البحث الثالث : ٣

الأساليب التدريسية للقراءة الناقدة المستخدمة من قبل معلمات اللغة الإنجليزية للصف الثاني الثانوي بمكة المكرمة

بحث مستل من رسالة دكتوراه في التربية
(تخصص مناهج وطرق تدريس اللغة الانجليزية)
كلية التربية جامعة أم القرى – مكة المكرمة

إعــــداد :
أ / ندى حسن إلياس فلمبان

" الأساليب التدريسية للقراءة الناقدة المستخدمة من قبل معلمات اللغة الإنجليزية للصف الثاني الثانوي بمكة المكرمة "

أ / ندى حسن إلياس فلمبان

• مخلص البحث :

• مشكلة الدراسة:

تتلخص مشكلة الدراسة في الأسئلة التالية:

7 هل تساعد معلمات اللغة الإنجليزية الطالبات في الفهم الحرفي للــنص المقروء؟

7 هل تساعد معلمات اللغة الإنجليزية الطالبات في الفهم التنظيمي للــنص المقروء؟

7 هل تساعد معلمات اللغة الإنجليزية الطالبات في الفهم الإستنتاجي للنص المقروء؟

7 هل تساعد معلمات اللغة الإنجليزية الطالبات في الفهم التقويمي للــنص المقروء؟

7 ما هي الصعوبات التي تواجه معلمات اللغة الإنجليزيــة فــي تـــدريس القراءة الناقدة؟

• هدف الدراسة:

تهدف هذه الدراسة إلى معرفة الأساليب التدريسية للقراءة الناقـدة التــي تستخدمها معلمات اللغة الإنجليزية للصف الثاني الثانوي بمكة ، كما تهـدف إلى معرفة الصعوبات التي تواجه المعلمات في تطبيق تلك الأساليب.

• عينة الدراسة:

طبقت الدراسة على جميع معلمات اللغة الإنجليزية للصف الثاني الثـانوي بمكة في الفصل الدراسي الثاني لعام 2009-1429هـ ، وقد بلغ مجمــوعهن ٦٠ معلمة.

• أداة الدراسة:

اعتمدت الدراسة على استبانة تشتمل على خمس محاور تهدف إلى معرفة ما يلي:
الفهم الحرفي – الفهم التنظيمي – الفهم الاسـتنتاجي - الفهم التقـويمي - صعوبات التطبيق

• إجراءات الدراسة:

7 إجراء دراسة استطلاعية لاختبار صدق الاسـتبانة ومــدى صــلاحية وشمول الفقرات.

7 تم توزيع الاستبانة على جميع معلمات اللغة الإنجليزية للصــف الثــاني الثانوي ، و كان عدد الاستبانات الصالحة للتحليل ٥٥ استبانة.

❼ تم تحليل البيانات إحصائياً باستخدام النسب المئويـــة والتكــرارات لكـــل فقرة.

هذا وقد تضمنت الدراسة نظرة عامة لمفهوم القراءة الناقـــدة و أهـــم البحوث التي أجريت في هذا المجال ، و ما تضمنته هذه البحوث من نتــائج واقتراحات في مجال تدريس القراءة في اللغة الأجنبية.

• نتائج الدراسة :

❼ تساعد معلمات اللغة الإنجليزية الطالبات فــي الفهـــم الحرفـــي للـــنص المقروء.

❼ لا تساعد معلمات اللغة الإنجليزية الطالبات في الفهم التنظيمـــي للـــنص المقروء.

❼ لا تساعد معلمات اللغة الإنجليزية الطالبات في الفهم الاستنتاجي للـــنص المقروء.

❼ لا تساعد معلمات اللغة الإنجليزية الطالبات في الفهم التقـــويمي للـــنص المقروء.

❼ تواجه معلمات اللغة الإنجليزية عدداً من الصعوبات في تدريس القـــراءة الناقدة ، وهي بالترتيب:

- المستوى اللغوي المتدني للطالبات.
- حجم الفصل (عدد الطالبات في الفصل)
- قصور كتاب المعلمة في إعطاء التوجيهات.
- عدم توفر المصادر التعليمية والمعينات التدريسية.
- نقص الإلمام الكافي بهذه الأساليب من قبل معلمات اللغة الإنجليزية.
- عدم الرغبة في زيادة المهام والأعباء من قبل المعلمات

• توصيات الدراسة:

قدمت الباحثة عدداً من التوصيات أهمها:

❼ الاهتمام بتدريس القراءة الناقدة التي تتضمن استخدام المستويات العليـــا من التفكير، مثل: التحليل ، التركيب ، التقويم.

