

**ASSESSMENT OF TEACHING
TECHNIQUES USED IN TEACHING
READING COMPREHENSION**

A Thesis

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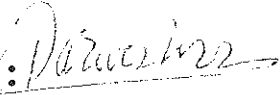
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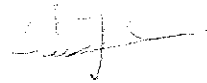
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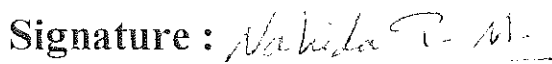
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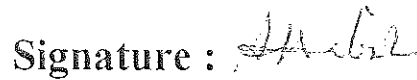
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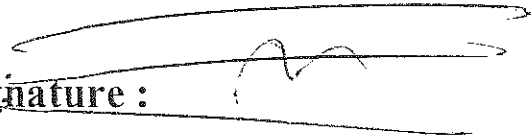
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To my wife , son, and daughter with
love and respect

Nizar Hussein

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ABSTRACT

Reading comprehension is one of the major goals of modern language instruction . It is a complex process which comprises several levels and skills which work together to produce the ultimate goal which is meaning .

Instructors could follow different and varied set of techniques to have the learners acquire and produce the target language skills and create positive classroom atmosphere .

Teaching techniques help instructors to achieve their objectives and lead to good and fruitful teaching .

The present study aims at:

- 1-identifying the techniques used in teaching Reading Comprehension; and
- 2-assessing the use of these techniques on the basis of certain criteria;

The sample of this study consists of thirteen instructors who teach Reading Comprehension at Colleges of Education and Colleges of Teachers at Baghdad and Al-Mustansiriya Universities for morning and evening classes .

The procedure adopted is a scientific recorded observation .

A checklist has been prepared on the basis of tentative questionnaire . The materials of the questionnaire have been collected from the related resources, previous studies and experts' opinions.

The face validity of the checklist has been determined by exposing it to a jury of experts. Reliability has been attested by finding the agreement coefficient between two observers.

The final version of the checklist consists of thirty six items which are considered the desired techniques of teaching Reading Comprehension and a four – point scale ranging from: always, sometimes , rarely and never is used .

The findings of the study indicate that :

- 1- twenty items that comprise 56% of the checklist have received high degrees which means that they have widely followed by instructors of the sample .
- 2- sixteen items that comprise 44% of the checklist have received low degrees and this means that they have been less frequently applied .

In the light of the findings of the present study , several recommendations and suggestions have been *proposed*.

LIST OF ABBREVIATIONS

DP	Degree of Power
RC	Reading Comprehension
TEFL	Teaching English as a Foreign Language

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CHAPTER ONE

INTRODUCTION

Language can be defined as a “tool of communication of exchanging thoughts , feelings and concepts” (El-Bettar , 1965:6) . The absence of language from any country affects deeply the progress and civilization of that country . As a result, learning a foreign language helps us to appreciate thoughtfully man’s progress in all fields of life .

Teaching English as a foreign language has a great interest around the world as it is a medium for international communication. Recently , new trends appeared and advocated the prime importance of teaching the receptive skills (listening and reading) before the productive skills (speaking and writing) (Bhayir , 1989 :1) .

Concerning language learning , valette (1967 : 166) states that reading is a language skill which requires familiarity on the part of the reader with two fundamental elements of particular language under study : structure and vocabulary . Reading is one of the four skills and ^{newest} the most important skill of all for most students of English . Carrell (1988 :1) believes that reading is the main reason behind learning the language by students.

The concept of Reading Comprehension (RC, for short) should be understood by instructors to provide a better learning experience in their classrooms and by students who^{e.g.} involve in the reading process (shepherd , 1973 : 8) . The purpose of reading is the “reconstruction of meaning that is not in print , but in the meaning the author means in his writing” (Grellet , 1981:3).

Teaching RC can not be done in vacuum because the given material in the text has a direct relation with the other language skills , listening , speaking and writing .

Effective teaching procedures in teaching any subject follow two well-known principles of learning; instructors must know how to incorporate principles of learning in daily teaching procedures and guide the students in techniques and habits of teaching (Anderson , 1976 : 10).

1.1 The Problem and its Significance

One of the general objectives of the departments of English in the Colleges of Education and Colleges of Teachers at Baghdad and Al-Mustansirya Universities is to prepare teachers for primary and secondary schools .

Several studies on RC have been conducted in Iraq to shed light on teaching techniques that are used in TEFL like

(Al-Azzawi , 1993 ; Al-Himyari , 1994 ; Al-Daghistany , 1995 ; Al-Janaby , 1998 and Al-Jumaily , 1999) . Teaching technique is considered one of the basic elements that participate in foreign language teaching to accomplish the desired results . Hence , these techniques need more attention and deeper investigation .

Students of English Department , College of Education – Ibn Rushd , University of Baghdad rarely respond to those implied, inferential and critical meanings in their readings (Al-Saadi , 1985 : 2) . In other words , those students who can not understand ideas expressed behind the written sentences or paragraphs do not enjoy reading and for this reason get low grades through tests that measure their ability of comprehension. This could be partly due to the techniques used in teaching RC, i.e., the appropriateness of the techniques used in teaching RC is questionable.

However , there are no follow – up studies carried out to assess the techniques used in teaching RC at the college level in Iraq. This study attempts to explore the exact teaching techniques used by instructors in teaching RC and find out whether there is a gap between what is supposed to be followed by instructors and what is actually followed in teaching RC .

The significance of this problem lies in the fact that it tackles the process of using techniques of teaching RC at the college level which are considered one of the main factors in teaching EFL, i.e., the significance of the problem is situated in its attempt at identifying the actual techniques used by instructors in teaching RC and assessing the extent of using the officially recommended techniques by instructors of RC.

1.2 The Value of the Study

Greenwood (1981 : 83) states that reading is the essence of all instruction. Carrell (1988 : 20) believes that reading is language so , what is true for language must be true for reading. Hence , it is a form of communication and a golden path of getting knowledge .

The value of this study can be stated in the following points :

- 1-This study provides a set of favourable techniques used in teaching RC . These techniques may be useful to instructors of RC at the college level .
- 2-This study may be useful for supervisors and specialists in TEFL by revealing the favourable techniques to be followed and the unfavourable ones to be avoided in teaching RC.
- 3-It may give an idea to the course designers and the instructors of EFL by drawing attention to the teaching of RC. The study

may bridge the gap between the theory and practice by comparing the actual teaching techniques with the recommended ones .

1.3 Limits of the Study

This study is limited to the assessment of techniques used by instructors of RC in the Colleges of Education and Colleges of Teachers at Baghdad and Al-Mustansirya Universities in morning and evening classes during the academic year 1999-2000.

1.4 Aims of the Study

This study aims at :

- 1-identifying the actual techniques used by instructors in teaching RC; and
- 2-assessing the extent of using the officially recommended techniques in teaching RC .

1.5 Definition of Basic Terms

1.5.1 Assessment :

- 1-“Deciding or fixing the value of a property for certain purposes” (Hornby , 1974 : 46) .
- 2-“ The process of making the official valuation of a property” (Good , 1973 : 4) .

3-“ Any means of checking or measuring the general level of performance which is concerned with teaching and learning” (Al-Juboury, 1999: 1-3).

The operational definition is that assessment means the process of checking the level of using the officially recommended techniques in teaching RC.

1.5.2 Teaching Technique

1-“A particular procedure of doing an activity , usually a procedure that involves practical activities” (Cobuild , 1987 : 1501) .

2-“A specific way of presenting instructional material or conducting instructional activities” (Good , 1973 : 554) .

3-“The manner of performance in any profession” (Simpson and Weiner , 1989 : 704).

The operational definition is that teaching technique is a procedure followed by an instructor in the classroom to accomplish an objective .

