | a difficult task. | | | | | |
| 32. | a boring task. | | | | | |
| ***I feel the reading texts of the course are:*** | | | | | | |
| .34 | Interesting for students. | | | | | |
| 35. | Suitable for students. | | | | | |
| 36. | Manageable in the time available. | | | | | |
| 37. | Achievable in their level of difficulty. | | | | | |

## Part 4. Teaching Reading Skills

### 1. Selection of Reading Texts

| No. | Statement | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| ***In selection of reading texts, I:*** | | | | | | |
| 38. | Depend only on the texts set in the Reader's Book. | | | | | |
| 39. | Choose extra reading texts according to my own preference. | | | | | |
| 40. | Choose extra reading texts according to the students' preference. | | | | | |
| 41. | Ask students to bring texts from other sources on the same topics in the book. | | | | | |



**2. Classroom Procedure:**

| No. | Statement | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| ***I base my reading lessons following:*** | | | | | | |
| 42. | Lessons plan written in my preparation notebook. | | | | | |
| 43. | Teacher's book procedures. | | | | | |
| ***To train my students on using the dictionary while reading, I ask them to:*** | | | | | | |
| 44. | Look up a list of new vocabulary before they start reading. | | | | | |
| 45. | Use the dictionary to look up difficult vocabulary while reading. | | | | | |
| 46. | Use the dictionary to check the meaning of the new vocabulary they guessed after reading. | | | | | |
| ***To train my students to explain the graphic aids, I ask them to:*** | | | | | | |
| 47. | Look at the graphic aids to find answers to various questions prepared previously. | | | | | |
| 48. | Suggest some graphic aids to specific information from the reading text. | | | | | |
| ***While teaching the reading skills, I:*** | | | | | | |
| 49. | Encourage my students to read the text with a clear purpose in mind. | | | | | |
| 50. | Explain the different reading skills. | | | | | |
| 51. | Focus on the reading skills set in the Reader's Book. | | | | | |
| 52. | Teach more reading skills in addition to those set in the Reader's Book. | | | | | |
| 53. | Ask students to answer the pre-reading exercises before they come to class. | | | | | |
| ***To help students do the reading skills exercises, I:*** | | | | | | |
| 54. | Focus on the exercises available in the Reader's Book. | | | | | |
| 55. | Prepare extra exercises on the reading text. | | | | | |
| 56. | Answer few exercises myself as a model. | | | | | |
| 57. | Let students do reading skills exercises individually. | | | | | |
| 58. | Let students do reading skills exercises in pairs. | | | | | |
| 59. | Let students do reading skills exercises in small groups. | | | | | |
| 60. | Allow students ask for my help while reading. | | | | | |
| 61. | Discuss the answers of the pre-reading exercises with the students. | | | | | |



| No. | Statement | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| ***In dealing with the comprehension questions, I:*** | | | | | | |
| 62. | Depend only on the comprehension questions provided in the Reader's Book. | | | | | |
| 63. | Prepare extra comprehension questions rather than the questions provided in the Reader's Book. | | | | | |
| 64. | Ask students to write extra questions on the given text. | | | | | |
| 65. | Ask students to mention the line number in which they find their answers for comprehension questions. | | | | | |
| ***At the end of the reading lesson, I:*** | | | | | | |
| 66. | Discuss using what the students read in their daily life. | | | | | |
| 67. | Keep the students' Reader's Book with me until lesson 7 of the next unit. | | | | | |

**3. Using Instructional Aids**

| No. | Statement | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| **Beside the Reader's Book, I use the following teaching aids for teaching reading:** | | | | | | |
| 68. | Blackboard. | | | | | |
| 69. | Books. | | | | | |
| 70. | Newspapers. | | | | | |
| 67. | Magazines. | | | | | |
| 71. | An overhead projector. | | | | | |
| 72. | Language laboratory. | | | | | |
| 73. | The computer. | | | | | |
| 74. | Internet sites. | | | | | |
| 75. | A cassette recorder. | | | | | |
| 76. | Flash cards. | | | | | |

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| If you use more teaching aids for teaching reading, kindly write them below: | | | | | | |
|---|---|---|---|---|---|---|
| No. | Statement | Always | Often | Sometimes | Rarely | Never |
| | | | | | | |
| | | | | | | |
| | | | | | | |