❼ العمل على رفع المستوى اللغوي للطالبات، وذلك من خـــلال اســـتخدام الطرق الفعّالة في تدريس القواعد والمفردات.

❼ الاهتمام بتدريس استراتيجيات القراءة الفعّالـــة التـــي أثبتـــت البحـــوث التربوية نجاحها في زيادة فهم الطالبات للنصوص

❼ الاهتمام بزيادة كفاءة المعلمات عن طريق التدريب قبل وأثنـــاء الخدمـــة وذلك بتقديم برامج إثرائية متنوعة تزيد في إدراك المعلمات لمســـتجدات البحوث التربوية بصفة عامة وتدريس اللغة الأجنبيـــة بصـــف خاصـــة وتقديم برامج تقويمية تساعد المعلمة على التعرف والتعامل مع مشكلاتها المهنية.

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Abstract
The Teaching Techniques of Critical Reading Implemented by Teachers of English for the Second Grade Students in Secondary Schools in Makkah

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Umm Al-Qura University, 2009 AD

Statement of the Problem

The problem of the study can be given in the following questions:

1. Do teachers of English help their students in the literal comprehension of the reading text?

2. Do teachers of English help their students in the organizational comprehension?

3. Do teachers of English help their students in the inferential comprehension?

4. Do teachers of English help their students in the evaluative comprehension?

5. What are the difficulties the teachers have in applying these techniques?

Purpose of the Study

This study investigated whether teachers of English help their students to develop critical reading.

Sample of the Study

The sample consisted of sixty teachers of English instructing the second grade students in secondary schools in Makkah.

Instrument of the Study

The instrument was a questionnaire for investigating the five questions of the study.

Procedures of the Study

1. A pilot Study was conducted to evaluate the suitability of the questionnaire.

2. The questionnaire was distributed among the teachers to take their responses.

3. Data analysis of the teachers' responses used percentages and frequency counts.

Results

The results of the study were as follows:

1. Teachers of English help their students in literal comprehension of the reading text.

2. Teachers of English do not help their students in the organizational comprehension.

3. Teachers of English do not help their students in the inferential comprehension.

4. Teachers of English do not help their students in the evaluative comprehension.

5. Teachers face a number of difficulties in teaching critical reading. They come in the following order according to percentages:

   a. The language ability of their students is low

   b. Class size impedes teachers in their work.

   c. The teacher's book lacks guidance in implementing critical reading.

   d. The educational resources and teaching aids are insufficient

   e. Teachers are not fully aware of these techniques.

   f. Teachers fear extra work and duties.

Recommendations

The study recommended that teachers should promote high level thinking processes in reading. The language ability of the students should be improved through sufficient practice on grammar and vocabulary. Teachers should train their students to use effective reading strategies. Pre- and in-service teacher education is required.

Chapter One: The Problem

1.1 INTRODUCTION

Proceeding from the great interest in critical reading, researchers have investigated appropriate teaching techniques to enhance the students' comprehension and to help them read critically. Cognitive and educational studies offer a large range of literature on this issue. The current study attempts to give an overall view of critical reading and discuss teaching techniques in detail. The main purpose is to investigate the techniques that are used in reading instruction by teachers of English in secondary schools in Saudi Arabia.

1.2 Statement of the problem

The problem of this study can be given in the following questions:

1. Do teachers of English help their students in the literal comprehension of the reading text?

2. Do teachers of English help their students in the organizational comprehension of the reading text?

3. Do teachers of English help their students in the inferential comprehension of the reading text?

4. Do teachers of English help their students in the evaluative comprehension of the reading text?

5. What are the difficulties the teachers have in applying these techniques?

1.3 Purposes of the study

This study attempts to achieve the following objectives:

1. To investigate whether teachers of English help their students to develop critical reading.
2. To find out whether teachers of English are aware of the techniques of teaching critical reading.
3. To determine the difficulties which teachers of English face in implementing the techniques of teaching critical reading.

1.4 Significance of the study

The significance of the study can be stated in these points:

1. It directs the teachers' attention to the importance of critical reading when teaching reading skills.
2. It provides teachers of English with useful ideas concerning the techniques of teaching critical reading.
3. The study offers valuable suggestions to individuals responsible for the improvement of teaching methods concerning the inclusion of critical reading techniques in reading instruction.

