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College of Arts



**Department of English
Language and Literature**

The Impact of Teaching IELTS Reading on Improving Reading Abilities of Bahraini Secondary School Students

A Thesis Submitted in Partial Fulfillment of the Requirements for the
Master Degree in Applied Linguistics

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Declaration

I declare that this work, which I submit to the University of Bahrain, contains my own investigation. The research has not been previously accepted for any degree and is not being currently considered for any other degree at any other university.

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The Impact of Teaching IELTS Reading on Improving Reading Abilities of Bahraini Secondary School Students

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ABSTRACT

This dissertation investigates "The Impact of Teaching IELTS Reading on Improving the Reading Abilities of Bahraini Secondary School Students". Also, it seeks to identify the effectiveness level of teaching IELTS reading for secondary stage students in Bahrain, illustrates the extent to which reading competencies of the secondary stage students in Bahrain get improved, and extent to which overall language proficiency of secondary stage students' in Bahrain get improved. Moreover, it seeks to assess the impact of teaching IELTS reading on improvement of students' reading competencies and improvement of the overall language competencies.

The study used both descriptive and exploratory research methods. The study sample included 60 members chosen representing 26 secondary schools in Bahrain. Those responded to the questionnaire that was electronically distributed to them. The questionnaire consisted of 32 items that are classified into three sections covering; (a) Effectiveness of teaching IELTS reading comprehension passage in the secondary schools in the Kingdom of Bahrain with 12 items, (b) Improvement of students' reading competencies with 10, and (c) Improvements of students' overall language proficiency, with 10 items.

After collecting the responses of the sample participants, the researcher used the SPSS, version 22 to analyze the collected data and she reached some important results. The results showed that teaching IELTS reading for secondary stage students in Bahrain is effective as the items covering this got a mean score of (3.49). The results also showed that there is a good improvement in the students' reading competencies due to teaching IELTS reading comprehension passages in the secondary stage schools in the kingdom of Bahrain as the average mean score for the ten items covering this was (3.49). Moreover, the results showed the presence of a good level of improvement in the students' overall language proficiency due to teaching IELTS for the secondary stage students in Bahrain as the items covering this got an aggregate mean score of (3.47).

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List of Abbreviations

No.	Abbreviation	Meaning
1	EFL	English as a foreign language
2	FL	Foreign Language
3	L2	Second Language
4	IELTS	International English Language Testing System
5	ESOL	Educational Services Overseas Limited
6	UCLES	University of Cambridge Local Examinations Syndicate
7	IDP	International Development Programme
8	ER	Extensive Reading
9	IR	Intensive Reading
10	NCCA	National Council for Curriculum and Assessment
11	QLWG	Quebec Literacy Working Group
12	MOE	Ministry of Education

CHAPTER 1

INTRODUCTION

1.1. Introduction

Reading is an essential skill that students have to master in order to improve their language proficiency in English as a foreign language (EFL) environment. The aptitude to read and understand what one reads is of great importance to achieve success in education. In this respect, reading comprehension has always been the cornerstone that plays a key role in achieving English language learning and academic success as well as broadening students' awareness of different cultures.

In accordance with Cummins (2008), reading is “critical to all aspects of academic achievement”. In addition, Hunter urges “reading is a way to empower and vitalize students in their current lives and for the future” (Hunter, 2009). This is why teachers of English are trying to find appropriate and encouraging ways to enhance the improvement of the reading skills of their students so as to improve their general language proficiency. Therefore, different reading programs such as reading circles, reading clubs and reading corners have already come into existence to encourage reading and to create independent readers.

Needless to say, the benefits of reading exceed the expansion of the students' linguistic skills to include an improvement in their thinking ability as well as improvement in the quality of communication amongst students.

Nowadays, reading comprehension is not only considered to be a process of vocabulary recognition, meaning, world experience or structure as separate units, but also considered to be an interactive process that takes place between the reader and the text. Such an interactive process allows the presence of understanding the meaning through interpretations and inferences.

In this respect, reading strategies are practical and effective tools that can be utilized to enable students to overcome the different difficulties they face while reading. Hence, teachers bear the responsibility for bringing research into application into their classrooms in order to familiarize students with proper and suitable reading strategies, which enable them to be better readers and thus improve their language proficiency.

Being a teacher of English, the researcher has decided to investigate the impact of teaching IELTS reading comprehension on the improvement of the language proficiency of the secondary stage students at the school where she works. This is because of the importance of reading as one of the four language skills that students ought to master. The English language has become increasingly important in the few last decades in terms of academic study at university or in gaining employment. Today, there is an increasing concern to improve Bahraini students' levels of mastering English language so that they can face the fierce competitiveness found in the labour market after their graduation.

Recently, there has been an increasing trend in the numbers of Bahraini students seeking to get their higher education abroad. These students have to pass certain tests to fulfil the entry requirements of the institution of their choice. The English language is, and will always be, a prerequisite at any

internationally accredited college/university because it is the medium, in which the subjects are taught. However, in Bahrain's public schools, the English language is just one of the subjects the students study and all other subjects are studied in Arabic. Therefore, they are in need of certain preparation to improve their standard in English to be able to join a university inside of Bahrain or outside Bahrain.

The Ministry of Education has recognized this need and has therefore inaugurated a program for senior students in public schools to help improve their English language proficiency. The IELTS course, offered to the secondary stage students, covers and assesses the four basic language skills, namely, reading, writing, listening and speaking. In this study, the researcher is going to focus only on the reading skill through the IELTS reading passages to see how reading comprehension can be utilized to improve the reading skills of the students at the secondary stage schools.

This study investigates the impact of teaching IELTS reading texts on the reading skills of the secondary stage students in Bahrain. To test this impact, the researcher has created a Likert-based questionnaire to be distributed to the study sample chosen from 26 secondary schools; male and female. The responses obtained are analyzed to examine the correlation between teaching IELTS reading passages and improving the reading skills of the secondary stage students.

This chapter introduces a general background to the topic of the study. It will also discuss the significance of this study as well as the statement of the problem, the objectives, aims and research questions, limitations, and finally the organization of this study.

1.2. General Background

In the last few decades, the International English Language Testing Systems (IELTS) has gained increasing research interest since its introduction in 1989. In fact, a great deal of research has contributed to a better comprehension of the construction of the test itself, highlighting the boundaries of individual test scores. However, few studies have concentrated on the comprehension of the academic modules of the IELTS.

Reading is generally considered “a source of learning and a source of enjoyment”, (Nation, 2005). In an EFL environment, a good level of competence in reading has become essential for academic and occupational aims, and therefore specialists in curricula have dedicated a large amount of time to reading lessons so that students might attain such competence. Nevertheless, many EFL students find some difficulties in fully understanding the texts they read, reading rather slower than they do when reading a passage in their mother tongue language. This issue has encouraged the researcher to investigate the best reading strategies that should be utilized when dealing with a reading passage.

It is worth mentioning that “reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. On the other hand, reading strategies are considered as one of the features of cognitive psychology which are essential for successful comprehension” (Zare, 2012). Therefore, reading is seen as “an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response” (Walker, 2000). To exploit such a reading process successfully, effective reading strategies need to be employed. These reading strategies have theoretically been defined as “mental processes that

readers consciously select to use to complete reading tasks successfully” (Cohen, 1990). So, it is of greater importance to decide upon the most suitable reading strategy when submitting students to a reading passage to ensure higher rates of comprehension and success.

Improving the reading skills of the Bahraini secondary stage students has a great impact upon improving their general language skills. Such improvement affect their chances of joining universities inside and outside Bahrain. Moreover, it affects their chances of getting jobs in the future, especially at today's open markets of the globalization age, where there is a fierce competition amongst all sectors providing products or services to customers. This, in turn, requires the working staff to be highly qualified and in this respect, the English language competence has become a perquisite in almost all jobs. This also leaves its positive impact upon the advance of the Bahraini national economy.

1.3. Statement of the problem:

The importance of reading has been subject to many research studies. These have shown that reading is a multifaceted cognitive activity essential for gaining information in current society. In countries such as Bahrain, where English is a foreign language, the amount of practicing English usage inside the classroom is inadequate. When reading a passage, students tend to read rather slowly. In addition, they don't have much opportunity to face the different usages of the common structural and lexical elements. Here, extensive reading (ER) can be a helpful strategy for students to be exposed to natural English in certain contexts.

It is of vital importance for students to learn from reading and to use it as a way of improving their language competence so that they are adequately

qualified to join the current literate and knowledgeable society. Thus, they can engage in a successful communication in addition to having a major qualification in English language proficiency for joining the labour market.

1.4. Aim of the study:

The aim of this study is to explore the impact of teaching IELTS reading comprehension passages upon improving the reading skills of the secondary stage students in the kingdom of Bahrain. Improving the students' English language skills helps them to join university whether in Bahrain or outside Bahrain where having a suitable English language competence has become a prerequisite for their future academic and professional career.

1.5. Objectives of the Study:

The objectives of this study are:

1. Identifying the effectiveness level of teaching IELTS reading for secondary stage students in Bahrain.
2. Illustrating the extent to which reading competencies of the secondary stage students in Bahrain get improved.
3. Discussing the extent to which the overall language proficiency of secondary stage students' in Bahrain get improved.
4. Assessing the impact of teaching IELTS reading passages on the improvement of students' reading competencies and improvement of the overall language competencies.

1.6. Research hypotheses:

- **Alternative Hypothesis (1):** There is a significant impact ($p \leq 0.05$) for teaching IELTS reading passages on secondary stage school students' reading competencies in Bahrain.
- **Alternative Hypothesis (2):** There is a significant impact ($p \leq 0.05$) for teaching IELTS reading extracts on secondary stage school students' overall language proficiency in Bahrain.
- **Alternative Hypothesis (3):** There is a significant difference ($p \leq 0.05$) between the respondents' perceptions for effectiveness of teaching IELTS for secondary stage students attributed to demographic variables (gender, position, overall work experience, and qualification"

1.7. Research Questions:

This study tries to answer the following main research question:

Is there a significant impact for teaching IELTS reading on improvement of students' reading competencies and improvement of the overall language competencies?

It also tries to answer the following sub- research questions:

1. How effective is teaching IELTS reading comprehension passages for secondary stage students in Bahrain?
2. To what extent do reading competencies of the secondary stage students in Bahrain get improved?
3. To what extent do the overall language proficiency of the secondary stage students' in Bahrain get improved?
4. Is there a significant difference between the respondents' perceptions of effectiveness of teaching IELTS for secondary stage students attributed to

demographic variables (gender, position, overall work experience, and qualification?

1.8. Significance of the study:

This study gains its significance from the importance of the study topic itself. Improving the language proficiency of the secondary stage students in the Kingdom of Bahrain has long been a topic of interest for researchers and specialists. Therefore, this study is significant for the following:

1. The study illustrates the impact of teaching IELTS reading passages on improving the language proficiency of the secondary stage students in the Kingdom of Bahrain.
2. The study casts the light on the reading strategies that could be utilized to promote the comprehension of the secondary stage students.
3. The study discusses the effectiveness of teaching the IELTS reading passages at the secondary stage.
4. The study discusses how language proficiency can be improved through reading.
5. The study discusses how teaching IELTS reading passages can improve the language proficiency of the secondary stage students in Bahrain.
6. The subject of the study might provide an important contribution to help the Ministry of Education assess the impact of teaching IELTS at the secondary schools.
7. The study could be significant for the library of Bahrain University as it provides the future researchers with documented results in the field of improving the students' language performance through reading passages.

1.9. Limitations

1. This study is limited to the twelfth grade male/ female students of the Bahraini secondary schools only, where the IELTS course is taught to only a small number of the third grade students and not to all students.
2. The study is limited to the academic year 2016/2017, first semester.
3. The study sample includes 60 secondary stage teachers from 26 secondary schools in Bahrain.
3. The reading course is restricted to some units (1, 2, 3, 4, 5 and 6) from the IELTS course textbook.
4. The literature found on the internet on the topic of the study is rather limited.

1.10. Organization of the Study:

This study consists of five chapters that will come in the following order:

- **Chapter 1: Introduction:** This chapter gives an introduction to the topic of this research study casting light on the aim and objectives of the study, research questions, research problem statement and the limitations of the study.

- **Chapter 2: Literature Review:** This chapter investigates the previous literature concerned with the topic of this research work in addition to discussing the related definitions and teaching strategies used when teaching reading to collect the secondary data necessary for this research study.

- **Chapter 3: Methodology:** This chapter overviews the methods that the writer used to achieve the objectives of her research study including the

choice of the sample participants, the questionnaire designed and the pre and post-tests to be done by the students.

- **Chapter 4: Data Analysis and Findings:** This chapter provides a statistical analysis of the numerical data, which the researcher obtained and collected from the study sample participants. The researcher analyses this data collected through the questionnaire distributed to the sample participants giving statistical descriptive analysis to the results obtained.

- **Chapter 5: Conclusion and Recommendations:** In this final chapter of the study, the researcher presents a comprehensive summary of the whole study, and the conclusions she came to. In addition, she offers some recommendations to be taken into consideration by those concerned with the topic of this study.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

Reading is one of the four language skills and it represents one of the most important skills for English as a foreign language (EFL) that students need and ought to master. Reading and understanding what one reads is essential to success in learning any foreign language. Reading comprehension has always played a significant role in the school curricula, enabling students not only to learn a language but also to achieve academic success, in addition to broadening students' knowledge of the world's cultures, customs, traditions and problems. Nowadays, effective and successful reading comprehension is not just the product of the skills related to word recognition, grammar understanding or world experience as discrete entities, but it is regarded as an interactive process that takes place between the reader and the text. Such an interactive process enables the building of meaning through making personal inferences from and interpretations of the text.

