أثر بعض أساليب تعليم القراءة لتجنب ستراتيجيات القراءة غير الكفوءة في مستوى كفاءة القراءة لدى العراقيين متعلمي اللغة الإنكليزية لغة أجنبية

بإشراف

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١٤٢٥هـ ٢٠٠٤م

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بسم الله الرحمن الرحيم

((وعنده مفاتح الغيب لا يعلمها الا هو))

صدق الله العظيم

الانعام من الاية (٥٩)

To My:

Late Father,

Beloved Mother,

Wife and Sons,

Bahaa' Al-deen

and

Beshar

Brothers and Sisters

With

Affectionate

Love

Ali

Abbreviations

App.	Appendix
CG.	Control Group
d.f.	Degree of freedom
EFL	English as a Foreign Language
ESL	English as a Second Language
EG.	Experimental Group
Fig.	Figure
FL	Foreign Language
FLL	Foreign Language Learning
L_1	First Language
L_2	Second Language
NL	Native Language
No.	Number
RC	Reading Comprehension
RE	Reading Efficiency
RS	Reading Speed

4.1 Introductory Note

The present chapter includes the calculation and discussion of the results obtained according to the aims of the present work, which are concerned with: -

1. Identifying efficient from inefficient readers by using a questionnaire prepared for the sake of this study.

2. preparing classroom teaching procedures and instructional techniques to remove the identified inefficient reading strategies followed by the sample of the of the study, and

3.Finding out whether there are any statistically significant differences among the testees of the experimental and control groups in their RE.

4.2 Results and Discussion

Results obtained will be presented according to the aforementioned aims of the present study and as shown below:

4.2.1 Results Related to the First Aim

In order to distinguish between the efficient and inefficient readers, a questionnaire has been prepared and administrated on the sample of the study as mentioned in chapter three (See section 3.3, App. 1, Form 1)

4.2.2 Results Related to the Second Aim

In an attempt to remove the identified inefficient reading strategies, a set of classroom teaching procedures and instructional techniques are prepared as illustrated in chapter three (See page 58, section 3.12).

4.2.3 Results Related to the Third Aim

This aim has been achieved by verifying the three null hypotheses (See 1.4) set in the present study and as explained in the following pages:

4.2.3.1 Verifying The First Null Hypothesis

Results of the statistical analysis have shown that the mean value for reading comprehension achievement level of the control group is 37.66 with a standard deviation of 13.565, while the mean value of the experimental group is 48.66 with a standard deviation of 19.429.

In order to find out the differences between the mean scores of the two groups, t- test formula for two independent groups has been used. The computed t- value is found out to be 2.543which is higher than the tabulated t- test value which is 2.000, at the level of significance of 0.05 and a degree of freedom of 58. This means that there are statistically significant differences between the experimental group , which has been exposed to the suggested remedial reading instructional techniques, and the control one which has not been exposed to the same suggested techniques in their reading comprehension level and in favour of the experimental group as shown in table 10 below:

Table 10

T- value **of the Exp. And Con. groups in RC.**

Group	No.	Mean	SD.	Computed t- value	Tabulated t- value	d.f.	Level of significance
EG	30	48.667	19.429	2.543	2.000	58	0.05
CG	30	37.667	13.565				

As a result, the first null hypothesis is rejected and an alternative hypothesis which state that there are statistically significant differences between the experimental group, and the control one in their RC is accepted in favour of the experimental group.

4.2.3.2Verifying The Second Null Hypothesis

Results of the statistical analysis have shown that the mean value for RS of the control group is 21.167 with a standard deviation of 7.297, while the mean value of the experimental group is 26.733 with a standard deviation of 2.051.

In order to find out the differences between the mean scores of the two groups , t- test formula for independent groups has been used. The computed t-value is found out to be 2.164 which is higher than the tabulated t- test value which is 2.000, when the level of significance is 0.05 and the degree of freedom is 58. This means that there are statistically significant differences between the experimental group, which has been exposed to the suggested remedial reading instructional techniques, and the control one which has not been exposed to the same suggested techniques in their RS, and in favour of the experimental group as shown in table 11 below:

Table 11

T- value **of the Exp. And Con. Groups in RS.**

Group	No.	Mean	SD.	Computed t- value	Tabulated t- value	d.f.	Level of significance
EG	30	26.733	2.051	2.164	2.000	58	0.05
CG	30	21.167	7.297				

Consequently, the second null hypothesis is rejected and an alternative hypothesis is accepted which states that that there are statistically significant differences between the experimental group and the control one in their RS in favour of the experimental group.

4.2.3.3 Verifying The Third Null Hypothesis

Results of the statistical analysis have shown that the mean value for RE of the control group is 799.333 with a standard deviation of 401.497 while the mean value of the experimental group is 1295.333 with a standard deviation of 734.635.

In order to find out the differences between the mean scores of the two groups, t- test formula for two independent samples has been used. The computed t-value is found out to be 3.245 which is higher than the tabulated t-value which is 2.000 when the level of significance is 0.05 and the degree of freedom is 58. This means that there are statistically significant differences between the experimental group which has been exposed to the suggested reading instructional techniques, and the control one which has not been exposed to the same suggested techniques in their RE and in favour of the experimental group as shown in table 12 below:

Table 12

T- *value* of the Exp. And Con. Groups in RE.

Group	*No.*	*Mean*	*SD.*	*Computed t- value*	*Tabulated t- value*	*d.f.*	*Level of significance*
EG	30	1295.333	734.635	3.24512	2.000	58	0.05
CG	30	799.333	401.497				

Thus, the third null hypothesis is rejected and an alternative hypothesis is accepted which states that there are statistically significant differences between the experimental group which is exposed to the suggested remedial reading instructional techniques, and the control one which is not exposed to the suggested remedial reading instructional techniques in their RE in favour of the experimental group.

4.3 Discussion of Results

This section is devoted totally to introduce the discussion concerning the results obtained, as stated in the first part of this chapter. The points below cover the discussion intended:

4.3.1 The Identified Inefficient Reading Strategies

One of the aims of the present work is to identify the inefficient reading strategies that need to be removed.

In the present study, 15 inefficient reading strategies are recognized (see 2.13.1).

Eight of such inefficient strategies are in agreement with those inefficient reading strategies introduced by Al- Kubaisi (1993), while the rest seven strategies are included only in the present work, i.e. not mentioned by Al- Kubaisi (ibid) and as listed below:

1-   While reading, there are a large number of fixations.

2-   Using a dictionary is essential.

3-   Dividing words into syllables.

4-   Wandering randomly on the text.

5-   Recoursing to memorization when I do not understand.

6-   Moving the head from side to side.

7-   Pointing with finger to word by word.

Besides, the researcher of the present work lists and discusses the efficient and inefficient reading strategies separately, yet and once again, Al- Kubaisi (ibid.) does not list each type of the strategies (efficient and inefficient ones) but distinguishing them through his discussion of all strategies, investigating it thoroughly.

On the other hand, the researcher has found other studies that are not in agreement with the present research. In this sense, Neville (1974) identifies some reading strategies by means of self- observation, while the present study adopts a questionnaire as one of the main instruments used. The other study is

Smith (1982) who prepares a list of the reading strategies the subjects say they actually use, i.e. the researcher relies on an open inquiry as the sole instrument.

Likewise, the questionnaire items of the present work is derived from three sources (See 3.5.1).

4.3.2 Discussion of the Third Aim (See 1.3):

As mentioned at the beginning of this chapter, the third aim of the present work is achieved by verifying three stated null hypotheses (See 1.4).

As for the first null hypothesis, the computed t- value for RC is 2.543 which indicates that there is an improvement in the RC level in favour of the experimental group after applying the proposed teaching techniques to remove the inefficient reading strategies. This means that the students have positively responded to the suggested techniques. Hence, the students have become relatively good or efficient readers.

This also means that the suggested techniques for removing inefficient reading strategies have proved to be effective and useful and this result is in line with Fry's (1963) whose results show that there is an improvement in students' RC after applying certain reading techniques.

As for Al- Muradi (1997), there is an implied reference that there is no effect of a suggested rapid reading pogramme on student comprehension in vocabulary.

Regarding the second null hypothesis, the computed t- value is 2.164 which also reveals that there is an improvement in the RS level of the sample in favour of the experimental group.

This also means that the suggested techniques have an effective role in increasing RS of the sample of the present study. This also goes in line with Fry's (1963) results. No reference is indicated in Al- Muradi (1997) about RS progress and increase. But Al- Dahiry (1977) presents several ideas concerning this matter and also in respect to RC. He argues that sometimes RC and RS have a positive relationship which means that when RC increases, RS also increases.

Other times, the relationship is negative, which means that when RC increases, RS decreases and vise versa. Sometimes there is no relationship between RC and RS, which shows that the programmes of rapid reading have no effect on RC and RS. In Al- Marsumi (1988), there is a reference that there is a kind of relationship but with no other details. As for the present study, the relationship between RC and RS is positive.

Concerning the third hypothesis, the computed t- value is 3.245 which means that there is an improvement in RE level of the sample in favour of the experimental group.

This means that the suggested techniques do have an influence on the college students' RE. This also shows that whenever RC increases, RS increases too, and this result leads to an increase and improvement in RE.

As a matter of fact, Fry (1963) also stresses this result in his study. But Al- Muradi (1997) has no indication for such a matter for he was only concerned in measuring the effect of a rapid reading programme on college students vocabulary, spelling, and grammar.

With respect to Al- Rifa'i (1994) and since it is not an experimental study, there is an indication of the value of the college students RE which is very low. When it is compared with the present study, it shows that the value of RE is also not very high but acceptable as far as non- native learners of English are concerned. This is due to the treatment procedures that the experimental group testees have received during the experiment of the present study which is proved to be effective in increasing college students RC, RS and RE as well.

5.1 Conclusions

From the results of the present study, the following conclusions can be drawn:

1. The subjects of the experimental group of the present work have dealt positively with the suggested instructional techniques, showing high degree of interest and motivation.

2. The subjects of the experimental group, as EFL readers, have shown total ignorance of both types of the reading strategies, the efficient and inefficient ones. Further, they lack the ability to distinguish between the two aforementioned types of the reading strategies.

3. Based on 1 and 2 above, the present unfortunate situation as far as reading comprehension is concerned can be easily remedied and the problems alleviated through the incorporation of remedial reading techniques such as the ones put forward in this study. This is based on the finding that the subjects of this research have revealed significant development in their reading comprehension, reading speed and reading efficiency after they have been taught these techniques. The fact that the subjects of the experimental group have responded positively to these instructional techniques and have been highly interested and motivated towards them lends weight to the finding above.

4. The proposed remedial techniques are proved to be effective in removing inefficient reading strategies and also they improved college students' reading compensation, speed and efficiency as well.

5. Point 2 above indicates that there is somewhat a deficiency or weakness in the teaching procedures adopted in teaching RC courses at college level.

6.Skimming and Scanning, as rapid reading techniques, are very interesting ones since the subjects of the present study have shown to be enthusiastic in practicing them during the experiment.

7.RE does not receive enough concern at college level, that is with respect to syllabus design and teaching methods at the English departments in general. Moreover, there is no time devoted at college level for the teaching of efficient reading especially the silent reading type.

5.2 Recommendations

Based on the results and conclusions obtained in this study, the following recommendations are drawn :

1-Teachers of RC must be well and sufficiently prepared and trained in RE and efficient reading which include: RS, RC, flexible reading, and efficient reading strategies.

This can be successfully achieved through involving college teachers in special in- service training programmes. Furthermore, the reading skill as a whole should receive enough emphasis and attention at college level.

2- It is highly important to introduce the efficient reading strategies, each with its treatment, because when EFL learners become familiar with such inefficient reading strategies, there is chance to avoid or get rid of them if adopted unconsciously.

3- During training, Iraqi students, as EFL learners, should realize the fact that RS and RC are inseparable elements of RE.

4- EFL learners should develop their reading flexibility as a way for achieving RE. This is done by moderating RS according to the purpose of reading, i.e choosing the suitable type of RS.

5- When introducing the instructional reading remedial techniques, it is recommended that the reading teachers or instructors attempt to make the whole process as enjoyable and motivating as possible in order to be absorbed easily by the learners.

6- Improvements of students' efficient reading strategies should be focused. This is best carried out by identifying the inefficient reading strategies followed and adopted unconsciously by the students, then guiding them to follow and use more efficient ones.

7- More care, attention and time should be given to the inefficient readers by their teacher. That is, poor readers need special attention, utilizing all the possibilities for them to improve their RE in future.

8- Syllabus designers and material writers should allocate a sufficient share of the syllabus and the reading materials to enable the teachers to help their students develop their reading skills. The fact that reading stands high in the hierarchy of language skills for students of almost all specializations at the university level makes this a must.

5.3 Suggestions for Further Studies

In the light of the limits and findings of the present study, the following suggestions can be presented for further investigation:

1- Further studies can be conducted to supply other new teaching procedures and instructional techniques to remove the inefficient reading strategies of Iraqi EFL learners. That is, to have a variety of such remedial techniques in addition to those suggested in the present work.

2- An in – service training programme can be administered for the Iraqi EFL instructors in RE in general and in efficient reading strategies specifically in order that they may gain both knowledge and experience, i.e to be well-informed about these aspects of the reading skill, in the hope of having

such knowledge and experience transferred to their students. The setting up of such a course and the syllabus and materials can be the subject matter of another piece of research.

3- A study is needed to find out the effect of the suggested instructional techniques on the students' RS, RC and RE at intermediate and secondary level stages.

4- A study is suggested to find out whether there are statistically significant differences between male and female students of the different academic levels, i.e intermediate, secondary and college level in their RC, RS and RE after receiving the suggested remedial techniques.

5- A study is also needed to find out the effect of the prepared techniques on students' oral reading (i.e. comprehension, speed and efficiency) and/ or comparing it with the silent one.

1.1 Statement of the Problem of the Study

The   main goal of all foreign language (henceforth FL) courses, set by specialists and methodologists, is to enable the learner to master, even partly, the main four skills, namely reading, writing, speaking and listening (Macky, et al 1979; Mei-Yun 1989). Also, being able to read in the FL or second language (henceforth L_2) is still the main ambition of every English as a foreign language (henceforth EFL) learner, in that mastering the reading skill gives relative self-confidence to the learners which, in turn, increases their motivation in learning an FL or L2. In this respect, Melink and Merritt (1975:3) summarize the relation between reading and other language skills stating that "***Reading unifies the related language arts of the writing, listening and speaking. What is written is read and what is read is discussed. Therefore, reading integrates and affects the nature and quality of oral and written language".*** Among the   above skills, silent reading is central, i.e. a central skill by which other skills can be achieved. Likewise, the reading skill is essential in developing competence in the target language (Jarvis and Jensen, 1982:18).

In the same sense, it is believed that there is a matching process between reading and other skills, i.e. little learning of language occurs if only little reading is made (Bright and McGregor, 1973:32).

Hence, the way the learner or reader adopts in learning an FL, which basically includes reading, influences highly his process in the field of foreign language learning (henceforth FLL).

Within the process of reading, the reader usually adopts a series of strategies, named by different researchers and scholars as skills, habits, techniques and acts. Within the field of research, relevant literature distinguishes between such reading strategies as efficient and inefficient ones, used by efficient and inefficient readers respectively (ibid; Schulz 1983:128; Farr, 1981:1074).

Reading efficiency (henceforth RE) in English as a second language (henceforth ESL) or EFL includes two main bases, reading speed (henceforth RS) and reading comprehension (henceforth RC). Many researchers have tackled two aspects of reading in somewhat detailed manner such as Fry (1963); and Nuttal (1983). However, inefficient readers are those who use or utilize inefficient reading strategies, who in turn need intensively a systematic reading instruction to eradicate those inefficient strategies they adopt and use. Therefore, some scholars in the field of the ESL/EFL reading propose some programmes and courses concerning this matter, devoting such programmes for the sake of teaching English efficiently (Fry 1963; Bayley 1971; Buzan 1974).

As a matter of fact, several methodologists have assigned a number of strategies that can affect in a higher degree students' RC and RS such as pointing the words or following the lines of print along with fingers in reading, lip movement, moving the head from side to side in reading, etc.

To establish and develop efficient reading strategies, the teacher has to identify the weaknesses or problems of his students concerning the reading strategies they follow (Mei-yun 1989:14). That is, to establish and develop efficient reading strategies, knowledge of inefficient reading ones used by students would help develop efficient remedial work.

Consequently, this matter arises several questions that need to be answered such as:

1-   What are the inefficient reading strategies that are followed by some readers when reading an English text?

2-   Is there some kind of a remedial work that removes these inefficient reading strategies?

3-   Will these remedial techniques enable the EFL leaners who follow inefficient reading strategies to become better in their reading speed, comprehension and efficiency?

Accordingly, the present study is an attempt to identify the `inefficient' reading strategies used by EFL learners, and prepare instructional techniques in an attempt to remove such inefficient strategies.

To the best knowledge of the researcher, no similar study has been conducted in Iraq. Therefore, the researcher finds it of a great importance to fill this gap in this domain.

1.2 Aims of the Study

This study aims at:-

1. Identifying efficient from inefficient readers by using a questionnaire prepared for the sake of this study.

2. Preparing classroom teaching procedures and instructional techniques to remove the identified inefficient reading strategies followed by the sample of the study.

3. Finding out whether there are any statistically significant differences among the testees of the experimental and control groups in their reading eficiency.

1.3 Hypotheses of the Study

The following three null hypotheses will be tested:

1. There are no statistically significant differences between the experimental group, which is exposed to the suggested remedial reading instructional techniques, and the control one which is not exposed to the same suggested techniques in their RC.

2. There are no statistically significant differences between the experimental group, which is exposed to the suggested remedial reading instructional techniques, and the control one which is not exposed to the same suggested techniques in their RS.

3. There are no statistically significant differences between the experimental group, which is exposed to the suggested remedial reading instructional techniques, and the control one which is not exposed to the same suggested techniques in their RE.

1.4 Limits of the Study

The present study will be limited to:

1.Second-grade college students for both sexes at the Department of English, College of Education /Ibn-Rushd, University of Baghdad, during the academic year 2002-2003, and

2. RE consists of RC and RS. Thus, Fry's formula (1965) will be used to measure college students RE.

1.5 Procedures of the Study

The present study followed the below procedures:

1. Second-grade college students of the department of English, College of Education/ Ibn Rushd are the sample of the present study.

2. A questionnaire is constructed in order to identify efficient and inefficient readers. Then, This questionnaire is exposed to the whole 2nd grade college students at the Department of English to identify two groups who are

supposed to be the weakest ones in their reading strategies oftenly. After that, one of the groups is set as an experimental group and the second as the control one. The two groups are matched to find out whether they are equalized or not in several variables that are found to be of great influence on the experiment.

3.   A 60-day experiment is conducted during which the students of the experimental group are exposed to a treatment procedure and the students are introduced on how to use efficient reading strategies instead of the inefficient ones.

