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RESEARCH ARTICLE

PROBLEMS ENCOUNTERED BY STUDENTS IN READING SKILL: A CASE STUDY

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ABSTRACT

This research aims at the significance of studying Problems Encountered by Students in Reading Skill, a case study at Al-Ameeriah Secondary Schools in Gezira State (Wad medani). The purpose of this phenomenon is to be crowned by raising standard of students hence, they develop their reading skill that will give them chance to be good readers. In addition to that improving students' performance of comprehending any reading text. To enlighten the teachers and the parents of the students' difficulties that faced them. Then, promotion of listening comprehension by using visual aids, projectors, and audio lingual labs, only to improve students' abilities of approaching texts Finally. the outcome of these problems will be an implication of teaching comprehension's strategies to the researcher selected a sample of 120 learners language male students to answer the vocabulary level test investigating Problems Encountered by Students at Al -Ameeriah Secondary School for boys in Wad Medani (Gezira). In this study the researcher conducted statistical analytical descriptive research method. Later on, this study was statistically analyzed by (SPSS) program, to reach its findings and recommendations. Ultimately, the researcher concluded his study by the following recommendations Teachers should concentrate on the weakest students to read. as well as, write very accurately. Teachers must use multi mass media as vital element for teaching listening comprehension. Priority must be given to motivate learners by choosing graded reading texts according students' needs. The use of various teaching strategies enhance the process of comprehension lesson session positively. The significance of parents role to evaluate their sons performance at home and inside class room. Using of computers, cassettes and projectors for teaching comprehension, as well as to listening to material before reading a passage That will motivate learners to answer a pretreating questions.

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INTRODUCTION

This chapter states the frame of the study. The background of this problem was tackled as an important issue with an indication of the research title (Problems Encountered by Students in Reading Skill) at Al-ameeriah Secondary School)in Gezira State. Then, the statement of the problem was clarified according to the researcher career of teaching. English Language as foreign language. The teaching of foreign language is very important, as we know, It becomes more essential now adays, Students needs to master the four skills, especially reading and writing, Because they have a vital role in language acquisition and learning. Students have faced many difficulties, hardships that hinder their reading skill. Students should be able to deal with text.

At different levels as to pronounce or decoding a word correctly. Studying comprehension is an important skill to be taught as well as to be developed by secondary F. Is. The researcher may say it is the core of any syllabus that had been designed In other words, the back bone of the four skills. The teacher's experience of teaching is about ten years in Sudan and Saudi Arabia. He has considered that adequate to record a lot of observations. Exactly such problems confronted by learners and teachers. Most of them focusing on students' poor comprehension. Some of those learners are not able to read neither repeat items nor write them correctly. That may be very peculiar. to the reader or hearer. Because there is a real obstacle, neither reading a text nor writing a word. The researcher will investigate this intricate issue in a pedagogical way. But also the researcher has preferred to strike a balance of various views of teaching comprehension, namely to discuss the problems encountering students in developing this reading skill concerning school in Gezira State in Sudan.

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The Statement of the Research: The researcher's experience as a secondary teacher in I wad Medani and in expats country Both in` Private and government schools. Mainly that let him to be closed to the F.L students and teachers in the same field. Comparing between traditional teachers and their counterpart the modern ones. Who have been largely contributing in secondary F L,Ls in different schools. Surely, they have taught them how to proceed on their comprehensions' lessons. Owing to their performance in reading passages. According to the researcher's views, there are many difficulties confront students while they are reading passages.

Hence that has affected their academic achievement of the F.L students and teachers in the same field. Comparing between traditional teachers and their counterpart the modern ones. Who have been largely contributing at secondary level in different schools. Surely, they have taught them how to proceed on their comprehensions' lessons. Owing to their performance in reading passages. According to the researcher's views, there are many difficulties confront students while they are reading passages. Therefore that has affected their academic achievement greatly, as result. we will expect very weak consequences, because there are a lot of hindrances stand in the way such persistent problems of listening comprehension as a first step to understand texts. As a matter of lacking a good listening material, like the original copy of printed context. Students' pronunciation of the new.

vocabulary is very weak. Clearly. everyone will observe this phenomenon as known fact to all concerns Most of secondary students, they cannot interact with written versions perfectly.