1.5.3 Reading Comprehension

1-“A part of communication process of getting the thoughts that were in the authors’ mind into the readers’ mind that involves the transmission of an idea through several imperfect media” (Fry , 1965 : 24) .

2-“A mental process involving the interpretation of signs perceived through the sense organs” (Hildreth , 1965 : 2) .

3-“The re-creation of the sound form of a word according to its graphic model (representation) ” (Downing & Leong , 1982 :2).

The operational definition is that Reading comprehension is a mental process involving turning the collection of symbols seen upon a paper into consecutive units of thoughts .

CHAPTER TWO

THEORETICAL BACKGROUND AND PREVIOUS STUDIES

Introductory Note

This chapter is mainly divided into two parts . The first part represents a theoretical background about the nature of reading and the main points that are related to this skill as a class activity . The second part surveys some of the most related previous studies dealing with techniques used in teaching RC that have a direct relevance to the present study .

2.1 THE THEORETICAL BACKGROUND

2.1.1 Reading Comprehension as a Class Activity

Specialists in TEFL give the word “reading” two different definitions according to two different categories of this skill .

Bhayir (1989 : 5) points out that the first one refers to mouthing words which is true in the early stages of language learning . The second one which is emphasized in this study refers to the reading that concentrates on meaning as the central goal of reading .

Giving a satisfactory definition of RC is not an easy task as it is involved in many fields of knowledge such as psychology, psycholinguistics and linguistics. Dillner and Olsen (1976 : 11) state that educators define reading comprehension as the process of meaning elaboration or thinking in relation to written symbols. Smith (1978 : 102) describes RC as a form of communication and the essential skill to students to get information. In discussing the complex nature of RC, Staiger. (1973 : 45) considers RC one aspect of language that has characteristics in common with other language skills.

There is a general agreement that RC means obtaining the meaning of language through its written representation (Anderson, 1976 : 10). Thus, many lessons are devoted for building comprehension in reading. Hafner (1977 : 127) believes that RC is the readers' ability to follow the pattern of thinking intended and structured in the author's writing.

Words are the familiar elements of any language, so what is involved in understanding a reading passage is understanding the meaning of individual words in that language. Broughtan (1978 : 94) considers RC as a skill that involves correlating language with meaning.

2.1.2 Reading Comprehension Subskills

RC is a “complex skill that demands the knowledge of many related word recognition and comprehension skills” (Finocchiaro , 1958 : 162) . RC is an active process in which a reader brings general knowledge in the area discussed by the writer .

A Skill is defined by Shepherd (1973 : 10) as “a tool used to obtain information” . The skill of RC consists of a number of subskills like prediction , identification of meaning and the use of redundancy (Melnik and Meritt , 1972 : 397). Potts (1976:43) considers RC a unitary process . Hence , it is a difficult task to divide this skill into RC subskills or levels which are regarded as a key to RC subskills .

There is no general agreement among scholars of TEFL concerning the exact number of RC subskills . They try to describe RC subskills as an umbrella that covers a number of skills (Al-Saadi, 1985 : 16) .

To identify a large number of RC subskills that cover all the levels of RC , the researcher selects RC subskills that cover inductively most of the RC subskills mentioned by others .

These subskills are mentioned by Dechant and Smith (1977 : 239-40) as follows :-

1-associating experiences and meaning with graphic symbols;

- 2-reacting to the sensory images (visual , auditory , kinetic , taste , smell...etc.) ;
- 3-interpreting verbal connotations and denotations;
- 4-understanding words in context and select the meaning that fits the context ;
- 5-giving the meaning to units of increasing size the phrase , clause , sentence , paragraph , and whole sections;
- 6-detecting and understand the main ideas;
- 7-recognizing significant details;
- 8-interpreting the organization of ideas and events;
- 9-answering questions about a printed passage;
- 10- following directions;
- 11- perceiving relationships : part-whole ; cause-effect ; general-specific ; place , sequence , size and time;
- 12- interpreting figurative expressions;
- 13- making inferences and draw conclusions , supply implied details and evaluate what is read;
- 14- recognizing and understand the writer's purpose;
- 15- identifying and evaluate characters traits , reactions and motives;
- 16- anticipating outcomes;
- 17- recognizing literary and semantic devices and identify the tone , mood and the intent or the purpose of the writer;

- 18- determining whether the text affirms , denies or fails to express an opinion about a supposed fact or condition;
- 19- identifying the antecedents of such words such as , who , some or they;
- 20- retaining ideas;
- 21- applying ideas and integrate them with one's past;

2.1.3 Levels of Reading Comprehension

Potts (1976: 43) suggests four major skill levels of comprehension : literal , inferential , evaluative and creative . These levels range from simple to difficult as learners proceed in their study of RC .

2.1.3.1 Literal Level

Paulston and Bruder (1976 : 160) state that this level focuses on ideas and information that are explicitly identified in a context . These information are related to names , dates and places . This level is considered the lowest and simplest level of RC as it is the first level of comprehension (Hillock , 1980 : 56).

2.1.3.2 Inferential Level

It requires mental activities on the part of the reader to rebuild the words and ideas by using his own experiences (Logan , 1972 : 372) . This level needs the ability to construct answers for different kinds of questions . Thus , it depends not

on the reader's understanding of the literal meaning of the reading passage , but his reaction to what is read .

2.1.3.3 Evaluative Level

It is also called the critical level of comprehension . Herber (1970 : 63) states that this level requires the reader's personal judgement. It needs a sufficient background of knowledge and experience. Melink and Mer itt (1972 : 480) consider this level a higher skill and the product of the literal level of comprehension. It distinguishes facts and ideas in the process of reacting to the ideas expressed .

2.1.3.4 Creative Level

Russell (1961 : 283) regards this level the production of new insights , fresh approaches and original constructs . Being the highest and final level , it requires the readers divergent thinking skill to analyse and go beyond the previous levels of comprehension .

2.1.4 Instructors of Reading Comprehension

The basic model of studies of this type had two components; personal characteristics and a criterion of effectiveness as an instructor (Marrison , 1969 : 14) . The general teaching skill of the instructor , his special training in the field of language teaching and linguistic ability affect positively on the teaching / learning situation .

Peterson (1965 : 5) believes that the first function of instructors is to remove obstacles of learning. Gower and Walters (1983 : 12) state that one of the basic functions of instructors is to get the students language skills into action .

Mackey (1969 : 333) points out that the important task of instructors is to create the most conducive climate in the classroom to the learning of a foreign language.

French (1976 : 5) states that a good instructor is the one who keeps his students lively and interested in doing all the time.

The classroom instructor ~~may~~ constantly be evaluating the status and needs of the students in order to provide them with the appropriate instruction .

Many instructors feel that they have presented the new material effectively and given their students practice by using the foreign language inside the classroom (Byrne , 1976 : 2) .

An efficient instructor depends mainly upon a good equipment, accurate knowledge of his material and the ability to use them skillfully . Marland and Owens (1970 : 56) state that the success of any programme depends on the way presented by instructors . In addition , Gurrey (1969 : 1) believes that teaching a foreign language can result in success if the instructor is well trained professionally and academically . Larsen -

Freeman (1986: vii) adds that instructors of RC need to be aware of the weak and strong points of each method and adopt reading instruction that develops skills . Hence , the major concern of the instructors is to translate their academic and professional courses into successful classroom practice .

Richards and Rodgers (1986 : 77) provide several roles for instructors of RC like facilitating the communication process between participants in the classroom , acting as a guide within the classroom procedure and developing students' language skills by various class activities .

2.1.5 Teaching Reading Comprehension

Carter (1962 : viii) defines teaching as “ a profession that demands depth of knowledge and breadth of understanding”. In teaching RC , Darian (1972 : 16) states that RC is taught with close association with other language skills . Allen and Corder (1974 : 160) explain that teaching RC is made up of a large number of skills of both motor and cognitive kinds .