1.5 Limitations of the study

This study is limited to the teachers of English instructing the second grade in the secondary schools for girls in Makkah City in the second term of year 1429-2009. It focuses on the techniques implemented by the teachers of English concerning critical reading.

1.6 Definition of terms

Technique: According to Richards & Rodgers (1996: 15), it refers to the procedures which the teacher uses inside the classroom to achieve a certain objective.

Critical Reading: According to Collins (1993:1), it is teaching students to think while reading; teaching them to evaluate, draw inferences, and to arrive at conclusions based. In the current study, critical reading is viewed according to Barrett's Taxonomy (1976) which consists of four levels:

Literal Comprehension which requires the reader to grasp ideas clearly stated in the text. S/he identifies the topic sentence, the important details, as well as the meaning of new vocabulary.

Organizational Comprehension which requires the reader to see how ideas are arranged in the text; how the main idea and subordinate details are related. Here, the reader distinguishes important ideas from trivial details.

Inferential Comprehension which requires the reader to infer ideas not clearly stated in the text through exploring the relationships among the ideas**.**

Evaluative Comprehension which requires the reader to explore the author's point of view, to discuss the author's ideas as compared to the reader's ideas and culture. The reader also differentiates between facts and opinions.

Chapter Two
Review of Related Literature and Research
2.1 The Nature of Critical Reading

Kurland (2000:1-3) refers to critical reading as the type of reading which requires three steps of analysis, as reflected in three types of reading and discussion: restatement, description, and interpretation.

Walker (2002:1) mentions that students tend to passively accept what is found in reading text. Also, teachers are more concerned with vocabulary and grammar than questioning the relevancy and adequacy of the content. Consequently, critical reading is not well taught in class.

2.2 The Goals of Critical Reading

Kurland (2000:1-3) asserts that critical reading is not simply close and careful reading. To read critically, the reader must achieve certain goals. First of all, recognizing author's purpose is required from a critical reader. It involves inferring a basis for choices of content and language. Second, the critical reader must understand tone and persuasive elements. This goal involves classifying the nature of language choices. Third, recognizing bias is another goal which involves classifying the nature of patterns, the choice of content and language.

2.3 Tasks of Critical Reading

To read critically, Kurland (2000: 3) determines certain tasks to be done. The reader focuses on a specific topic. The terms used in a text must be clearly defined. Evidence must be presented. Common knowledge must be accounted for. Exceptions must be explained. Causes must be shown to precede effects. Conclusions must be shown to follow logically from earlier arguments and evidence.

2.4 Related Research
2.4.1 Research on the Critical Reading Process

Basloum (1996) conducted a study to examine how good and poor readers differ in the quantity,

quality and variety of reading strategies they used in reading two types of text structures. This study showed relationship between the text structure and the processing strategies involved in reading these texts. One of the major findings was that good and poor readers did not differ in the total number of strategies, but in the type of strategies they used in both texts.

Brown (1997) investigated the students' thought processes during a lesson that focused on how to find the main idea in an expository text. Twenty-five sixth graders received ongoing instruction on how to read strategically. Data analysis indicated that some types of mediation seemed more effective than others. Students who were more attentive and engaged over the course of the lesson were more likely to improve their strategy performance.

In an attempt to follow the students' thoughts while reading, Jatiputra, Atmodiwirjo and Kuntoro (1997) led a study to determine the types and levels of inference in the reading process. The results showed that learning-teaching process and assessments gave more emphasis on literal comprehension, and did not give enough chance for students to gain organizational comprehension and inferential comprehension.

Another study, conducted by Lavine and Reves (1998), investigates the reader's strategies of word treatment, to what extent these strategies are task-dependent. The results confirm that the treatment of unknown vocabulary is affected by the type of reading task whether global or close; scan or skim.

2.4.2 Impact Research in Reading Comprehension

Arlo (1969) investigated the relative effectiveness of inductive and expository teaching of the principles of general semantics upon the critical reading ability of ninth-grade students. The results were that both experimental groups scored significantly higher than the control group, and the group taught by inductive methods scored significantly higher than the group taught by expository methods. It was concluded that inductive teaching can improve the critical reading ability of ninth graders.