4.   Classroom reading procedures concerning the remedy of the inefficient reading strategies are prepared in advance to be presented for the experimental group subjects inside classroom during the experiment.

5.   The control group receives no treatment for removing the inefficient reading strategies.

6.   At the end of the experiment, a post- test is exposed to both groups to find out whether there are any statistically significant differences among the subjects of both the experimental and the control groups in their RC, RS, and RE after receiving the suggested instructional techniques.

7.   Data collected will be analyzed, and suitable statistical methods will be used to calculate results.

8.   Suitable conclusions will be stated. Appropriate recommendations will be introduced, and several suggestions for future studies will be proposed.

1.6 Significance of the Study

The present study is hoped to be valuable to :

1.   College students who suffer from using inefficient reading strategies when reading their English textbooks.

2.   RC College instructors in specific who are closely faced with such problems in order to identify such inefficient readers, and to be able to prepare useful teaching techniques concerning this problem, and

3. RC courses designers, since the findings of the present study is hoped to provide some overview of the problems faced by Arab learners, especially Iraqi ones.

1.7 Plan of the Study

The present study includes five chapters. Chapter one includes the following sections: The Problem of the Study, Value of the Study, Aims of the Study, Hypotheses of the Study, Limits of the Study, Procedures, Plan of the Study, and The definition of basic terms.

Chapter two is the Theoretical Background and Related Previous Studies. Chapter three is The Procedures of the Study and Discussion of the experiment. Chapter four deals with the presentation and analysis of results. Chapter five includes Conclusions, Recommendations and Suggestions for future studies as well. At the end of the thesis there is a list of the references that are used.

1.8 Definition of Basic Terms

Contrary to the traditional manner, the researcher sees that it is convenient to define each basic term in its section in order not to force or make the reader of the present study get back to the first chapter to find a definition of a certain term, which will causes interruption. Therefore, no specific section will be devoted, but instead each basic term used in this study will be defined operationally within its own section. Such basic terms that are going to be defined and attached later on are as listed below:

-Reading, Reading comprehension (RC), Reading Speed (RS), Strategy, Habit, Reading Efficiency (RE), Efficient Reading strategies, Inefficient Reading strategies, Skimming, and **Scanning.**

2.1 The reading Process: Definitions and Views

The term reading, like many other term such as language, grammar, etc., is viewed differently by different specialists and methodologists. Therefore, various views about reading will be presented in this section, progressing gradually from the simple views up to complex ones.

To begin with, Al-Mutawa and Kailani(1989:114) view reading in EFL/ ESL as *"the process of extracting meaning from printed or written material"*. Obviously, the ability to extract meaning is described as decoding meaning from graphic symbols viewed by Goodman(1967:113) as follows:

Graphic code ⟶ decoding ⟶ meaning

Likewise, Flech (1955:110) views reading simply as a matter of *"getting the meaning of words formed by letters on a printed page and nothing else"*. Another view or definition of reading comes from Rubin (1982:363) as *"the getting of meaning from and the bringing of meaning to the written page"*. This definition involves the same process described by Goodman (1967:113).

Some other specialists tackle only one aspect of reading in EFL/ESL. Thus, Miller(1969:139) argues that *"One part of reading is concerned with the relationship between English vowel and consonant sounds, on the one hand and their commonest spellings on the other"*. It is clear here that Miller is viewing reading from a teaching perspective.

Bayley (1971:17) gives a more broad definition or view of reading, relating it to a combination of physical and mental activities, i.e., a *"co-ordination between the muscles of the eye and the brain of a most complex nature"*.

Likewise, Eskey (1973:174) shows what's going on during reading stating that **"the reader's eyes read letters, the readers' brain reads forms, the reader's mind reads meaning"**. That is , all concerned devices and organs of the body work simultaneously when reading.

It can be seen from the last two definitions that they both tackle the mental aspect of the reading process which will be dealt with later on in this chapter.

As a matter of fact, Audiolingualism had prevailed the teaching methods till the late of the 1960s and the early of the 1970s. To this, Tinker and MeCullough (1981:13) summarize their view of the reading process according to Audiolingualism saying that: *"Reading involves the recognition of printed or written symbols that serve as stimuli for the recall of meanings built up through past experience, and the construction of new meanings through the manipulation of concepts already possessed by the reader."*

One more view comes from Chalon (1987:71) who defines reading communicatively stating that it is **"a communicative act, the transformation by an individual text into discourses"**. He continues saying that **" both text and context need to be taken into account in any description of reading …"** (Ibid.).

2.2 The Reading Process: Historical Perspectives

For the sake of understanding the reading process as it is viewed nowadays by the majority of specialists and researchers in the field of EFL/ESL reading, it is better to review in short the recent history of theories in this field.

As a matter of fact, reading was viewed passively by different researchers till the early of the 1960s as it appears in this section. Hence, reading in EFL/ESL was seen as a decoding bottom-up process, i.e., the

reader had depended on decoding in reconstructing the intended meaning of the author via recognizing the printed letters and words, then building up a meaning for a context from the smallest textual units (words and phrases) at the bottom to larger ones (clauses, intersentential linkages). (Carrell 1988:2)

There has been a consensus among most specialists and researchers at that time, in the 1950s, that problems in SL or FL and in RC are mainly decoding ones (Rivers,1968; Plaister 1968; Yorio 1971). Before 1970, the strong impact of the Audiolingual method led to correlating reading in an SL to oral skills (Fries 1945, 1963, 1972). In the same sense, decoding sound-symbol relationships and mastering oral dialogues are considered to be the primary steps in the development of reading proficiency (Rivers 1968:63).

In the 1960s, the importance of background knowledge of the non-native reader of the sociocultural meaning in SL comprehension was recognized. In this respect, Fries, cited by Carrell (1988:120), states that less than total comprehension would result if there is a failure to relate the linguistic meaning of a written text or reading passage to cultural factors. Likewise, Rivers (1968:65) holds that there is a strong tie between culture and language to be maintained in order to gain a complete understanding of the text meaning.

But despite such recognition of culture - specific knowledge role (recently called "Schemata") in SL reading, it played no real roles in the SL theories before 1970s. It can be said that before 1970s, the methodological and instructional focus was on "decoding" or "bottom- up processing" (Carrell 1988:2).

In the late of the 1960s, Goodman (1967:127) proposed a psycholinguistic model of reading, intended mainly for first or native language (henceforth L_1/NL) learning. In his model, Goodman rejects the

passive view of the reader's role considering him as an active participant in the reading process, making, guessing predictions, confirming, …etc.

In other words, the role of the reader has changed from a passive role to an active participant in the reading process. In this sense, a group of specialists and theoreticians in the early of the 1970s have begun to view reading in the FL or SL from a different point of view, seeing it as Goodmsan's (Clarke and Silberstein 1977, Clarke 1979, Mountford 1979, Widdowson 1978).

From 1979 onwards, reading in the second language views have changed dramatically from bottom- up (decoding) process to a top-down one. This was actually the result of introducing Goodman's psycholinguistic model of reading which, from the second half of the 1970s, had exerted a strong impact on both views concerning L_1 or NL, and SL reading.

Finally, research studies done in the last quarter of the previous century have shown that efficient and effective reading requires or includes both bottom-up and top-down strategies (Rumelhart 1977, 1988; Sanford and Garrod 1981; Van Dijk and Kintsch 1983).

As mentioned in this section, throughout the twentieth century, the trend towards viewing reading has changed markedly from considering it as a mechanical process towards an acceptance of it among specialists and researchers as a thoughtful process. That is, the reader not only understands what the author's intention is, but contributes his own experience, knowledge and thoughts for the sake of understanding.

2.3 Reading as a Mental Process

In this section, the reading process is tackled as a mental process, while in the next section it is tackled as a total integrative process.

However, considering reading as a mental process is to exclude any view or concept that confines it merely to meaning or thought getting. This can be obviously seen in Gate's view, quoted in Fries (1963:117), where he believes that ***"Reading should be developed as a complex organization of patterns of higher mental processes".*** He adds that *" it can and should embrace all types of thinking, evaluating, judging, imagining, reasoning and problem-solving"* (Ibid.).

Such processes as thinking, evaluating, judging…etc, are the cornerstone of the mental processes of reading, whereas imagination and evaluation constitute the highest level of reading (Al-Hamash 1985:147).

Like Gate, Moyle (1973:25) has the objection in confirming that any conception of reading devoid of reflection, critical evaluation, and clarification of meaning is not satisfactory.

Moreover, as mentioned previously in (2.1) regarding different views on reading, Bayley (1971:17) and Eskey (1973:174) reject restricting reading only to thought or meaning getting, and instead they relate it to mental activities.

It is fair here to note that the psycholinguist K.S. Goodman is the first who described the reading process as *"a psycholinguistic guessing game"* (Carrell 1988:2-3). Goodman has proposed his model mainly for L_1 or NL reading, and later on, in the second half of the 1970s, his model began influencing EFL/ESL reading. Concerning the nature of this model, Goodman (1988:11) states that

"My effort has been to create a model of the reading process powerful enough to explain and predict reading behavior…to be a base on which to build and examine the effectiveness of reading instruction".

However, what is meant by **"guessing game"** is described by Harris and Sipay (1979:25) as follows: ***"Reading is a selective process that involves the use of available minimal language cues selected from perceptual input on the basis of the reader's expectations…tentative decisions about meaning are made to be confirmed, rejected, or refined as reading progresses".***

In addition, ***"the reader uses as much information as necessary to get to the meaning"*** and there is an intimate interaction between thought and language (ibid). How the reader makes predictions of the grammatical structure is by using previously acquired knowledge of language structure and supplies concepts that fits into the structure (ibid.).

Moreover, since reading is a selective process according to Goodman, there is no need to read or notice every word and the reader makes some type of sampling to confirm or modify prediction. Therefore, efficient reading in this model is possible because the good or fluent reader does not read letter by letter nor word by word, but in meaningful units (Mei-yun 1989:14). By looking at a sample of a text, the reader can predict the meaning of a larger part of it based on what he has sampled and on his prior knowledge of the subject at hand.

Considering the reading process, Goodman (in Gremmo 1985: 75) argues that **"Receptive language processes are cycles of sampling, predicting, testing, and confirming"**.Here, the focus is concerned with both roles of the eye and that of the brain, in that the two cycles, sampling and confirming are highly related to the eye, while the other two, predicting and testing are related to the brain.

To begin with the role of the eye, research results signify the importance of the active role played by the eye of the reader, in that an efficient or good reader is able to take high number of letters per fixation (i.e. stop) (Bayley, 1971; Gremmo, 1988).

In other words, Gremmo (1988:75) believes that *"a good reader knows how to choose the rhythm and length of fixation which suit him and his progress through the text is such that he understands it satisfactorily."*

To sum up, the most important function of the eye is to transform information, visually from the written text to the brain.

As for the role of the brain, it is concerned mainly with predicting and testing. Here, the brain is to provide the eye with information, and also it controls its movements. In this sense, Bayley (1971:17) states that *" the eye provides the picture, … the brain gives that picture meaning"*.

It can be seen obviously that both the eye and the brain work together, but as Gremmo (1988:76) argues that *" the brain does not just record and compile"*. In addition, it undertakes the following tasks (Ibid):

- It controls the eye movement,
- It constructs the reader's hypotheses based on three types of clues, graphic, syntactic and semantic, and
- It enables the reader to confirm or disprove his hypotheses.

The reading process, viewed mentally, involves several subprocesses, as seen in the next lines, some are related to what is called "word recognition" and others are related to "word comprehension". It is helpful here to note that the latter word (comprehension), depends largely on the former word (recognition).

In this sense, reading involves three main factors (1) knowledge of language (the code); (2) the ability to remember the previous cues; and (3) the ability to make the necessary associations between different cues that are selected (ibid.).

Like Bayley (1971:17), Gollasch (1982:xix) concludes that there are three categories of information that are usually utilized by the reader :

1-   **Graphic information of the text,**

2-   **Syntactic information, and**

3-   **Semantic information.**

Both (2) and (3) are rendered by the reader.

The term ''Memory'' has been come across in the previous lines, which refers to the ability of the reader to relate future information with the preceding one (ibid.). Thus, memory plays a role in the process of reading.

In this respect, Goodman (1988:15) assigns two types of memory, which are indispensable in the reading process, as short-term memory and long-term one, both with the following roles:

1. Holding an image,

2.Storing information, and

3. Keeping knowledge and understanding.

Beside some mental cycles or activities, mentioned previously, such as predicting, sampling, testing and confirming, the reading process also includes higher mental processes such as imagining, thinking creatively, evaluating, judging and criticizing (Al- Kubaisi, 1993:42).

Furthermore, the reading process begins with word recognition and ends with higher mental processes (ibid). It is necessary to note that when the good reader utilizes his mental processes, the process here will include the reader's mental reaction to the text being read (Moyle, 1973:25-6).

Recognizing the importance of the reader's background knowledge, Coady (1979) has developed a model of efficient ESL reading based on Goodman's psycholinguistic model. In this respect, Coady (ibid:7) states that *" background knowledge becomes an important variable when we notice,…, that students with a Western*

background of some kind learn English faster,…, than those without such a background".

Further, according to Coady, efficient ESL reading depends on the successful interaction among three factors: higher-level conceptual abilities, background knowledge, and process strategies as shown in the diagram below:

Conceptual abilities ←——————→ **Background knowledge**

Process strategies   (Mei-Yun, 1989:14)
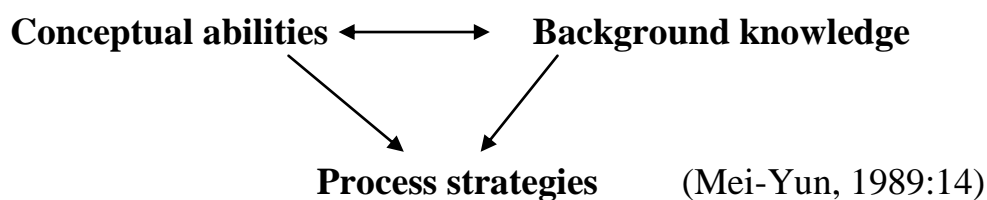
Conceptual abilities refer to intellectual capacity such as the ability to analyze, synthesize, etc. Background knowledge involves sociocultural knowledge of the English speaking communities, and finally process strategies refer to the abilities and skills to reconstruct the meaning of the text through sampling based on the knowledge of grapheme-morphophoneme correspondences (ibid).

The term "background knowledge", mentioned above, draws attention to what is called schema theory. According to this theory, " *comprehending a text is an interactive process between the reader's background knowledge and the text"* (Carrell and Eisterhold, 1988:76).

Moreover, comprehending efficiently requires the ability to relate the textual material to one's own knowledge (ibid).

Anderson (1978:76) show the requirement of the reader's background knowledge in the reading process as follows *"every act of comprehension involves one's knowledge of the world as well".*

Another point is that the process of interpretation, according to the schema theory, is done and guided by *"the principle that every input is*

mapped against some existing schema and … all aspects of that schema must be compatible with the input information" (Carrell and Eisterhold, 1988:76).

The principle, mentioned above, actually results *"in two basic modes of information processing , called bottom-up and top-down processing"* (ibid).

To sum up, Mei-yun (1989:14) summarizes the reading process according to Goodman's psycholinguistic model as follows:

1- *"The reader approaches the text with expectations based on his knowledge of the subject"*

2- *"He uses only minimal sampling of the text in deriving meaning by relying on his knowledge of the language… as well as background knowledge"*

3- Based on sampling, *"he makes predictions as to what message he expects to get from the text"*.

4- Progressing into the material, *"he tests his predictions, confirming or revising them…."*.

5- *"By making use of minimal orthographic, syntactic, and semantic clues…, he internally re-creates a replica of the textual message"*.

6- When reconstruction has taken place, *"he will test its accuracy against previous information,…. as well as the store of information in his long-term memory…"*

7- A-The cycle of sampling begins if the reconstruction is in agreement with his previous knowledge.

B- He will adopt some compensatory strategies such as re-reading if accuracy or inconsistency occurs.

2.4 Reading as a Total Integrative Process

As mentioned previously in (2.1) concerning reading definitions, once again Rubin (1982:8) tackles the process of reading from a psychological point of view, considering it as a total integrative process.

This view of the reading process comprises three types of domains as explained below (ibid:8 -10).

2.4.1 The Affective Domain

This domain is concerned mainly with our feelings and emotions relating to reading the way learners feel affects highly the way they read, i.e., influences their perception of reading. For example, if they felt thirsty, and at the same time they see the word "thirty", they would very likely read it as "thirsty". Furthermore, their feelings influence greatly how they interpret what they read.

2.4.2 The Perceptual Domain

In the process of reading, according to this domain, the most important factor is the visual perception. In other words, readers need to focus or control their eyes in moving it from left to right while reading.

In this sense, Hochberg, as cited by Rubin (ibid:9), states that *"what we observe is never in exact accord with the physical situation".* To illustrate, Rubin (ibid) cites an example is that if a child reads the word "gip" for "pig" and it is not corrected by his teacher, this may become part of his own perception. He also adds **" The more mature**

readers are able to perceive more complex and extensive graphic patterns as units" (ibid).

2.4.3 The Cognitive Domain

This domain actually goes beyond the perceptual domain. Different areas are included in the cognitive domain. Thinking is one of such areas. Regarding reading, students or readers who face difficulty in thinking would clearly face difficulty in reading. This domain is also built tightly on the perceptual base. If readers have faulty perceptions, they will also have faulty concepts (ibid:10).

Research shows that the brain plays an essential role in thinking, and more specifically in reading, in that the reader is able to:
- **interpret information and draw inferences from it,**
- **ignore some information, and**
- **attend selectively to other information** (ibid:10).

To shed some light on the nature of readers, they are considered active consumers of information, relating what they read to their past experience. In sum, good readers are good thinkers.

2.5 Reading in L1 and L2

First of all, it is useful here to have a look again at Goodman's psycholinguistic model for reading. Goodman, as seen previously in this study, has proposed his model mainly for L_1 reading. As a result, many theoreticians and specialists in the ELT field depend largely on Goodman's model for its vital impact exerted on L_1 reading research (For further information, see Eskey 1973; Soville-Torike 1973; Clarke and Silberstein 1977; Schulz 1983; Carrell 1988).

In the process of reading, the first phenomenon assigned by most researchers in the field of EFL reading is **"transfer"**. In this way Brown

(2000: 94) identifies the term transfer as ***"a general term describing the carryover of previous performance or knowledge to subsequent learning"***. In this sense, he recognizes two types of transfer, positive, when the prior knowledge benefits the learning task, and negative when it does not (ibid.).

Likewise, Jolly, cited in Alderson, (1984:2) asserts that reading in an FL requires the transference of the old skills. It is obvious that Jolly maintains that success in FL reading requires having the same ability or knowledge in L$_1$.

Therefore, it is held by many researchers that the reading process in all languages is the same and that transference takes place (Goodman 1973; Alderson 1984).

The other point discussed widely by many specialists is whether the reader in L1 utilizes the same mental abilities when reading an FL/SL.