## Part 4. Evaluation of Reading Skills

**1. During Classroom Activities:**

| No. | Statement | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| ***The evaluation of silent reading skills help me in:*** | | | | | | |
| 77. | Testing students' reading abilities. | | | | | |
| 78. | Tracing a student's reading progress. | | | | | |
| ***In evaluation of reading skills, I:*** | | | | | | |
| 79. | Evaluate the students' written responses. | | | | | |
| 80. | Evaluate students' oral responses. | | | | | |
| 81. | Ask the students to translate parts of the English reading text. | | | | | |
| 82. | Use drawing as a non-linguistic method to test comprehension. | | | | | |
| 83. | Use movements as a non-linguistic method to test comprehension. | | | | | |
| 84. | Depend on the testing questions set in the Reader's Book. | | | | | |
| 85. | Prepare more testing questions than those available in the Reader's Book. | | | | | |
| 86. | Discuss the correction of the students' responses. | | | | | |
| 87. | Keep observation notes of students' reading development. | | | | | |
| 88. | Use the results of the tests to assess how successful my teaching was. | | | | | |

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## 2. During Final Exams

| No. | Statement | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| ***In preparation of the final reading exam, I:*** | | | | | | |
| 89. | Utilize the exam model submitted by the Ministry of Education. | | | | | |
| 90. | Depend on the exam model set in the Teacher's Book. | | | | | |
| 91. | Give my students in advance a practice exam with exactly the same forms of questions as in the real one. | | | | | |
| ***In the final reading exam, I:*** | | | | | | |
| 92. | Supply the students with the authentic texts while answering the final exam questions. | | | | | |
| 93. | Focus on testing vocabulary taught in reading classes. | | | | | |
| 94. | Work on revealing how well the students can utilize the different reading skills taught during the course. | | | | | |
| 95. | Concentrate on testing the informational content of the texts provided in the Reader's Book. | | | | | |
| 96. | Employ the same items included in the Reader's Book exercises. | | | | | |
| 97. | Use totally new texts to assess the students' abilities to employ the reading skills covered in the syllabus. | | | | | |

Please note: If you want to know the results of this research, please write your name, school and telephone number.

Name: ----------
School: ----------
Tel. ----------

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# Appendix No. 31

## استبانة موجهة لطالبات الصف الثاني الثانوي ببعض المدارس الحكومية في المنطقة الشرقية بالمملكة العربية السعودية

أختي الطالبة :

تقوم البلحثة بدراسة ميدانية حول مهارات القراءة الصامتة في اللغة الإنجليزية لدى طالبات الصف الثاني الثانوي في بعض المدارس الحكومية بالمنطقة الشرقية كمتطلب للحصول على درجة الماجستير في التربية. وتستهدف من ذلك التعرف على واقع تدريس وتقويم مهارات القراءة الصامتة بغية اقتراح الإجراءات الكفيلة بالتحسين والتطوير. تتألف الاستبانة المرفقة من أربعة أجزاء . أرجو أن تقرئي العبارات الواردة فيها بدقة وأن تجيبي عليها بوضع إشارة ( √ ) في خانة التقدير المناسب ، ولا تقومي بوضع أكثر من إشارة واحدة. يجب أن تعكس إجابتك على فقرات الاستبانة مدى استخدام معلمتك للطريقة المحددة في العبارة لا من حيث الطريقة التي تعتقدين بأنه يجب على المعلمة استخدامها.

لا داعي لكتابة اسمك أو اسم مدرستك لأن غر ض الاستبانة علمي والبيانات الواردة فيها سيتم التعامل معها بسرية.

أشكر لك حسن تعاونك واهتمامك .