Healey (1967 : 174) points out that the main categories of teaching any subject consist of teaching methods , course objectives and course content.

Concerning RC , it is taught in Iraq at the college level according to the communicative approach . This has been clear to the researcher by consulting specialists in TEFL* and through constant observation to the instructors of the study sample . As a result of the observations done , principles of communicative approach have been applied by the instructors while teaching RC .

All the textbooks of RC at the college level aim at developing the four language skills by communicating rather than mastering the structure of that language . Johnson (1981 : 65) states that one of the main aims of this approach is to develop the communicative ability of the students .

The communicative approach . appeared about 1970 as a result of the work of the Council of Europe Experts . It aims to develop the communicative competence of learners . It is designed to meet the needs of learners in academic, cultural, technical or economic activities.

Al-Hamash (1985 : 88) states that one of the main principles of this approach is that language is an individual process in which the user expresses his individuality and

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interest. This principle indicates that learners are different in what they want to do with the language they learn .

“Language is a social process” (Naser , 1999 : 44) .It is used for the interaction with other people in social contexts . Language is enjoyable (Al-Hamash , 1985 : 88) . Enjoyment is obtained in the use of the language as well as in language learning.

In language teaching, Byrne (1976 : 313) , presents three main stages : presentation, practice and production .

At the presentation stage, the instructor’s main task is to serve as a kind of informant. The role of the instructors appears mainly through reading the passage for the first time without explanation . This reading enables students to read the passage with correct pronunciation , intonation , stress and rhythm . Instructors then read the passage with expression and a few side comments to make the whole passage clear and meaningful (Fry, 1965 : 180) .

Wodd (1970 : 117) states that practice leads to perfect . At the practice stage , silent reading is used to make students read with comprehension . Pahuja (1995 : 176) states that the main aim of silent reading is to enable students read with ease, speed and fluency , to make students read with comprehension ;to get students vocabulary expanded to be

able to read for interest and to get information. Pennell and Cusack (1924 : 9) state that the efficient reader is the one who can get the thought through silent reading accurately and rapidly. Carrell (1988 : 86) points out that silent reading for students is an excellent activity which keeps reading for seeking meaning.

Finocchiaro (1969 : 251) states that every lesson should end with a summary preferably expressed in the students own words. At this stage, instructors lead students to answer the comprehension questions raised by the instructor to help students understand the passage. These questions encourage students to express answers and opinions with free discussion about ideas related to the reading passage.

2.1.6 Classroom Techniques

Classroom technique is defined by Healey (1967 : 174) as "the actual method used with a class of students for the purpose of increasing their capacity to use spoken and written language". Judson (1963 : 40) considers teaching technique as a "genuine human activity and a form of communication between instructors and learners".

Despite the fact that certain techniques are connected with certain methods and are taken from particular principles, most

of the techniques can be used by instructors to any teaching situation .

Allen (1965 : 96) regards techniques as instruments to handle problems , gain experiences , create positive classroom atmosphere and help instructors to achieve their objectives . Hence , they are considered as vehicles used by instructors to help students in foreign language learning . Altman (1981 : 16) states that the desired results can be attained by instructors by using various techniques .

A variety of techniques lead to good teaching (Ashworth , 1985 : 124) . A variety of techniques and instruments are available towards achieving goals related to the entire programme (Farr , 1970 : 117). Instructors should possess a variety of teaching techniques that can be used as the circumstances require .

Oliva (1969 : 60) states that as there can be no single method suitable to all language teachers , there can be no single technique which will satisfy all teachers .

Instructors are the implementers of curriculums . Good language instructors deal with the expected and unexpected situations in certain ways .

2.1.7 Objectives of Teaching Reading Comprehension

Objectives detail the goals of a language programme to identify the kind and level of language proficiency the learner will attain in the programme (Richards and Rodgers , 1986 : 157). They are necessary to judge the success of the teaching programme by comparing its outcomes with the original objectives. Harris and Sipay (1970 : 27) state that these objectives may be stated in terms of a proficiency level in a particular skill or in the form of behavioural objectives .

Efficient teaching of RC depends mainly on aims which determine the appropriate techniques that can be used in teaching .

In the departments of English , Colleges of Education , there is a booklet written in Arabic . This booklet contains general and behavioural objectives . The researcher translated some of the general objectives related to the present study . These general objectives are as follows :

- 1-preparing teachers for primary and preparatory schools;
- 2-having the ability to teach the syllabuses of English language;
- 3-having the ability to use the four language skills; and
- 4-improving the language skills and preparing students for higher studies;

Widdowson (1978 : 57) states that the main aim of teaching a foreign language through RC is to develop the four language skills . To achieve the previously mentioned objectives, instructors work hard in their classrooms to put them into behavioural objectives .

In cases where a specific method is *adapted* , it is necessary for instructors to know what the objectives of the method are and the kind of language proficiencies it seeks to develop.

2.1.8 Textbooks of Reading Comprehension

Concerning the course content of RC at the college level in Iraq , the textbooks that are taught are Developing Skills for the first year and Sixty Steps to Précis for the second year at the Colleges of Education. The textbooks of RC in Teachers Colleges are Developing Skills for the second year and Fluent Speaking for the third year as students are specialized in English language from the second year .

These textbooks are written by L. G. Alexander . They consist of a number of graded passages followed by comprehension questions. These passages have been arranged in the order of increasing difficulty.

The basic aim of these textbooks is to promote the students' training in the four language skills ; to provide materials which will be suitable for aural / oral practice ; to train the students systematically to write English (Alexander , 1972:iv) .

Ideally , two classroom lessons of approximately (50) minutes each should be spent on each text by devoting the first lesson to Guided Conversation and the second one to Composition and Language Study (Alexander 1967: xii).

2.2 PREVIOUS STUDIES

2.2.1 Teaching Techniques Used by Teachers of English at the Second Year Intermediate (Al-Bajilany , 1991)

This study aims at :

- 1-finding out the teaching techniques used by teachers of English at the second year intermediate; and
- 2-proposing a checklist for the most favourable techniques for teachers of English at the second – year intermediate;

The sample consists of 67 teachers of English in ^{the} city of Baghdad drawn randomly.

A checklist was prepared by the researcher . The face validity of the checklist was determined by a jury of experts . The reliability of the checklist was computed by finding the

agreement between two observers , the agreement coefficient was 0.93 .

Each teacher was observed for a whole lesson and evaluated according to the checklist prepared . In order to state the most favourable teaching techniques , the checklist was exposed to a jury of 50 specialists in the field of TEFL. Some of the common techniques found as a result of this study are :

- 1-writing part of the material on the board;
- 2-having students listen to a model : a teacher;
- 3-asking students the meaning of some words;
- 4-asking questions concerning the new items;
- 5-correcting students errors immediately;
- 6-giving clear and simple instructions concerning homework;

2.2.2 Teaching EFL Reading in Iraqi Teachers' Institutes and Teacher – Training (Al-Daghistany , 1995) .

The aims of the study are identifying :

- 1-techniques used in teaching EFL reading in Iraqi teachers' institutes;
- 2-^{the} extent to which these techniques are effective as manifested in the student's^f achievement ; and
- 3-^{the} difference in the students' achievement due to difference in the teaching techniques;

Twenty – eight teachers of English are observed while teaching reading . Each teacher has been observed twice for a whole lesson . A checklist of 55 items is constructed by the researcher for this purpose. face validity of the checklist has been ensured by exposing it to 16 experts in the field of TEFL . Judgement reliability coefficient has been determined by finding out the agreement between two observers. After the final administration of the checklist , teachers have been classified into three groups according to the techniques they use : those who use common techniques , those who use uncommon techniques and the others who use both common and uncommon techniques .