In the same way, Schulz (1983:128) among others identifies several mental activities or abilities such as **"sampling, predicting, confirming and correcting"** which are ***"basic to find meaning in any text and applies to first as well as to second language reading"***.

Moreover, Beck (1981:79) claims that the reader utilizes his linguistic, conceptual, cognitive and general abilities irrespective of the writing system.

To sum up, readers in both EFL/ESL follow the same cognitive or mental processes and strategies NL learners do, and what distinguishes both fields is the level of linguistic knowledge the learners own.

2.6 Eye Movements and Fixations While Reading

It can be seen from previous sections in this chapter that the reading process involves both mental and physical activities, in that the former is done by the brain, while the latter by the eye. Hence, the eye undertakes the vital role in the reading process.

However, to trace what happens from the first second of reading, Crystal (1997: 210) shows that **" During reading, the eyes do not follow lines of print in a smooth linear manner, but proceeds in a manner of saccades and fixation."** What is meant by **"saccades"** is moving the eye *"in a series of rapid jerks"*, and fixations mean that *" Between each movement there is a period of relative stability"*. The eyes *"make a series of short jerky movements along the line, stopping after every one or two words for every brief pause"* (ibid).

Concerning fixation or stop, once again Crystal states that we usually make 3-4 fixations per second when reading (ibid). Furthermore, Leeuw (1974: 79) argues that the manner of fixation involves some ambiguity, for *"sometimes the eye lands on the empty space of the words"*.

On the other hand, Buzan (1974: 29) argues that *"the eye in fact moves in a series of stops and quick jumps"*. Such stops are **"fixations"** which *"can take anywhere from $\frac{1}{4}$ to $1\frac{1}{2}$ seconds"* as shown in following figure 1 :
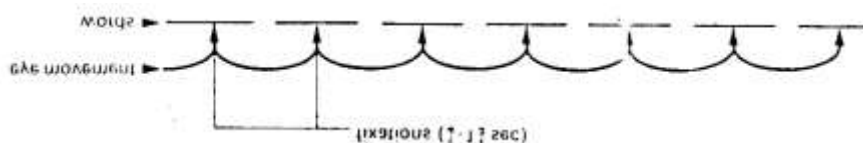

Fig.1

Eye Fixations in Reading

Moreover, Buzan (ibid.) shows that the native poor reader reads slowly because he reads one word at a time, skipping backover words and letters, and reading speed is often bellow 100 W.P.M, which means that there will be little comprehension as shown in figure 2 below:
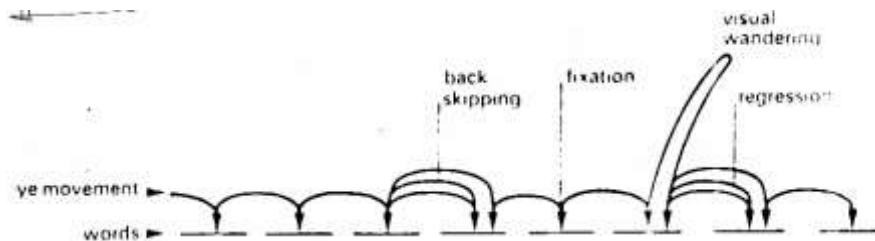
Fig.2

Poor or inefficient Readers Fixations in Reading

When a good or efficient native reader reads, Buzan (1975:30) continues, more words are taken in at each fixation, back-skipping, regression and visual wondering are removed or eliminated as shown in the Figure 3 below:
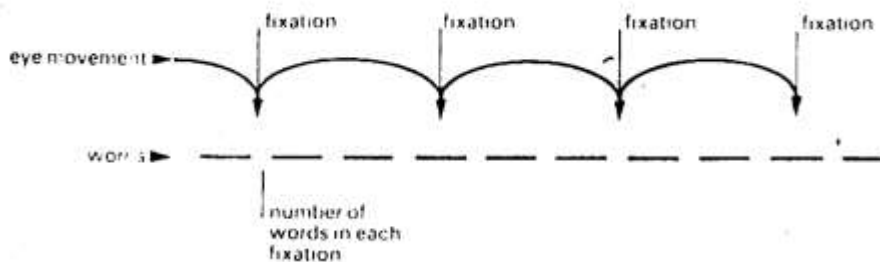
Fig.3

Good or efficient Readers Fixations in Reading

What is called by "span of recognition" is tackled by some researchers as Fry (1963: 17) where it refers to a certain span of material seen by the eyes when it stops, and the average person sees about $1\frac{1}{4}$ words per- stop (fixation).

Also, the student might make one fixation on a word of an average size, two fixations on a very long word, and at other occasions sees two short words in one fixation (ibid.)

Lastly, regarding the visual span, Leeuw (1974: 79) shows that **"when a span of words is read it has to be cleared by the brain, and this seems to take about $\frac{1}{5}$ second"**. Furthermore, **"the spans have to be related for their meaning within a context"** (ibid.).

2.7 Silent Reading Skills

First of all, it is necessary to note that there is a wide agreement among most researchers and specialists that there are two kinds of reading, namely the silent reading and the oral one (Nasr 1962;Gurrey1973; Al- Mutawa and Kailani 1989). The former **"involves the use of the eyes and the ability to respond to (understand) the meaning of the graphic symbols on a written page"** (Nasr, 1963:129). While the latter, oral reading, involves the same operations of the silent reading with more than one thing, that is **"the translation of the graphic symbols into oral symbols conveying the same meaning"**, and it is done **"for comprehension"** (ibid). Further, the present study is mainly concerned with the silent reading only. Silent reading skills involve RC and RS.

It is useful to go through what is meant by speed, and then comprehension, as the main skills of reading. Firstly, speed means the

rapidity or rate by which a reader reads any text in English. Fry (1963:48-52) identifies three types of different reading speeds which highly depend on the reader's purpose, background knowledge, and the difficulty level of the material. These speeds are discussed below.

2.7.1 Study RS: (200-300 W.P.M)[*]

This type of speed is considered the slowest RS. Also, It refers to "The speed with which a native language reader reads for study purpose depending on:

1. the type of the reading material (e.g. fiction or non-fiction).
2. the reader's purpose (e.g. to gain information, to find the main ideas in a passage,) etc,
3. the level of comprehension required (e.g. to extract the main ideas or to gain complete understanding), and
4. the reader's individual reading skills.

(Richards et al 1992:239)

This type of speed has the following features :

1. It is used for reading textbooks for examination and difficult materials such as legal documents.

2. The reader desires a high rate of understanding, with good retention.

3. The material is studied carefully in order not to miss any point.

2.7.2 Average RS (250-500 W.P.M)

This type of RS is usually used by educated native speakers to read everyday materials such as newspapers, magazines, novels,…. etc. The reader here may skip over paragraphs or pages that do not interest him.

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[*] **Words Per Minute for the native reader.**

This is due to the fact that the rate of comprehension is lowered (about 70%).

2.7.3 Rapid RS

This is the fastest speed usually used when readers wish to cover the material in a hurry. Here, a high comprehension is not required. The reader uses **skimming** and **scanning** speeds to achieve rapid reading speed. The Skimming Speed of native speakers is at least twice as fast as their average reading speed. Moreover, some readers can skim more than 800 w.p.m. At this speed, there is a much lower comprehension (50% on the average).

However, skimming is usually used when reading newspapers or magazines, i.e., running *"our eyes over headlines, titles, topic sentences and summaries"* (Al-Mutawa and Kailani, 1989:118).

Obviously, when we skim, we are looking for a general idea of the text. Furthermore, skimming, as a skill, *"is effective in improving the students' ability at getting information within a limited period of time"* (ibid).

On the other hand, the skimming speed differs from the average one in two aspects:

1-The readers selectively leave out chunks of material.

2-The students intentionally accept lowered comprehension.

Another type of rapid or fast reading is what is called **"Scanning"** which *"refers to a quick overview of a passage for the sake of getting specific information"* (ibid). In fact, this technique is usually used in rapid reading with the aim of searching for a specific item, a name of a person, a place or a thing.

Fry (1963:59) assigns two distinct values of skimming on the reading speeds, average and study ones. They are:

1. At many times, a student can use skimming, as a useful skill to get information from material he would not read.

2. Skimming, as a useful exercise, can help the other reading speeds.

In sum, Buzan (1974:31) identifies three main advantages for faster or rapid silent reading for efficient reading as stated below:

1- **Absorbing in meaningful units.**

2- **The eyes will be doing less physical work on each page (as few as 100-per page).**

3- **The rhythm and flow of the rapid reading will be carried comfortably through the meaning.**

Yet, Jordan (1979:84) has specified some benefits that can be gained from speed in reading is that it helps taking notes (quickly), reading and taking notes (i.e., more leisurely), reading quickly for information, skimming for the gist of content or argument, using a dictionary quickly and correctly, using library facilities, and so on.

On the contrary, the slower inefficient reader has the following features (ibid):

1. **Doing more mental work, by adding meaning of each word to the meaning of each following word,**

2. **Having as many as 500 fixations per page, and**

3. **Frequent stopping and starting cause the reader to:**

a. **be far more likely to become bored,**

b. **lose concentration,**

c. **mentally drift away, and**

d. **lose the meaning of what is read.**

The last point to be discussed here is to cover an answer for this question, why rapid silent reading? Needless to say that comprehension,

which is the aim of any type of reading, is focused in silent reading (Harris and Sipay, 1979:25).

Among most people especially students, being a fast reader is an essential skill, and to this effect, Gurrey (1973:107) assigns or specifies some benefits a reader can get in acquiring a skill in rapid silent reading as follows:

1.   **To be able to seize the meaning of a passage,**

2.   **To be able to find out what some experts have said on some subject, and**

3.   **To be able to read quickly through books which will enlarge one's ideas.**

As for wide easy reading , speed reading is essential for all language learners because of the(ibid:87) :

1-   **number of new words that are added to one's passive vocabulary, and**

2-   **ability to grasp the meaning of unknown words from the contexts which will be improved.**

2.8 Factors that Reduce RS

The IRA[*] (2000:1), in its frequent issues for improving RS, assigns some factors that may reduce RS such as:

      1. limited span, i.e., word- by- word;

      2. **slow perceptual reaction time, i.e., slowness of recognition and response to the material;**

      3. **vocalization, including the need to vocalize in order to achieve comprehension;**

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[*]**International Reading Association.**

4. faulty eye movement;

5.regression in reading;

6. faulty habits of attention and concentration; and

7.poor evaluation of which aspects are important and
which are unimportant.

But fast reading is not always considered vital or essential. To this, West, referred to by Nasr (1977:91), makes a caution in that when pupils read fast, *"they tend to jump over the new and unfamiliar words instead of learning them"*.

2.9 Flexibility in RS:

Within RS domain, one outstanding feature of poor readers is that they lack rapid RS, i.e they possess only one slow RS. In this sense, Fry (1963: 62) argues that *" Good readers have flexibility in their reading. They can go fast when they want to and they can go slowly when they want to"*. It is obvious that efficient readers modify their RS according to their purpose and other factors (See 2.7.1).

2.10 Reading Comprehension (RC):

The term "comprehension" has been viewed differently by different specialists. Hence, Harris and Sipay (1979:19) believe that *"Reading comprehension involves the use of one's knowledge of syntax and semantics to extract meaning from a series of sequential perceptions of words"*. While others confine comprehension within the field of test as shown in Artely's definition (1963: 14): *"Comprehension was considered as the accuracy of response to test items calling for relatively detailed understanding of the reading unit"*.

Moreover, Al-Dahiry (1977:29) points out that comprehension is considered to be the major objective in reading, rather than the ability to

pronounce written words fluently. Likewise, Harris and Sipay (1979:20) argue that success in getting the intended meaning (i.e. comprehension) depends partly on the:

> 1-"degree to which the reader's concepts match those of the writer,
>
> 2-syntactic patterns in the material that are familiar, and
>
> 3-degree to which the author has supplied enough cues to minimize uncertainty about the intended meaning".

The fact that researchers view RC differently reflects in turn their differing backgrounds concerning the reading process.

To this effect, Shanklin and Rhodes (1989: 496-7) state that *"reading is a transactional process: a reader constructs personal meaning using a text as a guide…"*.

They add that *"Meaning is personal because the reader brings to the text his or her own background experiences and reads his/her own purposes"* (ibid.: 496). Here, the type of comprehension adopted is of a sharing and extending one, that is *"each reader's personally constructed understanding of a text is shared by others"* (ibid.). Also, it is important to note that sharing and extending comprehension occur when readers read the same text.

Another view of RC, which is an interactive one, is introduced by some researchers. There is a consensus among many researchers that some of the major factors in RC, excluding word pronunciation, are external and others are internal (Pearson and Johnson 1987; Samules 1983, and Pearson 1984).

Schell (1989: 13) identifies such an interactive view of RC stating that **"it minimizes or ignores some aspects … such as levels of comprehension main idea, sequencing, drawing conclusions, etc".**

Also, he adds that an interactive view *"emphasizes aspects such as the reader's oral language, prior language of the topic, and ability to reason"* (ibid.).

Moreover, Schell (ibid) has pointed out some major factors that may influence RC as shown in the table below:

Table 1

Some major factors influencing RC

External (outside-the-head)	*Internal (inside-the-head)*
Size of print	Linguistic competence
Text format	Word meaning
Clarity of writing	Prior knowledge about topic
Distractions	Goal/Purpose
Interest of material	Interest in the topic
Text topic	Reasoning ability
	Ability to attend
	Strategies for "fix up"

Like Schell's, Falk (1973: 386) views reading as **"… an active interaction of adults' knowledge of their language with the material, printed or written, that they perceive visually"**. The purpose of reading, here, is to comprehend meaning (ibid.).

On the other hand, Robinson (1966:27-32) has proposed and developed a model in which RC is divided into four parts:

1-**Word perception,** which involves both word recognition and
   word meaning,

2-**Comprehension,** which includes literal and implied meaning,

3-**Reaction,** which involves intellectual judgements and emotional responses, and

4-**Assimilation**.

Finally, research done in the field of RC has shown that knowledge of the process of comprehension is little and still **"sketchy"** (Abbott et al 1985:59).

2.10.1 Cognitive Skills in RC

As a matter of fact, several skills are involved in the RC. In this respect, Abbott et al (ibid: 89) list some cognitive skills with the following abilities:

- **- "to anticipate both form and content,**
- **- to identify the main idea,**
- **- to recognize and recall specific details,**
- **- to follow a sequence, e.g. events, instructions, stages of**
  an argument,
- **- to infer from the text (read between the lines),**
- **- to draw conclusions, and**
- **-to recognize the writer's purpose and attitude.**

2.10.2 RC: Causes for Breakdown

When failure in RC occurs, there must be some reasons for such an event. Hence, Carrell (1984), as quoted by Silberstein (1987:31), has hypothesized some causes for such a breakdown as shown below

1-The absence of relevant knowledge structures (schema availability) to utilize top-down processing,

2-Texts without sufficient textual cues,

3-Deficiencies that preclude bottom-up processing. In this respect, Linguistic deficiencies may limit the transference of L1 reading skills to reading in L2, and

4-Some students wonder if they are allowed to use information not stated in the text in order to interpret it.

Generally speaking, Jenkinson (1973: 45) argues that, to get a full comprehension *"a reader must first become the co-author, suspending judgement until he has absorbed the concepts presented, and then scrutinizing, and assessing the ideas in the light of his own knowledge and experience"*.

2.11 Reading Efficiency (RE):

To begin with, it is necessary here to introduce a somewhat satisfactory definition of what is meant by reading efficiency (henceforth RE). Defined generally, Harris and Richard (1982:267) view RE as the ability to achieve one's reading purpose with less time and effort.

RE is the main aim and intention of any reader involved in such an activity. The main concern, as it is become known, of the present study is with silent reading. So, what is meant and intended by RE is gained by silent reading rather than by oral one. This point is obviously argued by Guszak (1972:67-8) who believes that **" Silent reading fluency is the efficiency with which silent reading tasks can be accomplished "**.

In fact, talking about RE means to talk about its two basic elements, RS and RC and their relationship held between them. In this respect, research shows that such a relationship becomes highly intimate when RE is the main purpose of reading (Fry, 1963;Al-Dahiry 1977).

Also, such a relationship is always conditioned by other factors as when the text is difficult (Harlan and Husband, 1968;27).

But to understand or comprehend efficiently depends largely on several factors. In this way, Bird and Bird (1945:62) cite three factors that ought to be considered by readers in order to become efficient: firstly, the purpose of reading; second, the major knowledge or degree of familarity; and finally, text type and level of difficulty of the material being read.

But in order to understand the type of the relationship held between RS and RC it is essential here to apprehend the role of speed in the reading process and comprehension (or understanding). In this way, Al-Dahiry (1977: 9) emphasizes that when tackling the relation between speed and comprehension **"such factors as purpose, background of understanding and difficulty of material must all be taken into consideration".** For Artley (1963:14) the most significant factor that determines the relation between rate (or speed) of reading and comprehension is the purpose for reading.

Others as Carlson (1949:512) considers some factors which affect both fast and slow readers such as their level of intelligence, the difficulty of materials, the continuity of context, as well as their purpose for reading.

Research has shown a close relation between speed and understanding (or comprehension). That is, it has been found that an increase in speed has been paralleled by an increase in comprehension, and that where speed goes down, comprehension also does. (Rayner and Pollastek, 1989, Underwood et al 1990 and Wolverton 1983).

Al- Dahiry (1977:35) concludes that rate or speed of reading **" is only meaningful as it defines the rapidity with which the reader covers material at a particular level of comprehension".** That is, the reader moves slowly or rapidly according to his requirements for reading.

Likewise, reading by itself is meaningless unless comprehension is considered as part of it as shown in Smith's deinition (1978:105) of

reading :-"**… asking questions of printed text and reading with comprehension becomes a matter of getting your questions answered".**

2.12 Efficient and Inefficient Readers: Salient Features

It is of a highly importance to note that all activities involved in the reading process, mentioned in this study up to this page, are related mainly with what is called **" A good reader"**. Some specialists and researchers call such a reader skillful, proficient, efficient, effective, active or quick (Fry 1963, Bayley 1971, Smith 1973, Pearson 1984, Silberstein 1987, and Goodman 1988).

Likewise, poor readers are named or labelled differently by theoreticians and specialists as slow, bad, inefficient passive or less able readers (For further information, see Fry 1963, Bayley 1971, Buzan 1975, Goodman 1967, Carpenter and Just 1983, and Carrell 1988).

However, the following are the most salient features of good or efficient readers, which are agreed upon by most researchers and specialists, (Gurrey 1975, Fry 1963, Buzan 1975, Gremmo 1985, Silberstein 1987, Mei-yun 1989, Shanklin and Rhodes 1989 and Goodman 1988):

1-They bear their prior knowledge to interpret the potential
    meaning of a text.

2-Having made expectations about the material, they select the
    fewest, most productive cues necessary to confine or reject
    those expectations.

3-They manage to take in a relatively high number of letters per
    fixation.

4-They have a wide range of reading rhythms at their command.

