

Suggestions at Promoting EFL Students' Performance in Reading English Texts

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Abstract: *The study is an attempt to promote EFL students' performance in reading English text. The study aims at exploring the effective techniques that could improve EFL students' performance in English reading texts. Two tools were adopted pretest and post-test for collecting data, from (50) students at Wad Medani Ahlia University, batch (22) chosen purposively and a questionnaire for (30) EFL teachers at university level. (90%) of EFL experienced teachers agree on the suggested techniques. The EFL students' performance in the pre-test was (23.6%). Then a supporting programme was carried out by the researchers to implement the suggested techniques for improving reading text. After the supporting programme which lasted two months, a post-test was conducted by the researchers to see how students have benefited from the supporting programme. The score of the students has increased significantly in the post-test, to confirm an improvement in students' performance. The findings of the study indicate that the most effective techniques for improving students' performance in reading text are introducing a variety of appropriate techniques while teaching reading text, to arouse interest and motivation, integrating reading skills to make reading skills work together, using graded and interesting texts to suit students' understanding, reading critically to enable students to have independent thinking.*

Keywords: EFL Students/Reading Texts

1. Introduction

Learning English Language is based greatly on reading. The student of today does not only need English for academic purposes but also for increasing his /her cultural awareness. He/She also needs it for a job or for survival if he lives in an English-speaking country where English is used as a means of communication. Developing proficiency in English is largely based on reading. There is a correlation between reading and other language skills. Reading is a receptive skill and a student's performance in oral and written skills reflects his benefit from reading. If he is exposed to intensive and extensive reading, he will acquire fluency in writing and speaking. But the question is how the teacher can approach his students to practise effective reading – how to read accurately and efficiently. To implement such a skill, teachers need to widen their scope in investigating-reading. They should examine the factors for good reading.

1.1 Statement of the Problem

As an EFL teachers for 10 years or more, the researchers have observed that most of EFL students at university do not benefit from reading texts. Teaching reading at university level has little effect on students oral and written discourse. It seems that the students are exposed to a limited number of reading strategies which are not sufficient to enable them to make use of the prescribed texts.

1.2 Significance of the Study

This study suggests effective techniques for improving students' performance in reading English texts. There are various reading skills which are very important for students' understanding of what they read. Applying these skills will enable the student to read effectively and efficiently to understand as much of the text as he/she needs to achieve his

purpose. This study can also help teachers to use different techniques in instructing their students to get more benefit from their reading. EFL teachers' trainers who teach methodology can benefit from the study by applying the techniques suggested by the researchers in training teachers.

1.3 Objectives of the Study

This study aims to:

- 1) Suggest appropriate reading techniques to create interest and promote students' performance.
- 2) Implement reading strategies such as guessing from the context to create integration of reading skills.
- 3) Suggest reading materials that improve students' proficiency in English by using graded texts.
- 4) Emphasize the necessity of extensive reading outside the class.

1.4 Questions of the Study

- 1) How can students' performance in reading English texts be promoted?
- 2) To what extent does the integration of reading skills enhance students' performance?
- 3) How can extensive reading outside classroom promote students' performance?
- 4) What are the effects of argumentative questions in developing critical thinking?

1.5 Hypotheses of the Study

- 1) Appropriate varied techniques such as skimming, scanning, predicting ...etc adopted by EFL teachers promote students' performances.
- 2) Integration of reading skills enhance students' performance.
- 3) Argumentative questions develop students' critical reading.

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4) Reading outside classrooms (extensive reading) promotes students' performance in reading texts.

1.6 Methodology of the Study

The descriptive analytical method is adopted. Four tools of data collection will be carried, a questionnaire, pretest, supporting programme and post-test. A questionnaire is distributed among (30) EFL university teachers. The pretest is given to (50) students from Wad Medani Ahlia University batch (22) to assess their performance in reading comprehension. The supporting programme is designed to enhance students' performance according to the pretest results. The post-test will be given to the same students to see to what extent the students benefit from the supporting programme.