الباحثة

ثريا بنت عبد الله بن حسين الجار

كلية التربية – جامعة البحرين

قسم المناهج وطرق التدريس



## أولاً: بيانات أساسية :

يرجى التكرم بملء الآتي : -

١. التخصص الدراسي :

أدبي

□ علمي

١. مهنة الوالد :

حكومي

□ قطاع خاص

□ حر

□ لا يعمل

٣. الشهادة التي يحملها :

□ جامعي فما فوق

□ ثانوي

□ أقل من ثانوي

٤. مهنة الوالدة :

حكومي

□ قطاع خاص

□ حر

□ لا تعمل

٥. الشهادة التي تحملها :

□ جامعي فما فوق

□ ثانوي

□ أقل من ثانوي

٦. عدد الطالبات في الفصل الذي تدرسين فيه:

□ ١٠ - ٢٠

□ ٢١ - ٣٠

□ ٣١ - ٤٠

□ ٤١ - ٥٠

□ اكثر من ٥٠

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## ثانياً : أهداف القراءة الصامتة وإجراءات تعلمها :

| مسلسل | البنود | التقدير | | | | |
|---|---|---|---|---|---|---|
| | | دائماً | غالباً | أحياناً | نادراً | لا يظهر |
| تركز المعلمة على الأهداف التالية أثناء حصص القراءة: | | | | | | |
| ٧ | التنبؤ والتوقع: | | | | | |
| | أ. التنبؤ بمضمون النص من خلال العنوان الرئيس. | | | | | |
| | ب. التنبؤ بمضمون النص من خلال العناوين الفرعية. | | | | | |
| | ج. توقع الأفكار المتضمنة في النص قبل البدء بالقراءة. | | | | | |
| ٨ | استعراض النص قبل البدء بالقراءة. | | | | | |
| ٩ | بحث تنظيم فقرات النص وعدد الأسطر فيه. | | | | | |
| ١٠ | التصفح السريع للحصول على المعنى العام للنص. | | | | | |
| ١١ | التصفح السريع للحصول على معلومات محددة من النص. | | | | | |
| ١٢ | زيادة سرعة القراءة من خلال تحديد الزمن المتاح للقراءة. | | | | | |
| ١٣ | التعرف على معنى الكلمات غير المألوفة من خلال: | | | | | |
| | أ. سياق الكلمة في الجملة. | | | | | |
| | ب. تحليل بناء الجملة. | | | | | |
| | ج. إشارات الصور الملحقة بالنص. | | | | | |
| ١٤ | تحليل بناء الكلمة الاعتماد على: | | | | | |
| | أ. مصدر الكلمة. | | | | | |
| | ب. لاحقة أو بادئة الكلمة. | | | | | |
| | ج. الكلمات المركبة. | | | | | |



| مسلسل | البنود | التقدير | | | | |
|---|---|---|---|---|---|---|
| | | دائماً | غالباً | أحياناً | نادراً | لا يظهر |
| ١٥ | استخدام القاموس. | | | | | |
| ١٦ | **استيعاب المعنى العام للنص من خلال:** | | | | | |
| | أ. بحث التفاصيل الدقيقة في النص. | | | | | |
| | ب. تحديد الفكرة أو الأفكار الرئيسة للنص. | | | | | |
| | ج. تعاقب الأفكار والأحداث. | | | | | |
| | د. بحث الأسباب والنتائج. | | | | | |
| | هـ. اتباع التعليمات. | | | | | |
| | و. تحديد سجايا الأشخاص المذكورة في النص. | | | | | |

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## ثالثاً : وجهة نظر الطالبات في نصوص القراءة الصامتة :

| مسلسل | البنود | التقدير | | | | |
|---|---|---|---|---|---|---|
| | | دائماً | غالباً | أحياناً | نادراً | لا يظهر |
| أشعر أن النصوص المقررة في كتاب القراءة: | | | | | | |
| ١٧ | ممتعة بالنسبة للطالبات. | | | | | |
| ١٨ | تثير مواضيع تهم الطالبات. | | | | | |
| ١٩ | تناسب الوقت المتاح لقراءتها. | | | | | |
| ٢٠ | سهلة بالنسبة للطالبات. | | | | | |

## رابعاً: تتعلق العبارات التالية بالإجراءات والأساليب والوسائل المتبعة في تدريس القراءة الصامتة:

### ا. اختيار المحتوى والمضمون:

| مسلسل | البنود | التقدير | | | | |
|---|---|---|---|---|---|---|
| | | دائماً | غالباً | أحياناً | نادراً | لا يظهر |
| تعتمد المعلمة في اختيار نصوص القراءة على : | | | | | | |
| ٢١ | النصوص المقررة في كتاب القراءة. | | | | | |
| ٢٢ | نصوص خارجية من اختيارها. | | | | | |
| ٢٣ | نصوص خارجية من اختيار الطالبات. | | | | | |
| ٢٤ | نصوص خارجية من نفس مواضيع النصوص المقررة في الكتاب. | | | | | |