Therefore, teachers have intended to use the translation method to interpret those passages apparently. Briefly. for the above mentioned instances, no body ignore the importance of practice reading comprehension inside the class room. Through it entrenched many lessons like learning new vocabulary, structure, and paragraph's writing. Thus it does achieve specific aims during a lesson. Ultimately, the researcher has given this problem a wide survey for discussion. A large priority has been rendered for Problems Encounter Students in Reading Skill for developing comprehension at the secondary level.

Significance of the Research: The purpose of this study is to be crowned by raising the standard of teaching comprehension at secondary schools in Sudan(Gezira). In addition to that to improve students' performance of comprehending the reading passages. Secondly to enlighten the issue to supervisors field practioners, teachers and the parents of the students' Thirdly, promotion of listening comprehension by using visual aids, projectors, and audio lingual labs, only to improve students' abilities of approaching texts. Fourthly. the outcome of these problems will be an implication of teaching comprehension's strategies to be followed and implemented during a lesson

Delimitation of the Case Study: A case study of Al – Ameeriah Secondary school in Wad Medani in Gezira State, in Sudan. The researcher will highlight F.L.S.I inside the class room. The students will be tested by answering a vocabulary size level test that restricted to ascertain sample. So as to shed lights on their disabilities of comprehension. By virtue of following an analytical results of the descriptive research, to as find solutions of such complicated problems encountered by learners, as well as instructors in the class roo.

Questions of the Research

- Do all a secondary students read well, as same as to comprehend a text or apiece of discourse?
- Do all E.F.L.L at secondary. Schools pronounce very well?
- Do all tutors motivate learners by choosing gradedtexts for teaching comprehension in F.L.L inside the class ?
- Do all teachers in secondary classes use more strategies for
- teaching comprehension inside their classrooms?
- Do all teachers use Arabic Language while teaching comprehension?

The Hypothesis of the Research

- Secondary students at a secondary can read as well as inferring the text.
- Exposing students to decoding a lot of words that pave the way to read a text properly.
- Priority must be given to motivate learners by choosing graded texts.
- The use of various teaching strategies in a lesson will process student's comprehension forward positively.
- Avoid using Arabic Language while explaining the meaning of vocabulary, as an important element of interaction between a student and a text.

The research method

The aim of this research is to pursue an important issue of (Problems Encountered by Students in Reading Skill) at the Secondary level. The researcher has adopted descriptive analytical and an empirical method by applying qualitative data analysis tools such as SPSS and PCA. Aqquestionare for English language teachers, at asecondary schools have been distributed. This question are is meant to collect data concerns teachers' opinions, about problems encountered Sudanese secondary students in reading skills. Beside, a vocabulary level size test has been conducted to test secondary students. Both tools are used, to reach a result after to be analyzed statistically.

Literature Review: In this Chapter the researcher investigates about (Problems Encountered by Students in Reading Skill) for teaching comprehension, which exactly face the learners at the secondary level. Focusing on the concept of teaching comprehension, beside reading strategies, to be used by learners and teachers. That demands some language factors. To be followed in teaching comprehension. With concentration on teachers backgrounds, perspectives and parents role paying the greatest assistance of directing, their sons in the learning process. But also, not neglecting the vital role of the teacher, who has planned his own strategies, prompts, motivations in pedagogical way of teaching comprehension with strategies properly (Hamouda, 2013).

The Conception of Reading: According to Grabe reading is an interaction between reader and text. Grabe claims that reading requires efficient knowledge of world and a given topic also an efficient knowledge of the language. As it is stated, reading requires a rich background, and also some ability to comprehend the texts (Grabe, 2013).