1.7 The Limits of the Study

The topic of the study is limited to Wad Madani Ahlia University in the academic year (2014-2015)

2. Literature Review

This chapter is meant to give insight into the suggestions at promoting EFL students' performance in reading English texts, by high lightening strategies required for successful reading.

2.1 Definition and Scope of Reading

Reading is a skill which is considered as one of the important factors for improving proficiency in the language. So, reading should not be regarded just as a means for receiving meaning in a literal sense, it can be described or defined as a process that brings a life experience. Hence, it is the ability to comprehend what the writer has written.

Silberstein (1994: ii) points out that "reading is an active process in which students work intensively interacting with the text to create meaningful discourse". This indicates that Silberstein sees reading as a productive process in which students actively work to create meaningful discourse.

(George 1990:9) defines reading as "the level of understanding a text". This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. Thus, this level of understanding requires recognizing words rapidly without difficulty. If words recognition is difficult, students use a lot of efforts to read individual words and that will interfere with their capacity to understand what is written.

Naz believes that reading is not just seen as receiving knowledge, it is a process that involves one's prior experience. Experience is considered the basis for generating knowledge. Whereas Silberstein (1994: ii) points out that "Reading is an active process in which students work intensively, interacting with the text to create meaningful discourse". This means that Silberstein and Naz see reading as a productive activity for generating skills.

Goodman (1967:10) defines reading as "a psycholinguistic guessing game. It involves an interaction between thought and language". It is obvious that this interaction between thought and language creates the process of thinking needed for comprehending. It also means making prediction based on good understanding of what is read using context.

2.2 The Importance of Reading

It is obvious that one of the main aims of reading is to enable the student to read efficiently to extract information from a written material with great comprehension. Besides this general goal there are other reasons for reading. They can be summed up as follows:

- a) At the first stages of learning a foreign language, reading serves as the way of introducing basic linguistic forms.
- b) Reading widens students' knowledge of more vocabulary, new ideas, cultural content, language functions and expressions.
- c) Reading assists foreign language learners to develop their English competence.

2.3 Approaching Reading in Foreign Language

Acquiring proficiency in reading is an ongoing process for basic reading and beyond. Walter (2000: 9) thinks "to understand how L2 readers handle reading, one must first establish how they may be considered to process text at a cognitive level. After establishing this, reading depends on parallel top down and bottom up processing". This shows that top down and bottom up contribute a lot to reading fluency and vocabulary acquisition. Hence, this will lead to the development of reading skills. Both top down and bottom up are important to skillful reading.

2.4 Reading at University Level

University is largely different from the previous educational experience. It is different from secondary school, job training programmes, adult education or training programmes. New and various types of learning are demanded and further new skills and techniques to meet these needs. The student is expected to do a great deal of reading, studying and learning on his own time. Texts will build his reading skills to handle his task. It will suggest techniques for understanding and remembering what he reads, improving his concentration and his handling of difficult reading assignments.

Whorter (1990:13) believes that "Beyond understanding the content of text books, articles and essays, instructors also want their students to be able to criticize and evaluate ideas". So, the student is expected to interpret what he reads to identify the author's purpose and ask critical questions.

2.5 Main Strategies of Reading: The main ways of reading are:

- a) **Skimming:** quickly going through a text to get the gist
- b) **Scanning:** quickly going through a text to find a piece of information
- c) **Extensive reading** is usually meant to achieve a general understanding of what is read. It is practised when

students read large amounts of interesting material mostly out the class focusing on meaning and skipping unimportant unknown words. Nuttal (1990:14) suggests the following slogan "The best way to improve your knowledge of a foreign language is to go and live among the speakers. The next best way is to read extensively".