This chapter investigates the previous literature related to the topic of this study, in addition to casting light on the related definitions of reading, and presenting an overview of different teaching strategies that could be used when teaching reading at the secondary stage. It also offers an overview on the reading process and its benefits in enhancing the learning process of English as a foreign language (EFL). The basic approaches to understanding reading will also be tackled. Furthermore, different models of reading will be discussed in terms of how they are perceived in the literature. The general skills and knowledge areas related to reading comprehension are also discussed. Finally, this chapter gives an overview on extensive reading, its definition and its characteristics in addition to

some concepts of extensive reading in teaching English as a foreign language. The literature examined in this chapter advocates and supports the rationale for the topic chosen for this study, which, in turn, helps to diagnose its impact so as to improve the outcomes of learning EFL as a whole.

2.2. Theoretical Background

A lot of research has been carried out concerning the improvement of the students' language proficiency through the development of the four language skills. Some this research was dedicated to reading and how to use it to develop language competence. In this respect, researchers suggest that extensive reading is essential for students to increase their language proficiency.

Reading is not only considered a source of learning but a source of enjoyment as well. It is assumed that having a good reading competence is essential, especially for all those who study English for occupational and academic purposes (Christina & Rumbold, 2006). This is why many curricula allocate greater amounts of time to the reading lessons with the aim of realizing such competence. However, many EFL students find it difficult to achieve such competence as they tend to read noticeably more slowly than they do in their native language, and they feel less confident when reading in English, unlike when reading in their first language.

Therefore, it is necessary to apply effective reading strategies with the aim of improving the reading skills of students in order that they are able to improve their general language competence (Huffman, 2014).

To examine the impact of free in-school reading and out-of-school, Krashen (1993) conducted research on students belonging to many

different countries. Krashen's results suggested that free voluntary reading or sustained independent reading leads to "better reading comprehension, writing style, vocabulary, spelling, and grammatical development" (Krashen, 1993).

Hayashi (1999) carried out a research study on the impacts of reading, particularly extensive reading, on the English language proficiency in Japanese universities. The study concluded that students who read more English books showed considerable improvement in their reading competence and vocabulary knowledge compared to those who read less. Hayashi obtained these results by making use of pre- and post-tests. In this study, a programme implemented using extensive reading was significant in enabling students to improve their English language performance.

McQuillan (1994) conducted a similar study to investigate the impact of reading on improving language proficiency. In this study, the students overwhelmingly indicated that extensive reading is not only an enjoyable activity, but also it is a very helpful and useful means of language acquisition. Through reading, they could clearly improve their language proficiency more than with instruction in grammar, for instance. Dupuy (1997) also obtained the same results in his replication of McQuillan's study.

In their well-known series of studies known as the "book flood" studies Elly & Mangubhai, 1981; Elly & Mangubhai 1983, investigated the impact of extensive reading on the improvement of Fiji pupils' English language proficiency at the primary stage. The studies were conducted on a sample ranging from one hundred to one thousand students. Also, the studies lasted for a period ranging from one to three years. These studies illustrated that there was a significant increase in the language proficiency in terms

of *language use* (including reading comprehension, oral language and writing), *language knowledge* (including vocabulary knowledge, word recognition and grammar), and *academic performance* measured by the results of the examinations they did.

Other similar studies advocate the point of view that extensive reading results in better writing proficiency. For example, Janopoulos (1986) discovered that writing proficiency associates positively with the amount of time students used to spend on reading for pleasure when learning a second language. Also, Hafiz & Tudor (1989, 1990) carried out a similar study to examine the effects of extensive reading upon the linguistic improvement of students in the UK and Pakistan respectively. They reported that there were important levels of improvement in the skill of writing, according to the statistical analysis carried out on the sample participants. The same result was obtained in a study carried out by Tsang (1996), where he found out that extensive reading programmes had a remarkable impact on improving the overall reading skills of the students as well as their noticeable impact upon improving their writing.

2.3. Definition of Reading

Reading has actually been defined in many different ways. One of the earliest definitions given to reading is that of Huey (1908), who viewed reading as a process of "gathering or choosing from what was written to get information about the ideas represented in a written form" (Glazer, Searfoss, & Gentile, 1990). In addition, Thorndike (1917) considered reading as reasoning, as it is an active process associated with problem solving. Both Huey and Thorndike believe that the skill of reading necessitates both visual and non-visual information. This information enhances recent findings, where previous knowledge, including language

with all the syntactic, semantic, and orthographic elements that are utilized to create text, is actually stored in the reader's mind. This stored data enables readers to predict the meaning of the text read and therefore have the ability to understand it (Popal, 2014). A more recent definition is that of Smith (1994). Smith defined reading as "an interaction between readers, writers, and the text". According to him, reading is associated with thinking and it cannot be separated from the reader's previous knowledge, purpose and feelings nor from the nature of the text itself.

That is to say that the text conventions allow the intent of the writer and the expectations of the reader to meet, therefore enhancing the reader's comprehension of the text (Popal, 2015)

In other definitions, reading is seen as a process. For example, Goodman (1968) categorized the reading process as "one of sampling, predicting, testing, and confirming", that could be described as a psycholinguistic guessing game. According to Grabe (2009), reading is "a complex cognitive process". This is because reading involves a lot of knowledge that should be learned as well as many processing strategies that need to be practiced until they become automatic (Birch 2002). Additionally, the common concept of reading includes decoding or what is referred to as word recognition and over-all comprehension or problem-solving skills, (Alderson, 2005). Many linguists and researchers consider fluent reading as a "rapid, purposeful, interactive, comprehending, flexible and gradually developing process" (Nation & Tran, 2014). Therefore, understanding the reading process is imperative towards a comprehension of the nature of reading. Generally, reading which is defined as practically synonymous with reading comprehension is an intricate behavior that involves conscious and unconscious utilization of numerous strategies, including

problem-solving strategies, so as to "build a model of the meaning which the writer is assumed to have intended" (Iwahori, 2008).

2.4. Process of Reading

The reading process is intricate and multi-dimensional, which is why good and efficient teachers have a strong awareness of this intricacy and they are capable of deploying different teaching approaches that result in confident and independent readers. According to the National Council for Curriculum and Assessment (NCCA) Research Report 15- 2012, there is a number of components that should be taken into consideration when teaching reading comprehension that indicate the recognition of complexity (NCCA, 2012). These components include:

- ➡ Establishing a tendency of gaining a varied and rich amount of words, terms and expressions;
- ➡ Improving phonological processes;
- ➡ Adopting recent different teaching comprehension strategies;
- ➡ Making sure that reading motivation and enjoyment of reading are main features of the reading process;
- ➡ Realizing a renewed concentration on reading fluency.

Each of these components is an indispensable element of a multi-dimensional definition of reading. Each of them helps in understanding how the process of good reading practices.

The following figure, Figure (1), demonstrates the components of the reading process as mentioned below:

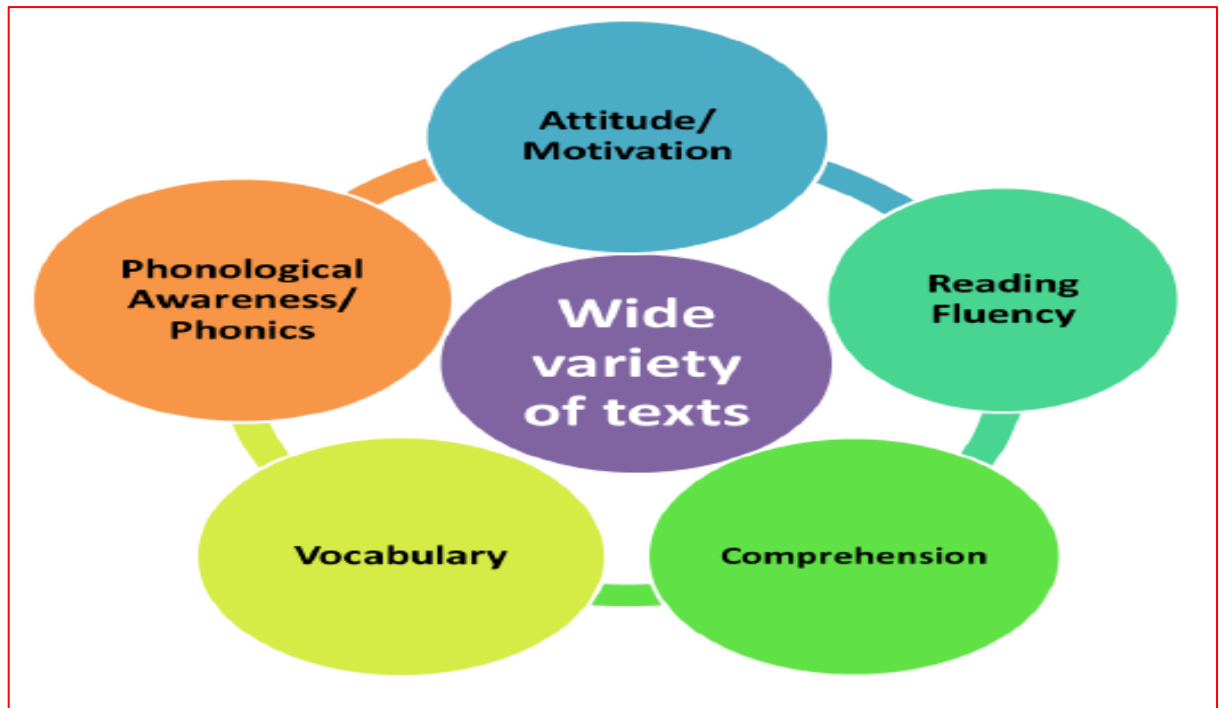


Figure 1: Components of reading

a. Motivation:

The term "motivation" points to the student's willingness and eagerness to read. A learner's positive attitude and high motivation towards reading play a vital role in achieving progress in reading skills. In this respect, teachers can enhance their students' motivation to read with rich and interesting texts, freedom of choosing the text to read and providing chances to explore, interact and experiment with the reading text. The more motivation students have, the more achievement can be expected from the students (Beers, 2003).

Motivation is classified into two types: intrinsic and extrinsic motivation. Vural (2013) describes the first type, intrinsic motivation, as the kind of motivation that comes as a result of personal interest, enjoyment or pleasure, while being involved in an activity that is satisfying and

enjoyable. On the other hand, extrinsic motivation is fostered and encouraged through the anticipation of getting outside reward or prize for achieving something (Vural , 2013). The reward here is external and not internal (Brown, 2007). Additionally, Liu & Cheng (2014) declared motivation and anxiety to have the highest correlation which is, in turn, associated with the progress achieved in an activity. In other words, "the more intrinsically motivated a student is, the less anxiety they will experience" (Liu & Cheng, 2014).

b. Reading Fluency:

The term "fluency", refers to the students' capability of reading a text spontaneously while comprehending the author's message (Department of Education and Training in Western Australia, 2004). Mc Kenna & Stahl (2009) state that there are the three main components of reading fluency. These are: (i) correct word recognition; (ii) automaticity; (iii) proper rhythm and intonation of speech (McKenna & Stahl, 2009).

The combination of these three components helps improve students' reading ability and therefore enables them to understand a text effectively and successfully.

c. Comprehension:

The main goal of reading is comprehension or the reconstruction of the meaning in the text. Reading without understanding is a waste of time and effort. Thus, there is a need to utilize a range of comprehension strategies when teaching reading. Such strategies help to develop an independent reader who can easily become meaningfully engaged with the text (Pardo, 2004). These reading strategies are:

- **Predicting:** This is based on using clues in the text such as pictures, subtitles, etc. These help students anticipate what they are going to read.
- **Connecting:** This refers to connecting the previous knowledge of the students to new information found in the text. This connection helps them to understand.
- **Comparing:** This refers to the process of comparing what students see in the text to what they already know through thinking more specifically, which helps them to comprehend the new information they face.
- **Inferring:** This refers to the process of the students' creation of their own interpretation of the new information found in the text beyond the literal direct level of words and sentences, which help them to understand efficiently.
- **Synthesizing:** This refers to assembling pieces of information together during the progress of reading to keep understanding the text.
- **Creating Images:** While reading, students can create sensory images of the information they read to help them fully understand the text they read.
- **Self-questioning:** This refers to providing a general reading framework where students try to find answers to questions that come to their mind when they proceed through the text. Having some questions in mind while reading a text helps direct the reader's comprehension.

- **Skimming:** This refers to the process of reading quickly with the aim of getting general information and a comprehensive view of the text.
- **Scanning:** This refers to reading the text carefully so as to find specific information and details such as dates, names, etc.
- **Determining Importance:** This refers to prioritizing the important information that students face while reading from each sentence, paragraph and the whole text, which helps them understand effectively and successfully.
- **Summarizing and paraphrasing:** This refers to the students' capability of making large texts shorter based on essential elements and ideas found in the text, which helps students to better understand the larger texts.
- **Re-reading:** Reading the text once again helps to get better and deeper comprehension with more word and sentence identification.
- **Using analogy:** This refers to students transferring what they already know in terms of familiar words to help them understand new, unfamiliar words.
- **Adjusting Reading Rate:** In the course of reading, students sometimes need to adjust the reading rate when necessary, slowing down to understand new information and speeding up when scanning to get key words or information. Such modification in the reading speed helps promote their comprehension.

d. Vocabulary:

Vocabulary development refers to the expansion and enrichment of the students' word knowledge, including words spoken, read, written or listened to. According to Mehigan (2009) learning a foreign language is essentially and profoundly dependent on vocabulary knowledge and understanding word meanings (Mehigan, 2009). The vocabulary build up is essential not only to understand a text but also to realize effective learning of a foreign or a second language (Jalongo & Sobolak, 2011).

e. Phonological Awareness

Phonological Awareness refers to the students' ability to recognize, combine and manipulate "the different sound units of spoken words" (Department of Education and Training in Western Australia, 2004).

Although it is obviously an oral and aural skill, phonological awareness is a fundamental part of learning to read. The correct utterance of a certain word when reading a text, helps the student to understand the correct word meaning and therefore comprehend the text.