On the other hand Rebecca & Shadows claim that reading is related to language and it requires being efficient in L2 (Spheres., 1985). Among the many definitions of reading that have arisen in recent decades, three prominent ideas emerge as most critical for understanding what "Learning to read" means: reaction and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text's meaning. Reading does not draw on one kind of cognitive outcome most texts are understood in different ways by different readers. Reading comprehension is as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message (Tompkins, 2011), and Boston, Pearson. P 203. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. And also explained by Adam. It is also determined by an individual's cognitive development, which is "the construction of thought processes". We find some of us learn through education or instruction and others through direct experiences.

As for learners to read, they have to be prepared to use various abilities and strategies they already know from their reading experiences in their native language. They will need the knowledge to orient themselves in the many dimensions of language shown in any text. Researchers have established that the act of reading is a non-linear process that is recursive and context-dependent. Readers tend to jump ahead or go back to different segments of the text, depending on what they are reading to find out. When a teacher asks a learner to "read" a text that teacher specifies a reading goal. Such as finding particular grammatical constructions or to identify words that relate to particular features or topics of the passage. But we call it is a partial knowledge. For an instance, the version also reveals a lot about the readers for which it is written and a lot about subject matter that F.L.Ls may or may not know or anticipate. Students must be encouraged to do that activities given blow the selected passage. As inquiring about the main ideas, filling spaces to write meaning of the new vocabulary and True and False statement (Tompkins, 2011). Some of writers agree on that good readers have to do some other jobs in order to comprehend a text: they should interact and connect new text with past experiences –they mean background knowledge-, interpret, evaluate, synthesize, and consider alternative interpretations (Pressley, 1995). While doing this task, students need also some strategies to help them make their reading comprehension easy Reading can be seen as an "interactive" process between a reader and a text which leads to automatically or (reading fluency). In this process the reader interacts dynamically with text as he/she tries to elicit the meaning and where various kinds of knowledge are being used; linguistic or systemic know edge. (through bottom up processing as well as schematic knowledge through top-down processing). Since reading is a complex process, Grabe argues that many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills in reading consequently researchers proposed at least six general component skills and knowledge areas (Chen, 2014).

Task of Comprehension: Reading comprehension includes related to all of the process to deriving meaning from written language 'Deriving indicated that often readers go beyond the

meaning explicitly contained in the text and add to that meaning Based on their meaning and their ability to infer additional or deeper meaning. Thus reading is much more than ability to read individual words and know what those words mean. To comprehend what one word is to understand the Meaningful message sent by the author.

Skills Used by Some Teachers: To comprehend a text the researcher realizes that literacy awareness is vital step towards approaching a text. Later on, to be clarified by teachers for their students. There are threads to focus on conventions of any text. Decoding skill is knowledge of alphabets codes to spell words. (That there is a systematic relation. Between sounds of the language and written letters and the combinations of letters on page) ability to attack and decode sound familiar and reasonable fluency, Fluent decoding is critical for effective comprehension students who do not decode fluently exhaust their limited cognitive resources on decoding. therefore unlikely to comprehend effectively what they read. It is very important to pronounce words correctly, as well as to understand the meaning of the new items. Here, the role of the teacher to use individual and choral repetition for words. So as to consolidate.

Factors that Affected Learners: Language awareness refers to awareness of the sound of the sound system of language such as rhyme, syllables of words. And phonemes. That is very important to be explained by teachers while teaching comprehension. Besides knowing the meaning of words, and phonemes. That is very important to be clarified by teachers while teaching comprehension, in addition, they explicit the meaning of words, whether they are spoken or written, including multiple meaning of ambiguous words.

Cognitive Factors: The researcher considers the knowledge of objects and events in the world of reading comprehension that assuming some knowledge about the world which is being described by texts. If student is completely ignorant about topic of a text, then a learner will fail to comprehend the message of the text. Also decoding ability" ignorance of a topic is certainly affecting comprehension, in dramatic way for all readers. Good readers have broad world knowledge cognition, attention ability, To comprehend extended text. But also reading comprehension conceives an ability to relate information presented in a text to what student already know about the World. These abilities to make connections are organizational skills. Further on, reading comprehension reflects the ability to hold many units of information in mind at one time (working memory). It shows the ability to encode in memory what one has read, by storing those memories and later parts of the text. The recalling of such previous information depends upon students interaction with the text intuitively.