- d) **Intensive reading** means reading shorter texts to extract specific information. Intensive reading is sometimes called narrow reading. It may involve selections by the same writer or many texts dealing with the same topic. When this happens, content and grammatical structure should be regarded and the student should seek many ways to understand the text thoroughly. When the student becomes more familiar with the text, this indicates a successful comprehension. The material dealt with in intensive reading is usually very short texts selected per level of difficulty by the teacher. They are usually chosen by the teacher to provide kinds of material and skills the teacher wants to cover.

MacLeod (2004:6) thinks intensive reading has the following characteristics":

- 1) Usually classroom based.
- 2) Reader is intensely involved in looking inside the text.
- 3) Students focus on linguistic or semantic details of reading.
- 4) Students focus on surface structure details such as grammar and discourse markers.
- 5) Students identify key vocabulary aim.
- 6) The aim is to build more language knowledge rather than simply practice the skill of reading.
- 7) The materials used in intensive reading are usually short texts chosen to suit the level of the students.

- e) **Critical Reading:** a student needs to be more critical reader. He may encounter some topics or some books that require mind engagement and clear thinking. Critical reading trains the student to interpret and discriminate between facts and opinions. It requires going beyond literal understanding. Being able to dissociate facts from opinions is an important step in acquiring a critical reading ability.

2.6 Improving Reading Skills and Techniques

Whorter (1990:50) asserts" the whole process can be summed up as follows: students should have:

- a) A clear purpose for their reading. This will help them to predict which source will help them most to acquire their aims.
- b) The strategies required for identifying what is important when reading a text.
- c) The skill needed for inference and taking notes.
- d) The skill of comparing sources identifying view points and knowing how writers emphasize their view points.

3. Methodology

3.1 Introduction

This chapter is designed to display the methods used to collect the data.

3.2 Population of the Study

The population of the study consists of English Language teachers at Faculties of Education and Arts mainly in Gezira Locality and EFL students'. The study takes place at Wad Mediani Ahlia University.

3.3 Sample

The sample of the study was composed of batch (22) at wad Medani Ahlia University the total number of the student were (50). A number of (30) EFL teachers were selected randomly from three universities (Wad Medani Ahlia University, Holy Quraan University and Gazira University) to respond to the questionnaire.

3.4 Tools of Data collection

3.4.1 Pre-test

A pre-test in comprehension texts was designed to check the students' proficiency in reading comprehension texts. The test contained the following questions:

- 1\ Short comprehension
- 2\ Vocabulary question
- 3\ Grammar question
- 4\ Summary question

3.4.2 Supporting Programme

The researchers designed a supporting programme with the purpose of enhancing students' performance in reading English texts.

They started with selecting graded and interesting texts that suited students' level of understanding. They used a variety of effective techniques while teaching reading texts such as giving questions before reading the text. These pre-reading questions prepare students for understanding the texts. Then the researchers set a time limit for the text to train the students for fast reading with understanding. These researchers drew the students' attention to get the meaning of the unfamiliar words from the context. This could be achieved by looking for the clues in the sentence that might lead to the meaning.

The researchers drew the students' attentions to distinguish between the main points and the supporting information. This would also help them to discriminate facts from opinions. Mastering this skill would help them to read critically by breaking down the argument into points. Reading critically is an important skill for creating in the students independent thinking. When students finished reading the text, the researchers gave them questions. The questions were intended to check their understanding and develop their language. Some questions meant to develop the reading skills such as getting the meaning of unfamiliar words from the context, grammar questions such as getting the noun phrase or adjectival clauses through scanning or skimming.

The researchers provided more exercises and activities to deepen students' understanding. Besides, the researchers directed the students to practise outside reading with graded text such as simplified series hoping that this would help them to read extensively to increase their linguistic competency and general knowledge.

The researchers directed the students to have notebooks for the new words they encounter while reading as this would increase their vocabulary.

This programme lasted for two months, then it was followed by a post-test to see how much students benefit from the supporting programme. The results of the post-test confirm the students' improvement. It was a repeated test designed to assess students' improvement from the supporting program.