2.5. Basic Approaches or Models to Understanding Reading:

Some researchers have applied an information processing analogy in order to interpret the reading process through using simple controlling approaches (Mikulecky, 1990). The three widespread approaches used to refer to reading processes are: (i) top-down, where the focus is on the reader's interpretation and prior knowledge; (ii) bottom-up, where the main focus is on textual decoding; and (iii) the interactive processing theory (Grabe, 2009). Particularly, the first two approaches namely "bottom-up" and "top-down" can be considered as processes, strategies, or approaches

(He, 2009). These two processing strategies are seen as different approaches that could be adopted by readers.

2.5.1. Top-Down Approaches/ Models

The top-down approach was proposed by Goodman (1967). Top-down approaches highlight the importance of schemata such as the amounts of knowledge and information stored in the reader's mind. Such stored knowledge and information work as filters for the incoming information that the reader faces when reading a text. In other words, in the top-down approach, the reader focuses mainly on what is previously acquired or known to utilize it in understanding the text (Yoskovitz, 2009).

2.5.2. Bottom-Up Approaches/ Models

Gough & Wren (1999) proposed bottom-up approach. Bottom-up approaches highlight the mastery of contextual information as the method of comprehending a text. They are series models in which the reader starts with recognizing graphic stimuli, decoding them to sound, recognizing words and decoding meanings. Here, the reader depends mostly on textual information so as to comprehend (Reutzel & Cooter, 2013).

In practice, the top-down and bottom-down processing strategies are used interactively and simultaneously where readers usually attempt to make a connection between what they already know with the new information found in the text, utilizing their prior knowledge. This is to say that the two approaches are interdependent to a large extent. In other words, a reader may depend on his/her knowledge about a known topic they read in sorting out the meaning of the words of the text. Conversely, readers who have a

mastery of the text's vocabulary yet unfamiliar with the topic of the text will depend largely on their prior word knowledge to understand the text (Oxford University Press ELT, 2014).

2.5.3. Interactive Approaches/ Models

Interactive approaches to reading represent an additional perspective. Experts and specialists assume that neither the 'top-down' nor the 'bottom-up' approach alone can lead to effective reading. They believe that a combination of these two approaches, which is referred to as the interactive approach, is best. The term 'interactive approach' is twofold.

First, it refers to the overall interaction that happens between reader and text. Here, readers build comprehension through knowledge obtained from the text and the knowledge they already possess prior to reading (Sharpe, 2014). Secondly, an interactive approach concerns the interaction of many cognitive skills that take place simultaneously during the process of reading, including a collection of lower-level rapid, spontaneous identification skills with a collection of higher-level interpretation skills that result in understanding a text (Miller, 2001).

These two perspectives of the interactive approach are complementary. Generally, most education psychologists and cognitive psychologists concentrate on the interaction of skill collections, whereas second language researchers focus on the interaction that takes place between the reader and the text.

2.6. Reading strategies:

Reading is an important part of all academic activities and it is also equally important outside academic contexts. In addition to the linguistic

requirements of the reading process such as vocabulary and grammar, there are also some reading strategies that can be utilized to improve reading. Pani (2004) defines these reading strategies as "*the mental operations involved when readers approach a text effectively to make sense of what they read... Good readers apply more strategies more frequently ...and more effectively than poor readers*" (Pani, 2004).

According to Brown (2007), the learning strategies relevant to the process of learning a second or a foreign language, the metacognitive and cognitive strategies, are highly applicable to reading. Metacognition is associated with monitoring, and assessing the success of the learning process. On the other hand, cognitive strategies are associated with the specific contexts and learning tasks. Also, Calano, (2014) divides reading strategies divided into two categories. The first category refers to "cognitive strategies", which aim at obtaining information, inferring or deducing the meaning from context, using dictionaries and grammar books and getting information through memorization or repetition. The second category refers to "metacognitive strategies", which aim at self-management, setting objectives monitoring and self-evaluation (Calano, 2014). Mokhtari and Sheorey (2002) also divide reading strategies but into three categories: *Global Strategies*, *Problem-Solving Strategies*, and *Support Strategies*. Global strategies refer to the methods learners use to monitor or manage their learning. Problem learning strategies refer to the procedures learners use to work directly with the text. The support strategies refer to the support mechanism readers use to help them understand a text (Mokhtari & Sheorey, 2002).

Theoretically, there is a general distinction made between strategies and skills. However, some researchers argue that they underline the same

processes. Wenden (1987) states that reading strategies have been categorized differently in the literature and underline the following: *"techniques, tactics, potentially conscious plans, consciously employed operations, learning skills, basic skills, functional skills, cognitive abilities, language processing strategies and problem-solving procedures"* (Alderson 2005).

According to the Quebec Literacy Working Group (QLWG) Skills for Life Series (2008), there are seven reading strategies that need to be taken into consideration when reading a comprehension passage (QLWG, 2008). These are as follows:

- **Strategy 1: Read as Often as Possible**

Reading a lot allows learners to associate the written ideas they face while reading with the information and knowledge they already know. The more learners read, the easier the reading passages will be.

- **Strategy 2: Previewing and Predicting (Before Reading)**

Before reading anything, students should preview and predict the piece of writing they are supposed to read. This will prepare students for the reading process and pave the way for its success. Students can preview the text through examining the title and subtitles of the text, examining photos and their captions as well as examining the style of the writing. Students can also experience prediction through thinking about what the reading style; title, subtitles, and photos inform them about the text. They also have to think about their previous knowledge about the topic and consequently guess what the reading text is about.

- **Strategy 3: Brainstorming (Before Reading)**

After passing the prediction and previewing stages, students should experience brainstorming what they already know and what they would like to know from the topic of the reading. This brainstorming process underlines two stages. The first stage include making a list of what students know about the reading topic and the second stage includes making another list of what they want to know about it.

- **Strategy 4: Highlight and Review (While Reading)**

The process of just reading a passage in itself is not enough. Students should build upon their prior knowledge by means of acquiring new words, expressions, structures and ideas while reading. This could be achieved through two stages; while reading and after reading. While reading, students highlight new words, expressions and ideas and take notes whenever necessary. After reading, students review the highlighted words, expressions and ideas. Here, they consider what they have learnt and what they have added to what they already know.

- **Strategy 5: Read Out Aloud! (While Reading)**

It is advisable for students to sound words out while reading. This helps students to hear how words sound and this could help them to predict their meaning. This also helps them to hear how words sound when they are uttered together.

- **Strategy 6: Use Context Clues (While Reading)**

Students can frequently infer the meaning of a new word through its context. If students do not understand any word, they examine how it is

used in the text, examine its neighbouring words and then try to guess its meaning.

- **Strategy 7: Questioning (After Reading)**

After reading, students ought to review what they have learnt through asking themselves certain questions. They ask themselves what the text is about, what the main idea is, what the main incidents are, what the writer wants to say, what they have learnt, etc.

2.7. Definitions of Extensive Reading (ER)

Extensive reading (ER) has been given many definitions by reading specialists, researchers and educators. The origin of the term ‘extensive reading’ in foreign language (FL) or second language (L2) pedagogy dates back to Harold Palmer (1936). He defines extensive reading as "quick reading of books, one after the other, where the attention of the reader is on the meaning, not the language of the text" (Richards and Rodgers, 1986). Palmer devised the term ‘extensive reading’ to differentiate it from the term intensive reading (IE), which refers to "the careful reading of the text with the aim of getting specific detailed information from the text" (Rashidi, 2011)

According to Michael West (1926), who is considered the father of extensive reading methodology, it is some sort of ‘supplementary reading’. Mikulecky (1990) sees it as some kind of a ‘pleasure reading’, whereas Krashen (1993) sees it as ‘free voluntary reading’.

Another definition sees extensive reading as one ‘style’ of reading. In light of this perspective, there are four suggested styles of reading, namely

"skimming, scanning, intensive, and extensive reading" (Macalister , 2010). According to Brown (1994), extensive reading represents one of the two subcategories of reading comprehension; intensive and extensive reading (Brown H. D., 1994). In intensive reading, students concentrate on understanding the linguistic features of a passage, such as grammatical forms, word meaning, discourse markers, etc. with the aim of getting specific information from the text. On the other hand, extensive reading concentrates on realizing an overall understanding of the text. In this respect, Bamford and Day (2005) assure that extensive reading is mainly referring to reading great amounts of material so as to catch a general comprehension, concentrating on the meaning of the text rather than the meaning of separate individual words or sentences (Robb & Kano, 2013).

Taguchi, Takayasu-Maass, , & Gorsuch, (2004) stated that extensive reading could increase the fluency of the learners of a second or foreign language as well as their aptitude to automatically recognize and increase their vocabulary and phrase build up, which helps them to understand L2 texts (Taguchi, Takayasu-Maass, , & Gorsuch, 2004). Chang and Millett (2013) also state that automatic word recognition represents the corner stone of fluent reading, and it is supposed to grow due to continuous and consistent practice (Chang & Millett, 2013). Richards and Schmidt (2002) explain that extensive reading is largely meant to develop good, practical and successful reading habits, as well as building up a sufficient knowledge of structure and vocabulary through promoting and encouraging a liking for reading.

2.8. Basic Characteristics of Extensive Reading:

According to Alderson (2005), the reading process refers to the interaction that takes place between the reader and the text. In the course of extensive

reading classes, students ought to have an interest in what they read concentrating on "the meaning of the text rather than on learning the language features of the text" Nation (2005). This reading process is rather silent, private, internal, dynamic, variable, and it differs from one reader to another. In this respect, many studies have stressed the importance and effectiveness of extensive reading when learning a foreign language (Hitosugi & Day, 2004). According to Bamford and Day (1997), there are some characteristics of extensive reading that make it an effective language teaching/learning procedure. These characteristics, listed below, are the main factors in any effective extensive reading program (Robb T. , 2010).

1. Reading materials should not exceed the students' linguistic competence:

The reading materials that students go through should contain little unfamiliar vocabulary and grammar. It is believed that students would not be able to proceed successfully in reading extensively if they encounter a lot of difficult words, expressions and structures in the text. According to Hu and Nation (2000), learners should at least know about 98% of the vocabulary and structure in a text to be able to understand it effectively

2. Reading should contain a wide range of topics:

A reading passage should contain various topics that interest and attract students. There should also be a variety of reading materials accessible for students to select what they prefer to read. This variety enhances reading as learners usually read for different purposes that range from reading for information to reading for pleasure.

3. Learners choose what they want to read:

To develop efficient reading, self-selection of the reading material creates a different reading atmosphere from that of a traditional classroom in which students are to read only selected reading material by teachers.

This self-selection of the reading material is what students actually enjoy about extensive reading. Also, students are encouraged to discard the reading material they find boring or too difficult.

4. Learners read as much as possible:

In the course of extensive reading, students are encouraged to read as much as possible. This quantity of reading results in many useful language learning benefits that help improve the overall linguistic competence of the learner. To realize the benefits of extensive reading, students should read a book a week, especially in the early stages where books are written in a very simple language.

5. Reading speed is fast rather than slow:

In extensive reading, students read rather fast, as the reading material is suitable and therefore they read more fluently. Here, students are prevented from using dictionaries since this usage hinders their fluent reading. They are encouraged to guess the meaning of any new vocabulary or structure they face in the reading text (Phonix Accademy, 2017).

6. Reading is associated with pleasure, information and general comprehension:

Unlike intensive reading, which needs detailed comprehension, extensive reading aims at reading for information and pleasure. Therefore, the aim of reading here is not getting a one hundred percent understanding; but getting a general, adequate comprehension is acceptable.

7. Reading is individual and rather silent:

In extensive reading, students are supposed to read at their own individual paces. It is highly recommended to allocate part of the reading to be done as homework, where students can read when and where they want, each at their own speed.

8. Reading is its own reward:

In extensive reading, the material does not necessarily have to be followed by comprehension questions. The aim here could be enhancing the reader's own reading experience and joy. Yet, there could be some follow-up activities for the students to do after reading. These follow-up activities are meant to reflect students' reading experience and not their comprehension of the reading itself.

9. The teacher is a guide and a facilitator to students:

In extensive reading programs, it is the role of the teacher to get students familiarized with what they are going to do, clarifying the gains they will receive as well as monitoring their progress. The teacher keeps on guiding

and helping students read, evaluating and assessing their reactions to their reading process, guiding them to get the utmost benefit out of their reading.

10. The teacher is a role model of a reader:

The teacher demonstrates how a reader should be and what he/she should do. For example, during silent reading, the teacher also should read.

Additionally, the teacher ought to know the books that students read to be able to share and exchange their reading experiences effectively. This adds value and pleasure to reading, making the reading session more informal.

2.9. Concepts of Extensive Reading in a Foreign Language (FL) or a Second Language (L2):

The concepts of extensive reading (ER) in a second language (L2) or a foreign language (FL) are outlined as listed below (Ryoko , 2011):

- Extensive reading is totally an individual activity where each student can learn at his or her own pace.
- In extensive reading, students have the freedom to select what to read.
- Extensive reading enables students to read outside the walls of the classroom.
- In extensive reading, students learn to read through reading.
- The second best way of improving the learners' knowledge of a foreign language, next to living in its native environment, is to read extensively in the foreign language.

Extensive reading can provide learners with a comprehensible input, where they can understand the language they read and therefore improve their general language acquisition (Rodrigo & Segal, 2014).

2.10. IELTS:

The International English Language Testing System (IELTS) first appeared in 1989 as a tool of measuring and assessing English language proficiency. It is co- managed by the University of Cambridge ESOL Examinations (Cambridge Educational Services Overseas Limited or UCLES (University of Cambridge Local Examinations Syndicate), the British Council and IDP (International Development Programme). In some countries, the British Council runs exams. In other countries, IDP runs exams, whereas there are countries where both the British Council and IDP run the exams. The IELTS development team constantly revise and develop the standardized proficiency test to check validity and reliability (Bailey , 2009).