Prinz (1998) investigated the effects of strategic teaching on the comprehension of history texts with ESL high school students. Students revealed improved self-efficacy in descriptions of their new abilities to read whole chapters, and increased comprehension. All of the students interviewed considered themselves better than before the study.

Similarly, Darlington (1999) led a descriptive study to examine the impact of culturally relevant strategic teaching on the higher order thinking skills of Spanish-speaking, bilingual high school students. A T-test for paired data conducted on students' higher order thinking skills proved statistically significant.

Lyons (1997) investigated the relationship between teachers' self-reported preferred instructional methods for teaching reading and the reading achievement of their students. The results indicated that Preferred Instructional Method is not a good predictor of reading achievement.

Shih (1995) examined the effect of summarizing and outlining on reading comprehension of Taiwan EFL college freshmen students. The results indicated that the experimental group did not show a significant difference in reading comprehension in comparison with the control group. However, they significantly outperformed the control group on outlining. In the summarizing intervention, there was no significant difference between the experimental group and the control group.

Another study was conducted by Chen and Graves (1995). Its purpose was to investigate the effect of previewing and providing background knowledge about American short stories on the comprehension of EFL college students. Results of tests showed a strong positive effect for the previewing and the combined treatments and a weaker positive effect for the background knowledge treatment.

Sagga (1999) also led a similar study to investigate the effect of using semantic mapping strategy on reading comprehension at two levels, literal and inferential. Results of a t-test indicated that the training program improved the literal and inferential comprehension of the students. Also, it helped them to construct appropriate semantic maps of reading passages.

Maarof and Ismail (1997) examined the types of questions that help low-proficiency ESL students comprehend reading texts. A majority of the students

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felt that the complex questions aided their comprehension.

Simpson (1998) investigated the effect of the implementation of the Cooperative Active Critical Thinking Unified Strategy in the reading of 123 at-risk students Findings indicate that the collaborative-cooperative learning instructional model proved to be a useful teaching technique in developing the reading performance of the at-risk post-secondary students.

With regard to the effect of computer-assisted teaching on reading comprehension, Lewin (1998) evaluated computer software as supplementary for beginning readers and investigated the effectiveness of specific design features. it was concluded that electronic books can complement teaching approaches and can positively affect both cognitive and affective learning.

Similarly, Singhal (2001) investigated the relationship between reading comprehension and strategy use prior and after computer-assisted instruction. The results showed significant improvement in the students' reading comprehension as a result of the web-based reading strategy instruction. Also, strategy instruction was found to affect positively the students' use of strategies.

Coughlin (1973) investigated the effectiveness of children's literature in the teaching of critical reading. This study demonstrated that children's literature as a classroom subject could be employed effectively in the instruction of critical reading

Bosma (1981) led a similar study. Its purpose was to determine if critical reading skills can be taught effectively through guided reading of folk literature. The results led to the conclusion that low-achieving readers can learn critical reading skills in the regular classroom through folk literature.

Jaini (1986) led a study to identify the critical reading skills taught in third- and fifth-grade levels during reading instruction. The teaching process was examined by using the Critical Reading Skills Inventory. The results of the study showed that critical reading skills, as listed in the inventory, were taught every six weeks in the third and fifth grade. The study recommended that students should receive instruction in critical reading skills.

2.5 Comments on the Related research

The studies mentioned in the previous pages guided the current study in the following ways:

Research on reading comprehension in general and critical reading in particular form the theoretical framework of the current study. The most important teaching techniques of critical reading have been drawn from the close examination of Barrett's taxonomy.

Research on the thinking process during reading contributed to the general understanding that reading process is an active, strategic and intentional process, not merely encoding behavior. Studies that focused on the cognitive and meta-cognitive strategies of the reader in processing a reading text highlight the most effective strategies used by successful readers.

Impact research provides the researcher with beneficial insights concerning the teaching-learning process. From a thorough review of literature in this domain, the researcher drew significant conclusions regarding the efficient techniques and strategies to approach reading.

The current study is similar to the study of Jaini (1986) in its purpose. Both investigated how well critical reading is taught. The difference lies in the study tool. Jaini relied on observation of the teaching process using a specific inventory while the current study relies on the teachers' self-report of their techniques. Benner-Littlefield (1996) has a similar purpose to the current study. It investigated teachers' beliefs about reading. However, it carried out an additional task of determining the relationship between the teachers' beliefs and their practices.