3.4.3 The Post-test

It was a repeated test including the same questions. It was designed to evaluate students' improvement after the pre-test. From the pre-test given before the supporting program the researchers could distinguish the areas of weaknesses in the students such as inadequate comprehension and poor vocabulary knowledge. They developed a supporting programme in which he tackled the areas of weaknesses. So, the post-test was expected to come out with better results.

3.4.4 The Questionnaire

The questionnaire contains 20 statements is meant to gather the relevant required data from the teachers of English language at the universities of (Wad medani Ahlia University, The Holy Quraan University and Gazira University). It contains six various axes as follows:

The first axis, deals with the adequacy of the effective techniques of teaching reading comprehension texts that can motivate the students.

The second axis deals with the integration of reading strategies whether they are sufficiently practised through reading texts.

The third axis is concerned with practising reading critically.

The fourth axis takes into consideration students' activities.

The fifth axis accounts for the selection of texts.

The sixth axis (the last one) deals with reading outside the classroom.

This questionnaire has been revised and checked by experienced teachers of English at these universities.

3.4.5 Validity and reliability of the Questionnaire

The questionnaire and the tests were revised by experienced teachers at these universities they confirm both the tests and the questionnaire measure exactly what should be measured.

4. Data Analysis and Discussion

4.1 Introduction

This chapter is confined to the presentation, analysis, discussion and interpretation of the data which were collected by means of the two tools of the study: the questionnaire for EFL teachers and the comprehension tests for students. This chapter is divided into two parts: the first part includes the questionnaire results and the second part includes the tests results.

4.2 The Results of the Questionnaire

In this section, the results of the questionnaire will be displayed, analyzed and discussed.

The tables below show the responses, which reflect the respondents' point of view on the reading aspects and skills. Each table corresponds to a statement in the questionnaire.

Table (4-1) Varying your techniques while teaching reading texts creates motivation and interest.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	27	90.0	90.0	90.0
Agree	3	10.0	10.0	100.0
Uncertain	0	0	0	0
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0
Total	30	100	100.0	

The above table shows that (90%) of the respondents strongly agree and (10%) agree that varying techniques while reading texts create motivation and interest. This result strongly consolidates that variety of techniques while teaching reading creates motivation and interest.

Table (4-2) You begin a text with introductory questions

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	40.0	40.0	40.0
Agree	15	50.0	50.0	90.0
Uncertain	2	7	6.7	96.7
Disagree	1	3	3.3	100.0
Strongly Disagree	0	0	0	0
Total	30	100.0	100.0	

The results of the above table demonstrate that (40%) of the respondents strongly agree and (50%) agree that they begin a text with introductory questions. While (6.7%) of the respondents are not certain. This means most of the teachers use introductory questions when teaching reading.

Table (4-3): Leading your students to make their own predictions about the text from the title.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	53.3	53.3	53.3
Agree	13	43.3	43.3	96.7
Uncertain	1	3.3	3.3	100.0
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0
Total	30	100.0	100.0	

The results of the above table demonstrate that (53.3%) of the respondents strongly agree and (43.3%) agree to lead their students to make their own predictions about the text from the title.

Table (4-4): Setting a time limit for your students is important in silent reading

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	67	66.7	66.7
Agree	8	27	26.7	93.3
Uncertain	1	3	3.3	96.7
Disagree	1	3	3.3	100.0
Strongly Disagree	0	0	0	0
Total	30	100.0	100.0	

Table (4-4) displays that (66.7%) of the respondents strongly agree and (26.7%) agree that setting a time limit for students is important in silent reading. These results show that nearly all EFL teachers use a time limit for its importance in reading.

Table (4-5) You can draw your students attention to the various aspects of a reading text.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	47	46.7	46.7
Agree	11	37	36.7	83.3
Uncertain	5	17	16.7	100.0
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0
Total	30	100.0	100.0	

The above table shows that (46.7%) of the respondents strongly agree and (36.7%) agree that they draw their students' attention to the various aspects of the text when they teach reading. While (16.7%) are not certain. This means that the majority of teachers draw their students' attention to the various aspects of a reading text.