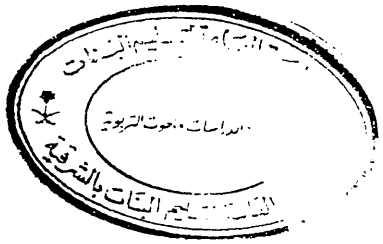


ب. سير الحصة:

| مسلسل | البنود | التقدير | | | | |
|---|---|---|---|---|---|---|
| | | دائما | غالبا | أحيانا | نادرا | لا يظهر |
| **كي تدربنا المعلمة على استخدام القاموس أثناء القراءة :** | | | | | | |
| ٢٥ | تعطينا قائمة الكلمات الصعبة لنستخرج معانيها من القاموس. | | | | | |
| ٢٦ | تطلب منا استخدام القاموس لمعرفة الكلمات الصعبة أثناء القراءة. | | | | | |
| ٢٧ | تستخدم القاموس بعد القراءة الصامتة للتأكد من معاني الكلمات التي خمنا معانيها أثناء القراءة. | | | | | |
| **كي تدربنا المعلمة على استخدام الصور و الرسوم البيانية والخرائط الملحقة بالنصوص:** | | | | | | |
| ٢٨ | تسألنا المعلمة أسئلة نبحث عن أجابتها من خلال تفسير الرسوم البيانية والخرائط الملحقة بالنص. | | | | | |
| ٢٩ | تطلب منا المعلمة اقتراح رسوم أو صور أو خرائط لبعض المعلومات المدرجة في النص. | | | | | |
| **أثناء تدريس مهارات القراءة :** | | | | | | |
| ٣٠ | توضح لنا المعلمة الغرض من القراءة قبل البدء بقراءة النص. | | | | | |
| ٣١ | تشرح المعلمة كيفية استخدام مهارات القراءة المختلفة. | | | | | |
| ٣٢ | تركز المعلمة على مهارات القراءة الموجودة في كتاب القراءة. | | | | | |
| ٣٣ | تقتم بتدريس مهارات قراءة أخرى إضافة إلى تلك الموجودة في كتاب القراءة. | | | | | |
| **عند البدء بحل التمارين الخاصة بمهارات القراءة الصامتة:** | | | | | | |
| ٣٤ | تطلب المعلمة من الطالبات حل التمارين في البيت مسبقا قبل الدرس. | | | | | |
| ٣٥ | تركز المعلمة على التمارين المتضمنة في كتاب القراءة. | | | | | |
| ٣٦ | توظف المعلمة تمارين أخرى إضافة للتمارين المتضمنة في كتاب القراءة. | | | | | |

الرئاسة العامة لتعليم البنات
وكالة الدراسات والبحوث التربوية
الرئاسة العامة لتعليم البنات بالشرقية

| مسلسل | البنـــــــــــود | التقدير | | | | |
|---|---|---|---|---|---|---|
| | | دائما | غالبا | أحيانا | نادرا | لا يظهر |
| ٣٧ | تناقش المعلمة مع الطالبات إجابات كل التمارين. | | | | | |
| ٣٨ | تحل المعلمة فقرة واحدة كنموذج تتبعه في حل بقية فقرات التمرين. | | | | | |
| ٣٩ | تطلب المعلمة من الطالبات حل التمارين بمفردهن. | | | | | |
| ٤٠ | تطلب المعلمة من الطالبات حل التمارين كل طالبتين معاً. | | | | | |
| ٤١ | تقسم المعلمة الطالبات إلى مجموعات صغيرة لحل التمارين. | | | | | |
| ٤٢ | تسمح المعلمة للطالبات بالاستفسار أثناء القراءة. | | | | | |
| **أثناء حل أسئلة الاستيعاب (Comprehension ) على النص المقروء:** | | | | | | |
| ٤٣ | تقتصر المعلمة على أسئلة الفهم الموجودة في كتاب القراءة. | | | | | |
| ٤٤ | تعد المعلمة أسئلة فهم أخرى غير موجودة في كتاب القراءة. | | | | | |
| ٤٥ | تطلب المعلمة من الطالبات إعداد أسئلة استيعاب على النص المعطى. | | | | | |
| ٤٦ | تطلب المعلمة من الطالبات ذكر رقم السطر الذي يجدن به الإجابة عن أسئلة الاستيعاب. | | | | | |
| **بعد الانتهاء من درس القراءة:** | | | | | | |
| ٤٧ | تناقش المعلمة مع الطالبات إمكانية الاستفادة مما قرأن في حياتهن اليومية. | | | | | |
| ٤٨ | تحتفظ المعلمة بكتب القراءة الخاصة بالطالبات حتى موعد الدرس القادم. | | | | | |