5-At times, they make regressive readings to skip words or
    phrases unrelated to their aim or purpose.

6-They vary their reading strategies based upon their purpose

  for reading and the nature of the passage.

7-They minimize dependence on visual detail.

8-Their reading is thoroughly silent.

9-They do not read letter by letter, but meaningful units.

10-They make use of several mental processes such as

   prediction, sampling, evaluation, imagination, guesses,

  creative thinking, inferring, reasoning and problem-solving.

11-They know they are seeking meaning, not symbols or

   sounds.

12-They identify reading as being concerned with meaning.

13-They bring their background knowledge and experiences

   when reading.

14-They see several words per fixation.

As for features related to inefficient readers, see 2.7.3.

2.13 College Students Reading Strategies: General Survey:

It is necessary here to trace, in short, the meaning of the term strategy.

Here, Richards et al (1992:272) define a strategy as a set of *" Procedures used in learning, thinking, etc., which serves as a way of reaching a goal".*

In the field of EFL/ESL reading, the reader, when faced with unfamiliar words and phrases, usually resorts to some ways or strategies to solve such problems in reading. Further, Moore et al (1981: 6) contend that *" One of these strategies is to decide the meaning of these words or phrases by referring to the words and phrases you do know"*. Furthermore , O' Malley (1985:23) uses the term **" learning strategies"** instead of reading strategies to refer to *"….. any set of operations or*

steps used by a learner that will facilitate the acquisition, strategy, retrieval, or use of information".

Good (1973: 474), on the other hand, defines reading habits (or strategies) as *" patterns of reading behavior which have become habitual and are performed without hesitation"*. Likewise, Leeuw (1974: 31) believes that *" Reading habits become part of one's ego, one's status as an intelligent self- respecting person;……..".*

2.13.1 The Inefficient Reading Strategies:

The inefficient reading strategies, defined **operationally**, are those which form obstacles in the reader's way to achieve the main purpose of his reading.

The inefficient reading strategies will be firstly introduced, since the main concern of the present study is to provide some reading instructional techniques in order to avoid such inefficient reading strategies. Then, the efficient reading strategies will be surveyed thoroughly later in this part of the chapter.

1- Pointing with finger to word by word

This strategy is widely recognized by most teachers of EFL/ ESL. It is usually adopted by beginners and young children in their attempts to read in English.

As a matter of fact, young children mainly use their fingers in pointing to word by word, while *" Slightly more mature readers hold a pencil or ruler underneath the line which they are reading* "(Fry 1963:12). It cannot be denied that beginning readers as beginners might highly benefit from **" Marking the line"**, but this might not be useful for normal readers (ibid.). As has been seen in previous sections of this chapter, **speed** and **comprehension** have both a close relation. That is,

continuous slow speed may result in slow comprehension or understanding. To this, research has shown that poor readers adopt a number of inefficient strategies, one of which is the processing of every individual word (sometimes letters) along with pointing to words with their fingers, pencil or ruler while reading (ibid; Jones 1973; and Nuttal 1983).

2- *While reading, there is a large number of fixations (pauses)*

This bad strategy is directly related with eye movements. It means that slow or bad readers make a stop for each word.

Regarding fixations, as it is discussed in (2.6), they *" can take, anywhere, from 1/4 to 3/2 seonds*. " (Buzan 1974: 29).

In fact, research has shown that when reading, the eye make stops, i.e normal stops, and within each such stop it sees a certain amount of material.

But the present bad strategy means that the poor reader makes a stop on each word. This strategy, actually, consumes *" extra body movement in the reading process"*. (ibid :12). This extra body movement is done on the part of the eye, which will inevitably reduce comprehension as a result. To sum up, the efficient or good reader can take *" more words ………... at each fixation"* (ibid :30).

3- *Using a Dictionary is essential*

Using a dictionary, i.e. bilingual dictionary, is a normal strategy for everyone who has acquired an FL (especially English) or in the process of learning an SL or FL. Such using of this type of dictionary is inevitable.

In fact, there is no harm in using a bilingual dictionary by learners because when dictionaries work well, *" they provide just what the students are looking for"* (Harmer 2001: 168).

However, Al- Kubaisi: (1993: 71-2) summarizes some points concerning the frequent use of the dictionary as:

1-   **It shows the limited ness of the reader's vocabulary.**

2-   **The reader is not successful in using other word- attack strategies.**

3-   **Inefficient slow reading is result.**

4-   **Less concentration on the part of the reader.**

4- Dividing Words into Syllables

Unlike the efficient or good reader, the inefficient one indulges in bad strategies which lead to nothing but to inefficient slow reading. Thus, focusing on syllables of every word is one of such strategies which, apparently, causes interruption of text comprehension.

Likewise, Sparks and Johnson (1970:35) state that the bad or slow reader intends to devide a group of words as a meaningful unit. This is of course one feature of efficient speed reading.

Thus, the strategy of dividing words into syllables while reading is considered inefficient rates of reading (Jones 1933; Edwards 1978; and Nuttal 1983).

5 -Translating into Arabic

As shown previously in this chapter that one of the mental processes is thinking creatively. The efficient reader who is able to see relations within sentences of the text has one feature of the creative thinking, while translation is *" an advanced skill"* in the process of learning an FL (Al- Hamash 1980:68).

Consequently, this strategy will slow down reading speed as well as comprehension and *" no reader who translates word- by- word has*

any real chance of learning to read unsimplified English" (Eskey 1973: 178).

6- Analyzing sentences grammatically

This strategy seems like strategy (No. 4), mentioned above. But the reader here does not devote his time in reconstructing the author's message, instead he engages uselessly in analyzing the text sentences grammatically, thinking that it is the proper way of understanding the whole text. To the best of the researcher's knowledge, Arab learners, especially Iraqi ones, concern themselves mainly with the syntactic aspect of sentences they read. It is proved by researchers that some readers, even when they know the syntactic structures of the text, are still incapable to understand (Alderson 1984:1).

Lastly, Carrell and Eisterbold (1988: 76) believe that *"comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge"*.

7-Pronouncing what I read silently: (Sub- vocalization)

8- Pronouncing what I read loudly: (Vocalization)

These two strategies are discussed together because they are related both in scope. Anyhow, the main concern of the present study is mainly with silent reading. As for the strategy (No. 6), inefficient readers think that it is necessary to analyze sentences grammatically, and in the same sense, they *"think it necessary to pronounce each word as it is read"* (Fry 1963:13).

On the other hand, there are some inefficient (or slow) readers who adopt another type of vocalization while reading, that is **subvocalization**. In this inefficient strategy, the student *" is saying each word to himself, ……"* (ibid:14).

Consequently, the reader makes himself/ herself busy with speaking and taking visual elements of the text. The efficient reader does not depend mainly on the visual material of a text. Instead, he uses his background knowledge in reconstructing and interpreting meaning. Therefore, he does not need to vocalize (loudly or innerly) to get the intended meaning. The skilled reader *"does not read aloud to himself or make visible articulatory movements "* (Bright and McGregor 1976:56).

Furthermore, research has shown that both vocalization and sub-vocalization result in inefficient reading (Fry 1963; Hill 1965; Bayley 1971; Edwards 1978; Coupertwait 2002).

To the best of the researcher's knowledge, three inefficient strategies, mentioned above , influence highly RS, i.e. slow down the reading process which in turn result in inefficient reading. These reading strategies are namely **reading word by word, vocalization** and **subvocalization**.

9- Reading at the same low rate

Speed (or rate) and comprehension, as mentioned previously, has a close relation. That is, wherever there is a high degree of speed, there is a paralleled increase in comprehension. Slow reading has some disadvantages. In this way, Grellet (1986: 14) argues that *" students who read too slowly will easily get discouraged"*. Moreover, they *"will also tend to stumble on unfamiliar words and fail to grasp the general meaning of the passage "* (ibid). In addition, Fry (1963: 62) argues that *" If a reader has only one reading speed, it is almost always slow"*

10- Rereading what I have just read

This strategy refers to what is called by specialists as **" regression"**. This strategy actually, is widely used by inefficient (or slow) readers and beginners. Here, the inefficient reader makes frequently backward movements of his eye while reading along a line of print (Richards et al 1992: 242).

Fry (1963:20)attributes such a strategy to inefficient readers and gives a justification saying that the students might not be prepared well for their reading material, especially when it is new or difficult.

It is helpful to note here that making regression in reading is not always bad. To this, efficient readers make few regressions when they need to understand or review new words or phrases. On the other hand, inefficient readers make more regressions needlessly and aimlessly.

11- Pronouncing unknown words as if they are Arabic

In the process of learning EFL, Arab readers apply the transfer process in their passage of learning.

Since Arabic and English are phonologically different, those readers who have not sufficient command of the phonological system of English try to pronounce words as if they are Arabic, i.e. applying the transfer process negatively, namely carrying over NL skills into that of English. This in turn will be the major obstacle for inefficient readers in their way to read in English which is due to their lack of mastering the sound system of the FL they read.

12- Reading without adequate comprehension though knowing all words and structures

In the beginning sections of the present study, it is mentioned that meaning is not included in the meaning of words and phrases, but the efficient reader utilizes his background and prior knowledge in interpreting the text. In this respect, the efficient interaction between linguistic knowledge and knowledge of the world are the base of the skill in reading (Clarke and Siberstein 1977: 136-7).

13- Wandering randomly over the text

The main reason of such an inefficient strategy is that the reader's eyes *" do not move smoothly over the page …………, "* (Coupertwait 2002:6).

Wandering randomly is in itself an activity done by the reader aimlessly. So, it is time- wasting or consuming on the part of the reader, and hence comprehension is unapproachable.

14- Recoursing to memorization when I do not understand

It is a common phenomena that nonnative readers in their intensive reading seek different ways in order to understand what they read. One of such ways is memorization (learning by heart).

Moreover, memorization is widely familiar in Arab countries, precisely in memorizing dialogues. To this, Lado (1964:62) assigns the benefit of memorizing dialogues stating that *" The chief value in memorizing is that it gives the student authentic sentences that he can vary and expand and eventually use in many situations"*. But, memorization in the FL is more difficult than in the native language (ibid).

Also, memorization does not guarantee comprehension, for the reader has to memorize sometimes every word and then every sentence without adequate understanding.

To this effect, Leeuw (1974: 47) makes a caution in adopting memorization in that the reader *" ………… must assimilate Learn- by understanding and not by memorizing"*.

Furthermore, learning by understanding is *"selective, discriminating, and organizing is inclusive, undiscriminating and repetitive"* (ibid). In the FL, memorization *"takes enormous effort and time*" (Lado 1964:62).

15- Moving the head from side to side

In due to the researcher's experience, this strategy is widely spread among most readers, i.e. non- native ones.

Addressing the readers, Bayley (1971: 24) states that, concerning this strategy, *"One of the most common movements is to move the head from side to side as you read a line"*.

Obviously, any inefficient reading strategy will have a bad effect on the comprehension degree obtained when reading in that the *" eye will swivel over a much wider angle than is needed for them to read a line"*. (ibid).

2.13.2 The Efficient Reading Strategies

Defined operationally, efficient reading strategies are those which make the reading process easy in order to achieve the main purpose of the reader. They are:-

1- Determining the meaning of unknown words from the context

Obviously, this strategy assigns the reader who adopts it as a skilled or efficient reader. This is because the reader here is dealing with the

context of the sentences in a text in an attempt to approach its meaning. The reader resorts to use specific strategies when faced with difficult or strange words or sentences. One of such strategies is using the context of other surrounding sentences to comprehend or understand their meaning. To this effect, Al- Kubaisi (1993: 57) distinguishes some advantages of such a strategy as follows:

x1. No dictionary use, hence the reading process is not interrupted.

2. The reader's attention is focused, not distracted from the text.

3.The reader can perform this strategy independently.

Other strategies that the reader might use when encountering unfamiliar words in a text is mentioned by Mei- yun (1989: 15) as **Word- attack skills.** These skills, in fact, enable the reader to work out the meaning of unfamiliar words and phrases without looking them up in the dictionary. There are two useful word attack skills:

1. Using context clues: This involves using or utilizing the meaning of other words such as " **synonyms** and **antonyms**" in the same sentence or paragraph as a whole unity or for the sake of decoding the possible meaning of strange or unfamiliar words and phrases.

2. Using structural information: This refers to the analysis of stems and affixes of words (word formation). This can help the reader get the meaning of many unfamiliar words.

To illustrate, if we look at the word **"antidisestablishementarianism"** we firstly recognize it as a very long word, but its meaning is not hard to work out. So, by identifying its stem and analyzing its prefixes and suffixes, its meaning will be comprehended more clearer.

2- Using my experience and knowledge to understanding

As mentioned in (2.3) that comprehension in the EFL/ ESL reading requires a knowledge beyond that of the linguistic one. In this respect,

Anderson (1978: 369) state that **" Every act of comprehension involves one's knowledge of the world as well"**.

As a result, schema theory was introduced. It focuses on the importance of background knowledge within a psycholinguistic model of reading. In this respect, Coady (1979: 12) argues that **" *The interest of background knowledge will enable the student to comprehend at a reasonable rate and keep him involved on the material in spite of its syntactic difficulty"*.**

3- Varying my reading rate and strategies according to the nature of the text
4- Skimming words or lines not related to my aim

5- Reading word by word when the text is difficult

These three strategies are introduced together for they are concerned with the same influential factor, that is RS. It is mentioned in (2.12) and also in surveying the inefficient reading strategy No. 9 that speed and comprehension has a close relation. Hence, the good reader is the one who has the ability to vary his reading speed according to his purpose of reading, type of the text, level of difficulty of the text, etc. So, the inefficient reader here has no certain or specific speed (i.e. using one type of speed).

So, when using **skimming**, the reader here aims at getting a general idea about the text. He uses **scanning** when he wants to get a name of a person, city, etc. or telephone number, date and so on.

The efficient reader, sometimes, is forced to read the text word by word when it is difficult. To this effect, Fry (1963:62) contends that efficient readers have what is called **" flexibility"** in their reading. Unoh (1969:30) defines flexibility as **"……… *the practice of varying one's speed of reading to suit one's purpose in reading*"**. Efficient readers, he

adds, *" can go fast when they want to and they can go slowly when they want to "* (ibid).

6-See relationships between sentences though not grammatically related

Being able to see relationships among sentences of a text requires a high ability on the part of the reader. Those relationships do hold among sentences even though they are not grammatically related.

While reading, the efficient reader adopts several skills, the first of which is prediction, i.e being able to predict. Related to this, Carrel and Eistenhold (1988: 75) join both the reader's knowledge and prediction of the text as a prerequisite for the reader to develop his reading ability.

Thus, when the reader has the ability to assign relationships among the sentences of the text, he is actually nearly fluent in the FL he reads (i.e. English) and in this sense he has commanded elements of the text such as syntactic and semantic aspects, and text recognition.

7- Understanding well what I read

As the title shows, this strategy is attributed as a whole to the efficient reader. That is, understanding or comprehending what is read is an indication that nothing hinders comprehension and the reader goes softly when reading. Also, comprehension, as mentioned earlier, is the main goal of every reading .

8- Distinguishing between facts and opinions

Being able to distinguish or recognize facts from opinions as the writer introduces them highlights an ability which is attributed only to the efficient reader. Also, this ability is related to inferential comprehension where the reader here *"usually utilizes his experience, intuition and inferring"* (Richards et al 1992:238).

It can be said that the efficient reader is that one who *" should be a mind- reader and try to determine quickly and efficiently what the author had in mind"* (Fry 1963:41).

In this respect, Silberstein (1987:30) states that *" critical- reading skills include the ability to distinguish facts from opinions, draw inferences and evaluate an author's point of view"*.

9- Using an English- English dictionary

10- Using an English – Arabic dictionary

11- Using a dictionary as a last resort

In surveying the inefficient reading strategy No.(4) some of the disadvantages of frequent use of the dictionary have been mentioned. But it is important to note that being able to use a monolingual dictionary indicates that the reader here has an acceptable command over the target language he reads. Hence, he is an efficient reader.

To this, Lado (1964: 21) argues that using a monolingual dictionary *"……..requires a good basic linguistic analysis for the proper identification and classification of the words of a language"*

12- Concentrating on main ideas

This is one of the salient strategies an efficient reader usually adopts. Needless to say, reading efficiently requires firstly locating main sentences, and secondly rejecting the irrelevant information and finding what he is looking for (Grellet 1986:2).

This strategy will eventually increase RS, which will in turn result in gaining more comprehension. Therefore, concentrating on every bit of information of a text will slow down reading and cause more missing main points or ideas.

13- Predicting the content of the following text by utilizing the title:

According to the Goodman's psycholinguistic model, reading is a selective process, as already mentioned in (2.3), in that the reader does not utilize all information available in the text. Instead, he chooses only certain cues for the sake of verifying expectations he sets. To this effect, ***"Efficient reading results from a skill in selecting the fewest, most productive cues necessary to produce guesses that are right for the first time, rather than precise perception and identification of all elements"*** (Harris and Sipay 1982:25).

Therefore, based on the reader's expectations, he uses the minimal language cues. As this partial information is processed, the reader samples the text, predicts, and finally tests his predictions.

Finally, research has pointed out that the reader processes information he selects, predicting and sampling only parts of the text (Carrell 1988:1-3).

14- Refusing or accepting ideas found in the text

15- Getting implied meaning

16- Identifying the author's aim

All these three strategies together have been previously discussed in (2.3). So, there is no need to repeat them here again so as not to be redundant.

17- Imagining the actions I read

Reaching the level of imagination in reading means that the reader has managed to access beyond the text. In this sense, Gate, as quoted by Fries (1963:117), argues that reading should involve all types of thinking, evaluating, judging, imaging, …… etc.

Further, Bright and McGregor (1976: 56) refer to the efficient reader in that he can *"imagine in his mind the sense and events the words conjure up"*.

18-Raising questions while reading and seeking answers to them

19- Trying to find out more than one cue of the meaning of unknown words

Till 1970, reading was viewed passively considering the reader only a receiver of information (i.e. decoding from the text), but later it has been viewed as an **active** and **interactive process**, in which the reader interacts with the text. So, raising questions is one type of such interaction between the reader and the text. In this sense, *" asking questions while reading and seeking answers to them make the process of reading purposeful and the role of the reader more interactive"* (Al-Kubaisi 1993:71).

Concerning text cues, as mentioned in (2.3), the efficient reader has the ability to select specific cues concerning the information he wants or he is seeking for. This is why reading is a selective process for the reader is *" always being selective about the use of the cues available….."* (Goodman 1988:12).

20- Recognizing essential words immediately

As seen previously, one of the inefficient strategies adopted by inefficient readers is to read word by word, whether such words are essential in determining meaning or not. On the other hand, efficient

readers attempt from the first step to get the essence of the text, that is essence of a sentence or paragraph. In this way, they adopt certain strategies to achieve such a task. Hence, utilizing prior knowledge of the beliefs, concepts, ideas, etc. of the reader is one of such strategies.