Task of Listening Comprehension: The researcher during his career of teaching comprehension has observed that spelling affected the comprehension. Definitely in the areas of intrusive, Centre, sure teacher. and usually there is a real problems with vowels such words as teacher. And usually there is a real problems with vowels in such words like come, home and also pronounce k. In knee knowledge, of the world, and the like, the most obvious is that with reading, the words must be decoded from print. However there are other differences in addition to this obvious difference, for instance, when one is listening, the speaker normally pays attention to

whether or not he/she is being understood a nod if not, does something to improve the listeners comprehension. In the case of reading passage Thus, the writer cannot modify the text which is being fixed. Similarly, readers cannot ask for explanations from the writer, whereas listeners can ask speakers for clarifications. Therefore, the researcher according to his experience, a listening material of the text must be introduced before.

Reading Comprehension Strategies: A "strategy" is a plan developed by a reader to assist in comprehending and thinking about texts, when reading the words alone does not give the reader a sense of the meaning of a text. In recent years, reading comprehension strategy instruction has come to the fore in reading instruction at all age and grade levels. By helping students understand how these flexible tools work, teachers enable readers to tackle challenging texts with greater independence. Strategy instruction is rooted in the work of David Pearson and his colleagues, who studied the processes of proficient readers, and then sought ways to teach these processes to struggling readers. While there is debate about the relative importance of different strategies (or even if some should be deleted from or added to the list), most researchers and practitioners agree about a core set of seven strategies.

The Strategies in Reading in EFL: In order to help students their comprehension of reading and also increase their reading ability students have to use some skill and strategies. This review of literature will define the difference between reading skills and reading strategies, and illustrate before, during, and after reading strategies.

Differences between Reading Skills and Reading Strategies: A reading skill is a helpful tool that a student practices in order to improve reading (Hollas, 2002). Teachers teach various skills to improve the understanding of reading. Unfortunately, many of the students while decoding do not comprehend what they are reading. On the other hand, a reading strategy is or way of doing something; a specific procedure one uses to perform a skill (Hollas, 2002). Weinstein and Mayer defined strategies as behaviours and thoughts that a learner engages in during learning that are intended to influence the learners encoding process (Weinstein, 1986). Further, Alexander, et al. defined a strategy as a procedural, purposeful, effortful, willful, essential and facilitative (Adams, 1985). They asserted that strategies are mandatory for academic development Students today have difficulty getting through a short reading assignment, such as a newspaper article. This difficulty is associated with the lack of ability to focus and concentrate on written words. Due to this, many students need guidance and strategies to help focus on reading and to do more than just read the words on a piece of paper. The skills of a strategic reader in the content areas can be broken down into seven areas (Hollas, 2002):

- **Predict** – declaring in advance or to foretell on the basis of observation and/or experience.
- **Visualize** – forming mental pictures of scenes, characters and events.
- **Connect** – to link two things together or to associate and see a relationship.
- **Question** – to inquire or examine.
- **Clarify** – to make understandable or to become clear and free of confusion.

- **Summarize** – to concisely obtain the essence or main point of the text.
- **Evaluate** – to form an opinion about what you have read.

The Effectiveness of Strategies: The use of effective comprehension strategies that provide specific instructions for developing and retaining comprehension skills, with intermittent feedback, has been found to improve reading comprehension across all ages, specifically those affected by mental disabilities. Sherry Berkeley, "Reading comprehension strategy instruction and attribution retraining for secondary students with disabilities". Dissertation Abstracts: Humanities and Social Sciences (Berkeley, 2011). The use of effective comprehension strategies is highly important when learning to improve reading comprehension. These strategies provide specific instructions for developing and retaining comprehension skills. Implementing the following instructions with intermittent feedback has been found to improve reading comprehension across all ages, specifically those affected by mental disabilities. As Can Kate had identified (Cain, 2009). Research studies on reading and comprehension have shown that highly proficient readers utilize a number of different strategies to comprehend various types of texts, strategies that can also be used by less proficient readers in order to improve their comprehension.