The test format and questions are repeatedly scrutinized and adjusted to provide a balanced, objective test of the four skills of the English language: Reading, Speaking, Listening and Writing. The IELTS question types differ according to the skill tested. They include "short answer, multi-choice questions, sentence completion, summary, table completion, classification and matching" (Barkhuizen, & Cooper, 2004). In the IELTS tests, there are two modules: Academic and General. The Listening and Speaking sections are identical in both the General and Academic modules, whereas the Writing and Reading sections are different in the academic course from those in the general course to reflect the supplementary requirements of academic literacy (Bailey , 2009). Each skill is tested with a band score, ranging from zero to nine and the total band score is the average of the four scores allocated for the four language skills tested (IELTS, 2007).

2.11. IELTS Reading:

The IELTS reading paper consists of three sections where texts have a total length ranging from 2,150 to 2,750 words. The question types include "Multiple Choice; Short Answer Questions; Sentence Completion Questions; Notes/ Table/ Form/ Summary/ Flow Chart/Diagram Completion Questions; Yes, No, Not given or True, False, Not given; Classification Questions; Matching, Choosing Headings; Scanning & Identifying Location of Information and Labelling a diagram that has numbered parts" (Green, 2007). While writing down the answers, it is important that test takers should pay attention to spelling and grammar.

There are two types of IELTS reading passages, which are categorized into the following types:

a. Texts in Academic:

In this IELTS reading type, we have three texts. These three texts come from "books, journals, magazines, newspapers and online resources written for non-specialist audiences" (Vural, 2013). The topics of these texts are of general concern to students at undergraduate or postgraduate levels.

b. Texts in General Training:

The texts in this type are divided into three sections:

➔ Section 1 has two or three short texts or some shorter texts. These short texts deal with everyday topics such as timetables or notices or real life situations in an English-speaking country.

➔ Section 2 has two texts, concentrating mainly on work issues such as job descriptions, training materials, contracts, etc.

➔ Section 3 has one long text about a topic of wider concern. This text is usually descriptive and more complex than those in the first two sections. It is usually taken from a magazine, newspaper, book or online resource.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This chapter casts light on the methodological approach the writer utilizes in this study. In other words, this chapter introduces the methodological approach used in this study, which the researcher has already selected as it is suitable for both the nature and aim of this study. The selection of the suitable methodological approach in any research study is very important.

This process of selection ought to be carried out wisely to satisfy the study requirements and to allow the researcher to achieve the study objectives and to find answers to the study questions, as well.

Additionally, this chapter focuses on presenting the research strategy and tools used to facilitate the way of obtaining data that enables the researcher to find answers for the study questions that were previously stated in chapter one of this study.

This chapter, also, discusses the sampling technique used to pick out the sample participants. The researcher demonstrates the study population and study sample chosen to respond to the items of the questionnaire distributed to them so that she can collect the primary data required for this study concerning the impact of teaching IELTS reading comprehension passages on improving the reading skills of the secondary stage students in Bahrain. This is in addition to the design of the questionnaire used as the tool of this study. Finally, this chapter casts the light on the validity and reliability of the questionnaire with statistical description to their measurement.

3.2. Research Approach:

Because of the nature of this study, which seeks to assess the impact of teaching IELTS reading comprehension passages upon improving the reading skills of the secondary stage students in the Kingdom of Bahrain, the researcher believes that the quantitative approach can be deployed as the research approach of this thesis study. The quantitative approach is suitable to the aim of this study.

In accordance with the selection of both the exploratory and descriptive research designs to be utilized in this study, the approach that suits them is the quantitative approach. The nature of this study is relational and this largely suits the selection of the quantitative approach. The quantitative approach has been defined in many ways. One of them defines it as "*the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques*" (Given, 2008).

Another defines it as "*explaining phenomena by collecting numerical data that are analyzed using mathematically based methods*" (Aliaga & Gunderson, 2000). Additionally, it is seen as "*A social research that employs empirical methods and empirical statements*" (Cohen , Manion, & Morrison, 2000).

The quantitative approach is usually used in many topics associated with natural and social sciences. This is mainly because the quantitative approach is concerned with the collection of numerical data about the phenomena or the relationships that researches or studies want to measure, test or evaluate. Once this data is collected, it is then statistically analysed. The analysis of this collected data establishes the relationships existing between the variables of the study that researchers want to discover. Adopting this, the researcher of this thesis study could then find out the relationship between teaching IELTS reading comprehension passages and the improvement of the reading skills of the secondary stage students in the Kingdom of Bahrain.

There are also some other motives that urged the researcher to use the quantitative approach in this study. First, the quantitative approach enables the researcher obtain more reliable and objective results from the collected data. Second, the reached findings could be generalized because of their statistic nature. Third, it enables the researcher to examine the research hypotheses. Fourth, the sample chosen could be highly representative of the whole population of the study. Finally, the application of the quantitative approach helps to minimize the researchers' subjectivity towards the topic of the study, following the research objectives thoroughly

to achieve them, as well as testing the study hypotheses to decide which hypothesis to be accepted (Moballeghi & Moghaddam, 2008) .

3.2. Research Design:

Academically, research design refers to the structure used in the research study. There are many types of research such as the experimental, descriptive, semi-experimental, correlational, review, and meta-analytic types. The research design is usually defined as "*The framework that has been created to seek answers to research questions*" (Creswell, 2012).

Such a research design makes it possible for the researcher to recognize the type of the study. In addition, the good selection and utilization of the research design enables the researcher to regulate the research or study questions, hypotheses, variables, data collection methods and the instruments to be used for carrying out the statistical analysis.

In this study, the researcher made use of both descriptive and exploratory research design types. The exploratory research is used to specify and elucidate the root of the problem examined in the study. It concentrates on the detection of ideas and visions as opposed to gathering statistically precise data. This research design type makes it easy for the researcher to develop obvious concepts, establish the priorities and generate operational definitions, thus improving the overall design of the study.

There are some methods used to carry out the exploratory research including the survey of relevant literature, the experience survey and the analysis of insights generated. Generally, this design guides and directs the researcher towards choosing the correct methods and tools for gathering the data necessary for the research or the study carried out (Shields & Rangarjan, 2013).

On the other hand, the descriptive research is conclusive in nature because of its quantitative nature. In contradiction with the exploratory research, the descriptive research is pre planned and organized in design so that the information collected could be statistically inferred on a population. The descriptive research focuses on the formation of the research objectives, the methods used for data collection, the selection of the sample, processing, and analysing the data collected and then reporting the results. That is to say that the descriptive research seeks to attain complete and precise information for the study. It makes use of certain methods such as quantitative analysis of secondary data, questionnaires, surveys, observations, interviews, etc. Generally, the application of the descriptive research comes before the application of the explanatory research, paving the way to its implementation in the research or the study (Shields & Tajalli, 2006).

3.4. Data Collection:

To collect data for this study, the researcher used two main sources of data collection; the secondary sources and the primary sources for gathering data. This utilization goes in accordance with the quantitative nature of this study. Clearly, the topic of this thesis study enticed the researcher to include two main parts in her study, namely the empirical part and the descriptive part. This has created the need to make use of such two sources (Jackson, 2009).

In this study, secondary data sources, previously discussed in chapter two, are meant to enable the researcher to have general outlook about what has been written in relation to the topic of this study, namely, impact of teaching IELTS reading comprehension passages on improvement of the

reading skills of the secondary stage students. This included all relevant definitions, concepts and theories. This represents the descriptive part of the study. On the other hand, the primary data required for this thesis study is collected by means of a self-constructed questionnaire that enabled the researcher to find answers to the study questions. This represents the empirical part of this study (Sparrow , 2015) .

The utilization of these two sources of data collection allows the researchers to present an appropriate contextual of the relevant data, which was previously attained, through exploring literature of the study topic as well as introducing something new by means of the study tools used to reach the novel findings or results (Charles & Mertler, 2000)

3.5. The study instrument:

Due to the nature of this study, the researcher decided to make use of the questionnaire as the study tool. A *"Likert scale five point questionnaire"* was devised to be used for this purpose. This questionnaire is used to get responses from the study sample. Likert meant his questionnaire to measure different attitudes towards a certain topic, issue or phenomenon scientifically. Likert thought that *"this technique would produce attitude measures which can be easily interpreted as measurements on a proper metric scale, in the same sense that we consider grams or degrees Celsius true measurement scales"* (Uebersax, 2000).

The Likert item establishes a definite statement that is assessed in light of the response given to it by the sample member depending on definite objective or subjective criteria. Therefore, the agreement or disagreement level to the item is measured through the response given by the sample participant. An archetypal Likert scale questionnaire consists of five

responses arranged archetypally in these five forms; "agree strongly, agree, neutral, disagree and disagree strongly".

In this thesis study, the researcher devised a five-response Likert-shaped questionnaire consisting of 32 items that are classified into three sections. These three sections are:

- a. Effectiveness of teaching IELTS reading comprehension passage in the secondary schools in the Kingdom of Bahrain. This section includes 12 items covering the first research question: "How effective is teaching IELTS reading for secondary stage students in Bahrain?"
- b. Improvement of students' reading competencies. This section includes 10 items covering the second research questions; "To what extent do reading competencies of the secondary stage students in Bahrain get improved?"
- c. Improvements of students' overall language proficiency. This section includes 10 items covering the third research questions; "To what extent do the overall language proficiency of the secondary stage students' in Bahrain get improved?"

The self-structured questionnaire was designed and uploaded on Google Documents. The link of the questionnaire was sent to the study sample chosen, with an electronic message showing the key objective of the research.

3.6. Sampling

3.6.1. Convenience sampling technique:

To select the sample participants of this thesis study, the researcher thought that the "convenience sampling technique" that would be appropriate. As suggested by its name, the members of the study sample are elected conveniently in accordance with the objectives of the study.

They are chosen according to the experience and knowledge they have in relation to the topic of this study. This, in turn, enriches the results obtained, as their responses are fruitful due to the experience and knowledge they have. Theoretically, the convenience sampling involves the participation of individuals who are accessible and who willingly agree to participate in a certain study by giving their response to the surveys distributed to them (Fink, 2005).

The convenience sampling technique is mainly chosen for its advantages. Generally, it has three main advantages. First, the convenient sampling technique is easy to use while doing a research or a study. Second, it saves time, effort and money, unlike the probability and non-probability sampling techniques, for instance. The writer of this thesis study could then easily decide upon the size of the required sample that would give responses to the questionnaire items she created to test the impact of teaching IELTS reading comprehension passages on improving the reading skills of the secondary stage students in the Kingdom of Bahrain.

Third, it helps the researcher to gather useful and pertinent information that answer the research questions set by the researcher. This helps her to accomplish the study objectives reaching valuable and meaningful results, findings and conclusions.

3.6.2. Study population:

The study population of this thesis study includes all those concerned with the topic of the study. Those include pedagogues, principals, principal assistants, teachers, students, parents, officials at the Ministry of Education in Bahrain and all those interested in improving the language competence of the secondary stage students in the kingdom of Bahrain. All those persons are directly or indirectly concerned with the topic of this study.

3.6.3. Study sample:

Choosing the right sample members is important because their responses to the items of the questionnaire distributed to them help the researcher to find answers to the study questions. The concept of 'study sample' refers to *“a smaller (but hopefully representative) collection of units from a population used to determine truths about that population”* (Field, 2005).

Additionally, it refers to *"a proportion or subset of a larger group called a population. A good sample is a miniature version of the population of which it is a part – just like it, only smaller"* (Hajimia, 2014).

To choose the sample members of this thesis study, the researcher carried out a survey of the existing secondary schools in the Kingdom of Bahrain. She found out that there are 30 secondary schools. These 30 secondary schools includes 13 secondary schools for boys, 13 secondary schools for girls and 4 secondary schools for vocational education. These four vocational schools were excluded. The researcher contacted the other 26 schools targeting 4 participants out of each school. These 4 participants were meant to include a principal, a principal assistant, a senior teacher and a teacher. Then, she sent them the link of the questionnaire on Whatsapp

to fill in. She contacted 70 individuals but only 66 members out of the targeted sample responded to the questionnaire. Six responses were excluded because the responses were not complete. Therefore, there were 60 correct questionnaires. Those represented almost all the existing secondary schools in the Kingdom of Bahrain. This adds reliability, validity and strength to the results obtained.

3.7. Validity & Reliability of Research instrument:

1. Research validity: one of the most widely recognized and accepted definitions for Research validity is the one referring to it as "*how well a test measures what it is purported to measure*", (Phelan & Wren, 2006).

Usually, validity is identified through reviewing relevance between items of the questionnaire and research questions and hypotheses. This usually happens by faculty in the researchers' university or other universities. The 32 items of the questionnaire in this research that are distributed in three sections were found to measure what they were planned to measure through their relevance to the objectives and hypotheses of this study.

2. Research reliability: Herein, reliability is meant to be internal consistency between the items of the questionnaire. This internal consistency is measured by applying Alpha Cronbach. This means that the researcher measures internal consistency between items of the questionnaire in accordance to the value of alpha Cronbach as illustrated in the following table.

Table (1): Validity & Reliability of Research instrument

Part	Number of items	Alpha Cronbach
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Effectiveness of teaching IELTS reading passage in Secondary schools	12	0.904
Improvement of students' reading competencies	10	0.950
Improvement of Students' overall language proficiency	10	0.946
All the questionnaire items	32	0.971

From the table above, the internal consistency between the items of the first part of the questionnaire that discusses effectiveness of teaching IELTS reading" is (0.904). This means that the internal consistency between these 12 items is 90.4%, which is an excellent consistency. The internal consistency between the ten items of the second part, which is about **"Improvement of students' reading competencies"**, is (0.950).

This means that the ten items of this part have an excellent consistency level, which is (95%). The ten items of the third part which measures **"Improvement of Students' overall language proficiency"** have (0.946) showing that the level of internal consistency is excellent as it is 94.6%. Finally, the overall level of internal consistence between the 32 item is 97.1%, which is an excellent level as its value is (0.974).