To this effect, Carrell and Eisterhold (1988:74) contend that the *"……….. reader's background interacts with conceptual abilities comprehension"*.

The other strategy is **"Using context clues"** (See the efficient strategy No.1)

21- Making guesses of meaning and later discover they are true

Efficient readers, as mentioned previously, read in meaningful units. Hence they seek for meaning in larger units as sentences and phrases, and then chapters. In this sense, Fry (1963:47) argues that *"Units of meaning are called gestalts and they increase in size from word, to phrase, to sentence, to paragraph, to chapter"*. The reason for such an order is that *" this is the way the mind works"* (ibid).

When the efficient reader meets a strange or an unfamiliar word, he uses his own conceptual knowledge to guess its meaning from its context or by using context clues (or both).

22- Going on reading despite unknown words

This strategy distinguishes highly efficient readers from inefficient ones in not reading word by word and with no frequent fixations. The skilled reader here reads *" for thoughts, ideas, or phrases, rather than for words"* (Unoh 1969:29). As mentioned above, the efficient reader reads in meaningful units.

23- Paying adequate attention to punctuation marks

As a common knowledge, every text contains some elements which connect it adequately. Punctuation marks are one type of such elements. Eckersley and Eckersley (1966: 376) state that *" punctuation is simply a device for making it easy to read and understand written or printed material"*.

Within the reading process, efficient readers always deal successfully with punctuation marks according to their aims. In this sense, Sparks and Johnson (1970: 154) argue that one of the *" basic cues and skills that the efficient reader uses to unlock the exact meaning of a sentence… is identifying punctuation semaphores"*.

Hence, it is obviously understood that punctuation marks play a vital part in the transfer of ideas from the writer to reader, and *" the writer who punctuates discriminatingly is more able to inform, convince, delight or otherwise influence his readers than the writer who punctuates haphazardly "* (Vivian and Jackson, 1964: 356).

24- Rereading only in case of difficult material

Rereading, or regression, when it is habitual and compulsive, it slows down RS and RC (Unoh 1969:27). This case (strategy)is adopted by inefficient readers. But in some cases, this strategy can be effective and necessary in the following cases: (Al- Kubaisi 1993: 63).

- **When the reader's predictions are wrong,**
- **When the material is difficult, and**
- **When ideas expressed are obscure or strange.**

Thus, rereading *" may be a sign of an active and responsive reader rather than incomplete or insecure one"* (Nuttal 1983:38).

25- Reading with an aim in mind

Having an aim in every activity is essential for maintaining and doing it successfully.

Therefore, in the field of reading, the reader's aim plays a vital role towards comprehension. Hence, there is a consensus among specialists that is having an aim in reading is the main factor for motivating readers to go on reading with comprehension. (Moyle 1973; Al- Mutawa and Kailani 1989 and Harmer 2001).

Therefore, efficient readers always read for specific aim whether to interpret the author's message, to get specific or general information, etc.

Having an aim in reading means that it is purposeful. In general purposes for reading are of two types, reading for pleasure and reading for information (Grellet 1986:4).

26- Writing and Summarizing what I read in my own words

Most research has pointed out that when readers comprehend easily, that is becoming efficient, they utilize their subprocesses to summarize what they comprehend in their own words (Clarke and Silberstein 1977, and Goodman 1988).

To explain, when the efficient readers comprehend each bit of the written text, they write down or summarize the information gained, and collect finally the information recorded to get the gist of the whole text.

27- Understanding a group of words with one quick look

It is obvious here that the word "quick" refers to the case that the reader reads rapidly with comprehension, that is he is a quicker reader. As mentioned earlier in this chapter, slow reading results in inefficient reading.

However, the main two skills in rapid reading are **skimming**, *" usually used when it is unnecessary to examine the text thoroughly"*,

and **scanning**, which *"refers to a quick overview of a passage for the sake of getting specific information "* (Al- Mutawa and Kailani 1989:118).

These two skills, **skimming** and **scanning**, make the reader able to select carefully specific portions from the text which deserve spending time on (Nuttal 1983:43). But rapid reading sometimes becomes harmful, that is, it is not always necessary especially when reading difficult texts, legal documents, and select pieces of literature (ibid: 35).

To end with, Fry (1963:62) argues that *" it is hoped that students ……… will develop control over their reading speed rather than allow their reading speed to have control over them"*.

2.14 Related Previous Studies

2.14.1 Fry (1963)

The aim of this study is to construct or suggest a course in reading improvement at either the secondary school level or university one.

To approach this aim, the study focuses on the improvement of RS while making certain that the fundamental requirement of normal comprehension is not neglected.

The significance of reading faster is introduced. It is argued that English is usually spoken by native speakers at about 150 words per minute, while the average person in England or the united states can read at 250 words per minute or faster.

To measure RS and RC improvement, a 7 – week experiment has been conducted on a sample derived from four classes at Makerere University. The classes were approximately 85% African students and 15% Asian ones.

The reading improvement scores are based on exercises found in the students' drill book which is Reading Faster- Cambridge University Press 1963 by Fry 1963.

It is found out that students, when relaxing at home, do not read as rapidly as they do in class under test conditions. Instead, their reading are more flexible.

Then, the study surveyed a number of inefficient reading, strategies which inefficient readers adopt, such as pointing at words with a finger, vocalization, subvocalization and regression. Some curing procedures and techniques are given to each of such inefficient reading strategies.

2.14.2 Al- Dahiry (1977)

This work investigates mainly the relationship between speed and accuracy of reading at varying levels of difficulty and when the continuity of materials read is varied.

The results obtained show that there is a direct relationship between speed of reading and accuracy of comprehension. This relationship also is highly influenced by some factors such as the purpose of reading, the difficulty of the material and its type. Hence, no general statement can be made regarding this relation. Further, measuring speed of reading is meaningless unless it is related to comprehension.

2.14.3 Al- Marsumi (1988)

The study aims at (a) testing the accuracy of RC of the fourth- year EFL students at the Teachers- Training Institute in Baghdad; (b) finding out any differences in the accuracy of RC between male's and females; and (c) finding the correlation between speed and accuracy of comprehension in reading. The population consists of 103 students which form 27.5% of the original population.

The test consists of an unseen passage selected from the student's textbook, followed by 14 multiple- choice items, constructed by the researcher herself. Face and content validity are determined.

Also, reliability is ensured using Kuder- Richardson formula 20, and test- retest technique. Pearson Correlation Coefficient is used to indicate whether there is any relationship between speed and accuracy.

Results indicate that:

1. students are poor comprehenders.

2.   There is a significant difference between males and females in accuracy of reading and in favour of the female students.

3.   It is found out that there is a positive correlation between speed and accuracy.

2.14.4 Al- Kubaisi (1993)

This study aims at identifying:

1)   The reading strategies used by EFL students at the collage of Education (Ibn- Rushd) of Baghdad University;

2)   The differences and similarities in reading strategies among the efficient readers of the four college stages;

3)   The differences and similarities in reading strategies among the inefficient readers of the four college stages; and

4)   The differences and similarities in reading strategies between efficient and inefficient readers of each stage.

It is hypothesized that:

1)   Students of the department of English tend to use inefficient reading strategies and use efficient ones unsatisfactorily.

2)   There is significant improvement in reading among senior students as compared to their junior colleagues of the department of English of

the four college stages at the college of Education (Ibn- Rushd) of Baghdad University, during the academic year 1991-1992.

A questionnaire is administrated as the instrument of the study. Results of the analysis of data revealed that:

1)   There is gradual improvement across the four stages in using efficient strategies and in avoiding inefficient ones by efficient readers except in tow cases .

2) Efficient readers are better than inefficient ones in using efficient strategies and in avoiding inefficient ones.

2.14.5 Al- Rifa'i (1994)

This work aims at identifying and measuring the relationship between text type and RE of fourth- year college students. This is done through answering the following questions:

1)   Are there any significant differences among advanced EFL student's speed in relation to the type of the text used?

2)   Are there any significant differences among advanced EFL speed in relation to the type of the text used ?

The researcher sets a null hypothesis in that there is no relationship between text type and RE of fourth –year college students majoring in EFL at the departments of English

The sample used consists of 100 fourth –year students taken from the Departments of English in the college of Education /Ibn Rushd and College of Languages ,University of Baghdad . Content and face validity are determined. Reliability is computed using Kuder –Richardson formula 20. Item analysis is achieved. RE is computed using Fry's (1965) formula.

Results revealed that:

1) There are no statistically significant differences in the fourth- year EFL College students' achievement in RC regarding the type of the text used.

2) There are statistically significant differences in the fourth- year EFL College students' speed regarding the type of text used and in favour of the narrative type.

3) There is a statistically significant relationship between RE and text type and in favour of narrative type.

4) Fourth- year college students are generally poor comprehenders. Further; fourth- year college students are inefficient readers for their RE scores in both types of text are low.

2.14.6 Al- Muradi (1997)

Al- Muradi investigats the effect of training in rapid reading on Iraqi students achievement in grammar, vocabulary and spelling.

It is hypothesized that:

1) Training in rapid reading has positive affect on students achievement in vocabulary, spelling production capacities, and grammar.

2)Such an effect will result in varying degrees of progress among students.

The sample of the study is 50 students, selected randomly out of 79- the total population, of second- year college of Education students, University of Al- Qadissiyah.

Content and face validity of the tests (the instrument) are obtained. Also a pilot study is conducted. The next step is to start in rapid reading in which a training programme is planned and constructed.

Results of the present work indicate that there is no effect of training in rapid reading on the achievement in vocabulary, grammar, and spelling.

2.15 Discussion of the Previous Studies

In this section, a discussion of the previous studies will be presented in the light of the following points, as long as the present work is concerned:

2.15.1 The population and sample

Fry's (1963) population is college students at the United States, and the sample is derived from four classes at Makerere University college.

This type of population and sample resembles that type utilized in the present study, and also those utilized in Al- Marsumi (1988), Al- Kubaisi (1993), Al- Rifa'i (1994) and Al- Muradi (1997). An exception is found in Al- Dahiry (1977) which has no population and sample because it is a pure descriptive study.

2.15.2 Aims and Hypotheses

As for Al- Kubaisi (1993), one of his aims is to identify reading strategies followed by college students, which in turn resembles that one adopted in the present study. The other studies surveyed have different aims as Fry (1963), Al- Marsumi: (1988), Al- Rifa'i (1994), and Al- Muradi (1997). But in Al- Duhiri (1977) no experimental aims are stated.

Concerning hypotheses adopted, Fry (1963), Al-Dahiry (1977), and Al- Marsumi (1988) exclusively have no null hypotheses, while other studies surveyed as Al-Kubaisi (1993), Al-Rifa'i (1994) and Al- Muradi (1997) adopt null hypotheses as the present work does.

2.15.3 Procedures:-

Some of the pervious studies surveyed conduct achievement tests as the main instruments such as Fry (1963), Al- Marsumi (1988), Al- Rifa'i (1993) and Al- Muradi (1997), whereas Al-Kubaisi (1994) conducts a different type of test, namely a cloze test. The present study and Al- Kubaisi (ibid) are alike in conducting a questionnaire as one of the instruments to identify efficient from inefficient readers. Al- Dahiry (1977) has no procedures for the reason mentioned above.

3.1 Introductory Note

The present chapter aims at reporting the practical steps conducted in order to achieve the aims set in this study. In other words, it describes the following: -

1-   The type of the experimental design,

2-   The population and sample selection,

3-   Equalization between the experimental and control groups,

4-   The instruments used in this study and their application, and

5-   The statistical means used for analyzing the data and computing results.

3.2 The Experimental Design

Before revealing the type of the experimental design, it is necessary to define it briefly. To this, Good (1973: 174) defines the experimental design as *"the plan according to which experimental groups are selected and experimental treatments are administrated and their effect is answered".*

Moreover, *" Selection of a particular design is based upon the purpose of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted"* (Best 1981:68).

Therefore, the type of the experimental design adopted in the pretest study is called **" The Partial Control Design"**, and it is also called **"The Non-Randomized Control-Group Pre-test and Post-test Design"** (Al-Zuba'i and Al-Ghannam, 1981: 128-9).

A justification can be given for the selection of such type of design is that the researcher has no choice in bringing out any change   in the basic system of the college upon which he is conducting his experiment, such as distributing the students (i.e. subjects) within sections according to the needs of the present work, also the researcher here does not classify groups, experimental and control, but such groups do exist as a matter of fact.

3.3 Selection of the Population and Sample of the Present Study

The population of the present study consists of the 2nd grade students admitted to the English Departments of the following colleges at the University of Baghdad:

- College of Languages,

- College of Arts,

- College of Education – Ibn- Rushd, and

- College of Education for Women.

The total number of such population is 487 for both sexes as shown in table 2 below:

Table 2

The population and sample of the present study:

Students Numbers Distribution

Name of the College	*Males*	*Females*	*Total*
Languages	35	90	125
Arts	21	99	120
Education – Ibn- Rushd	19	119	138
Education for women	Non	104	104
			487

The reason for selecting and choosing such a population is that students of the second grade of the above colleges take a full course in reading comprehension, studied in two semesters, which is the main core and content depended in the present study.

The sample of the present study is 2nd grad students enrolled at the English Department – College of Education/Ibn Rushd. One reason or justification for selecting the above college as the sample is that it is the only one, that provides facilitaties for the researcher in order to achieve his study easily.

Furthermore, the head and staff of the department of English have provided all the cooperation, help, and serious participation from the side of both the lecturers and subjects enrolled as well.

The department of English at the college of Education/ Ibn- Rushd has four sections, namely A, B, C and D respectively with a total number of 138 for both sexes as shown in table 2 above.

The aim now is to identify two groups (or sections) which are the weakest ones in their performance on the reading strategies.

Therefore, a questionnaire has been administrated to the whole subjects (i.e. the four sections) admitting to the 2nd grade at the aforementioned department. After excluding from the sample those who are in- service teachers, last academic year repeaters, and non- Iraqi students (See App. 1, Form1), two groups, sections C and D, have been identified as the weakest ones on the basis of computing their mean sores compared with their theoretical mean by using the one sample t- test formula. The following formula has been used to compute the theoretical mean:-

$$\frac{\text{highest grade} + \text{lowest grade}}{2}$$ (See table 3, App.4):

Hinkle and et al (1971: 173)

Table 3

Mean Value of the Whole Sample

Classes	No.	Mean	S.D	Theoretical mean	t. test	
					Computed	Tabulated
A	30	93.3000	10.7130	84	4.755	2.042
B	30	91.930	13.534	84	3.211	2.042
C	30	68.7000	13.8069	84	-6.070	2.042
D	30	75.9000	1.5870	84	-2.675	2.042

Then, one of the groups is randomly set as the experimental group (Section C) and the other as the control one (Section D). The Whole number of the two groups is 60, each of 30 subjects.

3.4 Equalization Between the Two Groups

The aim of making equalization between the two groups is to neutralize any secondary or controlled variables and in order to ensure that the scores obtained may not be affected by such variables. Therefore, the following variables have been controlled for both groups:

1-   **The Academic level of the father,**

2-   **The Academic level of the mother,**

3-   **Age of testees,**

4-   **Sex of testees, and**

5-   **The testees level on the pre- test.**

These variables are discussed and shown in the following tables.

3.4.1 The Academic Level of the Father

Hence, concerning the **academic level** of the father, table 4 shows that there are no statistically significant differences among the testees of both groups, the experimental and control, since the computed X^2- value is 0.556 which is found out to be lower than the tabulated X^2 -value which is 5.99 when the level of significance is 0.05 and the degree of freedom is 2.

Table 4

The Equalization between the Testes of the Experimental and Control Groups on the *Academic Level of the Father* Variable

Group	No.	Illiterate + reads and writes+ primary	Intermediate + secondary	Institute + College + higher studies	Computed X^2- value	Tabulated X^2- value	d.f.	Level of significance
EG	30	5	10	15	0.556	5.99	2	0.05
CG.	30	7	8	15				

3.4.2 The Academic Level of the Mother

Relating to the second variable, which is the **academic level of the mother**, table 5 shows that there are no statistically significant differences among the testees of both groups since the computed X^2-value is 1.96 which is found out to be lower than the tabulated X^2-value which is found out to be 5.99 when the level of significance is 0.05 and the degree of freedom is 2.

Table 5

The Equalization between the Experimental and Control Group Testees (subjects) on the *Academic Level of the Mother* Variable

Group	No.	Illiterate + reads and writes + primary	Intermediate + secondary	Institute + College + higher studies	Computed X^2- vlaue	Tabulated X^2- value	d.f.	Level of significance
EG.	30	7	16	7	1.96	5.99	2	0.05
CG.	30	12	13	5				

3.4.3 The Age of Testees

As for the third variable , that is the **age of testees**, table 6 signifies that there are no statistically significant differences among the testees of both the experimental and control groups, since the computed X^2-value is 0.640 which is found out to be lower than the tabulated X^2- value which is 5.99 when the level of significance is 0.05 and the degree of freedom is 2.

Table 6

The Equalization between the Experimental and Control Groups on the *Age of Testees* variable

Group	No.	1980	1981	1982	Computed X^2- value	Tabulated X^2 -value	d.f.	Level of significance
EG.	30	10	12	8	0.640	5.99	2	0.05
CG	30	13	10	7				

3.4.4 The Sex of Testees

With respect to the sex of testees variable, table 7 shows that there are no statistically significant differences among the testees of the experimental and control groups on the sex variable, since the computed X^2- value is 0.340 which is found out to be lower than the tabulated X^2 value which is 3.84 when the level of significance is 0.05 and the degree of freedom is 2.

Table 7

The Equalization between the Experimental and Control Groups Testees on the *Sex* Variable

Group	*No.*	*Male*	*Female*	*Computed X^2- value*	*Tabulated X^2- value*	*d.f.*	*Level of significance*
EG	30	9	21	0.340	3.84	2	0.05
CG	30	7	23				

3.4.5 The Testees' Level on The Pre- test

Before equalizing the two groups in their achievement on the pre- test, it is necessary to illustrate the main steps of choosing this test and achieving its psychometric features, i.e. validity and reliability.

This test intends to measure the level of testees at both groups in reading comprehension. Therefore, the test consists of a reading text followed by   10 multiple – choice questions.

The text has been taken from a book entitled **" Reading English Objectively"** by R. L. Malone (1972).

To achieve its face validity, the test has been exposed to jury members (See Table 8, App. 2, Passage 1) of specialists in the field of TEFL, and it proved, as a result, to be valid and suitable for the level of the 2nd grade college students at the department of English since it gains a 100% agreement of the total number of the juries.