A test has been adopted and modified by the researcher to measure the students' achievement in RC. Face validity has been ensured by exposing the checklist to specialists. Judgement reliability has been computed by using the split-half method . Then, the test has been administrated to a sample of 225 students randomly chosen .

Results show that 12 techniques listed in the checklist are found to be commonly used , while 40 techniques are found to be uncommon . However , the latter proved to be effective .

Finally , a significant difference has been found between the two groups in favour of the group taught by the uncommonly used techniques .

Some of the commonly used techniques are the following :-

- 1-dividing the passage into sections if it is long ;
- 2-doing the exercises with the students;
- 3-reading the sections aloud;
- 4-asking students to read silently;
- 5-asking students to summarize the reading passage;

2.2.3 A Survey of the Techniques used in Teaching Reading Comprehension in Intermediate Schools (Al-Janaby , 1998) .

This study aims at :

- 1-identifying the techniques used in teaching RC to the three intermediate grades;
- 2-comparing the techniques used in the three intermediate grades in teaching RC; and
- 3-classifying these techniques into favourable and unfavourable ones;

The sample consists of 150 English teachers ; 50 teachers in each grade of the intermediate stage observed inside their classrooms while teaching RC .

The procedure adopted is the recorded observation . A checklist consisting of 54 items has been prepared by the researcher for the purpose of evaluation . To find out the face validity of the checklist , it has been exposed to a jury of experts. Its reliability is attested by finding out the agreement between two observers . Cooper formula has been used for this purpose and the agreement coefficient is found to be 0.90 . The checklist is exposed to the jury of experts once more to decide the favourable and the unfavourable techniques in teaching RC . The finding of the study revealed that :

1-concerning the first aim of the study , the common techniques used by teachers in the three grades are 15 for the first , 14 is used by teachers in the second and 16 in the third ;

The common techniques are 17 , 14 , 18 in the three grades respectively .

2-concerning the second aim , growth in quality can be noticed with only 6 techniques ;

3-concerning the third aim , the number of the favourable common techniques are 11 while the unfavourable common techniques are 6 . The favourable uncommon techniques are 16 and only two unfavourable – uncommon techniques are used;

The following are some of the favourable techniques :

- 1-telling the pupils the title of the passage and / or writing it on the board;
- 2-relating the previously-given material to that on hand;
- 3-dividing the passage (if it is long) into sections or pausal units;
- 4-giving the main idea of the material;
- 5-assigning the material covered for reading at home;
- 6-reading each line aloud with pupils books open;
- 7-reinforcing correct responses;

2.3 Discussion of Previous Studies

Having reviewed these studies , the present study is compared with the above mentioned studies in terms of aims and procedures .

2.3.1 Aims

The reviewed studies are in harmony with the present one in their aims to identify the techniques used by teachers inside classroom and find out the commonly used techniques . None of these studies tried to find out to what extent teaching techniques are adopted by teachers inside their classrooms as it is investigated in the present study .

2.3.2 Procedures

All the studies above as well as the present one used the recorded observation procedure in surveying the techniques used by teachers inside the classroom .

The population of Al-Bajilany (1991) is the teachers of English of the second year intermediate in Baghdad . Al-Daghistany (1995) includes the English teachers in Iraqi teachers' institutes. Al-Janaby (1998) includes the teachers of English of the whole intermediate stage in Al-Risafa area of the city of Baghdad .

Instructors of RC of morning and evening classes in the Colleges of Education and Colleges of Teachers at Baghdad and Al-Mustansirya Universities are the subject of the present study.

The only agreement between the four studies is the random choice of their sample of English teachers.

The instrument used in the previous studies and the present one is a checklist prepared by the researcher to fulfil the needs of these studies . A rating scale is used in the present study to classify the techniques into four-point-scale , never , rarely , sometimes and always .

These scales are not used in the previous mentioned studies. Validity and reliability *etc* obtained in the three studies and the present one . Statistical means are used in all these four studies according to the aims of each one .

CHAPTER THREE

PROCEDURES

Introductory Note

The main aim of this chapter is to report the procedures that have been followed for carrying out the aims of this study . This chapter describes in detail the population , the tool and its application , and the statistical means for analysing the data .

3.1 Population and Sample

Information about the population has been drawn from the departments of English in five colleges : College of Education (Ibn-Rushd) , College of Education for women (Baghdad), College of Education (Diyala) and Teachers Colleges (Baghdad and Diyala) of morning and evening classes for the academic year 1999-2000 .

The total number of instructors involved are 13 males and females , comprises the whole population of instructors of RC in Baghdad and Al-Mustansiriyah Universities . The instructors who constitute the sample of this study teach the first and the second grades at the Colleges of Education and teach the second and the third grades at Teachers Colleges .

The whole population is considered the sample of the present study . It consists of instructors who teach RC in five colleges in two governorates: Baghdad and Diyala .

The service period of the selected instructors is between 1-30 year(s) . Each instructor has been observed twice . Four instructors are observed for three times for their long experience in teaching RC in order to achieve the utmost use of different set of techniques . Thus , the total number of observations is thirty .

Three instructors sample are chosen randomly for the pilot administration and excluded from the total sample of the final administration of the research instrument .

Table (1)
The Instructors' Sample

No	Name	Years of service	Colleges
1.	Maha Sahib (M.A)	1	Education-Ibn Rushd
2.	Majid Rasm (M.A)	2	
3.	Muna Ibrahim (M.A)	2	
4.	Omran Musa (Ph.D)	30	
5.	Wiaam Abdul-Wahab (M.A)	1	
6.	Haitham Jabar (M.A)	5	Education for Girls (Baghdad)
7.	Rabia Najim (M.A)	2	
8.	Shatha Kathim (M.A)	15	
9.	Ali Abdula (Ph.D)	2	Education-Diyala
10.	Khalil Ismail (Ph.D)	2	
11.	Abdul-Jalil Jasim (M.A)	20	Teachers-Baghdad
12.	Amthel Muhammed (M.A)	2	Teachers-Diyala
13.	Izzat Suhael (M.A)	10	

3.2 The Questionnaire

The most suitable instrument for this study is a checklist which is built and developed through constructing a closed questionnaire containing the desired techniques of teaching RC . This questionnaire contains (45) items distributed among four stages : presentation , practice , production and evaluation .

The ~~items~~ of the questionnaire have been collected on the basis of the related literature, previous studies which deal with teaching techniques and experts' opinion, then exposed to a jury of specialists in TEFL (See Appendix I).

Each member in the jury has been kindly requested to modify, change or add what he / she finds suitable to the checklist.

3.3 Face Validity of the Questionnaire

Validity is defined by Bergman (1981:150) as "the process of reflecting of how well a tool measures what is supposed to measure". It is also defined by Heaton (1975 : 153) as "the extent to which a tool measures what is supposed to measure and nothing else".

After the questionnaire is constructed , it is exposed to a jury* of experts to ensure its suitability .

Each specialist in the jury is requested to find out :

- a. the appropriateness and the clarity of each item included in the questionnaire; and
- b. whether the core of the questionnaire covers a large number of behaviours to be measured or investigated .

According to the suggestions of the experts , some items have been modified and nine items are excluded. The remaining ~~are~~ ^{items} thirty six ~~which~~ constitute the final version of the checklist . Chi-square formula is used to find out the agreement and disagreement among the experts responses on the checklist items .