Making Inferences: In everyday terms we refer to this as "reading between the lines". It involves connecting various parts of texts that aren't directly linked in order to form a sensible conclusion. A form of assumption, the reader speculates what connections lie within the texts. Reading different types of texts requires the use of different reading strategies and approaches. Making reading an active, observable process can be very beneficial to struggling readers. A good reader interacts with the text in order to develop an understanding of the information before them. Some good readers are predicting, connecting, inferring, summarizing, analyzing and critiquing. There are many resources and activities educators and instructors of reading can use to help with reading strategies in specific content areas and disciplines. Some examples are graphic organizers, talking to the text, anticipation guides, double entry journals, interactive reading and note taking guides, chunking, and summarizing (Cain, 2009).

Activating Background Knowledge: To make connections between new and known information. In many classrooms, this instruction is divided into three categories of connection as defined by Colleen Buddy - text-to-self, text-to-text, and text-to-world (Buddy quoted in Keene and Zimmerman). There are a lot of interactions to be occurred that related to the readers' memory while reading the definite passage (Thompson, 2008).

Questioning the Text: Proficient readers are always asking questions while they read. Sticky notes (post-its) have become ubiquitous in classrooms in part because they are such a useful tool for teaching students to stop, mark text, and note questions as they read. To limit the topic sentences in all paragraphs, the support ones and concluding phrases. As well as to mention the main ideas in each paras. To solidify one's understanding of passages of texts readers inquire and develop their own opinion of the author's writing, character motivations, relationships, etc. This strategy involves allowing oneself to be completely objective in order to find various meanings within the text.

Drawing Inferences: Proficient readers use their prior knowledge about a topic and the information they have gleaned in the text thus far to make predictions about what might happen next. When teachers demonstrate or model their reading processes for students through think-aloud, they often stop and predict what will happen next to show how inferring is essential for comprehending text.

Determining importance: In the sea of words that is any text, readers must continually sort through and prioritize information. Teachers often assist readers in analyzing everything from text features in nonfiction text like bullets and headings, to verbal cues in novels like strong verbs. Looking for these clues can help readers sift through the relative value of different bits of information in texts. Pinpointing the important ideas and messages within the text. Readers are taught to identify direct and indirect ideas and to summarize the relevance of each.

Mental Images: Readers are constantly creating mind pictures as they read, visualizing action, characters, or themes. Teachers are using picture books with students of all ages, not necessarily because they are easy to read, but because the lush and sophisticated art in these books can be a great bridge for helping students see how words and images connect in meaning-making. This strategy centers around the reader's mental awareness and their ability to control their comprehension by way of awareness. By previewing text (via outlines, table of contents) one can establish a goal for reading—"what do I need to get out of this"? Readers use context clues and other evaluation strategies to clarify texts and ideas, and thus monitoring their level of understanding. With this sensory-driven strategy readers form mental and visual images of the contents of text. Being able to connect visually allows for a better understanding with the text through emotional responses. Visualization is a "mental image" created in a person's mind while reading text, which "brings words to life" and helps improve reading comprehension. Asking sensory questions will help students become better visualizers Dan Bell, students can practice visualizing by imagining what they "see, hear, smell, taste, or feel" when they are reading a page of a picture book aloud, but not yet shown the picture (Schiller, 2007). They can share their visualizations, then check their level of detail against the illustrations. Partner reading [Partner reading is a strategy created for pairs. The teacher chooses two appropriate books for the students' to read. First they must read their own book. Once they have completed this, they are given the opportunity to write down their own comprehensive questions for their partner. The students swap books, read them out loud to one another and ask one another questions about the book they read.