<div align="center">Table 8</div>

<div align="center">**Names of Jury Members**</div>

	Academic rank	*Name*	*College*
1	Professor	Sabah Al- Rawi	College of Languages, Ph.D.
2	Assistant professor	Abdul Jabbar Darwash	College of Basic Education, Ph.D
3-	Assistant professor	Abdul Latif Al- Jumaily	College of Arts,Ph. D.
4-	Assistant professor	Lamia Al- Ani	College of Education/Ibn Rushd, Ph.D.
5	Assistant professor	Munthir Al- Dulaimi	College of Languages, Ph.D.
6	Assistant professor	Nahida Al- Nasiri	College of Basic Education, Ph.D.
7	Assistant professor	Abdul Karim Al- Jumaily	College of Education/ Ibn Rushd, Ph.D.
8	Instructor	Ahmed Mustafa	College of Education/Ibn Rushd, Ph.D.
9	Instructor	Dhuha Atallah	College of Basic Education , Ph.D.
10	Instructor	Shaima'a Al – Bakri	College of Education/ Ibn Rushd, Ph.D.

As for its reliability coefficient and by using Alpha- Cronbach Formula, the reliability coefficient has been found out to be 0.78 and which is considered acceptable for this study.

After that, the two groups have been matched in their level on the reading comprehension test. Therefore, as shown in table 9, it has been found out by using t- test for two groups that there are no statistically significant differences among the experimental group testees and those of the control one, since the computed t- value is found out to be 0.551 which is lower than the tabulated t- value which is found out to be 2.000 when the degree of freedom is 58 and the level of significance is 0.05.

Table 9

The Equalization between the Testees of the Experimental and Control Groups on the *Achievement on the pre- test* Variable.

Group	No.	Mean	Std. Deviation	Computed t- value	Tabulated t- value	d.f	Level of significance
EG	30	5.63	1.50	0.551	2.000	58	0.05
CG	30	5.40	1.77				

3.5 The Instruments of the Study :

In order to achieve the aims set in the present study and to verify the hypotheses adopted, the researcher has utilized the following instruments:

1-   **A closed - end questionnaire, and**

2-   **A post- test.**

3.5.1 Building - up the Questionnaire

A questionnaire, as an instrument of research, is one of the inquiring forms that **" *includes data gathering instruments through which respondents answer questions or respond to statements in writing* (Best 1981: 167).**

The type of questionnaire used in the present study is a restricted or closed- form type which calls for short, check responses and it provides **" for making a Yes or No, a short response, or checking an item from a list of suggested responses"** (ibid: 168).

The present questionnaire items have been derived from the following sources:

3.5.1.1 The Whole Sample of the Study:

The sample of the present study, that is the second- grade students at the department of English- College of Education/ Ibn- Rushd, University of Baghdad are administrated to the following open question:

What are the reading strategies you usually adopt when reading ?

3.5.1.2 Related Literature and Previous Studies

The items of the present questionnaire, which are considered later on as reading strategies (efficient and inefficient ones), have been drawn from and supported by related literature or studies concerned mainly with TEFL field such as **(Fry, 1963; Unoh 1996; Bayley 1971; Buzan 1974; Leeuw, 1974; Wolverton and Zola, 1983; Nuttal, 1983, Underwood and Everatt, 1990; Al- Kubaisi 1993; Rayner and Sereno, 1994; and Cowpertwait 2002).**

3.6 Validity of the Instruments

First of all, the term validity refers to *" ………. The degree to which the test actually measures what is intended to measure "* (Brown 1987: 221). Whereas McNamra (2000:138)views validity differently as *"The relationship between evidence form test performance and inference about candidates capacity to perform in criterion that are drawn from that evidence"*. On the other hand, Harris (1969:19) put his view of validity within two questions: *" (1) What precisely does the test measure?"* and *"(2) How well does the test measure?".*

There are several types of validity such as face validity, content validity, construct validity, etc. Thus, face validity is the suitable type to find out whether the instruments are valid to achieve the aims of the present study or not.

3.6.1 Face Validity

In the same sense, Lado (1964:169) believes that face validity is the *"degree to which a test measures what it claims to measure".* More precisely , face validity according to McNamara (2000: 133) is *"the extent to which a test meets the expectations of those involved in its use, e.g. administrators, teachers, candidates and test score users"*. Moreover, face validity is very important from the learner's perspective in that *"a learner needs to be convinced that the test is indeed testing what it claims to test"* (Brown 1987: 222).

3.6.1.1 Face Validity of the Questionnaire:

Therefore, to test face validity, the initial form of the questionnaire (See App.3, Form 1) has been exposed to the same jury members mentioned in Table 8. It is necessary to note that the items which are judged valid by at least 7 members, i.e. 70%, out of the total number of the jury have been kept in the questionnaire. While, the items which received maximally 60% and less (agreed upon only by 6 members) have been omitted. However, in response to the recommendations and suggestions admitted by the experts of the jury members (See App.3, Form 2), the following changes have been done:

  1-**Modifying items** *(3,10,15)***;**

  *2-**Adding two more items** *(61,62).*

3- **Combining items *(4 and 31) (39 and 52) (45- 56).*

***4-**Omitting items** *(2,7,14,16,18,25,26,28,30,36,37,42,44,47,48,59).*

  Then, the final form of the questionnaire (See. App.3, From 3) has been prepared to be adopted as the first instrument of the present study, after verifying its psychometric features as it will be explained later on in this chapter.

3-6-1-2 Face Validity of The Post- Test

Likewise, a copy of the reading passage selected for conducting the post-test was submitted to the same jury members consulted in (3.4) in order to test its face validity. (See App.2, Passage 2). The passage is an unseen one taken from the same source mentioned in 3.4.5. The passage is entitled **" A Night at a Police Station",** with (767) words attached with (10) multiple – choice

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* ** ***The modifications and changes on the first form of the questionnaire have been exposed later on to the same Juries (See table 8)

questions. The testees (the subjects) have to choose the correct letter listed in each question, whether (a), (b), (c) or (d).

3-7 The Pilot Administration of The Instruments

A group of 30 students, taken as a sample, have been derived, other than the experimental and control groups, for the sake of conducting a pilot administration of the instruments, namely the post- test and the questionnaire. This administration has been conducted in order to:

1- Check the clarity of the instruments instructions,

2- Estimate the time allocated for answering the two instruments; and,

3- Compute the reliability coefficient of the two instruments.

Thus, the above sample has been taken from the 2nd – grade (Section B) of the same total sample of the present study.

Consequently, no serious ambiguity is found concerning the instructions of both the post- test and the questionnaire.

Concerning the time allocated for answering the instruments, it has been found that the post- tests needed about 55 minutes to finish it. While the questionnaire required 25 minutes to be finished.

The reliability coefficients of both the questionnaire and the post- test will be computed by using suitable statistical means as shown in the next sections.

3-8 Reliability Coefficient

Reliability is *"the stability of test scores- A lest can not measure anything well unless it measures consistently"* (Harris 1969:14). While McNamra (2000:136) views reliability as the *" Consistency of measurement of individuals by a test"*. Furthermore, Al- Mutawa and Kailani (1989:166) define reliability as *" The degree to which a test produces similar conditions"*. Reliability, as believed by Harmer (2001: 322), can be *" enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answers, and making sure the test conditions remain constant "*.

In sum, reliability coefficient refers to *" A static, usually on a scale from 0 to 1, expressing the extent to which individuals have been measured consistently by a test "* (McNamra 2000:136).

3-8-1 The Reliability Coefficient of the Questionnaire

Accordingly, the reliability coefficient of the questionnaire has been found out to be 0.8064 by using the Alpha- Cronbach Formula, and this result is acceptable according to Mehrens and Lehmann (1991: 255).

3-8-2 The Reliability Coefficient of the Post- test

The reliability coefficient of the post test has been found out to be 0.9169. It has been computed by using the Alpah- Cronbach Formula. This result is acceptable according to Mehrens and Lehmann (ibid).

3-9 Application of the Experiment

The experiment started on the 9th Nov., 2002 and ended on the 8th Jan., 2003. As a criterion, the researcher, in teaching reading comprehension, has utilized the same textbook[*] prescribed for the second year at the department of English, College of Education- Ibn- Rushd. This textbook is divided into two parts, each consisting of 30 passages. Part 1 has been selected to be taught during the experiment. As mentioned above, the experiment lasted for eight weeks, allotting 4 hours for each group per week.

For the first two lectures, the researcher has intended to teach reading comprehension ordinarily in order to assign the weakness points of the students concerning the reading strategies followed by them. For the first two weeks, the researcher has been assisted by another partner[*] as a co- observer for the sake of controlling the two groups and assigning the weaknesses among the students.

Then, one week has been devoted to the inefficient reading strategies No. **1** and **2**, with its remedial treatments when teaching the experimental group.

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[*] **"Sixty Steps to Precis: A New Approach to Summary Writing for Overseas Students". L.G. Alexander (1970).**

[*] **Mr. Younis Ibrahim, M. A in ELT**

While the control group was being taught in a traditional way, i.e. giving no instructions concerning remedial treatments of the inefficient reading strategies that are used by the subjects of the group.

A period of one week was devoted to each inefficient reading strategy (from strategy **No. 3 up to No. 5**), i.e they have been separately treated. On the other hand, the rest of the experiment period time has been devoted to those inefficient reading strategies (from strategy **No. 6 up to No.15**) whose remedy require utilizing reading speed techniques, namely **skimming, scanning** and **expanding the visual span**.

During the experiment, the researcher was teaching the reading comprehension passages regularly, as mentioned above, making students participate in solving the exercises following the assigned reading passages. Within such a task, the researcher kept on observing the students reading strategies that are followed during reading, trying to discover any defect that might result in producing inefficient reading strategies. In such case, the researcher did begin to give appropriate remedial instructions regarding such faulty strategies. With the progressing time of the experiment, the researcher also kept on observing any improvement reflected by the whole subjects of the experimental group, giving a hand to those who really nedded it. Here, it is helpful to note that in following the remedial techniques suggested in the present work, and other techniques suggested , the trainee (i.e. inefficient reader) should remember that he/ she can not change the bad reading *" habits of a lifetime in a short period of a few days"*. (Bayley 1971:23). Moreover, the readers trained under such techniques " *Must practice the methods suggested ……… throughout the training period, so that they will become automatic ……..*" and the readers will ultimately replace their "*…………... present inefficient technique by a new and efficient method*" (ibid). The type of training mentioned above must be going on in line with training or exercising outside classroom.

3-10 Post- Test Administration :-

Being sure that the test is valid and reliable, , the test has been administrated at the end of the experiment to the sample of the present study. The test was time - scheduled, i.e. to be finished in 55 minutes. The testees were instructed to read the reading passage carefully, then to read the questions attached with it, and encircle the letter of the correct choice, whether (a), (b), (c), or (d).

The test was attended by aforementioned partner of the researcher. Each testee was required to inform the researcher or the co- observer (the partner) immediately when finishing, to calculate the time taken by the testee (in minutes), to be recorded by the testee on the top of the test sheet in order to calculate their RE later.

3-11 The Scoring Scheme of The Two Instruments

3-11-1 The Questionnaire

As mentioned previously, the questionnaire has to be answered according to a specific rating scale. **(i.e. always, often, sometimes, rarely, and never)**. Concerning the efficient reading strategies, the marks assigned as follows:

always *4*, often *3*, sometimes *2*, rarely *1* and never *0*.

Likewise, regarding the inefficient reading strategies, the marks assigned as follows:

always *0*, often *1*, sometimes *2*, rarely *3* and never *4*.

3-11-2 The Post- test

As shown previously, the test consists of a reading passage followed by 10 multiple- choice questions. The scoring scheme is to give a mark for each correct choice. While the incorrect choice takes zero mark. Thus, the total mark is 10.

3-12 The Inefficient Reading Strategies: Suggested Remedial Techniques

In this section, remedial techniques for uprooting inefficient reading strategies, and improving the reading ability of readers are presented. But before doing such a task it is necessary to say a word concerning this matter. In fact, Bayley (ibid: 19) argues that *" The eradication of bad habits of any kind needs hard work and perseverance and above all, a strong will to root them out"*. Besides, **"confidence"** in the reader's ability to improve, and a *"realization that the improvement work will be hard and worth the trouble because of the benefit which quicker reading will be"* to the reader (ibid: 24).

The following are remedial treatments for the inefficient reading strategies[*] suggested and addressed for those whose inefficient reading strategies have become habitual and compulsive, and in turn seek for real improvement to get rid of them. Such readers will gain hopefully the intended information easily and successfully (Fry 1963; 1965; Bayley 1971; Buzan 1974; Leeuw 1974; Al-Rifaiʾi 2000; Laughter 1982; Cowpertwait 2002).

1-   *Pointing with finger to word by word*

Hold the book or magazine with both hands, one on each side of the open pages. Your fingers, then, will not be free to point.

2-   *Moving the head from side to side when reading*

Nest your chin in one hand and hold it firmly. This will prevent your head from moving.

3-   *Vocalizing words while reading silently (subvocalizing)*

Place your fingers on your lips or the part of the throat which is moving. Whenever you feel the movement starting, stop it.

Extra treatment at home:

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[*] **These procedures have been exposed to Dr. Sabah Al- Rawi who was once the Manager of the Speed Reading Unit in Iraq, situated at the College of Languages, as well as the supervisor of this work since she was a teacher at this unit**

- **Chew gum whilst reading (Keep your mouth busy)**
- **Count to ten silently to yourself to break this inefficient strategy.**

4-   *Rereading what I have just read*

When you feel the urge to reread, just proceed straight ahead. You will probably be surprised to find that you did not miss anything after all, and in the meantime you have saved yourself a lot of time.

5-   *Vocalizing words while reading loudly*

You should have a belief in the fact that saying words loudly is aimless in reading. Instead, you should talk about the material but not repeat the words. That is, you should be mentally engaging in a conversation with the author, but not merely parroting what the author says.

6-   *While reading, there is a large number of fixations (stops)*

Curing this inefficient strategy is done by utilizing what is called Expanding Visual Span Technique, used for quickly reading. Start training on this technique by making your normal fixations, i.e. expand one word for each fixation. Then, try to expand your visual span by reading two words each fixation. Try this for several times when reading a passage.

After that, try to make it three words for each fixation. Keeping on such a practice, an improvement in your reading process will result, you can feel it well.

The remedial treatment suggested for the rest of the inefficient reading strategies is done by utilizing two important techniques, that is **skimming** and **scanning** (see 2.7.3), as listed below[*]:

7-   *Deviding words into syllables*

8-   *Translating into Arabic*

9-   *Analyzing sentences grammatically*

10- Reading at the same slow rate

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[*] **The skimming and scanning procedures are suggested by the same sources a fore mentioned (See table8).**

11- Recoursing to memorization when I don't understand

12- Reading without adequate comprehension though I know all words and structures

13- Wandering randomly on the text

14- Pronouncing unknown words as if they were Arabic ones

15- Using a dictionary is essential

3-13 Statistical Means

To achieve the aims of the present study, various statistical means have been used as shown below:

1- **Percentage** : It was used to find out the percentage of the agreements and disagreements among the jury members concerning the validity of the items of the questionnaire.

2- **T- test**: it was used for making equalization between the two groups, and making comparison concerning the final results of the post- test between the two groups.

$$t = \frac{\overline{X_1} - X_2}{s \overline{X_1} - \overline{X2}}$$ (Minimum et al, 1999:258)

3- **Chi- square**: It was used for equalizations between the two groups of the experiment in certain variables.

$$X = \sum \frac{(Q - E)^2}{E}$$

Where : **O= Observation frequency.**

E= Expected frequency.

(Isaac and Michael, 1977:138)

4- **Alpha – Cronbach Formula**: It was used to calculate the reliability coefficient of the two instruments, the questionnaire and the post- test.

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum S_1^2}{S_x^2} \right)$$ (Mehrens and Lehmann, 1991: 255)

where: **n= No. of items in a test.**

Σ= Summation sign indicating that variance is summed over all items.

S_i^2= The variance of a single item.

S_X^2= Variance of the total test.

5- Reading Efficiency Formula:

Fry's (1965:22) Formula was used to calculate reading efficiency. The formula is: **RE= SC**

Where :   **RE= reading efficiency.**

S= speed (W.P.M).

C= comprehension percentage.

Speed is computed by S= $\dfrac{\textbf{The total number of the text words}}{\textbf{Time limit of each testee}}$

Comprehension is computed by C= $\dfrac{\textbf{The number of the right items}}{\textbf{The total number of the items}}$

6- **One Sample t- test**: to find out the weakest sections. The following formula was used :

$$t = \frac{\bar{x} - \mu}{S / \sqrt{n}}$$

where: $\bar{x}$ = the mean of the sample.

μ= the mean of the population.

S= Standard deviation of the sample.

n= the sample number.   (Hinkle and et. Al, 1971:173)

Abstract

Owing to the importance of reading in EFL and since no such a study has been conducted in Iraq, the present study aims at :

1-   identifying efficient from inefficient readers by using a questionnaire prepared for the sake of this study.

2-   preparing classroom teaching procedures and instructional techniques to remove the identified inefficient reading strategies followed by the sample of the study.

3-   finding out whether there are any statistically significant differences among the testees of the experimental and control groups in their reading comprehension, reading speed and reading efficiency.

Three null hypotheses have been tested as follows:

1.   There are no statistically significant differences between the experimental group, which is exposed to the suggested remedial reading instructional techniques, and the control one which is not exposed to the same suggested techniques in their reading comprehension.

2.   There are no statistically significant differences between the experimental group, which is exposed to the suggested remedial reading instructional techniques, and the control one which is not exposed to the same suggested techniques in their reading speed.

3.   There are no statistically significant differences between the experimental group, which is exposed to the suggested remedial reading instructional techniques, and the control one which is not exposed to the same suggested techniques in their reading efficiency.

The sample of the study consists of 60 second- grade students of the Department of English at the College of Education/ Ibn Rushd, University of Baghdad .

A questionnaire has been constructed, as one of the instruments of the present study, in order to identify efficient and inefficient readers. Then the same questionnaire has been exposed to the 2nd grade college students at the

aforementioned department to identify two groups who are supposed to be the weakest groups in their reading strategies. Consequently, 15 inefficient reading strategies, and 27 efficient ones have been identified.

After identifying the two groups, one has been set as an experimental group, and the other as the control one. Both have been equalized in certain variables that are found to be of influence in the study results. So they are controlled.

In order to achieve the aims of the present study, a 60- day experiment has been conducted during which the students of the experimental group are exposed to proposed procedures, and the students have been instructed on how to use efficient reading strategies instead of the inefficient ones. This has been done by devoting one week for treating remedially the inefficient reading strategies individually i.e those which need separate treatments. While the rest of the inefficient reading strategies have been treated remedially by using two of the speed reading techniques, namely **skimming** and **scanning.**

Then after, a reading efficiency post-test has been administered consisting of a reading comprehension passage followed by ten-multiple choice items.

Concerning the instruments used in the present study, face validity has been determined. Reliability has been computed using the Alpha Cronpach Formula. Reading efficiency has been computed using Fry's (1965) Formula.

Finally, the results of the analysis of the post –test have revealed that :

1-The subjects of the experimental group of the present work have dealt positively with the suggested instructional techniques, showing high degree of interest and motivation.

2-The subjects, as EFL readers, have shown total ignorance of both types of the reading strategies, the efficient and inefficient ones. Further, they lack the ability to distinguish between the two aforementioned types of the reading strategies.