## ج – الوسائل التعليمية:

| مسلسل | البنود | التقدير | | | | |
|---|---|---|---|---|---|---|
| | | دائما | غالبا | أحيانا | نادرا | لا يظهر |
| إضافة إلى استخدام كتاب القراءة تستخدم المعلمة الوسائل التعليمية التالية أثناء دروس القراءة: | | | | | | |
| ٤٩ | السبورة . | | | | | |
| ٥٠ | كتب مختلفة. | | | | | |
| ٥١ | جرائد. | | | | | |
| ٥٢ | مجلات. | | | | | |
| ٥٣ | جهاز العرض فوق الرأسي. | | | | | |
| ٥٤ | معمل اللغة الإنجليزية. | | | | | |
| ٥٥ | برامج الحاسب. | | | | | |
| ٥٦ | شبكة الإنترنت. | | | | | |
| ٥٧ | المسجلات والأشرطة. | | | | | |
| ٥٨ | بطاقات مزودة بالكلمات. | | | | | |

إذا كان لديك إضافات أخرى عن الوسائل التعليمية التي تستخدمها معلمة اللغة الإنجليزية في تدريس القراءة الصامتة دونيها في الأسطر التالية:

| مسلسل | البنود | التقدير | | | | |
|---|---|---|---|---|---|---|
| | | دائما | غالبا | أحيانا | نادرا | لا يظهر |
| | | | | | | |
| | | | | | | |
| | | | | | | |

الرئاسة العامة لتعليم البنات
وحدة الدراسات والبحوث التربوية
الإدارة العامة لتعليم البنات بالشرقية

رابعاً: تتعلق العبارات التالية بالإجراءات والأساليب والوسائل المتبعة في

## تقويم القراءة الصامتة:

### أ – أثناء درس القراءة:

| مسلسل | البنود | التقدير | | | | |
|---|---|---|---|---|---|---|
| | | دائماً | غالباً | أحياناً | نادراً | لا يظهر |
| | **أثناء درس القراءة تقوّم المعلمة :** | | | | | |
| ٥٩ | إجابات الطالبات التحريرية . | | | | | |
| ٦٠ | إجابات الطالبات الشفوية . | | | | | |
| | **إثناء تقويم أداء الطالبات في القراءة:** | | | | | |
| ٦١ | تعد المعلمة أسئلة إضافية لما هو موجود في الكتاب للتقويم. | | | | | |
| ٦٢ | تناقش المعلمة إجابات الطالبات الصحيحة والخاطئة شفوياً. | | | | | |
| ٦٣ | تطلب المعلمة من الطالبات ترجمة بعض أجزاء النص للتأكد من استيعابهن للنص. | | | | | |
| ٦٤ | تطلب المعلمة من الطالبات التعبير عن استيعابهن للنص بالرسم . | | | | | |
| ٥٥ | تطلب المعلمة من الطالبات التعبير عن استيعابهن للنص عن طريق تأدية بعض الحركات. | | | | | |
| ٦٦ | تحتفظ المعلمة بلائحة تقريرية عن مدى تقدم الطالبات في القراءة. | | | | | |