Summary

The researcher summed up the steps of the methodology of the research. So the researcher selected sample which consists of 120 respondents, they are F.L.S who study at Secondary schools, as same as aquetionnare distributed among 100 population of teachers, so that to investigate certain phenomenon of (Problems Encounter Students in Reading Skill) these strategies for teaching comprehension encounter by teachers as well as learners. The two instructors judged the Vocabulary Test to indicate the validity of the researcher. They registered a notification of the importance of this study. Thus the researcher benefits largely from all judgers by their good observations, instructions, and suggestions. The researcher

deals with a targeted population as group of students who are studying in governmental schools. Therefore, they are respondents with a adequate time to answer the test. The researcher chose the test as a tool to investigate a group of one hundred and twenty students. The data is extracted from several studies and various mass media resources. Hence the outcome of the research was analyzed and statistically calculated to indicate a reliable results. The test validity approved by Dr. Nazar Abdellah Dr. Umar Babikir, both of them participated in analyzing this research sample Including Wad medani Educational Office headed by Samia Al -Awad who endorsed an official letter to the manager of Al- Ameeriah Secondary School. For conducting this test inside the classroom and invigilated by English Department This test is more reliable to measure this phenomenon. Eventually, the researcher collected the test by hand and analyzed by Dr.Nizar Ben Abdallah and with assistant of Dr Umar Babikir.

Research Reliability: In this chapter the researcher analyzes the statistical results of the data and findings of the Vocabulary Size Test, to indicate how far each answer has statistical significance to the research questions, the problem, and the hypothesis of the research. A case study with research sample composes of 120 learners. The researcher analyses a data after applying a vocabulary level test. Then answers of the students have being divided into four levels which is being coded and changed into Excel file, in a shape of a data lists, and largely benefitted from SPSS. So as, to complete analyzing the theoretical statistics. The researcher analyzes the statistical results of the data and findings of the Vocabulary Size Test, to indicate how far each answer has statistical significance to the research questions, the problem, and the hypothesis of the research. A case study with research sample composes of 120 learners. The researcher analyses a data after applying a vocabulary level test. Then answers of the students have being divided into four levels which is being coded and changed into Excel file, in a shape of a data lists, and largely benefitted from SPSS. So as, to complete analyzing the theoretical statistics.

Research Results: The sample size of field study is of (120) English FLS. Who give their answers as respondents to this V.ST, which is composed of twenty two items and their answer' choices was a ranged in frequency tables of students wrong and correct answer for each item the frequencies and their percentages where done, and the following tables represent the results for each item use in their Vocabulary Test.

The Research Finding: In this chapter the researcher states finding and recommendations of the study so as to explore Problems Encountered by Students in Reading skill. As a foreign language learners at secondary level.. The purpose of this study is to be finalized by raising the standard of teaching comprehension in secondary schools in Sudan. In addition to that to improve students' performance of comprehending the reading passages. The target population was Secondary School English Language (120) learners at Al- Ameeriah in Gezira (Medani). They responded directly by answering the vocabulary level Test. This data was collected inside the class room by the invigilators. Thus the researcher largely benefitted from various resources such as scientific papers, journal articles, books, theses and dissertations. In addition to that the researcher included the ideas and views of his judgers and supervisor. The outcomes of the study was described and statistically calculated by following a descriptive- analytical

method of research. The evidence emerges from the statistical analysis of the data shows that Problems Encountered by students in Reading are significant to skills, they really confront them, as well as, learners in secondary level, that precisely during lesson sessions inside the class rooms, . Therefore, the researcher sheds some lights on the analytical results of the study. Accordingly to the output of his consumptions by tracing back the research hypothesis as core discussion of this vital study. Firstly, the researcher conceives that students at Al- Ameeriah Secondary School where the study was conducted. They have faced many difficulties because their weak performing of this vocabulary level test. Secondly, to raise students comprehension ability of reading passage. That to say reading a text silently to answer the related questions of any version is an important procedure of approaching a passage. Also, loud reading is required to check their correct pronunciation of words, phrases and sentences. Thirdly, it is very important for learners to develop the reading and writing skills. If they are asked to read and write accurately. Surely, they Performed very well by a successive weekly dictation. Fourthly, the idea of exposing students to more practice of every day English language. Hence, they become fluent speakers by using multi media in teaching comprehension. Evidently, If teachers present listening material before reading a text. This arouses students minds towards a written context. For, they can express themselves freely whenever speak about themselves. Fifthly, concerning priority must be given to motivate learners by choosing graded texts to enable instructors to meet students needs. By selecting a suitable passages to be taught by teachers. To explain prefixes, suffixes, and parts of speech. That prove its vitality to a approach any written version while teaching a reading text. Evaluation, is a vital step, the researcher implies that teachers must be careful about individual differences. Sixthly, some teachers connect their students to the real world of the text to motivate them to read a text and motivate them by a prereading, questions. Teachers are able to deal with the weakest students here a rises the importance of the individual difference. Seventhly, the use of various teaching strategies in a lesson will process students comprehension forward positively. A strategy of teaching new vocabulary, The researcher significantly enough indicate the use of flash cards to present vocabulary with a choral repetition. Also, not to ignore the role of mass media in teaching comprehension. The research reassures the application of cooperative learning strategy to a achieve comprehension goals during a lesson session. Eighthly, to avoid using Arabic Language while explanation of new vocabulary as an important element of interaction between a student and a text. The results of study show a great number of teachers prefer using translation Method to the Direct one. Though, it is a main hindrance of teaching comprehension inside a class room. . Thus, not all teachers must speak Arabic Language to explicit any meaning of vocabulary, structures of a passage.