The Jury members includes ten specialists in EFL as follows :

- 1- Abdul – Hamid Naser (Ph.D) College of languages – University of Baghdad .
- 2- Abdul-Jabar Ali Darwash (Ph.D) College of Teachers-Al-Mustansirya University .
- 3- Adil Hasoon (Ph.D) College of Teachers-Al-Mustansirya University .
- 4- Isticlal Al-Marsumi (Ph.D) College of Education -Al-Mustansirya University .
- 5- Lamyã Al-Ani (M.A) College of Education – University of Baghdad
- 6- Nahida Al-Nasiry (Ph.D) College of Teachers-Al-Mustansirya University .
- 7- Ritha Ghanim (M.A) College of Teachers-Al-Mustansirya University .
- 8- Sami Al-Mamuri (Ph.D) College of Teachers-Al-Mustansirya University .
- 9- Shaymmaã Al-Bekri (Ph.D) College of Education – University of Baghdad .
- 10-Talib Jawad (Ph.D) College of Teachers-Al-Mustansirya University .

3.4 The Checklist

Verma and Beard (1981:180) define the checklist as “ a tool used for the collection of data about events, materials or people ; certain characteristics are judged to be simply present or absent rather than rated along a continuum”.

The checklist developed in the present study is built on the basis of tentative questionnaire submitted to the jury members.

The final version of the checklist contains thirty six techniques of teaching RC at the college level. The checklist has a four-point scale ranging from “ always” to “never” used.

3.5 The Pilot Administration of the Checklist

Three Instructors have been chosen randomly from different colleges as shown in Table (2) for the pilot administration of the checklist . This sample is excluded from the total sample of the study.

The pilot administration of the study enables the researcher to check the clarity of the items included in the checklist ; which item is competence and which one is weak to be revised or discarded completely , and the application of the statistical procedures to make sure whether they can be applied to the collected data or not .

Table (2)
The pilot Administration of the Study

NO.	NAME	College
1.	Nariman Jabar (M.A)	Education for Women -Baghdad
2.	Saad Salal (M.A)	Teachers – Baghdad
3.	Sami Al-Mamuri (Ph.D)	Teachers – Diyala

3.6 The Reliability of the Checklist

“Reliability is the degree to which a test or an examination measures what it does measure” (Guantlet , 1961 : 110) . It is also defined by Verma and Beard (1981 : 86) as “the degree of accuracy with a given test or a set of scores measures whatever it is measuring .

On the basis of these definitions , reliability is used to enrich the instrument of a research with accuracy and consistency . Thus , to ensure the reliability of the checklist ; a sample of three instructors was chosen randomly for the purposively observation of the reliability . Each instructor was observed by two observers : the researcher and another person*

*Amthel Muhammed (M.A) in TEFL .

The instrument of the present study is considered reliable since the *Correlation* coefficient is (0.85) which can be seen as a desirable correlation .

Every observation lasted for (45) minutes . The data of these observations have been recorded and Cooper formula is used to find out the correlation between the two observations which have been conducted at the same time.

3.7 The Administration of the Checklist

The final application of the checklist started on the fifteenth of February-2000 and ended on the tenth of April-2000.

The whole population is observed, i.e., each instructor is observed twice for attaining the maximum use of the classroom techniques of teaching RC . Four of the instructors are observed three times for their long experience in teaching RC .

All the techniques used are recorded and compared with the techniques written in the checklist.

3.8 The Statistical Means

The following statistical means have been used throughout the procedures of the present study :

- 1- Chi-Square Formula :- It is used to find out the validity of the checklist according to the jurys' recommendations . It is also used to find out the commonly used techniques .

$$X^2 = \frac{(O_1 - E)^2}{E} + \frac{(O_2 - E)^2}{E}$$

Where :

O = Observational frequency .

E = Expected frequency . (Issac & Michael , 1977 : 138)

2- Cooper formula :- It is used to compute the judgement reliability coefficient .

$$\text{Cooper} = \frac{A}{A+D} \times 100$$

Where :

A = frequency of constancy between the two observers .

D = frequency of inconstancy between two observers .

(AL-Mufti , 1984 : 63)

3- Fisher formula :- It is used to find out the items degree of power .

$$\text{Degree of power} = \frac{F_1 \times 3 + F_2 \times 2 + F_3 \times 1 + F_4 \times 0}{\text{Total Frequency}}$$

Where :

F1 = Frequency of the first alternative .

F2 = Frequency of the second alternative .

(Fisher , 1955 : 327)

4-Percentage of using the teaching techniques by the instructors of the sample has been also obtained .

(Al-Bayati & Ethnasyous , 1977 : 8)

CHAPTER FOUR

RESULTS , DISCUSSION AND CONCLUSION

Introductory Note

This chapter presents the results of the assessing process of the techniques used in teaching RC on the basis of the checklist items in order to achieve the aims which are :

- 1-identifying the techniques used in teaching RC ; and
- 2-assessing to what extent these techniques are used on the basis of a checklist as a criterion developed by the researcher.

4.1 Description of the Checklist Items

The total number of the checklist items applied for the assessment of RC at the college level is thirty-six . Thirty observations have been conducted in five colleges as it is mentioned earlier in chapter three .

The techniques are classified according to the four stages of teaching ; presentation , practice , production and evaluation in terms of the degree of power to show the instructors' tendency towards the application of the checklist items.

Table (3) shows the percentage and the degree of power for each item in the checklist in addition to the number of instructors who applied it.

Table (4) shows the widespread techniques of teaching RC arranged systematically according to their degree of power .

Table (5) shows the less commonly applied techniques of teaching RC arranged due to their degree of power .

Table (3)

Percentage and degree of power of the checklist items

No	Items	Always		Sometime		Rarely		Never		Degree of power
		Teacher	%	Teacher	%	Teacher	%	Teacher	%	
1	A. PRESENTATION having the students listen to a model: a. instructor b. tape-recorder	28	93	-	-	-	-	2	7	2.8
2	reading the passage once/twice without explanations;	18	60	-	-	-	-	12	40	1.8
3	explaining the reading passage: a-orally b-visually (on the board)	30	100	-	-	-	-	-	-	3

<p>explaining the reading passage vocabularies, idioms as well as expressions by using:</p> <p>a. synonyms</p> <p>b. antonyms</p> <p>c. gestures</p> <p>d. dramatization</p> <p>e. pictures that accompany the passage if any</p>	30	100	-	-	-	-	-	-	3
<p>giving additional examples to <i>explain</i> difficult expressions if necessary;</p>	5	17	5	17	4	13	16	53	0.96
<p>explaining the reading passage by linking its events with the students' life experience and knowledge;</p>	6	20	-	-	10	33	14	47	0.93

	relating ideas, expressions and words with relevant passages the students have already studied;	3	10	4	13	3	10	20	67	0.66
	using teaching aids like cards , films , pictures ...etc;	3	100	-	-	-	-	-	-	3
	emphasizing correct pronunciation of difficult or new words by additional practice;	4	13	10	33	2	7	14	47	1.13
1	keeping the use of learners' native language to an absolute minimum;	30	100	-	-	-	-	-	-	3
1	encouraging correct responses;	16	53	8	27	2	7	4	13	2.2
2	using extra material related to the passage like sayings , proverbs ...etc;	6	20	11	37	4	13	9	30	1.46

3	asking students questions concerning the reading passage;	24	80	4	13	2	7	-	-	2.73
4	B. PRACTICE practising the drills related to the target passage : a. comprehensive questions . b. vocabulary exercise . c. key structure . d. special difficulty. e. multiple-choice questions .	30	100	-	-	-	-	-	-	3
15	having a large number of students to participate in class activities;	22	73	5	17	3	10	-	-	2.63
16	asking students to read silently for few minutes;	10	33	2	7	-	-	18	60	1.13

17	answering students' questions relating to other aspects of language;	20	67	6	20	4	13	-	-	2.5
C. PRODUCTION										
18	answering part of each exercise as an example before assigning it as homework if necessary;	2	7	-	-	-	-	28	93	0.2
19	doing the drills related to the target passage: a. writing a guided composition b. letter-writing	3	10	-	-	-	-	27	90	0.
20	helping students to formulate their answers: a. oral b. written	24	80	4	13	2	7	-	-	2.