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1. Introduction:

This chapter presents the statistical analysis for the items of the questionnaire, which the researcher has designed earlier. The main purpose for the data analysis process and presentation is basically aiming at answering the research questions as well as examining the research hypotheses. The three-part questionnaire that was distributed to the study sample includes 32 items that correspond to the three study questions and the two hypotheses, as well.

To carry out such an analysis, the researcher had to adopt various data analyses types to process the raw data that was collected from the 60 respondents who provided their electronic responses to the 32 items, included in the questionnaire, in addition to the four items specified for the demographic data of the sample participants. The processed data through SPSS version 22 is expected to provide the sought findings, which are relevant to the study questions and hypotheses.

Later these findings are going to be employed in the fifth chapter, which is the ultimate destination of the research where conclusions and recommendations are provided in terms of "The Impact of Teaching IELTS Reading Comprehension on Improving the Reading Skills of the Secondary Stage Students in Bahrain".

4.2. Demographic Data Presentation:

In this section, the first four questions of the questionnaire, which constitute the respondents' personal data (demographic data) is presented.

This includes variables of gender, position, overall work experience, and qualification. The analysis of this section is extremely beneficial particularly when comparing the obtained outcomes in light of demographic data. This is to say that when the researcher investigates whether or not there are significant differences in the perception of some variables, these analyses of the demographic data are critical. They are also essential to the validity and strength of the results obtained in terms of the impact of teaching IELTS reading comprehension passages on improving the reading skills of the secondary stage students in the Kingdom of Bahrain.

4.2.1. Response rate:

Seventy individuals were electronically targeted via Whatsapp to respond to the electronically designed questionnaire on google documents. The researcher sent them the questionnaire link via Whatsapp to fill in. Nevertheless, sixty-six out of the targeted seventy individuals provided their responses. Six out of them were eventually excluded, as their

responses were not complete. This means that the number of the respondents whose responses were complete and valid is 60. This, in turn, means that the response rate for the research instrument is 85.7%.

4.2.2. Statistics of gender:

Table (2): Gender Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	26	43.3	43.3%	43.3
	female	34	56.7	56.7%	100.0
	Total	60	100.0	100.0	100.0

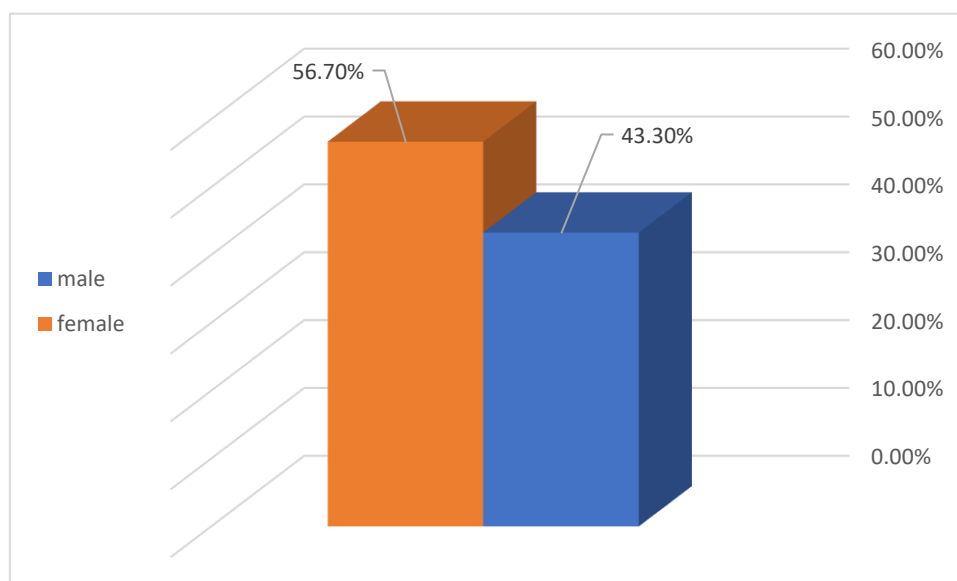


Figure 2 Gender Statistics

In accordance with the table above (table-2) and the figure above (fig2), it is clear that the percentage of the female participants who took part in completing the questionnaire outnumbers the percentage of the male participants. The percentage of the female participants represents 56.7% of the whole sample participants, while the percentage of the male participants constitutes 43.3% only of the whole sample participants who responded to the questionnaire.

4.2.3. Statistics of job status:

Table (3): Job Status Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	teacher	44	73.3	73.3%	73.3
	senior teacher	14	23.3	23.3%	96.7
	Assistant Principal	2	3.3	3.3%	100.0
	Total	60	100.0	100.0	

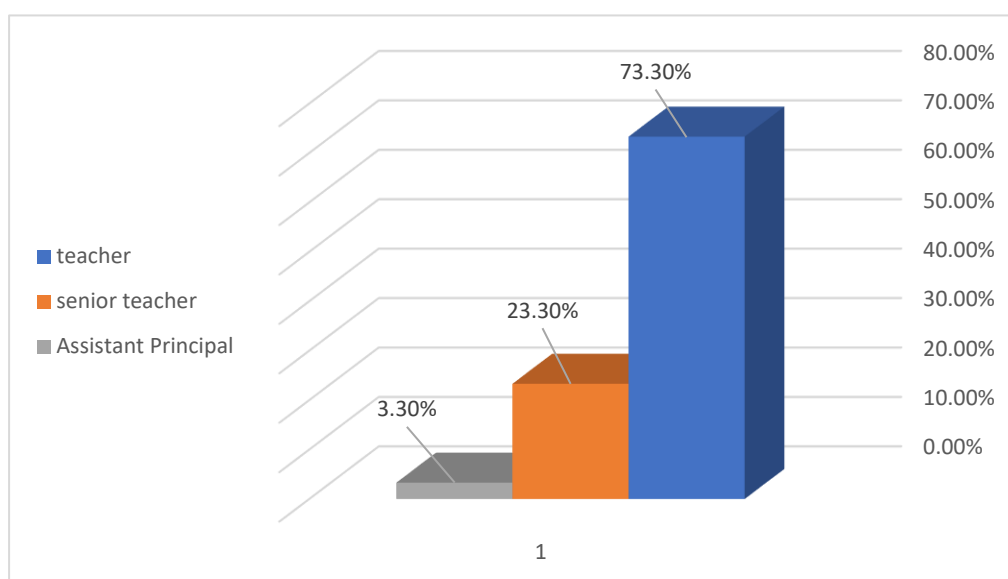


Figure 3 Job Status Statistics

In terms of the respondents' job status, none of the respondents occupied the position of principal (0%). The highest percentage (73.3%) is for teachers who are directly involved with students who are taught IELTS.

Senior teachers come second as their percentage is (23.3%). Some of them do actually teach IELTS and others do supervise. Assistant principals constitute (3.3%). Their responses are dependent on the reports they receive from senior teachers and teachers about students' performance in IELTS.

4.2.4. Statistics of overall work experience:

Table (4): Statistics of overall work experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	4	6.7	6.7%	6.7
	From 5 to 10 years	6	10.0	10.0%	16.7

	From 11 to 20 years	26	43.3	43.3%	60.0
	More than 20 years	24	40.0	40.0%	100.0
	Total	60	100.0	100.0	

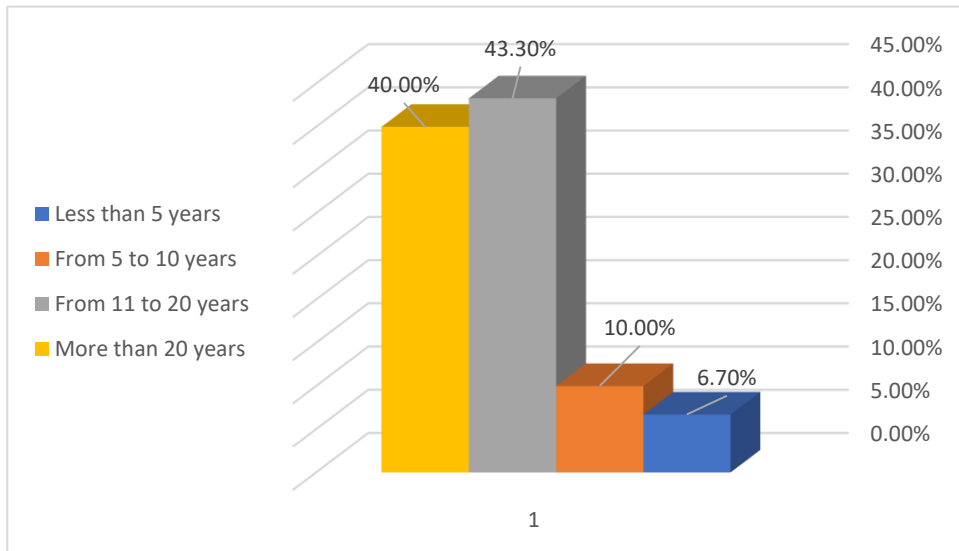


Figure 4 Statistics of overall work experience

In terms of the respondents' overall work experience, those whose experience ranges from 11 to 20 years constitute 43.3%. The participants whose experience is more than 20 years constitute 40%. The participants who have been working in the pedagogical field from 5 to 10 years represent 10%. The lowest percentage is for those respondents whose overall experience is less than 5 years.

4.2.5. Qualification Statistics:

Table (5): Statistics of qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BA	26	76.7	76.7%	76.7
	Master	10	16.7	16.7%	93.3
	PhD	2	3.3	3.3%	96.7

	Other	2	3.3	3.3%	100.0
	Total	60	100.0	100.0	

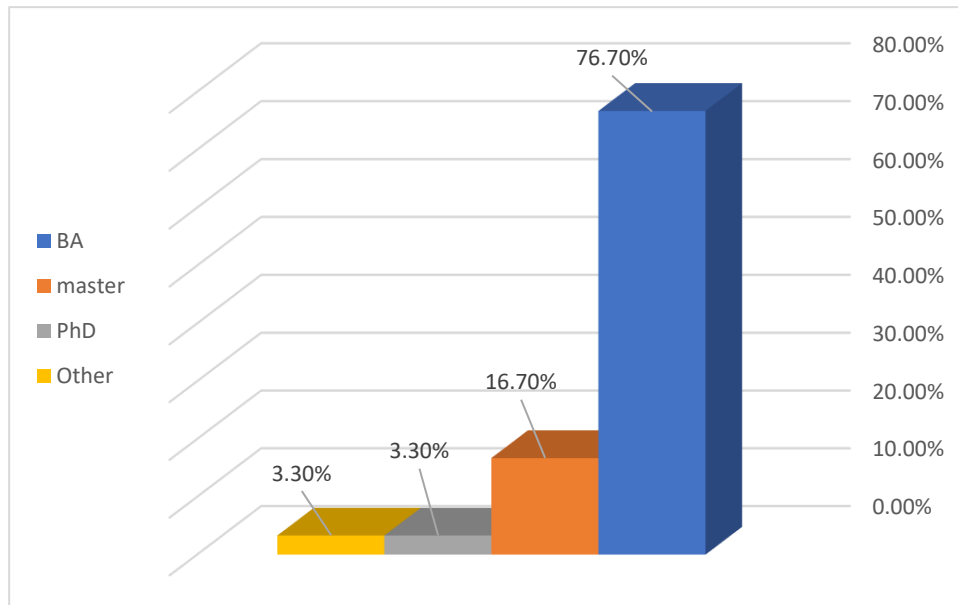


Figure 5 Statistics of qualification

In terms of qualifications of the respondents, it is clear-cut that the highest percentage belongs to the respondents who only hold BA. They represent 76.6% of the whole sample respondents. The MA holders come second with a percentage of 16.7%. Those who hold PhD and other degrees are equal as each represents 3.3% only of the total sample respondents.

4. 3. Descriptive Statistics:

Through the implementation of the SPSS version 22, the researcher initially makes use of the descriptive statistics as one of the most widely applied analyses procedures that enable researchers to answer the research questions. Mainly, researchers adopt descriptive statistics so that they can describe the most prominent features of the collected data explicitly. One of the most widely accepted definitions for the descriptive statistics refer to it as "statistics *that quantitatively describe or summarize features of a*

collection of information" (Mann , 1995). Allegedly, simple, comprehensible and clear summaries for the sample and the measures are given through employing descriptive statistics. The presentation of charts and graphs that include percentages, frequencies, and mean scores constitutes a practical quantitative analysis for the data collected from the sample chosen.

In the descriptive statistical analysis section, the researcher presents the standard deviation in addition to the mean scores for each point included in the questionnaire. For one thing, mean scores are recognized as the mean value for a particular set of data. It is defined as "*The sum of all the values in the data set divided by the total number of values*". This means the mean value is equivalent to an average (Trochim, 2008). In addition, Standard deviation can be defined as "*the statistical measurement of the variation in a set of data*" (Hamel, 2015). The most prominent usage of the standard deviation is to indicate the extent to which the values of a particular set of data do differ from the mean on average.

The researcher concentrates on and interprets the mean scores for each item alone and for each section. The presentation of these mean scores and their interpretation positively contributes to showing the items that are agreed on to be included as answers and the ones that are not agreed on to be included as recommendations. There is a standardized criterion, upon which the process of interpreting means scores is adopted. This criterion is known as Likert five-point Scale, which is shown in the following table, Table (6).

Table (6): Likert Five-point Scale for Mean scores interpretation

Means score range	Interpretation
-------------------	----------------

From 1.00 to 1.79	Very ineffective
From 1.80 to 2.59	Ineffective
From 2.60 to 3.39	Moderately effective
From 3.40 to 4.19	Effective
From 4.20 to 5.00	Very Effective

4.3.1. Descriptive Statistics for Effectiveness of Teaching IELTS Reading for Secondary Stage students

The researcher designed twelve items to be included within this section. These twelve items present the independent variable as they cast light on the respondents' perception of the (effectiveness of teaching IELTS reading for secondary school students). The mean scores and standard deviation for each item of the twelve items, included in the first section of the questionnaire, are presented in the following table, table (6).