Chapter Three

Methodology of the Study

3.1 The Sample of the Study

The subjects of this study were 60 teachers of English for the second-grade students in secondary schools in Makkah, Saudi Arabia.

3.2 Data Collection

3.2.1 The Questionnaire

The content and form of the questionnaire were developed on the basis of the following procedure. Several different questionnaires were reviewed. A review of related literature was done to ensure content

relevance of the questionnaire. Statistical Analysis of the questionnaire was determined.

3.2.2 Description of the Questionnaire

The questionnaire investigates the teaching techniques for critical reading which the teachers of English implement in their classrooms. It also investigates the difficulties which they face in implementing these techniques.

3.2.3 Validation of the Questionnaire

For purposes of validation, the questionnaire was given to a group of evaluators at the Department of Curriculum & Instruction and the Department of English at Umm Al-Qura University. These evaluators included EFL teachers and curriculum specialists. Their corrections and suggestions were taken into consideration in constructing the final form of the questionnaire. (See Appendix B.)

3.2.4 Pilot Study

A pilot study was conducted with a limited number of teachers of English. This study examined the teachers' reactions and participation, and revealed the problems associated with misunderstanding or confusion. The questionnaire was re-administered to the same group after a period of two weeks. The reliability coefficient was .8997. This indicates that the questionnaire was reliable and valid for administration.

3.2.5 Administration of the Questionnaire

Copies of the questionnaire were distributed among 60 teachers of English from 45 secondary schools in Makkah. The copies received represent 91.7% of the total number.

3.3 Method of Analysis

After collecting the questionnaires, the data were analyzed statistically by using frequency counts and percentages.

Chapter Four

Data Analysis and Discussion of Findings

4.1 Analysis of the Teaching Techniques of Critical Reading

Section One: Literal Comprehension

Six items were designed to elicit information in this area. They are displayed in tables 1-6

Table 1: Clarifying the new vocabulary

Response	Frequency	Percentage
Usually Used	55	100
Sometimes Used	0	0
Never Used	0	0

This table shows that clarifying new vocabulary is well integrated in the teaching process.

Table 2: Showing the relationship between new vocabulary and previously learned concepts

Response	Frequency	Percentage
Usually used	44	80
Sometimes Used	9	16.4
Never Used	2	3.6

The teachers' responses reflect the importance of activating the relevant schemata concerning new vocabulary.

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Table 3: Making use of the students' background knowledge

Response	Frequency	Percentage
Usually Used	46	83.6
Sometimes Used	9	16.4
Never Used	0	0

The figures mean this technique is well integrated in reading instruction.

Table 4: Making use of illustrations and graphs of the text

Response	Frequency	Percentage
Usually Used	51	92.7
Sometimes Used	4	7.3
Never Used	0	0

The table above shows that most teachers agree on using illustrations and graphs in teaching reading.

Table 5: Helping students to identify topic sentences in the text

Response	Frequency	Percentage
Usually Used	46	83.6
Sometimes Used	4	7.3
Never Used	5	9.1

This result means that most teachers train students to locate the main ideas in the text.

Table 6: Helping students to identify important details

Response	Frequency	Percentage
Usually Used	42	76.4
Sometimes Used	7	12.7
Never Used	6	10.9

This result means that teachers take care of adding details to the main points in the text.

Section Two: Organizational Comprehension

This section is demonstrated in table 7-11 as follows:

Table 7: Drawing the students' attention to titles and subtitles

Response	Frequency	Percentage
Usually Used	53	96.4
Sometimes Used	2	3.6
Never Used	0	0

This finding reflects the teachers' use of the previewing strategy which aims at gathering much information as possible about the text before reading it.

Table 8: Helping students to understand the function words in the text

Response	Frequency	Percentage
Usually Used	9	16.4
Sometimes Used	8	14.5
Never Used	38	69.1

This means that teachers do not help the students in understanding the words which have a special function in the text, such as conjunctions, interjections and abbreviations.

Table 9: Helping students to understand the development of the idea in the text

Response	Frequency	Percentage
Usually Used	15	27.3
Sometimes Used	22	40
Never Used	18	32.7

Although it is very important to show students how ideas are developed in the passage and how they are arranged in specific structures, teachers do not use it consistently.

Table 10:Helping students to outline ideas with different strategies

Response	Frequency	Percentage
Usually Used	0	0
Sometimes Used	2	3.6
Never Used	53	96.4

Although outlining is very important, teachers do not use it in teaching reading comprehension.