3-Based on 1 and 2 above, the present unfortunate situation as far as reading comprehension is concerned can be easily remedied and the problems alleviated through the incorporation of remedial reading techniques such as the ones put

forward in this study. This is based on the finding that the subjects of this research have revealed significant development in their reading comprehension, reading speed and reading efficiency after they have been taught these techniques. The fact that the subjects of the experimental group have responded positively to these instructional techniques and have been highly interested and motivated towards them lends weight to the finding above.

4- The proposed remedial techniques are proved to be effective in removing inefficient reading strategies and also they improved college students' reading comprehension, speed and efficiency as well.

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Appendix 1

Dear Student:

The Following is a list of a number of strategies or habits we always adopt some of them when we read.

You are kindly requested to mention in the column opposite whether you adopt some of them using **" always "**, **"often"**, **"sometimes"**, **"rarely"** or **"never"**.

Thank you

The Researcher

No.	Strategy
1-	Concentrating on main ideas.
2-	Predicting the content of the following text by utilizing the title.
3-	Using my experience and knowledge to understand and determine the meaning of known words.
4-	Pointing with finger to word by word.
5-	Determining the meaning of unknown words from the context.
6-	Skimming words or lines not related to my aims.
7-	While reading, there is a large number of fixations.
8-	Imagining the actions I read.
9-	Raising questions while reading and seeking answers to them.
10-	Making guesses of meaning and later discovering they are wrong.
11-	Using a dictionary as a last resort.
12-	Going on reading despite unknown words.
13-	Using a dictionary is essential.
14-	Making guesses of meaning and later discovering the are true.
15-	Ignoring the titles and subtitles of what I read.
16-	Reading with an aim in mind.
17-	Dividing words into syllables.
18-	Seeing relationships between sentences, though not grammatically related (e.g cause and effect, contrast, ….etc.).
19-	Translating into Arabic.
20-	Analyzing sentences grammatically.
21-	Reading word by word only when the text is difficult.
22-	Distinguishing between facts and opinions.
23-	Varying my reading rate and habits according to the nature of the text.
24-	Paying close attention to punctuation works.

25-	Pronouncing what I read silently.
26-	Pronouncing only in case of difficult material.
27-	Recognizing essential words immediately.
28-	Pronouncing what I read loudly.
29-	Reading at the same slow rate.
30-	Recording what I have just read.
31-	Getting implied meaning.
32-	Trying to find out more than one cue of the meaning of unknown words.
33-	Using an English – English dictionary.
34-	Writing and summarizing what I read in my own words.
35-	Using an English – Arabic dictionary when necessary.
36-	Understanding a group of words with one quick look.
37-	Identifying the author's aim.
38-	Recoursing to memorization when I do not understand.
39-	Pronouncing unknown words as if they were Arabic ones.
40-	Reading without adequate comprehension though I know all words and structures.
41-	Wandering randomly on the text.
42-	Refusing or accepting ideas found in the text.

Appendix 2

University of Baghdad
College of Education
Ibn Rushd
Department of Educational
And Psychological Sciences
Higher Studies

A Letter To Jury Members

Dear Sir / Mam

The researcher intends to conduct an experimental study entitled " The Impact of some Reading Instruction Techniques to Avoid Inefficient Reading Strategies on the Reading Efficiency Level of the EFL Iraqi Learners".

The present study aims at investigating the following:

1-Identifying efficient and inefficient reading strategies used by college students by using a questionnaire prepared for this aim.

2-Finding out the impact of applying such reading instruction techniques to avoid the inefficient reading strategies on the college students reading efficiency.

3- Preparing reading instruction techniques to be used to treat inefficient reading strategies used by Iraqi College students.

Two passages, with their multiple choice exercises, extracted from a book entitled " Reading English Objectively " by R.L. Malone (1972) attached to this letter .

These two passages have been chosen by the researcher to measure the achievement of reading comprehension of college student level (second year). You are kindly requested to show if these passages are valid or not, whether it suit the level of students under study.

You are kindly requested to show if these passages are valid or not, whether it suit the level of students under study.

With respect and gratitude

Yours
Ali Arif Al-Zubaidi
M.A. Candidate

Passage 1

Read the following passage carefully and then answer the questions below:-

I Find Joseph Tite-

A few more passengers were still coming off the ship but no Joseph. I lit a cigarette . So what ? Joseph was probably talking to the Captain or having a last drink in the bar. The stewards with the luggage were all off . An officer called down from the bridge to a man on the pier. No Joseph . But he must have been on the ship. We'd known for three days that he'd on this one ; he'd phoned through to confirm the fact from the ship itself three hours ago .

I walked across to the bottom of the gangway. There was a large policeman on duty. I said : ' Are there any more passengers due to come down ?'

He looked at me . ` No. sir, I think that'll be all for today'.

`Look,' I    said, ` I've come down here to meet a friend. He was found to be on this ship'.

` If he hasn't come off by now , sir,' he said patiently, `I don't think he'll ever come off '. I reached for my pass and showed it to him . ' It's official,' I said

` I'd like to go on board and have a look '.

It's O.K. with me, sir . You'd better see the Captain' .

I went up the gangway and stepped off almost into the arms of two officers . They looked at me patiently . I went through the routine again . The senior officer said : ` You'd better come and see the old man '.

I followed them up to the bridge . The routine again. The Captain was a man of few words . He simply said, ` Right ' to the two officers and out we went to search the ship   . It took a time looking through the whole of it . We tried the quarters of the crew and the engine room. There were only the members of the crew getting ready to go ashore. Then I went up to the top deck. As I walked my eyes followed the wooden rail of the bulwark and then I saw a dark wet stain. I walked towards it, touched it with finger tip. It was sticky and red - not much like paint. I leaned over

the rail and looked down . Something was floating in the water not more than two feet from the ship's side. It was a body. It could be just any odd body but I was prepared to bet that I could give it a name.

There were steps just around the corner and the younger of the two officers appeared. I said : ` You'd better go and call the dock police . I think I've found him '. . He took one quick look over the side , looked back at me and then hurried off. I watched the body roll gently in the slight movement of the tide . He must have been killed on deck and then pushed over. Somebody must have hoped that he'd sink . But he hadn't sunk . We'd learn something from him. You can always learn something, even from a dead man . There were voices and people approaching. They sounded upset . One was the small, red-faced Captain . He looked over the side . Then his little cold blue eyes swung up and fastened on me . ` Friday,' he said, very slowly, as if he had to think hard before speaking . ` These things always happen on Friday '.

I was relieved of the difficulty of finding a suitable reply by the sound of more feet ; heavy feet. Three men came along the deck , two in plain clothes . ` Detective Inspector Crompton,' the nearest man said and saluted the Captain . The Captain muttered something and then added, pointing towards me : ` This man found him . He's from Whitehall ' .   -

` We're both from Whitehall,' I said. ` At least, we were '.

` We ? ' The Inspector looked puzzled.

` Me, and of course Joseph down there '.

I glanced over the ship's side and the Inspector stepped forward and looked over too . ` Has anything been done about a boat ? ' he said .

The Captain looked annoyed. ` I sent two men to look for a boat as soon as I heard what happened. They should be here by now '.

We looked over again and saw a smallboat. They came in just below us . Carefully and with some difficulty they managed to get the body into the boat . The Captain bellowed at them : ' Go round to the steps . We'll meet you there '.

Without further words , we set off in a small unhappy procession . The police inspector said as we walked along : ' I'd like to see your passport , sir '.

' I've got   a pass but not a passport,' I said . ` I didn't come over on the ship . I came down from town to meet him '. I handed him my pass and he looked at it with interest . ` The dead man was a special agent,' I went on. ` I was supposed to see him safely home '.

(a) Was not sure whether Tite had ever boarded the ship.

(b) Knew for certain that Tite had been on the ship three hours earlier. (c) Now realised that Tite could not possibly be on the ship.

(d) Had given up hope of seeing Tite again.

2- When he saw the body floating in the water near the ship's side, he:

(a) Was absolutely certain it was Joseph Tite.

(b) Could see that it was Tite's body.

(c) Felt sure that it was Tite's body.

(d) Thought it was just possible that it could be Tite's body.

3- ` We're both from Whitehall,' I said. ` At least we were '. The words we were:

(a) Refer to the speaker and the Inspector.

(b) Suggest that Tite was no longer a special agent .

(c) Suggest that the speaker had resigned .

(d) Emphasise the fact that Joseph Tite was dead.

4- When the writer discovered the blood on the rail : (a) One of the ship's officer was with him.

(b) Both ship's officer were with him. (c) Only the Captain was with him. (d) He was alone.

5- Who were the men who pulled the body into the boat ? (a) The two ship's officers .

(b) The two plain-clothes police officers .

(c) The two men whom the Captain had sent for a boat. (d) The Inspector and one of his men.

6- The last few passengers were still ....

(a) embarking   ; (b) getting on the ship ; (c) disembarking ; (d) going abroad
(e) leaving the ship .

7- I asked the policeman if there were any more passengers ....
(a) left on board   , (b) being left on board , (c) leaving on board , (d) due to come off ; (e) owing to come off.

8- Then the Captain's .... eyes were turned towards me .
(a) blue small deep-set ; (b) small deep-set blue ; (c) deep-set blue small ; (d) blue deep-set small ; (e) small and deep-set blue .

9- I heard a man's footsteps approaching and ……… appeared.
(a) the youngest of the two offices; (b) the younger officer of the two;
(c) the two youngest offices; (d) the younger of the two offices;
(e) the more young officer of the two.

10- ………… I was walking along the deck, I glanced at the wooden rail.
(a) As soon as; (b) whenever; (d) during; (e) As.

Passage 2

Read the following passage carefully and then answer the questions below:-

A Night at a Police Station

The ordinary member of the public derives his impression of the police and their work mainly from what he sees in the street , supplemented by sometimes inaccurate description of crime detection   contained in detective novels . The street duties may not seem to the onlooker to be specially arduous or difficult and the detection of ` big ' crimes is the affair of a few highly-trained specialists . To supplement these impressions , I ask you to accompany me into a police station and see the sort of thing that goes on there .

Let me describe what I saw one night some few years ago at a police station in the heart of London. It was boat-race night and there had also been a soccer match between England and Scotland. The streets of the West End were still crowded. I chose this particular night for my visit to this station because there had been a bit of trouble the previous year about the conduct of Oxford and Cambridge undergraduates up in town for the race . A solemn warning of increased police severity had been conveyed to the university authorities and it was a matter of interest to see whether , as a result , the evening's ' intake' at the Police Station would be greater or less than on the last similar occasion. Actually; as it turned out , the warning had evidently had the desired effect and not more than one or two undergraduates were brought in . But that did not prevent the evening from being full of interest .

It was about 11.30 p.m. on the Saturday night. The charge-room was more or less permanently occupied by an officer taking charges against a series of arrested persons and I spent most of my time observing what went on in the center office , which is normally used for a variety of clerical   duties . On this particular night , because of the briskness of business , the office had to serve all purposes , including that of an overflow for tlae charge-room . Most of the floor was occupied by a large table , round which half a dozen uniformed officers

were seated , filling up fonns , writing reports , entering lost property and so on . At the same time three separate charges were being taken in such vacant spaces as could be found . In one corner a group of tam-o'-shantered soccer fans from Glasgow, very much the worse for wear , were trying to remember their names and addresses. Elsewhere three alleged students had compelled an unwilling constable to arrest them by persisting in the annoyance of peaceful citizens . A little further along , a gentleman was loudly protesting his innocence and trying to explain why he found it necessary to carry three purses and

four wallets . The six doors with which the room was provided were constantly swinging and banging as people passed in and out.

For a brief period during this hectic night's work, the Home Secretary himself chose to be present . Under the great man's eye , a somewhat embarrassed sergeant had to take a charge from a diminutive Scot who had consumed more alcohol than his small body could properly accommodate .

` What is your name and address ?' asked the sergeant .

` Ma mither is a harrd-worrking woman and she lives in Kilmarnock '. ` Yes, but what is your name ? '

` Ma mither is a harrd-worrking woman and she lives in Kilmarnock '.

So it went on for some time . Whatever question the sergeant put , the answer was the same : ` Ma mither .,.. etc., etc. It was like a gramophone record. It was the Home Secretary himself who eventually produced a quite sensible though unorthodox solution of how to deal with the deadlock .

` Has he a return ticket ? ' ` Yes.'

` Were to ? ' ` Glasgow '. ` When is the next train ? ' ` 12.30 a.m.'

` Right . Get a cab . Send an officer with him . He'll just catch it . Here's the fare'.

A bit of luck for the wee Scot who , but for this Ministerial intervention , would have spent his week-end in a cell and appeared before the magistrate on the following Monday morning!

1- Why did the writer go to the police station on this particular night ?

(a) Because there were huge crowds of visitors in London .

(b) Because international soccer crowds always cause trouble .

(c) Because the streets of the West End were still very crowded .

(d) Because he wanted to see if the warning to the University authorities had been effective .

2- What do you infer from the passage itself about the ` boat race '? (a) The contestants are England and Scotland .

(b) The race takes place twice a year .

(c) The contestants are Oxford and Cambridge universities .

(d) Undergraduates are not allowed to come up to London for it .

3-What do you think the gentleman was with three purses and four wallets ?

(a) a shoplifter ; (b) a house-breaker.;(c)a pickpocket; (d) a confidence trickster

4- The Glasgow fans were trying to remember their names and addresses . This w, because:

(a) They were very excited.

(b) They were drunk .

(c) They were afraid to tell the truth.

 (d) They were frightened of the police .

5- The Home Secretary appears to have been :

(a) A stickler for regulations .

(b) The Type of man who would show no mercy .

(c) A man who particularly disliked Scotsman.

(d) A sensible , kind-hearted man .

6-The men who had compelled an unwilling constable to arrest them :

(a) Claimed to be University students but were not .

(b) Were proved to be students by the police .

(c) Had done nothing wrong at all .

(d) Were unjustly arrested .

7- Only one of these statements is alleged to be true . Which one ?

(a) Detective novels are always accurate descriptions of police work .

(b) Most people know little about the real duties of the police .

(c) All policemen are highly trained specialists .

(d) Policemen are concerned only with the detection of notorious criminals.

8- What is your impression of the writer .

Was he :

(a) An ordinary member of the public ?

(b) On the staff of a university ?

(c) A detective-story writer ?

(d) A police official ?

9- What are we told about the Home Secretary ?

(a) He stayed at the police station almost the whole night.

(b) The staff of the police station deferred to his authority .

(c) It was quite a common thing for him to visit the police station.

(d) He showed no interest in petty offenders .

10- In emphasising the fact that the police were very busy, the writer makes one of the following statements :

(a) Some of the work of the centre office had to be done in the charge-room .

(b) There were so many charges that clerical work in the centre office had to be abandoned.

(c) Some of the clerical work was done in the charge-room. (d) Some offenders were charged in the center office .

<u>Appendix 3</u>

University of Baghdad
College of Education
Ibn Rushd
Department of Educational
And Psychological Sciences
Higher Studies

A Letter To Jury Members

Dear Sir / Mam

              The researcher intends to conduct an experimental study entitled "The Impact of some Reading Instruction Techniques to Avoid Inefficient Reading Strategies on the Reading Efficiency Level of the EFL Iraqi Learners" .

The present study aims at investigating the following:

1- Identifying efficient and inefficient reading strategies used by college students by using a questionnaire prepared for this aim.

2- Finding out the impact of applying such reading instruction techniques to avoid the efficient reading strategies on the college students reading efficiency.

3- Preparing reading instruction techniques to be used to treat inefficient reading strategies used by Iraqi college students.

Attached to this letter is a list of reading strategies or habits.

You are kindly requested to distinguish between such strategies whether some of them are efficient or inefficient.

You are kindly requested to add or recommend any modification needed or add any strategy you know but not included in the list.

With respect and gratitude

              Yours

              Ali Arif Al-Zubaidi

              M.A. Candidate

Form 1

Initial Form

No.	Strategy	Efficient	Inefficient	Notes
1.	Concentrating on main ideas.			
2.	Understanding well what I read			
3.	Predicting the content of the following piece of text.			
4.	Using my experience and knowledge to understand.			
5.	Ignoring the tittles and subtitles of what I read.			
6.	Reading independently of anyone else.			
7.	Reading word by word only when the text is difficult.			
8.	Pointing with finger to word by word.			
9.	Paying attention all or most of the words.			
10.	Dividing words into syllables.			
11.	Skimming words or lines not related to my aim.			
12.	Reading with an aim in mind			
13.	Finding main sentences in paragraphs easily.			
14.	Determining the meaning of unknown words from the context			
15-	Not understanding sentences			

	though all words are known			
16-	Seeing relationships between sentences, though not grammatically related (e.g cause and effect, contrast).	١١٩		
17-	Analyzing sentences grammatically.			
18-	Distinguishing between facts and opinions			
19-	Making gausses of meaning and later discovering they are wrong.			
20-	Making guesses of meaning and later discovering they are true			
21-	Raising questions while reading and seeking answers to them			
22-	Failing to find answers to questions put by me or by others.			
23-	Using a dictionary makes no difference.			
24-	Using a dictionary as a last resort.			
25-	Finding the informatin I want and/ or that wanted by the author .			
26-	Rereading what I have just read.			
27-	Engying reading.			

28-	Determining the meaning of unknown words with the help of my previous experience.			
29-	Going on reading despite unknown words.			
30-	Paying close attention to punctuation marks.			
31-	Pronouncing what I read loudly.			
32-	Pronouncing what I read silently.			
33-	Understanding without silent or loud pronunciation.			
34-	Rereading does not lead to understanding.			
35-	Rereading only in case of difficult material.			
36-	Varying my reading rate.			
37-	Recognizing essential words immediately.			
38-	Reading at the same slow rate			
39-	Imaging the actions I read.			
40-	Not understanding though I know the words and structures.			
41-	Writing what I read in my own words.			
42-	Understanding a group of words with one quick look.			
43-	Evaluating what I read.			

44-	Forgetting what I have read though. still reading			
45-	Using an English- English dictionary.			
46-	Using an English Arabic dictionary			
47-	Being able to write what I read in my own words			
48-	Varying my reading habits according to the nature of the text			
49-	Trying to find out more than one cue of the meaning of unknown words			
50-	Trying to find out more than one cue of the information I want.			
51-	Pronouncing unknown words as if they were Arabic ones.			
52-	Being able to summarizing what I read.			
53-	Getting implied meaning .			
54-	Identifying the author's aim.			
55-	Being able to suggested solutions to problematic situations.			
56-	Refusing or accepting ideas found in the text.			