Table (6): Descriptive Statistics of Effectiveness of teaching IELTS Reading for Secondary Stage Students

Item	N	Min	Max	Mean	Std .	Interpretation
1-There are specific periods for teaching IELTS reading passages.	60	2	5	4.03	.850	Effective
2-Students are provided with IELTS reading passages textbook	60	1	5	4.00	1.017	Effective
3-Teachers show commitment to attend classes in which IELTS reading passages are focused on.	60	2	5	4.00	.788	Effective
4-Teachers show enthusiasm to work on this course (teaching IELTS reading passages).	60	2	5	3.90	.923	Effective
5-Teachers are motivated to activate IELTS reading passages classes	60	1	5	3.67	1.061	Effective
6-Teachers succeed in making their IELTS class student's enthusiastic participants in IELTS reading passages classes.	60	1	5	3.67	.959	Effective

7-Different strategies are applied when teaching IELTS reading passages.	60	2	5	3.90	.92 3	Effective
8-Teachers employ in-text reading material and out-text reading material for teaching IELTS reading practice.	60	2	5	3.57	1.0 40	Effective
9-Students were given opportunities for independent reading in IELTS reading passages class.	60	2	5	3.77	.89 8	Effective
10-Students prove to be positive participants in classes where IELTS reading passages were taught.	60	1	5	3.37	1.0 33	Moderately Effective
11-Short quizzes are provided through the course to assess students' performance in reading IELTS passages	60	1	5	3.40	1.0 03	Effective
12-Teachers are determined to exploit IELTS reading classes to prepare secondary schools students to set for IELTS exams.	60	1	5	3.63	1.0 33	Effective
Aggregate mean scores	60	1	5	3.49	0.96	Effective

In accordance with (table-6) that reveals the respondents' perception of the effectiveness level of teaching IELTS reading comprehension passages to the secondary stage students, it is evident that the respondents perceive teaching IELTS reading for secondary stage students as an effective issue. This is inferred from the average (aggregate) mean score of the twelve items that make up this section. The average mean score for the twelve items is 3.49. This, in accordance with (table-5), falls in the range of (3.4 to 4.19) which is interpreted as agree. In other words, the respondents agree that teaching IELTS reading for secondary stage students in Bahrain is effective. Eleven out of the twelve items are agreed on. Only the 10th item is found to get 3.37, which is interpreted as (neutral).

From table-6, the 1st item got the highest mean score (4.03) showing that "There are specific periods for teaching IELTS reading passages". The 2nd

item whose mean score is (4.00) comes second in rank showing that "Students are provided with IELTS reading passages textbook". The 3rd item comes third in rank as its mean is equal to that of the 2nd item (4.00).

It indicates that "Teachers show commitment to attend classes in which IELTS reading passages are focused on".

Both the 4th item and 7th item also got the same mean score (3.90). They are ranked 4th and 5th showing that "Teachers show enthusiasm to work on this course (teaching IELTS reading passages) and that "Different strategies are applied when teaching IELTS reading passages". Item nine,

which shows that "Students were given opportunities for independent reading in IELTS reading passages class." comes 6th with an average mean score (3.77). Two other items got the same mean scores, which are the 5th and the 6th. Both of them got (3.67) and can be ranked 7th and 8th relatively. The 5th item assures that "Teachers are motivated to activate IELTS reading passages classes" while the 6th item indicates that "Teachers succeed in making their IELTS class students enthusiastic participants in IELTS reading passages classes".

Item twelve comes 9th in rank as its means score is (3.63) where it shows that "Teachers are determined to exploit IELTS reading classes to prepare secondary schools students to set for IELTS exams". The 8th item comes in the 10th rank as its mean score is (3.57) showing that "Teachers employ in-text reading material and out-text reading material for teaching IELTS reading practice". The 11th item, whose mean is (3.40), is agreed on where it shows that "Short quizzes are provided through the course to assess

students' performance in reading IELTS passages". The item with the lowest mean score (3.37) is the 10th item. This is the only item where respondents are neutral about. Its content shows that "Students prove to be positive participants in classes where IELTS reading passages were taught".

4.3.2. Descriptive statistics of the improvement of students' reading competencies:

The second part of the questionnaire is made up of ten items that approach the extent to which students' reading competencies are improved in the light of teaching IELTS for secondary stage students. For the descriptive analysis of this section, the means scores and standard deviation for each item of the ten are presented in table (7). Now a fair amendment is made to the Likert five-point scale interpretation in the following table:

Table (7) Mean Score Interpretation

Means score range	Interpretation
From 1.0 to 1.79	Very slow improvement
From 1.8 to 2.59	Slow improvement
From 2.6 to 3.39	Moderate Improvement
From 3.4 to 4.19	Good Improvement
From 4.2 to 5.0	High improvement

Table (8): Improvement of students' reading competencies

Item	N	Min	Max	Mean	Std.	Interpretation
13- Students' levels of confidence to form a basic understanding of an academic article are improved.	60	2	5	3.67	.844	Good Improvement
14-Students show improved skills at skimming and scanning texts.	60	1	5	3.90	.923	Good Improvement
15-Students' recognition of text paraphrasing is improved.	60	2	5	3.57	1.040	Good Improvement
16-Students are more competent to use text analysis techniques	60	2	5	3.37	1.033	Moderate Improvement
17-Students' comprehension of topics that are of general interest, appropriate is improved.	60	1	5	3.43	.858	Good Improvement
18-Students are more competent to handle various tasks based on reading texts including: MO, open-ended questions, completion, classification and matching.	60	1	5	3.67	.884	Good Improvement
19-Students' ability to criticize and synthesize texts get improved due to the nature of the texts they read.	60	2	5	3.33	1.028	Moderate Improvement
20-There is improved effectiveness of students' comprehension of the passages they read in terms of the grades they get in the quizzes is.	60	2	5	3.23	.858	Moderate Improvement
21-Students are more competent to quickly recognize and analyse words and understand the cognitive concepts behind the words	60	2	5	3.30	.988	Moderate Improvement
22- Students are more competent to differentiate between tasks that require skimming from those that require scanning texts.	60	1	5	3.43	1.006	Moderate Improvement
Aggregate mean scores	60	1	5	3.49	0.94	Good Improvement

The figures in table (8) lead the researcher to deduce that there is a good improvement in the students' reading competencies due to teaching IELTS

reading comprehension passages in the secondary stage schools in the kingdom of Bahrain. This deduction is attributed to the average mean score for the ten items making up the second section of the questionnaire, which is (3.49). This average mean score falls in between 3.4 to 4.19. It is interpreted as (Good Improvement).

From table (7), the item whose mean score is the highest (3.9) is the 14th showing that "Students show improved skills at skimming and scanning texts". Item 13 stating that "Students' levels of confidence to form a basic understanding of an academic article are improved" together with item 18 stating that "Students are more competent to handle various tasks based on reading texts including: MO, open-ended questions, completion, classification and matching" got the same mean score (3.67) and are placed in the same rank 2nd. The 3rd rank is reserved for item 15 which shows that "Students' recognition of text paraphrasing is improved" as its mean score is 3.67.

Moreover, two other items have the same mean score (3.43). Item 17 which states that "Student's' comprehension of topics that are of general interest, appropriate is improved" and item 22 which states that "Students are more competent to differentiate between tasks that require skimming from those that require scanning texts" are both placed in the 4th rank.

Item 19 show that there is a moderate improvement as its means score is (3.33) showing that this moderate improvement is related to "Student's' ability to criticize and synthesize texts get improved due to the nature of the texts they read".

Due to the mean score of item 22, which is (3.3), there is a moderate improvement in terms of the content, which states that "Students are more competent to quickly recognize and analyse words and understand the cognitive concepts behind the words". Though item 20 got the lowest mean score (3.23), there is a moderate improvement in the "effectiveness of students' comprehension of the passages they read in terms of the grades they get in the quizzes".

4.3.3. Descriptive Statistics of Improvement of Students' overall language proficiency:

The third part of the questionnaire consists of ten items that approach the extent to which students' overall language proficiency is improved as a result of teaching IELTS for secondary stage students. For the descriptive analysis of this section, the mean scores and the standard deviation for each item of the ten included in this third section are presented in table (8). The same criterion applied in the second section is applicable in this 3rd section showing the level/ extent of improvement, as shown below in table 10.

Table (9) Mean Score Interpretation

Means score range	Interpretation
From 1.0 to 1.79	Very slow improvement
From 1.8 to 2.59	Slow improvement
From 2.6 to 3.39	Moderate Improvement
From 3.4 to 4.19	Good Improvement
From 4.2 to 5.0	High improvement

Table (10): Improvement of Students' overall language proficiency

Item	N	Min	Max	Mean	Std.	Interpretation
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23-Students show increased tendencies to read extensively and intensively.	60	2	5	3.40	.855	Good Improvement
24-Students' self-questioning competencies are improved.	60	1	5	3.67	1.028	Good Improvement
25-Students' competencies to paraphrase and restate ideas prove to go up.	60	2	5	3.40	1.003	Good Improvement
26-Students show improved abilities to construct mental images.	60	2	5	3.33	1.061	Moderate Improvement
27-Students' ability to reflect on non-curriculum texts is enhanced.	60	1	5	3.90	.557	Good Improvement
28-Students' competency to classify vocabulary in terms of meaning and usage is improved.	60	1	5	3.43	.935	Good Improvement
29-Students' ability to debate and exhibit different points of view is improved.	60	2	5	3.37	1.033	Moderate Improvement
30-Students are noticed to show improved ability to express their ideas more fluently when discussing particular ideas\ topic that were read about.	60	2	5	3.43	.817	Good Improvement
31-Students' are noticed to write independently around topics that were read about.	60	2	5	3.33	1.061	Moderate Improvement
32-Students reading and writing grades in MOE exams are found to improve.	60	1	5	3.47	.937	Good Improvement
Aggregate mean scores	60	1	5	3.47	0.92	Good Improvement

From the figures in table (10) it is evident that there is a good level of improvement in the students' overall language proficiency due to teaching

IELTS reading passages for the secondary stage students in Bahrain. This inference is made due to the overall (aggregate) mean score for the ten items making up this domain, which is (3.47) and which is falling in between (3.4 to 4.19).

From table (8), the item with the highest mean score (3.9) is the 27th stating that "Student's' ability to reflect on non-curriculum texts is enhanced". This is followed by item 24 whose mean score is (3.67) and comes in the second rank, stating that "Students' self-questioning competencies are improved". Item twenty-three comes 3rd as its mean score is (3.47) and state that "Students reading and writing grades in MOE exams are found to improve".

In the 4th rank comes item 28 with a means score of (3.43) showing that "Students' competency to classify vocabulary in terms of meaning and usage is improved". Item thirty comes in the 5th rank as its mean is (3.43) stating that "Students are noticed to show improved ability to express their ideas more fluently when discussing particular ideas/ topic that were read about". Item twenty-three is ranked 6th as its mean is (3.4) showing that "Students show increased tendencies to read extensively and intensively".

With the same mean score (3.4) comes item 25 showing that "Students' competencies to paraphrase and restate ideas prove to go up". In the 7th rank comes item 29 as its mean is (3.37) and indicates that "Students' ability to debate and exhibit different points of view is improved". The lowest mean score goes for two items (31 and 26) that are ranked 9th as their mean score is (3.33) showing that "Students are noticed to write independently around topics that were read about" and that "Students show improved abilities to construct mental images".

4.4. Hypotheses Examination:

4.4.1. Regression Analysis:

One of the widely implemented analyses procedures in social research is linear regression. There is an agreement that linear regression in statistics refers to "The approach that is used for identifying the relationship between two variables: a dependent variable (y) and one or more independent or explanatory variables (X)", (Freedman, 2009). In this study, the independent variable is "teaching IELTS reading for secondary stage students". The dependent variables are "improvement of students' reading competencies" and "improvement of students' overall language proficiency". The following tables show these outcomes of the regression analysis so as to examine the research hypotheses.

4.4.1.1. The relationship between teaching IELTS reading for secondary stage students and improvement of students' reading competencies.

Table (11): Regression Correlation between Teaching IELTS Reading for Secondary Stage Students and Improvement of Students' Reading Competencies

R	R Square	Adjusted R Square	Beta	F	Sig
.831 ^a	.690	.679	.831	62.448	.000

From table 11, which shows the outcomes of the regression analysis between the independent variable (teaching IELTS reading for secondary stage students in Bahrain) and the dependent variable (improvement of students' reading competencies), the adjusted R square value is (0.679). This value indicates that the strength of the model is 67.9%. Consequently,

the strength of the bond between the two variables is estimated to be 67.9%. The other important value is the R square, which is found to be 0.690. This value indicates that any improvement that takes place in the students reading competencies is 69.0% the responsibility of teaching IELTS reading passages for the secondary stage students. There is no doubt that the other remaining percentage (31%) is the responsibility of some other variables that are not approached within this study. The Beta value which is .831 shows that for every one unit in the effectiveness of teaching IELTS reading for secondary stage students is met by 83.1% improvement in the students reading competencies. The significance (sig) value is .000 is ≤ 0.05 showing a significant relationship between the two variables.

4.4.1.2. The relationship between teaching IELTS reading passages for secondary stage students and improvement of Students' overall language proficiency.

Table (12): Regression Correlation between Teaching IELTS Reading for Secondary Stage Students and Improvement of Students' Overall Language Proficiency

R	R Square	Adjusted R Square	Beta	F	Sig
.752 ^a	.655	.550	.752	36.473	.000

From table 12, that shows the outcomes of the regression analysis between the independent variable (teaching IELTS reading for secondary stage students in Bahrain) and the dependent variable (improvement of students' overall language proficiency), the adjusted R square value is (0.555), this value indicates that the strength of the model is 55.5%.