	calling the more able learners before the weaker ones to participate in class activities;	20	66	3	10	5	17	2	7	2.36
22	listening to more than one answer to each question raised by the instructor to explain the passage;	3	10	3	10	-	-	24	80	0.5
23	encouraging students to correct their classmates' errors orally;	-	-	2	7	3	10	25	83	0.25
24	announcing the correct answer orally;	24	80	3	10	-	-	3	10	2.6
25	writing the answers of the questions under the passage on the board by the: a. instructor b. student	8	27	-	-	-	-	22	73	0.8

26	asking students about the meaning of some words;	22	73	6	20	2	7	-	-	2.66
27	summarizing the passage orally;	9	30	7	23	1	4	13	43	1.4
28	suggesting new titles to the passage and announcing the suitable ones;	17	57	2	6	-	-	11	37	1.83
29	giving time to students to write down what is written on the board;	8	27	-	-	-	-	22	73	0.8
30	involving students in free discussion about topics or ideas related to the reading passage;	5	16	2	7	3	10	20	67	0.73
31	giving clear and simple instruction concerning homework assignment;	3	100	-	-	-	-	-	-	3

	D. EVALUATION									
32	discussing individual answers to the questions of the reading passage;	7	23	3	10	5	17	15	50	1.06
33	correcting students' errors: a. oral errors b. written errors	22	73	4	135	4	135	-	-	2.6
34	giving verbal praise for correct responses;	22	73	5	17	3	10	-	-	2.63
35	correcting students' errors later on;	18	60	6	20	6	20	-	-	2.4
36	giving short quizzes: a. oral b. written	2	7	-	-	-	-	28	93	0.2

Table (4)
The Widespread Techniques of Teaching, Reading
Comprehension

No. of items	ITEMS	Degree of power
3.	explaining the reading passage: a. orally. b. visually (on the board)	3
4.	explaining the reading passage vocabularies, idioms as well as expressions by using: a. synonyms b. antonyms c. gestures d. dramatization e. pictures that accompany the passage if any;	3
3.	using teaching aids like cards, films, pictures ..etc;	3
10.	keeping the use of the learners' native language to an absolute minimum;	3
4.	practising the drills related to the target passage: a. comprehension questions. b. vocabulary exercise c. key structure d. special difficulty e.. multiple – choice questions	3
31.	giving clear and simple instructions concerning homework assignment;	3
1.	having the students listen to a model: a. instructor b. tape-recorder	2.8
13.	asking students questions concerning the reading passage ;	2.73

20.	helping students to formulate their answers: a. oral b. Written	2.73
26.	asking students about the meaning of some words;	2.66
15.	having a large number of students participate in class activities;	2.63
34.	giving verbal praise for correct responses;	2.63
24.	announcing the correct answer orally;	2.6
33.	correcting students' errors: a. oral errors b. written errors	2.6
17.	answering students' questions relating other aspects of language;	2.53
35.	correcting students' errors later on;	2.4
21.	calling the more able learners before the weaker ones to participate in class activities;	2.36
11.	encouraging correct responses;	2.2
28.	suggesting new titles to the passage and announcing the suitable ones;	1.83
2.	reading the passage once/twice without explanations;	1.8

Table (5)

**Less Commonly Applied Techniques of Teaching Reading
Comprehension**

No. of items	ITEMS	Degree of power
18.	answering part of each exercise as an example before assigning it as homework if necessary;	0.2
36.	giving short quizzes: a. oral b. written	0.2
23.	encouraging students to correct their classmates' errors orally;	0.23
19.	doing the drills related to the target passage: a. writing a guided composition b. letter-writing	0.3
22.	listening to more than one answer to each question raised by the instructor to explain the passage;	0.5
7.	relating ideas, expressions and words with the relevant passages the students have already studied;	0.66
30.	involving students in free discussion about topics or ideas related to the reading passage;	0.73
25.	writing the answers of the questions under the reading passage on the board by the: a. instructor b. student	0.8
29.	giving time to students to write down what is written on the board;	0.8

6.	explaining the reading passage by linking its events with the students life experience and knowledge;	0.93
5.	giving additional examples to express difficult expressions if necessary;	0.96
32.	discussing individual answers to the questions of the reading passage;	1.06
16.	asking students to read silently for few minutes;	1.13
9.	emphasizing correct pronunciation of difficult or new words by additional practice;	1.13
27.	summarizing the passage orally;	1.4
12.	using extra material related to the passage like sayings, proverbs...etc;	1.46

4.2 Discussing the Techniques Used in Teaching Reading comprehension

The techniques used for presenting the material to the learners are applied in the following manners:

1-having the students listen to a model:

a- instructor b- tape- recorder.

This technique is used by 93% of the instructors sample and its degree of power (DP, for short) is 2.8. Instructors always depend on themselves in presenting the reading passage as tape-recorder is not available inside their classrooms.

2-reading the passage once/twice without explanations;

The DP of this item is 1.8 and the percentage of use is 60.

This technique can be given more interest as it is important to give learners practice to listen to the correct pronunciation of the reading passage as it is read by instructors.

3-explaining the reading passage.

a- orally b- visually (on the board)

This technique is used by all the instructors and its DP is 3. This technique is used by all instructors. Most of the explanations are done orally. Instructors relate that to the shortage time of the lesson period.

4-explaining the reading passage vocabularies, idioms as well as expressions by using:

**a- synonyms b- antonyms c- gestures d- dramatization
e- pictures that accompany the passage if any;**

This technique is used by all instructors and its DP is 3. Instructors use various techniques in presenting and explaining the reading passage.

5-giving additional examples to express difficult expressions if necessary;

The DP of this technique is 0.96. It is used by 47% of the sample which refers to a very ^{low} rate as it is rarely used by the instructors of the sample.

6-explaining the reading passage by linking its events with the students' life experience and knowledge;

This technique is used by 53% of the sample and the DP is 0.93. This result states that it is rarely used in explaining the reading passage of RC textbooks.

7- relating ideas, expressions and words with relevant passages the students have already studied;

The calculated DP of this technique is 0.66. It is used by 33% of the sample.

8- using teaching aids like cards, films, pictures... etc;

This technique is used by all the instructors' sample. Its DP is 3. All the instructors use the chalk and the board as they are available and they don't use other teaching aids as they are not available.

9- emphasizing correct pronunciation of difficult or new words by additional practice;

This item has 1.13. as a DP for it is used by 53% of the sample. This technique is rarely used as the whole passage with the difficult words are pronounced by instructors.

10- keeping the use of the learners' native language to an absolute minimum;

This technique is used by all instructors and its DP is 3. It is used to give a chance to learners to listen to the foreign language inside the classroom.

11- encouraging correct responses;

This item is widely used by the instructors of the sample. Thus, the rate is 87% of the sample and the DP revealed is 2.2. This item is used to encourage students to participate in class activities.

12- using extra material related to the passage like sayings, proverbs... etc;

This technique is used by 70% of the sample and its DP is 1.46.

13- asking students questions concerning the reading passage;

All the instructors use this technique and the calculated DP is 2.73 which reports a high rate in the techniques' application. Instructors use various kinds of questions to explain the reading passage.

14- practising the drills related to the target passage:

- a. comprehension questions
- b. vocabulary exercise
- c. key structure
- d. special difficulty
- e. multiple-choice questions

This item has 3 as a DP. It is used by all instructors to check the students' understanding of the reading passage and to make students use the language inside the classroom.

15- having a large number of students to participate in class activities;

The DP of this technique is 2.63 and it is used by all the instructors sample. It is used to give a chance to a large number of students to participate in class activities.