Form 2

The Questionnaire: The Experts Notes

No.	Items	No. of Agreements/ disagreements	Percentage	notes
1.	Concentrating on main ideas.	9/	90%	
2.	Understanding well what I read	/9	80%	omitted
3.	Predicting the content of the following piece of text.	8/	80%	Modified
4.	Using my experience and knowledge to understand.	9/	9%	Modified
5.	Ignoring the tittles and subtitles of what I read.	10/	100%	Modified
6.	Reading independently of anyone else.	/9	90%	Omitted
7.	Reading word by word only when the text is difficult.	10/	100%	
8.	Pointing with finger to word by word.	8/	80%	
9.	Paying attention all or most of the words.	9/	90%	Modified
10.	Dividing words into syllables.	8/	80%	
11.	Skimming word or lines not related to my aim.	/9/	90%	
12.	Reading with an aim in mind	9/	90%	
13.	Finding main sentences in paragraphs easily.	/10	100%	Omitted

No.	Items	No. of agreement	Percentage	Notes
14-	Determining the meaning of unknown words from the context	10/	100%	
15-	Not understanding sentences though all words are known	/8	80%	**Omitted**
16-	Seeing relationships between sentences, though not grammatically related (e.g cause and effect, contrast).	9/	90%	
17-	Analyzing sentences grammatically.	10/	100%	
18-	Distinguishing between facts and opinions	10/	100%	
19-	Making gausses of meaning and later discovering they are wrong.	10/	100%	
20-	Making guesses of meaning and later discovering they are true	10/	100%	
21-	Raising questions while reading and seeking answers to them	10/	100%	
22-	Failing to find answers to questions put by me or by others.	/10	100%	**Omitted**
23-	Using a dictionary makes no difference.	/10	100%	**Omitted**
24-	Using a dictionary as a last resort.	9/	90%	
25-	Finding the informatin I want and/ or that wanted by the author .	/9	90%	**Omitted**
26-	Rereading what I have just read.	10/	100%	
27-	Engying reading.	/10	100%	**Omitted**

28-	Determining the meaning of unknown words with the help of my previous experience.	7/	70%	**Merged with (4)**
29-	Going on reading despite unknown words.	10/	100%	
30-	Paying close attention to punctuation marks.	9/	90%	
31-	Pronouncing what I read loudly.	10/	100%	
32-	Pronouncing what I read silently.	9/	90%	
33-	Understanding without silent or loud pronunciation.	/6	60%	**Omitted**
34-	Rereading does not lead to understanding.	/5	50%	**Omitted**
35-	Rereading only in case of difficult material.	10/	100%	
36-	Varying my reading rate.	9/	90%	**Merged with 52**
37-	Recognizing essential words immediately.	10/	100%	
38-	Reading at the same slow rate	9/	90%	
39-	Imaging the actions I read.	10/	100%	
40-	Not understanding though I know the words and structures.	/10	100%	**Omitted**
41-	Writing what I read in my own words.	7/	70%	**Merged with 5**
42-	Understanding a group of words with one quick look.	10/	100%	
43-	Evaluating what I read.	/6	60%	**Omitted**

44-	Forgetting what I have read though still reading	4/	40%	**Omitted**
45-	Using an English- English dictionary.	7/	70%	
46-	Using an English Arabic dictionary	8/	80%	
47-	Being able to write what I read in my own words	/5	50%	**Omitted**
48-	Varying my reading habits according to the nature of the text	8/	80%	
49-	Trying to find out more than one cue of the meaning of unknown words	9/	90%	
50-	Trying to find out more than one cue of the information I want.	10/	100%	
51-	Pronouncing unknown words as if they were Arabic ones.	7/	70%	
52-	Being able to summarizing what I read.	8/	80%	**Merged with 45**
53-	Getting implied meaning .	8/	80%	
54-	Identifying the author's aim.	9/	90%	
55-	Being able to suggested solutions to problematic situations.	3/	30%	
56-	Refusing or accepting ideas found in the text.	8/	80%	

Form 3

The questionnaire: The Final Form

No.	Items
1-	Concentrating on main ideas.
2-	Predicting the content of the following text by utilizing the title.
3-	Using my experience and knowledge to understand and determine the meaning of known words.
4-	Pointing with finger to word by word.
5-	Determining the meaning of unknown words from the context.
6-	Skimming words or lines not related to my aims.
7-	While reading, there is a large number of fixations.
8-	Imagining the actions I read.
9-	Raising questions while reading and seeking answers to them.
10-	Making guesses of meaning and later discovering they are wrong.
11-	Using a dictionary as a last resort.
12-	Going on reading despite unknown words.
13-	Using a dictionary is essential.
14-	Making guesses of meaning and later discovering the are true.
15-	Ignoring the titles and subtitles of what I read.
16-	Reading with an aim in mind.
17-	Dividing words into syllables.
18-	Seeing relationships between sentences, though not grammatically related (e.g cause and effect, contrast, ….etc.).
19-	Translating into Arabic.
20-	Analyzing sentences grammatically.
21-	Reading word by word only when the text is difficult.
22-	Distinguishing between facts and opinions.

23-	Varying my reading rate and habits according to the nature of the text.
24-	Paying close attention to punctuation works.
25-	Pronouncing what I read silently.
26-	Pronouncing only in case of difficult material.
27-	Recognizing essential words immediately.
28-	Pronouncing what I read loudly.
29-	Reading at the same slow rate.
30-	Recording what I have just read.
31-	Getting implied meaning.
32-	Trying to find out more than one cue of the meaning of unknown words.
33-	Using an English – English dictionary.
34-	Writing and summarizing what I read in my own words.
35-	Using an English – Arabic dictionary when necessary.
36-	Understanding a group of words with one quick look.
37-	Identifying the author's aim.
38-	Recoursing to memorization when I do not understand.
39-	Pronouncing unknown words as if they were Arabic ones.
40-	Reading without adequate comprehension though I know all words and structures.
41-	Wandering randomly on the text.
42-	Refusing or accepting ideas found in the text.

The data of the Comprehension, Speed, Efficiency, Pre- test Scores, and the four groups for selecting the two weakest ones.

No.	q1	q2	q3	q4
1	87	56	66	55
2	99	82	75	89
3	81	76	89	71
4	94	84	57	77
5	103	66	72	47
6	89	111	55	55
7	87	115	67	74
8	94	88	97	88
9	98	104	59	81
10	86	81	73	94
11	102	94	58	97
12	86	101	82	85
13	78	95	51	79
14	115	94	49	44
15	94	88	71	76
16	97	104	73	61
17	88	105	48	57
18	88	89	66	80
19	105	100	57	49
20	96	106	71	78
21	111	96	47	97
22	88	102	55	89
23	101	79	73	47
24	100	105	57	87
25	87	99	77	84
26	100	105	88	96
27	107	86	81	90
28	64	76	73	76
29	83	87	95	77
30	81	84	79	97

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Examining Committee Certification

We certify that we have read the thesis entitled **" The Impact of Some Reading Instructional Techniques to Avoid Inefficient Reading Strategies on the Reading Efficiency Level of the EFL Iraqi Learners"** by **Ali Arif Al- Zubaidi ,** and as an examining committee examined the student in its content and that, in our opinion, it is adequate as a thesis for the degree of Master in Education (Methods of Teaching English as a Foreign Language).

Signature:

Name: Dr. Ahmed Mustafa

Member

Signature:

Name: Assis. Prof. Dr. Ilham Namiq

Member

Signature:

Name: Prof. Muna Y. Bahri

Chairman

Date: /   /2004

Approved by the Council of the College of Education/ Ibn Rushd

Signature:

Name: Dr. Abdul Ameer Abd Dixon

Dean of the College of Education / Ibn Rushd

Date: /   /2004

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List of Appendices

I certify that this thesis has been prepared under my supervision at the University of Baghdad as a partial fulfilment of the requirements for the degree of Master in Education (Methods of Teaching English as a Foreign Language).

Signature:

Name: Assis. Prof. Dr. Fatin Khairi Al- Rifa'i

In view of the available recommendation, I forward this thesis for debate by the examining committee.

Signature:

Name: Dr. Abdullah H. Al- Mussawi

Chairman of the Department of Educational

and Psychological sciences

Date: / /2004

	Com	spee	effic	group	q1	q2	q3	q4	preex	preco
1	20.00	19.00	380.00	1.00	66.00	55.00	87.00		7.00	
2	20.00	26.00	520.00	1.00	75.00	89.00	99.00		5.00	
3	80.00	26.00	2080.00	1.00	89.00	71.00	81.00		2.00	
4	10.00	23.00	230.00	1.00	57.00	77.00	94.00		6.00	
5	80.00	19.00	1520.00	1.00	72.00	47.00	103.00		6.00	
6	80.00	18.00	1440.00	1.00	55.00	55.00	89.00		6.00	
7	70.00	18.00	1260.00	1.00	67.00	74.00	87.00		9.00	
8	70.00	28.00	1960.00	1.00	97.00	88.00	94.00		5.00	
9	70.00	19.00	1330.00	1.00	59.00	81.00	98.00		6.00	
10	70.00	16.00	1120.00	1.00	73.00	94.00	86.00		5.00	
11	60.00	28.00	1680.00	1.00	58.00	97.00	102.00		3.00	
12	60.00	46.00	2760.00	1.00	82.00	85.00	86.00		3.00	
13	60.00	16.00	960.00	1.00	51.00	79.00	78.00		6.00	
14	60.00	46.00	2760.00	1.00	49.00	44.00	115.00		5.00	
15	60.00	43.00	2580.00	1.00	71.00	76.00	94.00		3.00	
16	50.00	18.00	900.00	1.00	73.00	61.00	97.00		6.00	
17	50.00	26.00	1300.00	1.00	48.00	57.00	88.00		5.00	
18	50.00	26.00	1300.00	1.00	66.00	80.00	98.00		6.00	
19	50.00	29.00	1450.00	1.00	57.00	49.00	105.00		7.00	
20	40.00	68.00	2720.00	1.00	71.00	78.00	96.00		8.00	
21	40.00	48.00	1920.00	1.00	47.00	97.00	111.00		7.00	
22	40.00	27.00	1080.00	1.00	55.00	89.00	88.00		7.00	
23	40.00	17.00	680.00	1.00	73.00	47.00	101.00		7.00	
24	40.00	28.00	1120.00	1.00	57.00	87.00	100.00		6.00	
25	40.00	17.00	680.00	1.00	77.00	84.00	87.00		6.00	
26	30.00	18.00	540.00	1.00	88.00	96.00	100.00		6.00	
27	30.00	23.00	690.00	1.00	81.00	90.00	107.00		5.00	
28	30.00	24.00	720.00	1.00	73.00	76.00	64.00		5.00	
29	40.00	17.00	680.00	1.00	95.00	77.00	83.00		5.00	
30	20.00	25.00	500.00	1.00	79.00	97.00	81.00		6.00	
31	60.00	19.00	1140.00	2.00					1.00	
32	60.00	16.00	960.00	2.00					4.00	
33	50.00	20.00	1000.00	2.00					8.00	
34	50.00	16.00	800.00	2.00					6.00	
35	40.00	18.00	720.00	2.00					8.00	
36	50.00	19.00	950.00	2.00					6.00	
37	40.00	23.00	920.00	2.00					2.00	
38	40.00	28.00	1120.00	2.00					8.00	
39	40.00	21.00	840.00	2.00					6.00	
40	40.00	23.00	920.00	2.00					7.00	
41	40.00	23.00	920.00	2.00					7.00	
42	40.00	22.00	880.00	2.00					6.00	
43	40.00	20.00	800.00	2.00					6.00	
44	40.00	19.00	760.00	2.00					5.00	
45	40.00	18.00	720.00	2.00					4.00	
46	40.00	17.00	680.00	2.00					3.00	
47	30.00	15.00	450.00	2.00					3.00	
48	30.00	17.00	510.00	2.00					5.00	
49	30.00	16.00	480.00	2.00					4.00	
50	30.00	17.00	510.00	2.00					7.00	
51	20.00	18.00	360.00	2.00					6.00	
52	20.00	15.00	300.00	2.00					6.00	
53	20.00	36.00	720.00	2.00					5.00	

54	20.00	24.00	480.00	2.00					3.00	
55	20.00	21.00	420.00	2.00					7.00	
56	10.00	12.00	120.00	2.00					7.00	
57	70.00	16.00	1120.00	2.00					5.00	
58	40.00	24.00	960.00	2.00					6.00	
59	50.00	48.00	2400.00	2.00					6.00	
60	30.00	34.00	1020.00	2.00					5.00	

	com	spee	effic	group q1	q2 q3 preex	preco
49	30.00	16.00	480.00	2.00		4.00
50	30.00	17.00	510.00	2.00		7.00
51	20.00	18.00	360.00	2.00		6.00
52	20.00	15.00	300.00	2.00		6.00
53	20.00	36.00	720.00	2.00		5.00
54	20.00	24.00	480.00	2.00		3.00
55	20.00	21.00	420.00	2.00		7.00
56	10.00	12.00	120.00	2.00		7.00
57	70.00	16.00	1120.00	2.00		5.00
58	40.00	24.00	960.00	2.00		6.00
59	50.00	48.00	2400.00	2.00		6.00
60	30.00	34.00	1020.00	2.00	5.00	

الخلاصة

نظراً لأهمية القراءة في اللغة الإنكليزية لغة أجنبية وحيث لم يسبق ان اجريت دراسة مماثلة في العراق، تهدف الدراسة الحالية الى:-

١- تحديد القارئين الاكفاء وغير الاكفاء باستخدام استبانة تم أعدادها لهذا الهدف من الدراسة.

٢- أعداد اجراءات تدريسية صفية واساليب تعليمية من أجل ازالة ستراتيجيات القراءة غير الكفوءة التي تم تحديدها والمتبعة من قبل عينة الدراسة.

٣- معرفة فيما اذا كانت هناك أي فروق ذات دلالة احصائية بين افراد المجموعة التجريبية والمجموعة الضابطة في استيعابهم القرائي وسرعة القراءة والكفاءة القرائية.

ولغرض تحقيق الاهداف أعلاه تم وضع ثلاثة فرضيات صفرية وكما يلي :

١- لايوجد فروق ذات دلالة أحصائية بين المجموعة التجريبية والتي تعرضت الى الاساليب التعليمية العلاجية المقترحة والمجموعة الضابطة والتي لم تتعرض لتلك الاساليب في مستوى الاستيعاب القرائي للمجموعتين ولصالح المجموعة التجريبية.

٢- لايوجد فروق ذات دلالة أحصائية بين المجموعة التجريبية والتي تعرضت الى الاساليب التعليمية العلاجية المقترحة والمجموعة الضابطة والتي لم تتعرض لتلك الاساليب في سرعة القراءة للمجموعتين ولصالح المجموعة التجريبية.

٣- لا يوجد فروق ذات دلالة أحصائية بين المجموعة التجريبية والتي تعرضت الى الاساليب التعليمية العلاجية المقترحة والمجموعة الضابطة والتي لم تتعرض لتلك الاساليب في كفاءة القراءة للمجموعتين ولصالح المجموعة التجريبية.

تتألف عينة الدراسة من ٦٠ فرداً من طلبة المرحلة الثانية في قسم اللغة الانكليزية – كلية التربية – ابن رشد– جامعة بغداد.

لقد تم أعداد استبانة والذي يمثل أحدى ادوات الدراسة لغرض تحديد القارئين الكفوئين وغير الكفوئين. وبعد ذلك تم تطبيق الاستبانة على طلبة المرحلة الثانية للكلية اعلاه لغرض تحديد مجموعتين واللتين من المفترض ان تكونا الاضعف من بين المجموعات الاخرى فيما يتعلق بستراتيجيات القراءة المتبعة. ونتيجة لذلك تم تحديد ١٥ ستراتيجية غير كفوءة و ٢٧ ستراتيجية أخرى كفوءة. وعند تحديد المجموعتين الاضعف تم تحديد احداهما كمجموعة تجريبية والاخرى ضابطة حيث تم بعد ذلك مكافئتهما وفق متغيرات معينة ذات تاثير على نتائج الدراسة الحالية لذا تم ضبط هذه المتغيرات.

ولغرض تحقيق أهداف الدراسة الحالية تم أجراء تجربة لمدة ٦٠ يوماً والتي تم خلالها تعريض افراد المجموعة التجريبية الى الاجراءات المقترحة بشان استخدام ستراتيجيات القراءة الكفوءة بدل من الستراتيجيات غير الكفوءة من خلال تخصيص اسبوع واحد لمعالجة الستراتيجيات غير الكفوءة بشكل منفرد، أي تلك التي تحتاج الى علاج منفصل. اما المتبقي من الستراتيجيات غير الكفوءة فقد تم معاملتها باستخدام نوعين من تقنيات القراءة السريعة وهما التصفح السريع والمسح السريع للنص.

لقد تم اجراء اختبار بعدي كاداة ثانية لهذه الدراسة والذي يتضمن قطعة استيعاب مشفوعة بعشرة اسئلة ذات الاختيار المتعدد.

لقد تم تحديد الصدق الظاهري لاداتي الدراسة وكذلك تم حساب ثباتهما باستخدام معادلة الفاكرونباخ مع حساب كفاءة القراءة باستخدام معادلة فراي.

واخيراً فقد اظهرت نتائج الاختبار البعدي ما يلي :-

١– لقد تعامل افراد العينة للمجموعة التجريبية بصورة ايجابية ودرجة عالية من الاهتمام والدافعية مع الاساليب التعليمية المقترحة.

٢- ان افراد العينة وبصفتهم قارئيين للغة الانكليزية لغة اجنبية قد أظهروا جهلاً تاما لكلا النوعين من ستراتيجيات القراءة الكفؤة وغير الكفؤة. فضلاً على ذلك فانهم يفتقرون الى القابلية على التمييز ما بين هاذين النوعين من ستراتيجيات القراءة.

٣- أعتماداً على النقطتين ١ و ٢ أعلاه فيمكن معالجة الاستيعاب القرائي والمشاكل الناتجه عنه من خلال اندماج اسالي القراءة العلاجية كتلك المقترحة في هذه الدراسة.

٤- يوجد فروق ذات دلالة أحصائية بين المجموعة التجريبية والتي تعرضت الى الاساليب التعليمية العلاجية المقترحة والمجموعة الضابطة والتي لم تتعرض لتلك الاساليب في مستوى الاستيعاب القرائي للمجموعتين ولصالح المجموعة التجريبية.

٥- يوجد فروق ذات دلالة أحصائية بين المجموعة التجريبية والتي تعرضت الى الاساليب التعليمية العلاجية المقترحة والمجموعة الضابطة والتي لم تتعرض لتلك الاساليب في سرعة القراءة للمجموعتين ولصالح المجموعة التجريبية.

٦- يوجد فروق ذات دلالة أحصائية بين المجموعة التجريبية والتي تعرضت الى الاساليب التعليمية العلاجية المقترحة والمجموعة الضابطة والتي لم تتعرض لتلك الاساليب في كفاءة القراءة للمجموعتين ولصالح المجموعة التجريبية.

وفي نهاية الدراسة وضعت توصيات تخص المتعلم والمدرس ومصممي المناهج. كما وضعت مقترحات حول أجراء دراسات مستقبلية لاثراء هذا المجال من البحث.

The Impact of some Instructional Techniques to Avoid Inefficient Reading Strategies on the Reading Efficiency Level of The EFL Iraqi Learners

A Thesis
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