Table 11: Encouraging students to summarize the text

Response	Frequency	Percentage
Usually Used	0	0
Sometimes Used	0	0
Never Used	55	100

From the table above, teachers indicate they neglect a very valuable technique required for critical comprehension, which is summarization.

Section Three: Inferential Comprehension

Four tables from 12-15 are devoted for this section.

Table 12: Helping students to infer ideas from the text

Response	Frequency	Percentage
Usually Used	11	20
Sometimes Used	18	32.7
Never Used	26	47.3

Many teachers disregard inference, which is a valuable technique for comprehension. Inference has been described by some researchers as the heart of the reading process.

Table 13: Helping students to observe relationships between ideas

Response	Frequency	Percentage
Usually Used	6	10.9
Sometimes Used	16	29.1
Never Used	33	60

The table above shows that many of teachers neglect a very important technique, analysis.

Table 14: Helping students to restate ideas in their own words

Response	Frequency	Percentage
Usually Used	2	3.6
Sometimes Used	4	7.3
Never Used	49	89.1

A vast majority of teachers (89.1%) answered that they never use the technique of restating ideas. Only 3.6% of teachers usually use it often.

Table 15: Helping students to draw conclusions based on the text

Response	Frequency	Percentage
Usually Used	2	3.6
Sometimes Used	4	7.3
Never Used	49	89.1

Although the above technique is very important to develop critical reading, most of the teachers in this study neglect it.

Section Four: Evaluative Comprehension

Four tables from 16-19 are devoted to this section.

Table 16: Helping the students to explore the author's point of view

Response	Frequency	Percentage
Usually Used	9	16.4
Sometimes Used	13	23.6
Never Used	33	60

Teachers do not pay much care to the above technique.

Table 17: Encouraging students to give their opinions regarding the author's point of view

Response	Frequency	Percentage
Usually Used	6	10.9
Sometimes Used	9	16.4
Never Used	40	72.7

The above technique is widely neglected by teachers.

Table 18: Discussing the author's ideas compared to the students' beliefs and culture

Response	Frequency	Percentage
Usually Used	6	10.9
Sometimes Used	11	20
Never Used	38	69.1

Teachers neglect an important technique of evaluative comprehension. Students should be taught to question the relevancy, suitability, and appropriateness of the ideas. They should reflect on every challenge to their beliefs and values.

Table 19: Helping students to distinguish facts from opinions

Response	Frequency	Percentage
Usually Used	0	0
Sometimes Used	0	0
Never Used	55	100

The above technique is completely neglected by teachers.

4.2 Analysis of Difficulties of Implementation
The difficulties are displayed in tables 20- 29.

Table 20: Language ability of the students

Response	Frequency	Percentage
Agree	54	98.2
Do not Know	0	0
Disagree	1	1.8

The above table shows that the biggest difficulty of implementing critical reading techniques is the deficiency in language ability.

Table 21: Teachers' awareness of critical reading techniques

Response	Frequency	Percentage
Agree	22	40
Do not know	7	12.7
Disagree	26	47.3

The above table shows that teachers need to be informed about critical reading.

Table 22: Teachers' fear of extra work and duties

Response	Frequency	Percentage
Agree	26	47.3
Do not know	9	16.4
Disagree	20	36.4

It is concluded that teachers are used to certain instructional procedure so that they fear extra work related to critical reading.

Table 23: Teachers' belief on these techniques as a waste of time

Response	Frequency	Percentage
Agree	13	23.6
Do not know	4	7.3
Disagree	38	69.1

The above table shows most of the teachers believe in the importance of these techniques.

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Table 24: Supervisors' insufficient guidance for teachers concerning these techniques

Response	Frequency	Percentage
Agree	16	29.1
Do not know	10	18.2
Disagree	29	52.7

This means that the supervisors are seen as doing their job in giving guidance about teaching critical reading.

Table 25: Supervisors' insufficient guidance for teachers about the importance of critical reading

Response	Frequency	Percentage
Agree	17	30.9
Do not know	11	20
Disagree	27	49.1

This means that supervisors give guidance for many teachers but not all of them.

Table 26: Supervisors and teachers' interest in developing critical reading

Response	Frequency	Percentage
Agree	13	23.6
Do not know	3	5.5
Disagree	39	70.9

This means supervisors and teachers have interest in developing critical reading.