16- asking students to read silently for few minutes;

A rate of 40% of the sample is used this technique and the calculated DP is 1.13. This technique is rarely used in teaching RC. Instructors can give much interest to this technique which helps to understand the reading passage.

17- answering students' questions relating to other aspects of language;

This technique is used by all the instructors of the sample and its DP is 2.53.

18- answering part of each exercise as an example before assigning it as homework if necessary;

7% of the sample uses this technique. The DP is 0.2. Instructors excuse the absence of this technique to the shortage time of the lesson.

19- doing the drills related to the target passage:

a. writing a guided composition. b- letter – writing.

The DP of this technique is 0.3 and it is used by 10% of the instructors' sample. The written practice has a very little interest inside the classroom. Instructors relate this to the shortage time of the lesson.

20- helping students to formulate their answers:

a. oral b. written

This technique is used by all instructors. The DP is 2.73.

21- calling the more able learners before the weaker ones to participate in class activities;

This item has 2.36 as a DP. It is used by 93% of the sample. This technique helps the weak students to participate in class activities.

22- listening to more than one answer to each question raised by the instructors to explain the passage;

The DP of this technique is 0.5 and it is used by 20% of the instructors sample. Shortage time of the lesson may be the reason behind neglecting this technique in teaching RC.

23- encouraging students to correct their classmates' errors orally;

17 % of the sample uses this technique. The DP is 0.23. shortage time of the lesson may be the reason behind the absence of this technique in the classroom.

24- announcing the correct answer orally;

The DP of this technique is 2.6. It is used by 90% of the sample.

25- writing the answers of the questions under the passage on the board by:

a. instructor b. student

This technique is used by 27% of the sample. The DP. of this technique is 0.8. Interviewing instructor s states that shortage time of the lesson behind the low rate of using this technique.

26- asking students about the meaning of some words;

All the instructors use this technique and its DP is 2.66.

27- summarizing the passage orally;

The DP of this technique is 1.4. It is used by 57% of the instructors' sample.

28- suggesting new titles to the passage and announcing the suitable ones;

1.83 is the DP of this item which is used by 63% of the instructors' sample.

29- giving time to students to write down what is written on the board;

The DP of this technique is 0.8. It is used by 27% of the instructors sample. Shortage time of the lesson behind the low use of this technique.

30- involving students in free discussion about topics or ideas related to the reading passage;

This technique is used by 33% of the sample and its DP is 0.73. Due consideration should be given to this technique as

students can use the foreign language with the guidance of the instructor inside the classroom.

31- giving clear and simple instruction concerning homework assignment;

The DP is 3. It is used by all instructors. This technique helps students to have an idea about the reading passage before studying it inside the classroom.

32- discussing individual answers of the questions of the reading passage;

This technique is used by 50% of the sample and its DP is 1.06. Shortage time of the lesson behind the low use of this technique.

33- correcting students' errors:

a. oral errors. b. written errors.

The DP is 2.6. It is used by all the instructors of the sample.

34- giving verbal praise for collect responses;

2.63 is the DP of the technique. It is used by all instructors of the sample.

35- correcting students' errors later on;

This technique is used by all instructors. The DP is 2.4.

36- giving short quizzes:

a. oral b. written.

A rate of 7% of the sample uses this technique and its DP is 0.2. Instructors can get a benefit of this technique to evaluate

their students by pointing out the weak and strong points of the learners.

4.3 Conclusions

After presenting the techniques which are used in teaching RC throughout the procedures of this study, conclusion remarks can be pointed out as follows:

- 1-Twenty items that comprise 56% of the checklist have received high degrees. This means that they have widely followed by instructors of the sample.
- 2-Sixteen items that comprise 44% of the checklist have received low degrees and this means that they have been less frequently applied.
- 3-On the basis of what has been mentioned above, it can be concluded that instructors of the sample followed 56% of the techniques that are included in the checklist.

Statistically, this percentage concerning the instructors' performance seems to be acceptable, however, the researcher thinks that this percentage of instructors' performance should be developed by making use of the techniques which are rarely or never used as identified by this study.

CHAPTER FIVE

RECOMMENDATIONS AND SUGGESTIONS

In the light of the findings achieved and the conclusions derived, the researcher recommends and suggests the following:

5.1 Recommendations

- 1-Instructors can help their students to become efficient readers by providing different types of practices in using the foreign language inside the classroom to improve their language skills.
- 2-Emphasizing the silent reading rather than reading aloud by instructors of RC.
- 3-Instructors can make students read the passage silently at home and prepare questions about the reading passage in addition to the questions already stated. This piece of work will enable them to understand the reading passage.
- 4-A guide for instructors' teaching is needed at the college level. It can be written by specialists of TEFL containing the main stages of teaching RC and the general and behavioural objectives.
- 5-Instructors can improve the quality of their questions about the reading passage in a way that demands higher mental processes, i.e., levels of comprehension other than the literal

ones should be involved in the questions made to the students.

6-Instructors *could* be provided with checklists that enable them to evaluate themselves by trying to adjust to what extent they use favourable or unfavourable techniques.

7-Instructors *could* be aware of the techniques of teaching RC and the new trends of teaching this material at the college level.

8-Periodical quizzes (written or oral) are necessary to be used by instructors to have an idea about the strong and weak points of their students and to evaluate their achievements.

9-Instructors must be given some freedom in choosing supplementary reading materials which serve the main aims of teaching RC.

10- Listening is one of the main language skills. It can be practised efficiently by reading the passage for the first time without explanations. This activity gives a chance to students to concentrate on the correct pronunciation of the whole reading passage.

11- Instructors *could* increase the participation of the students by involving them in most of class activities by using various kinds of teaching techniques.

5.2 Suggestions For Further Research

- 1- Investigating techniques used in teaching other courses like grammar, phonetics.. etc. at the college level.
- 2- The effect of using different sets of techniques in teaching RC on the students' achievement of different levels of study.
- 3- Content analysis study for the RC texts at the college level.
- 4- Developing an evaluative forum for RC instructors.
- 5- Investigating the factors that influence the learning of English at the college level from the learners' points of view.

APPENDIX I

A Questionnaire Submitted To The Jury Members

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

Dear,

The researcher intends to conduct a survey study entitled.

“ASSESSMENT OF TEACHING TECHNIQUES USED
IN TEACHING READING COMPREHENSION”

The instrument of the study is a checklist containing the
expected techniques that may be used.

The researcher defines “technique” as a “special procedure
that is adopted in a classroom and used to accomplish an
objective”.

As a specialist in the field of teaching English; please read
the items of the questionnaire and kindly state if they are
suitable as techniques for teaching Reading Comprehension at
the college level or not.

Any addition or modification will be highly regarded.