## ب – أثناء الامتحانات النهائية:

| مسلسل | البنود | التقدير | | | | |
|---|---|---|---|---|---|---|
| | | دائما | غالبا | أحيانا | نادرا | لا يظهر |
| **تهيئ المعلمة الطالبات لحل السؤال الخاص بالقراءة في الامتحان النهائي بالطرق التالية:** | | | | | | |
| ٦٧ | تدرب المعلمة الطالبات على طبيعة أسئلة الامتحان النهائي مسبقاً. | | | | | |
| ٦٨ | تجري المعلمة امتحان تجريبي للطالبات يماثل الامتحان النهائي. | | | | | |
| **في السؤال الخاص بالقراءة في الامتحان النهائي تقوم المعلمة:** | | | | | | |
| ٦٩ | بإرفاق أسئلة الامتحان النهائي بالنص الفعلي لاستخدامه أثناء الإجابة. | | | | | |
| ٧٠ | بالتركيز على اختبار الكلمات التي تمت دراستها أثناء الفصل الدراسي. | | | | | |
| ٧١ | بالتركيز على اختبار المعلومات التي تحصل عليها الطالبات من خلال قراءة النصوص المتضمنة في كتاب القراءة. | | | | | |
| ٧٢ | بالتركيز على اختبار مهارات القراءة التي تمت دراستها أثناء الفصل الدراسي. | | | | | |
| ٧٣ | بإدراج نفس أسئلة الكتاب. | | | | | |
| ٧٤ | باستخدام نصوص جديدة لاختبار قدرتنا على استيعاب ما نقرأ. | | | | | |



# Appendix No. 32

| | Skills | Units | | | | | | | | | | | | Total | Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | First Semester | | | | | | Second Semester | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | | |
| Pre-Reading Skills | *1.Anticipating and Predicting* | | | | | | | | | | | | | | |
| | a. Discussing the title | | | | | | | | | | | | | | |
| | b. Supplying Missing Punctuation | | | | | | | | | | | | | | |
| | c. Predicting Ideas | | | | | | | | | | | | | | |
| | *2. Previewing* | | | | | | | | | | | | | | |
| | *3. Surveying* | | | | | | | | | | | | | | |
| | *4. Skimming* | | | | | | | | | | | | | | |
| | 5. *Scanning* | | | | | | | | | | | | | | |
| | *6. Improving Reading Speed* | | | | | | | | | | | | | | |
| Word Attack Skills | *1. Context Usage* | | | | | | | | | | | | | | |
| | a. Semantic Clues | | | | | | | | | | | | | | |
| | b. Syntactic Clues | | | | | | | | | | | | | | |
| | c. Picture Clues | | | | | | | | | | | | | | |
| | *2. Structural Analysis* | | | | | | | | | | | | | | |
| | a. Root Word or Base word | | | | | | | | | | | | | | |
| | b. Affixes | | | | | | | | | | | | | | |
| | c. Compound Word | | | | | | | | | | | | | | |
| | d. Construction | | | | | | | | | | | | | | |
| | *3. Dictionary Analysis* | | | | | | | | | | | | | | |
| Comprehension Skills | *1. Literal Comprehension* | | | | | | | | | | | | | | |
| | a. Details | | | | | | | | | | | | | | |
| | b. Main Idea | | | | | | | | | | | | | | |
| | c. Sequence | | | | | | | | | | | | | | |
| | d. Comparison and Contrast | | | | | | | | | | | | | | |
| | e. Cause and Effect | | | | | | | | | | | | | | |
| | f. Directions | | | | | | | | | | | | | | |
| | g. Character Traits | | | | | | | | | | | | | | |
| | *2. Inferential Comprehension* | | | | | | | | | | | | | | |
| | a. Summarizing | | | | | | | | | | | | | | |
| | b. Generalizing | | | | | | | | | | | | | | |
| | b. Drawing conclusions | | | | | | | | | | | | | | |
| | c. Predicting Outcomes | | | | | | | | | | | | | | |
| | d. Interpreting Figurative Language | | | | | | | | | | | | | | |
| | *3. Critical Comprehension* | | | | | | | | | | | | | | |
| | a. Separating Fact from Opinion | | | | | | | | | | | | | | |
| | b. Distinguishing Fantasy from Reality | | | | | | | | | | | | | | |
| | c. Determining Relevancy and Adequacy | | | | | | | | | | | | | | |
| | d. Judging Accuracy | | | | | | | | | | | | | | |
| | e. Deleting Propaganda | | | | | | | | | | | | | | |
| | f. Identifying Author's Purposes, Biases and Authority | | | | | | | | | | | | | | |
| | *4. Creative Comprehension* | | | | | | | | | | | | | | |
| | a. Responding Emotionally | | | | | | | | | | | | | | |
| | b. Using Information in a New Situation | | | | | | | | | | | | | | |
| | Total | | | | | | | | | | | | | | |