Consequently, the strength of the bond between the two variables is estimated to be 55.5%. The other important value is the R square, which is found to be 0.655. This value indicates that any improvement that takes place in the students' overall language proficiency is 65.5.0% the responsibility of teaching IELTS reading for the secondary stage students.

There is no doubt that the other remaining percentage (34.5%) is the responsibility of some other variables that are not approached within this study. The Beta value which is .752 shows that for every one unit in the effectiveness of teaching IELTS reading for secondary stage students is met by 75.5% improvement in the students' overall language proficiency. The significance (sig) value is .000 is ≤ 0.05 showing a significant relationship between the two variables

4.4.2. Anova One Way:

To be able to investigate the impact of the demographic variables as controlling variables including (gender, position, overall work experience, and qualification) on the respondents' perception of the effectiveness level of teaching IELTS reading for the secondary stage students in Bahrain, the anova one way analysis is employed. In statistics, anova one-way can be considered as "a technique employed to compare means of three or more samples through making use of the F distribution", (Howell, 2002).

Table (13): Anova One-way analysis

		Sum of Squares	df	Mean Square	F	Sig.
Gender	Between Groups	5.200	19	.274	1.263	.362
	Within Groups	2.167	10	.217		
	Total	7.367	29			

Position	Between Groups	4.633	19	.244	.665	.787
	Within Groups	3.667	10	.367		
	Total	8.300	29			
Overall work experience	Between Groups	12.667	19	.667	.702	.757
	Within Groups	9.500	10	.950		
	Total	22.167	29			
Qualification	Between Groups	8.167	19	.430	.661	.790
	Within Groups	6.500	10	.650		
	Total	14.667	29			

From table (13) which is specified for identifying whether or not there is a significant difference between the respondents' perceptions for the effectiveness of teaching IELTS for secondary stage students attributed to the demographic variables (gender, position, overall work experience, and qualification), the Sig values are all ≥ 0.05 . They are respectively (0.362, 0.787, 0.757 & 0.790), showing that there is no significant difference between the respondents' perceptions for the effectiveness of teaching IELTS reading passages for secondary stage students attributed to the demographic variables of the sample chosen (gender, position, overall work experience, and qualification).

4.5. Findings Discussion

In this section, the findings of the study inferred from the statistical data analysis are represented together with some kind of a comparison with the findings of prior researches. The most important objective of this part is to verify trustworthiness of the outcomes of this research.

4.5.1. Effectiveness of teaching IELTS reading for secondary stage students in Bahrain:

To be able to answer the first research question which is "How effective is teaching IELTS reading for secondary stage students in Bahrain?", the researcher designed twelve items in the first section of the questionnaire under the title of "Effectiveness of teaching IELTS reading for secondary stage students in Bahrain". These twelve items were intended to investigate the respondents' perception of this effectiveness level. They were quite able to investigate this effectiveness level as they are English teachers who teach this curriculum, senior teachers who either teach it or supervise teachers who teach it, principal assistants or principals who attend classes of IELTS of teachers and receive reports from senior teachers about this effectiveness. From the mean score and standard deviation, it was found that the average mean score is 3.49, which is interpreted according to the standardized Likert five-point scale that there is an effectiveness as the range from 3.4 to 4.19 is understood to show effectiveness. In addition, the average standard deviation is 0.96. This effectiveness was perceived as the responses assured that 11 items out of the twelve are effective and only one is moderately effective. This finding is compliant with what (Low, Chong, & Mary Ellis, 2014) have found in their study about effectiveness of teaching IELTS for student teachers at university. Teaching IELTS passages is an effective process that takes place within universities in Malaysia. The same effectiveness that is found in this thesis study proved to be in line with what (Lee, 2007) found. Effectiveness of teaching IELTS reading for secondary stage students in Bahrain was perceived in the following:

1. The periods specified by the MOE for teaching IELTS reading passages.
2. The textbooks provided by MOE for the purpose of teaching IELTS reading.

3. The commitment shown by the teachers through punctuality in their attendance in the classes in which IELTS reading passages are taught.
4. The enthusiasm of the teachers shown their work on this.
5. The variety of the teaching strategies applied on teaching IELTS reading passages.
6. The opportunities that are given to the students for independent reading in IELTS classes.
7. The motivation of the teachers to activate IELTS reading passages classes.
8. Success of the teachers in making their IELTS class students' enthusiastic participants in IELTS reading.
9. Teachers' determination to prepare secondary schools students to set for IELTS exams through their IELTS reading classes.
10. The adequate employment of the in-text reading material and out-text reading material by IELTS teachers.
11. The introduction of some short quizzes to assess students' performance in reading IELTS.
12. Students' positivity as participants in IELTS reading classes.

4.5.2. Improvement of students' reading competencies:

To be able to answer the second research question which is "To what extent do reading competencies of the secondary stage students in Bahrain get improved?" the researcher created ten items in the second section of the questionnaire under the title of "Improvement of students' reading competencies in the secondary stage in Bahrain". These ten items were meant to investigate the respondents' perception of this improvement. They were all quite able to perceive this improvement as mentioned above. From the mean score and standard deviation, it was found that the average mean score is 3.49, which is interpreted according to the standardized Likert five-

point scale that there is an improvement as the range from 3.4 to 4.19 is understood to show improvement. Also, the average standard deviation is 0.94. This improvement can be said to be in line with the outcomes reached by Richards, (2010) though this study was so much related to the improvement that is seen on teachers who studied IELTS not on the students. In addition, the findings reached in Ellis, Chong, & Choy, (2013) show that IELTS have positive impact on improving the competencies of reading and writing. The improvement of reading competencies for secondary stage students in Bahrain was perceived in this study through the following:

1. Improved skills at skimming and scanning texts.
2. Students' levels of confidence to form a basic understanding of an academic article are improved.
3. Students' competency to handle various tasks based on reading texts including: MO, open-ended questions, completion, classification and matching
4. Students' recognition of text paraphrasing is improved.
5. Student's' comprehension of topics that are of general interest and appropriate is improved.
6. Students' competency to differentiate between tasks that require skimming from those that require scanning texts.
7. Students' ability to criticize and synthesize texts is improved due to the nature of the texts they read.
8. Students' competency to quickly recognize and analyse words and understand the cognitive concepts behind the words.
9. Effectiveness of students' comprehension of the passages they read in terms of the grades they get in the quizzes.

4.5.3. Improvement of students' overall language proficiency:

To be able to answer the third research question which is "To what extent do the overall language proficiency of the secondary stage students in Bahrain get improved?", the researcher articulated ten items in the third section of the questionnaire under the title of "Overall improvement of students' language proficiency". These ten items were intended to examine the respondents' perception of this improvement. They were all quite able to perceive this improvement as mentioned above. From the mean score and standard deviation, it was found that the average mean score is 3.47, which is interpreted according to the standardized Likert five-point scale that there is an improvement as the range from 3.4 to 4.19 is understood to show improvement. Also, the average standard deviation is 0.92. This improvement can be said to be compliant with the outcomes reached by London Teacher Training College, (2010) in which it was proved that IELTS students are more likely to experience improvements in their language proficiency attributed to the concentration on the four skills. Moreover, the conclusion that there is a perceived level of improvement in the student's language proficiency is compliant with the conclusions reached by Chong, Alsagoff , & Low, (2010). The improvement of students' overall language proficiency is perceived in this study through the following:

1. Student's' ability to reflect on non-curriculum texts is enhanced.
2. Students' self-questioning competencies are improved.
3. Students' reading and writing grades in MOE exams are found to improve.
4. Students' competency to classify vocabulary in terms of meaning and usage is improved.
5. Students are noticed to show improved ability to express their ideas more fluently when discussing particular ideas\ topic that were read about.

6. Students show increased tendencies to read extensively and intensively.
7. Students' competencies to paraphrase and restate ideas prove to go up.
8. Student's' ability to debate and exhibit different points of view is improved.
9. Students' are noticed to write independently around topics that they read about.
10. Students show improved abilities to construct mental images.

4.5.4. The Impact of teaching IELTS reading on improvement of students' reading competencies and improvement of the overall language competencies:

To be able to answer the main research question " Is there a significant impact ($P \leq 0.05$) for teaching IELTS reading on improvement of students' reading competencies and improvement of the overall language competencies?" the research hypotheses were examined through linear regression analysis.

4.5.4.1. First alternative hypothesis:

To accept or reject the first research hypothesis stating that "There is a significant impact ($p \leq 0.05$) for teaching IELTS reading on students' reading competencies in the secondary stage schools in Bahrain", the regression outcomes showed that the strength of the bond between the two variables is 67.9%. In addition, any improvement in the students reading competencies is 69.0% the responsibility of teaching IELTS reading for the secondary stage students; and the (sig) value is .000, which is ≤ 0.05 ; so the first alternative hypothesis is accepted.

4.5.4.2. Second alternative hypothesis:

To accept or reject the second research hypothesis stating that "There is a significant impact ($p \leq 0.05$) for teaching IELTS reading on students' overall language proficiency in the secondary stage schools in Bahrain", the regression outcomes showed that the strength of the bond between the two variables is estimated to be 55.5%. In addition, any improvement that takes place in the students' overall language proficiency is 65.5.0% the responsibility of teaching IELTS reading for the secondary stage students; and the (sig) value is .000, which is ≤ 0.05 showing that the second alternative hypothesis is accepted.

4.5.4.3. Third alternative hypothesis:

To examine the third alternative hypothesis "There is a significant difference ($p \leq 0.05$) between the respondents' perceptions for the effectiveness of teaching IELTS reading for secondary stage students attributed to demographic variables (gender, position, overall work experience, and qualification", the Sig values are all ≥ 0.05 . They are respectively (0.362, 0.787, 0.757 & 0.790). This means that the third alternative hypothesis is rejected. In other words "There is no significant difference between the respondents' perceptions for effectiveness of teaching IELTS for secondary stage students attributed to demographic variables (gender, position, overall work experience, and qualification)".

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Introduction:

Reading is one of the most important skills needed to learn a foreign language like English. The International English Language Testing System (IELTS) reading plays a vital role in enabling students to improve their reading skills and therefore improve their overall language skills and competences. It is obvious that all language educators and specialists in the Kingdom of Bahrain have been trying to find ways to help students become more successful in acquiring, learning and communicating in English language. This study teaching students the IELTS reading comprehension passages in the secondary stage schools in Bahrain helps to improve the students' reading comprehension as well as their overall language competence.

This final chapter of this thesis study provides a demonstration of the results and findings that the researcher reached in consequence of the analysis done to the responses of the sample participants to the items of the three sections of the questionnaire distributed to them, which cover the study questions, as deliberately shown in chapter four. In addition, this chapter presents some suggested recommendations by the researcher to improve the effectiveness of teaching IELTS reading comprehension at the

secondary stage classes to improve students' reading skills as well as their overall language competences. This way, there would be better outcomes at the secondary schools in Bahrain that would be qualified to join the university and then the work market in the future.

5.2. Results & Findings

The main objective of this thesis study is to consider the impact of teaching the IELTS comprehension reading passages on the improvement of the reading competencies and the improvement of the overall language competencies of the students at the secondary stage schools in the kingdom of Bahrain. The study is conducted on 26 secondary male and female schools in Bahrain. The researcher created an electronic Likert based questionnaire to represent this study tool and sent it to the sample participants to complete via Whatsapp. The questionnaire is divided into three sections covering the study questions. The first section with its twelve items surveyed the effectiveness of teaching IELTS reading comprehension passages for secondary stage students in Bahrain. The second section with its ten items surveyed the impact of teaching IELTS reading comprehension on the improvement of the students' reading skills. The third section with its ten items surveyed the impact of teaching IELTS reading comprehension on the improvement of the students' overall language competence. Having got the responses of the sample participants, the researcher carried out an analysis to the data collected using the Statistical Package for the Social Sciences (SPSS) version 22.

Therefore, the researcher could reach the following findings as mentioned below:

5.2.1. Effectiveness of teaching IELTS reading comprehension passages for secondary stage students in the Kingdom of Bahrain:

Concerning the effectiveness of teaching IELTS reading comprehension passages for secondary stage students in the Kingdom of Bahrain, the analysis done to the twelve items of section one of the questionnaire shows that teaching IELTS reading for secondary stage students is effective because the average mean score for the twelve items is 3.49. Therefore, this effectiveness is attributed to the following points:

1. The periods specified by the MOE for teaching IELTS reading passages.
2. The textbooks provided by MOE for the purpose of teaching IELTS reading.
3. The commitment shown by the teachers through punctuality in their attendance in the classes in which IELTS reading passages are taught.
4. The enthusiasm of the teachers shown their work on this.
5. The variety of the teaching strategies applied on teaching IELTS reading passages.
6. The opportunities that are given to the students for independent reading in IELTS classes.
7. The motivation of the teachers to activate IELTS reading passages classes.
8. Success of the teachers in making their IELTS class students' enthusiastic participants in IELTS reading.
9. Teachers' determination to prepare secondary schools students to set for IELTS exams through their IELTS reading classes.
10. The adequate employment of the in-text reading material and out-text reading material by IELTS teachers.
11. The introduction of some short quizzes to assess students' performance in reading IELTS.
12. Students' positivity as participants in IELTS reading classes.

5.2.2. Improvement of the students' reading skills in the secondary stage schools in the Kingdom of Bahrain due to teaching IELTS reading comprehension:

Concerning the improvement of the students' reading skills in the secondary stage schools in the Kingdom of Bahrain due to teaching IELTS reading comprehension, the analysis done to the ten items of the second section of the questionnaire shows that there is a good improvement. This is because the average mean score is (3.49). This good improvement is attributed to the following points:

1. Improved skills at skimming and scanning texts.
2. Students' levels of confidence to form a basic understanding of an academic article are improved.
3. Students' competency to handle various tasks based on reading texts including: MO, open-ended questions, completion, classification and matching
4. Students' recognition of text paraphrasing is improved.
5. Student's' comprehension of topics that are of general interest and appropriate is improved.
6. Students' competency to differentiate between tasks that require skimming from those that require scanning texts.
7. Students' ability to criticize and synthesize texts is improved due to the nature of the texts they read.
8. Students' competency to quickly recognize and analyse words and understand the cognitive concepts behind the words.
9. Effectiveness of students' comprehension of the passages they read in terms of the grades they get in the quizzes.