Table 27: The sufficiency of educational resources and teaching aids for teachers

Response	Frequency	Percentage
Agree	35	63.6
Do not know	5	9.1
Disagree	15	27.3

The above table implies that there is an insufficiency and shortage in educational resources and aids.

Table 28: The teacher's book guidance for teachers about critical reading

Response	Frequency	Percentage
Agree	39	70.9
Do not know	5	9.1
Disagree	11	20

This implies that teacher's book needs improvement in this respect.

Table 29: The teachers' opinion of the class size as a hindrance

Response	Frequency	Percentage
Agree	48	87.3
Do not know	2	3.6
Disagree	5	9.1

This means that the class size is another difficulty facing teachers in carrying out proper work. Only 9.1% of subjects disagreed with the statement.

Chapter Five
Findings, Conclusions, Recommendations, and Future Studies

5.1 Findings

Here are the main results of the study discussed in relation to each question formulated for the study:

Question One

From tables 1-6, it is clear that teachers of English help their students in the literal comprehension of the reading text.

Question Two

From tables 7-11, Only one part of the organization is taken into account, which is the title and subtitles. The other parts and features are partially or totally

neglected. So, the answer to research question two is that teachers of English do not help students in the organizational comprehension of the reading text.

Question Three

From tables 12-15, It is clear that most techniques of inferential comprehension are neglected. Therefore, the answer to research question three is that the teachers of English do not help their students in the inferential comprehension of the reading text.

Question Four

Tables 16-19 show that teachers of English do not help their students in the evaluative comprehension of the reading text.

Question Five

Ten difficulties were stated for teachers shown in tables 20-29.The vast majority of teachers agreed on the following difficulties in order: The first one is that the students' level in English is low. The second is class size. The third is that the teachers' book does not give any guidance regarding critical reading. The fourth is that educational resources and aids are not available for teachers. Approximately half the sample agreed that they are not fully aware of the techniques, and they fear the extra duties and work related to such techniques.

5.2 Conclusions

Based on the findings of the study, the following was concluded:

1. Teachers of English teach for literal comprehension very well. This accounts for the results which

Al-Mazroa (1998) obtained. Students showed improvements in their literal comprehension; however, the other levels of comprehension were deficient.

2. Organizational comprehension is not fully taught by teachers of English although Basloum (1996) found that text structure affected the students' comprehension.

3. Inferential and evaluative comprehension is considerably disregarded. This result confirms the ones obtained by Jatiputra, Atmodiwirjo and Kuntoro (1997). Their findings indicated that the teaching–learning process and assessments give more emphasis to literal comprehension than to inferential and evaluative comprehension.

4. Teachers of English face difficulties in applying the teaching techniques of critical reading. According to percentages each difficulty received, they come in the following order:

    a) A major difficulty is that the students' language ability is low. This result confirms the ones obtained by Al-Arfaj (1996), Basloum (1996), Zon & Nair (1997), and Lee & Schallert (1997).

    b) Class size is the second difficulty. This matches the teachers' perspective in Bedell's study (1999).

    c) The teachers' book lacks guidance for teachers regarding critical reading. Corbin (1975) found that the basal readers were deficient in various aspects including critical reading skills.

d) The insufficiency of educational resources and teaching aids is a major difficulty facing teachers. Walter (1998) found that teachers can successfully teach reading if equipped with appropriate material.

e) Teachers need good education on the topic of critical reading. This appears clearly in their uncertain responses to several items in the questionnaire.

5.3 Suggestions for future research

This study has investigated certain teaching techniques reported by teachers of English. However, there are other aspects and dimensions of the topic which need to be studied. The following studies are suggested for further research:

1. **A follow-up study can be conducted to determine the actual teaching techniques of critical reading implemented by teachers, utilizing a rater-observation tool. The actual teaching process can be evaluated against a checklist or inventory.**

2. **A quasi-experimental study can be done to investigate the effect of implementing teaching techniques of critical reading on the reading performance of the students.**

3. **An analytic study can be done on the reading texts used in schools. These reading texts need to be examined in the areas of the stated objectives, reading skills, types of text structure, literary style, comprehension questions and exercises, organization of the teaching activities, teaching methodology and assessment materials. The passages need to be analyzed according to specific criteria such as readability, interest, exploitability, appropriateness, and appearance.**

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