Thank you
Nizar Hussein
M.A. Candidate

A Questionnaire Submitted to The jury Members

No.	ITEMS	Suit- able	Unsuit -able	Suggestion or modification if any
1.	A. PRESENTATION writing the title of the passage on the board if any;			
2.	having the students listen to a model: a. instructor b. tape-recorder			
3.	reading the passage once/twice without explanations;			
4.	explaining the reading passage: a. orally b. visually (on the board)			
5.	explaining the reading passage vocabularies, idioms as well as expressions by using: a. synonyms b. antonyms c. gestures d. dramatization e. pictures that accompany the passage if any;			
6.	giving additional examples to express difficult expressions if necessary;			
7.	explaining the passage by linking its events with the students' life experience and knowledge;			

8.	relating ideas, expressions and words with the relevant passages the students have already studied;			
9.	using teaching aids like cards, films, pictures...etc.;			
10.	emphasizing correct pronunciation of difficult or new words by additional practice;			
11.	keeping the use of the learners' native language to an absolute minimum;			
12.	relating ideas, expressions and words with relevant passages;			
13.	using the key word method to teach content word;			
14.	asking students questions concerning the reading passage;			
15.	encouraging correct responses;			
16.	using extra material related to the passage like sayings, proverbs...etc.;			
17.	B. PRACTICE having students repeat difficult words or expressions; a. individually b. chorally			

13.	helping students to formulate their answers: a. oral b. written			
19.	motivating students to ask additional questions about the reading passage;			
20.	answering students' questions concerning the other aspects of language;			
21.	doing the following exercises that follow the presented passage with the students: a. comprehension questions b. vocabulary exercise c. key structure d. special difficulty e. multiple – choice questions			
	C- PRODUCTION			
21.	answering part of each exercise as an example before assigning it as homework when it is necessary;			
22.	giving clear and simple instruction concerning homework assignment;			
24.	asking more than one student to read aloud few lines of the reading passage;			

25.	asking students to read silently for few minutes;			
26.	having most of the students participate in class activities;			
27.	calling the more able learners before the weaker ones to participate in class activities;			
28.	listening to more than one answer to each question raised by the instructor to explain the passage;			
29.	encouraging students to correct their classmates' errors orally;			
30.	announcing the correct answer orally;			
31.	writing the answers of the questions under the reading passage on the board by the: a. instructor b. student			
32.	asking students the meaning of some words;			
33.	encouraging students to search for their oral errors;			
34.	giving time to students to write down what is written on the board;			
35.	summarizing the reading passage orally;			

36.	suggesting new titles to the passage and announcing the suitable ones;			
37.	asking students to spell some words;			
38.	doing the following exercises under the reading passage: a. writing a guided composition. b. letter-writing.			
39.	involving students in free discussion about topics or ideas related to the reading passage;			
40.	writing the answers of the questions under the reading passage on the board by the: a. instructor b. student			
	D- EVALUATION			
41.	discussing individual answers to the questions of the reading passage;			
42.	correcting students' errors later on;			
43.	giving verbal praise for correct responses;			
44.	correcting students' errors: a. oral errors b. written errors			
45.	giving short quizzes: a. oral b. written			

APPENDIX II

A Checklist Of The Expected Teaching Techniques Of
Reading Comprehension

No. of items	Items	Always	Some times	Rarely	Never	Notes
	having the students listen to a model: a. instructor b. tape-recorder					
	reading the passage once/twice without explanations;					
	explaining the reading passage: a. orally b. visually (<i>on the board</i>)					
4.	explaining the reading passage vocabularies, idioms as well as expressions by using: a. synonyms b. antonyms c. gestures d. dramatization e. pictures that accompany the passage if any ;					

giving additional examples to express difficult expressions if necessary ;					
explaining the reading passage by linking its events with the students' life experience and knowledge;					
relating ideas, expressions and words with the relevant passages the students have already studied;					
using teaching aids like cards, films, pictures ..etc.;					
emphasizing correct pronunciation of difficult or new words by additional practice;					
keeping the use of the learners native language to an absolute minimum;					
encouraging correct responses;					
using extra material related to the passage like sayings, proverbs... etc.;					

4.	asking students questions concerning the reading passage;					
5.	practising the drills related to the target passage: a. comprehension questions b. vocabulary exercise c. key structure d. special difficulty e. multiple – choice questions					
6.	having a large number of students to participate in class activities;					
7.	asking students to read silently for few minutes;					
8.	answering students questions relating other aspects of language;					
9.	answering part of each exercise as an example before assigning it as homework if necessary;					
10.	doing the drills related to the target passage: a. writing a guided composition. b. letter-writing.					

	helping students to formulate their answers: a. oral b. written					
	calling the more able learners before the weaker ones to participate in class activities;					
	listening to more than one answer to each question raised by the instructor to explain the passage;					
3.	encouraging students to correct their classmates' errors orally;					
4.	announcing the correct answer orally;					
5.	writing the answers of the questions under the reading passage on the board by the: a. instructor b. student					
6.	asking students about the meaning of some words;					
7.	summarizing the passage orally;					

28.	suggesting new titles to the passage and announcing the suitable ones;					
29.	giving time to students to write down what is written on the board;					
30.	involving students in free discussion about topics or ideas related to the reading passage;					
31.	giving clear and simple instructions concerning homework assignment;					
32.	discussing individual answers to the questions of the reading passage;					
33.	correcting students' errors: a. oral errors b. written errors					
34.	giving verbal praise for correct responses;					
35.	correcting students' oral errors later on;					
36.	giving short quizzes: a. oral b. written					

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مصدر عربي

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وقد تم حساب ثبات الأداء عن طريق إيجاد معامل التوافق بين ملاحظتين اثنتين باستخدام

صيغة كوبر.

تضمنت الصيغة النهائية لاستمارة المعلومات ستا وثلاثون فقرة والتي تعد الأساليب المفضلة

لتدريس مادة الاستيعاب القرائي وكذلك تم استخدام مقياس ذي أربعة فقرات يتدرج من دائماً،

أحياناً، نادراً وأبداً.

وقد بينت نتائج الدراسة بأن:

١- عشرين فقرة والتي تؤلف (٥٦%) من فقرات الاستمارة حصلت على درجات عالية وهذا

يعني بأنهما استخدمت بشكل واسع من قبل تدريسي العينة.

٢- ست عشرة فقرة من الاستمارة والتي تؤلف (٤٤%) من الفقرات قد حصلت على درجات

متدنية وهذا يعني بأنهما استخدمت بشكل متدني.

في ضوء هذه الدراسة، تم تقديم جملة من التوصيات والمقترحات.

ملخص الرسالة

يعتبر الاستيعاب القرائي واحداً من الأهداف الرئيسة في تدريس اللغة الحديثة حيث يوصف بأنه عملية معقدة تتكون من عدد من المستويات والمهارات والتي تكون معاً الهدف النهائي ألا وهو المعنى.

ويجب على التدريسيين اتباع أساليب متنوعة ومختلفة لجعل المتعلمين يكتسبون ويؤدون فقرات اللغة المدروسة ويخلقون مناخاً إيجابياً للدراسة. تساعد الأساليب التدريسية الفعالة المستخدمة من قبل تدريسيي الجامعة في الوصول إلى أهدافهم بالإضافة إلى الوصول إلى تدريس جيد ومثمر.

تهدف الدراسة إلى:

- ١- تحديد الأساليب المستخدمة في تدريس مادة الاستيعاب القرائي.
 - ٢- تقييم استخدام هذه الأساليب وفقاً لمعايير محددة.
- تتألف العينة من ثلاثة عشر تدريسياً يُدرسون مادة الاستيعاب القرائي في كليات التربية والمعلمين في جامعتي بغداد والمستنصرية للدراستين الصباحية والمسائية.
- إن الإجراء الذي استخدم هو أسلوب الملاحظة العلمية المسجلة إذ تم بناء استمارة معلومات اعتماداً على استبيان تجريبي حيث تم جمع مادة الاستبيان من المصادر ذات العلاقة والدراسات السابقة وآراء الخبراء.

عرضت استمارة المعلومات على لجنة من الخبراء لغرض إيجاد الصدق الظاهري للأداة المستخدمة في البحث وتم استخدام مربع كاي لاستخلاص التوافق وعدم التوافق بين آراء الخبراء.

تقييم الأساليب التدريسية المستخدمة في تدريس

مادة الاستيعاب القرائي

رسالة

مقدمة إلى مجلس كلية التربية - ابن رشد

جامعة بغداد كجزء من متطلبات شهادة الماجستير في الآداب

[طرائق تدريس اللغة الإنكليزية كلغة أجنبية]

إعداد

نزار حسين ولي الساعدي

بإشراف

الدكتورة ناهدة طه مجيد الناصري

حزيران ٢٠٠٠