5.2.3. The improvement of the students' overall language competencies in the secondary stage schools in the Kingdom of Bahrain due to teaching IELTS reading comprehension:

Concerning the improvement of the students' overall language competencies in the secondary stage schools in the Kingdom of Bahrain due to teaching IELTS reading comprehension, the analysis done to the ten items of the third section shows that there is a good level of improvement. This is because the average mean score is (3.47). This good improvement is attributed to the following points:

1. Student's' ability to reflect on non-curriculum texts is enhanced.
2. Students' self-questioning competencies are improved.
3. Students' reading and writing grades in MOE exams are found to improve.
4. Students' competency to classify vocabulary in terms of meaning and usage is improved.
5. Students are noticed to show improved ability to express their ideas more fluently when discussing particular ideas\ topic that were read about.
6. Students show increased tendencies to read extensively and intensively.
7. Students' competencies to paraphrase and restate ideas prove to go up.
8. Student's' ability to debate and exhibit different points of view is improved.
9. Students' are noticed to write independently around topics that they read about.
10. Students show improved abilities to construct mental images.

5.3. Recommendations:

In consequence of obtaining the above-mentioned findings and results, the researcher could then suggest the following recommendations, which can play a role in improving the effectiveness of teaching IELTS reading comprehension passages in the secondary stage schools in the Kingdom of Bahrain to help improve the students' reading skills and their overall language competences, as well. These include the following:

5.3.1 Recommendations for the Syllabus:

Concerning the present reading course studied at the secondary stage schools in Bahrain, it does not concentrate on extensive reading. In addition, it does not include the higher order sub-skills of reading.

Moreover, the topics of the reading may seem irrelevant to the interests of the students. That is why, the reading components of the syllabus need to be revised and modified. Also, the reading passages included in the syllabus should pay more attention to the higher order skills like guessing word meaning, predicting, interpreting texts, using contextual clues, understanding author's tone, distinguishing between facts and opinions, evaluating a text critically, and so on.

5.3.2 Recommendations for Text Selection:

The reading texts included in the textbooks ought to be changed almost every five years since some of these texts become outdated when students read them. In addition, the topics ought to be of contemporary interest tackling issues of common interest such as sports, history, culture, global issues, scenario, etc. These topics tend to be interesting for students. In other words, topics that draw the interest and attention of the students should be selected in the textbook.

5.3.3 Recommendations for Material:

The amount of reading materials in the present textbook provided to the secondary school students is not satisfactory. Reading materials should provide longer and shorter texts. Such texts should be suitable for lower, average and higher levels. In addition, the critical thinking texts should have more space. There should be more reading activities including using clues to guess meanings, reading cloze, supplying title to a passage, general comprehension check tasks, identifying the topic sentence, jigsaw reading, arranging jumbled text, finding surface and deeper meaning, transferring information from one form to another writing an outline of the text, etc.

5.3.4 Recommendations for Pedagogy:

Nowadays, it is believed that reading is not a skill that is taught inside the classroom only. Students' reading skills would never improve unless they participate actively and willingly in the reading process. Therefore, the improvement of the reading skills needs the conjunction of efforts of both teachers and students.

5.3.4.1 Teachers' Role:

To make teaching IELTS reading comprehension more effective and more interesting at the secondary schools in the Kingdom of Bahrain, teachers are highly recommended to pay attention to the following points:

- Exposing their students to large amounts of in class and outclass reading texts, which help in improving reading fluency.
- Encouraging students' reading capabilities, permitting them to learn the target language in an enjoyable way.
- Improving extensive reading that results in improving the general language acquirement.

- Creating a positive and motivating environment, where learners feel more comfortable to develop their reading skills, improving them gradually.
- Teaching students anything important before they see the text to activate their knowledge of the topic they are going to read, brainstorm relevant vocabulary and anticipate information.
- Teaching students the techniques of skimming and scanning to prepare students to go through reading.
- Working on developing the capability of the students of guessing unknown words, expressions, and collocations to enable them to comprehend a reading passage correctly.
- Encouraging outclass task-based reading activities by means of reading online articles, newspapers, magazines, etc.
- Differentiating the reading activities to suit all levels of students, guiding them with hints and clues.
- Monitoring progress to make sure that everyone in the class improves steadily according to their own capabilities.

5.3.4.2 Students' Role:

- Students ought to work individually, in pairs or groups while reading to find out the unknown meanings of words, expressions, sentences and texts.
- Students ought to be active participants and not to be passive recipients.
- Students should always read more and more adopting the dynamic engagement in the reading process inside and outside classrooms.
- Students should always do all the sub-skills of reading.

- Students should move from the situation where they learn to read to a situation where they read to learn through relating constant silent reading to outclass reading for pleasure.
- Students should read what they choose, developing their reading competence at their own rates.
- Students should show responsibility for their own learning, developing independence and development of learner autonomy.

5.3.5. Recommendations for Teacher Training

Out of my own experience as a teacher of English at the secondary stage and out of the feedback I get from my male and female teachers in relation to teaching reading at the secondary schools in Bahrain, I recommend organizing periodical training workshops for implementing the modern approaches to teaching reading. Almost all teachers use modern approaches in teaching English inside classes; however, they are not well trained on how to use the different methods of teaching reading and therefore they find it difficult to apply such methods correctly and effectively. Consequently, there should be some arrangements to train teachers to use the latest methods of teaching reading.

5.4. Conclusion:

In this final chapter of this thesis, the researcher has presented the findings she obtained in terms of "The Impact of Teaching IELTS Reading Comprehension on Improving the Reading Skills of the Secondary Stage Students in Bahrain". These findings are important in the sense that they cast the light on the effectiveness of teaching IELTS reading passages for the secondary school students. The results also sheds the light on the improvement of the reading competencies of the secondary stage students

due to the teaching of the IELTS reading passages. Moreover, it clarifies the improvement of students' overall language proficiency.

Additionally, the researcher proposed some recommendations to be taken into consideration. These recommendations can help improve the quality of teaching reading in the secondary schools in the Kingdom of Bahrain, and thus improve the overall language competence of the students.

Finally, knowledge is power and the key of possessing this knowledge is through nothing but reading. Once teachers and students realize the value and importance of reading, they will have the zeal to utilize this tool for their own best interest while they are engaged in the different activities of reading. All those involved in the educational field, especially teachers should always bear in mind the famous quotation of Margaret Fuller that ***“Today a reader, tomorrow a leader”***.

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Appendices

Questionnaire

The Impact of Teaching IELTS Reading on Improving Reading Abilities of Bahraini Secondary Students

Dear Participant,

The undersigned is a student in a master program in Bahrain University, Manama, Bahrain. This questionnaire is conducted as part of the requirements of my master degree, supervised by Dr. As a researcher, I intend to reach the key objective of this research, which is “**The Impact of teaching IELTS Reading on Improving Reading abilities of Bahraini Secondary School Students**”. Your contribution, by filling in this questionnaire, will be highly appreciated. Thank you in advance for allocating time to participate in this survey. Your feedback is crucial and all responses will remain completely confidential.

Please be free if you have any inquiries or concern about the survey, do not hesitate to contact me.

Regards,

The researcher

Participant Profile:

Gender:

Male

☐

Female	☐
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Position:

Teacher	☐	Assistant Principal	☐
Senior Teacher	☐	Principal	☐

Overall Work Experience:

Less than 5years	☐	From 11 to 20 years	☐
From 5 to 10 years	☐	More than 20 years	☐

Qualifications:

BA	☐	PhD	☐
Master	☐	Other	☐

Indicate the extent of agreement or disagreement to each of the following statements in respect to your experience regarding teaching IELTS reading. Please use the scale given below to add (✓) against the appropriate number for each statement:

1= Agree strongly 2= Agree 3= Neutral 4= Disagree 5= Disagree Strongly

1. Effectiveness of teaching IELTS reading passage in Secondary schools

A.	Item Tested	Agree strongly	Agree	Neutral	Disagree	Disagree strongly
1	There are specific periods for teaching IELTS reading passages.					
2	Students are provided with IELTS reading passages textbook					
3	Teachers show commitment to attend classes in which IELTS reading passages are focused on.					
4	Teachers show enthusiasm to work on this course (teaching IELTS reading passages).					
5	Teachers are motivated to activate IELTS reading passages classes					
6	Teachers succeed in making their IELTS class student's enthusiastic participants in IELTS reading passages classes.					
7	Different strategies are applied when teaching IELTS reading passages.					
8	Teachers employ in-text reading material and out-text reading material for teaching IELTS reading practice.					
9	Students were given opportunities for independent reading in IELTS reading passages class.					
10	Students prove to be positive participants in classes where IELTS reading passages were taught.					
11	Short quizzes are provided through the course to assess students' performance in reading IELTS passages					
12	Teachers are determined to exploit IELTS reading classes to prepare secondary schools students to set for IELTS exams.					

2. Improvement of students' reading competencies

B.	Item Tested	Agree strongly	Agree	Neutral	Disagree	Disagree strongly
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13	Students' levels of confidence to form a basic understanding of an academic article are improved.					
14	Students show improved skills at skimming and scanning texts.					
15	Students' recognition of text paraphrasing is improved.					
16	Students are more competent to use text analysis techniques					
17	Students' comprehension of topics that are of general interest, appropriate is improved.					
18	Students are more competent to handle various tasks based on reading texts including: MO, open-ended questions, completion, classification and matching.					
19	Students' ability to criticize and synthesize texts get improved due to the nature of the texts they read.					
20	There is improved effectiveness of students' comprehension of the passages they read in terms of the grades they get in the quizzes is.					
21	Students are more competent to quickly recognize and analyse words and understand the cognitive concepts behind the words					
22	Students are more competent to differentiate between tasks that require skimming from those that require scanning texts.					

3. Improvement of Students' overall language proficiency

C.	Item Tested	Agree strongly	Agree	Neutral	Disagree	Disagree strongly
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23	Students show increased tendencies to read extensively and intensively.					
24	Students' self-questioning competencies are improved.					
25	Students' competencies to paraphrase and restate ideas prove to go up.					
26	Students show improved abilities to construct mental images.					
27	Students' ability to reflect on non-curriculum texts is enhanced.					
28	Students' competency to classify vocabulary in terms of meaning and usage is improved.					
29	Students' ability to debate and exhibit different points of view is improved.					
30	Students are noticed to show improved ability to express their ideas more fluently when discussing particular ideas\ topic that were read about.					
31	Students' are noticed to write independently around topics that were read about.					
32	Students reading and writing grades in MOE exams are found to improve.					

https://docs.google.com/forms/d/e/1FAIpQLSd8Yech7yeedm5lHSttYssUHUwFWWh2ce35hA2B44svUXUJl7g/viewform?usp=fb_send_gp

الملخص

هدفت الدراسة التعرف على "تأثير تدريس قطع القراءة الخاصة بمقررات الـ IELTS" على تحسين مهارات القراءة لدى طلاب المرحلة الثانوية في البحرين، وكذلك التعرف على مستوى فعالية تعليم القراءة في مقررات "IELTS" لطلبة المرحلة الثانوية في البحرين، ومعرفة مدى تأثيرها على تحسين مهارات القراءة لدى الطلاب ومدى تأثيرها على تحسين القدرات اللغوية الشاملة للطلاب.

وتعد هذه الدراسة من الدراسات الوصفية، وقد اعتمدت الدراسة على منهج المسح من خلال دراسة ميدانية على عينة مكونة من (60) مفردة يمثلون مدرسي ومدرسات 25 مدرسة ثانوية في مملكة البحرين وتم جمع البيانات عن طريق استخدام أداة الاستبيان، والذي تم توزيعه على عينة الدراسة المنتقاة. وقد اشتمل الاستبيان على 32 بنداً تم تصنيفها إلى ثلاثة أقسام تغطي: (أ) فاعلية تدريس القراءة في مقرر "IELTS" في المدارس الثانوية في مملكة البحرين، و (ب) تحسين كفاءات القراءة لدى الطلاب، و (ج) تحسين كفاءات اللغة الكلية لدى الطلاب.

وقامت الباحثة بتحليل استجابات الأفراد من عينة البحث باستخدام برنامج SPSS، وتوصلت الدراسة إلى عدة نتائج من أهمها: أن تعليم القراءة في مقرر "IELTS" لطلاب المرحلة الثانوية في البحرين يتسم بالفاعلية، حيث حصلت الفقرات الاثنتي عشر التي تتناول هذا الجزء على متوسط حسابي قدره (3.49). كما أظهرت النتائج وجود تحسن جيد في مهارات القراءة لدى الطلاب نتيجة لتدريس القراءة عبر مقرر "IELTS" في مدارس المرحلة الثانوية في مملكة البحرين حيث بلغ المتوسط الحسابي للفقرات العشرة التي تغطي هذا الجزء (3.49). كما أظهرت النتائج أيضاً وجود تحسن جيد في القدرات اللغوية الكلية لدى طلبة المدارس الثانوية بمملكة البحرين نتيجة لتدريس مقرر "IELTS" لطلاب المرحلة الثانوية في البحرين، حيث حصلت الفقرات العشر التي تغطي هذا الجزء على متوسط حسابي قدره 3.47.

جامعة البحرين

كلية الآداب



قسم اللغة الإنجليزية وآدابها

تأثير تدريس قطع القراءة الخاصة بمقرارات الـ IELTS على تحسين مهارات القراءة لدى طلاب المرحلة الثانوية في البحرين

بحث تكميلي مقدم لنيل درجة الماجستير في الدراسات التطبيقية في اللغة الإنجليزية

إعداد

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إشراف

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جامعة البحرين

مملكة البحرين

مايو 2017