Research Recommendation

In the lights of the study, the researcher recommends the following

- Teachers should concentrate on the weakest students to read as well as write very accurately.
- Teachers must use multi mass media as vital element for teaching listening comprehension.
- Priority must be given to motivate learners by choosing graded reading texts according students needs,

- The use of various teaching strategies enhance the process of comprehension lesson session positively.
- 5 The significance of parents role to evaluate their sons performance at home and inside class room.

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Appendix:

In the name of allah the more Gracious, the most merciful

Zaiem Azhari University
 College of post Graduate Studies
 Ph.D student: Hafez Taha

Supervisor: Dr. Ali Albashir Mohammed Alhaj

Dear: Teachers of English:

the present questionnaire is part of a research project aims at investigating assumption about learning and teaching vocabulary, the researcher would be very grate ful, if you response to all items of the given questionare which aims at identifying the problems of teaching reading (vocabulary). the questionare contains 20 items. Additionally, it's written in a closed-ended, like type format where the subject are required asked to read each items and then to indicate a response from ranging from (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree or Strongly Disagree).

1. Background information:

Please answer these questions first before you continue on the following questionare:

Name:
Gender:.....
Years of experience to FEL teaching:.....
School:.....
Date:.....

No	Items	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	Motivational Aspect: I think that my students make use of the vocabulary they are learning outside classroom.					
2	I think that my students study english vocabulary mainlybecause they consider it very useful for the future.					
3	I think that my students consider themselves good at learning vocabulary.					
4	I think that my students consider that they know enough vocabulary when facing an exam.					
5	Linguistic Aspect: Learning english language is essentially learning its vocabulary.					
6	I think english vocabulary is difficult to learn.					
7	Teachers should use modern means to teach new vocabulary.					
8	Teachers should ask students to read silently to answer the detailed questions.					
9	Teachers apply cooperative CLT learning strategy to achieve reading goals.					
10	The role of vocabulary in the development of the foreign language competence is less important than that played by grammar.					
11	Teachers prefer using eclectic method to direct one to teach vocabulary.					
12	Some teachers use translation method all time to clarify text.					
13	It is important to use individual and choral repetition for teaching new vocabulary.					
14	That least a learner should know about a word is its from, its meaning and its basic usage, not just its source language equivalents.					
15	It is important to analyze word morphology so as to learnand teach english language vocabulary items better.					
16	The Evaluation of Lexical Comptence: (VTL) Teachers can use specific vocabulary tests to assess english vocabulary knowledge and correct them					
17	Vocabulary tests must be based on lists on the most frequently used words.					
18	Teachers should check students reading ability when they read aloud sentences correctly.					
19	when designing vocabulary tests, usefulness is more important than frequency of occurrence of words.					
20	Paul Nation's vocabulary tests (VLT) is the unique to assess my student's vocabulary size.					

Thank you very much for you valuable comments and corporation: your comments are invaluable for me:

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Ph.D Student: Hafez Taha.