Table (4-6) Different reading skills can be promoted through reading texts.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	21	70.0	70.0	70.0
Agree	9	30.0	30.0	100.0
Uncertain	0	0	0	0
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0
Total	30	100.0	100.0	

Table (4-6) indicates that (70%) of the respondents strongly agree and (30%) agree that different reading skills can be promoted through reading texts. The results make it clear that different reading skills can be enhanced through reading texts.

Table (4-7): It is important for comprehension questions to be varied to contain various types of questions

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	19	63	63.3	63.3
Agree	11	37	36.7	100.0
Uncertain	0	0	0	0
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0
Total	30	100.0	100.0	

The results of the above table (4-7) reveal that (63.3%) of the respondents strongly agree and (36.7%) agree that it is

important for the comprehension questions to contain various types of questions. These results indicate clearly that nearly all teachers agree to use questions of different types.

Table (4-8) Exploiting the text for deducing the meaning of some words and using them in context

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	43.0	43.3	43.3
Agree	15	50.0	50.0	93.3
Uncertain	2	7.0	6.7	100.0
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0
Total	100.0	100.0	100.0	

Table (4-8) indicates that (43.3%) of the respondents strongly agree and (50%) agree that deducing the meaning of unfamiliar words from the context is one of the best ways to develop the students' vocabulary. Finding most the respondents confirming this statement consolidates the significance of the importance of deducing meaning from the context.

Table (4-9) Eliciting argumentative questions to enhance critical reading

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	43	43.3	43.3
Agree	14	47	46.7	90.0
Uncertain	3	10.0	10.0	100.0
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0
Total	30	100.0	100.0	

The above table (4-9) demonstrates that (43.3%) of the respondents strongly agree and (46.7%) agree that eliciting argumentative questions is important to create independent thinking. While (10%) are not certain. The results show the importance of critical reading.

Table (4-10) Directing students to draw lessons from texts makes them reflect their opinions.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	33.0	33.3	33.3
Agree	16	53.0	53.3	86.7
Uncertain	4	13.0	13.3	100.0
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0
Total	30	100.0	100.0	

The above table (4-10) indicates that (33.3%) of the respondents strongly agree and (53.3%) agree that directing students to draw lessons from texts makes them reflect their opinions. (13.3%) are not certain. These results indicate the significance of students' feedback after reading texts

Table (4-11) Pursuing your students to know their development in critical reading is necessary

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	30.0	30.0	30.0
Agree	17	57.0	56.7	86.7
Uncertain	4	13.0	13.3	100.0
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0
Total	30	100.0	100.0	

The results concerning this statement in the above table reveal that (30%) of the respondents strongly agree and (56.7%) agree that it is necessary to pursue your students to know their development in critical reading. While (13.3) are not certain. The results point to the importance of the following up the development of their students' critical thinking.

Table (4-12) Grammar, spelling, punctuation can be dealt with as an activity.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	40.0	40.0	40.0
Agree	16	53.0	53.3	93.3
Uncertain	2	7.0	6.7	100.0
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0
Total	30	100.0	100.0	

The above table (4-12) indicates that (40%) of the respondents strongly agree and (53.3%) agree on the possibility of practising grammar, spelling, and punctuation through activities. While (6.7%) are not certain. This means most teachers believe in dealing with grammar, spelling and punctuation as an activity.

Table (4-13) Some questions can be answered by your students in pair or in group work

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	53.0	53.3	53.3
Agree	11	37.0	36.7	90.0
Uncertain	2	7.0	6.7	96.7
Disagree	1	3.0	3.3	100.0
Strongly Disagree	0	0	0	0
Total	30	100.0	100.0	

The above table (4-13) indicates that (53.3%) of the respondents strongly agree and (36.7%) agree that pair and group work are very useful techniques in answering questions. While (6.7%) are not certain and (3.3%) of the respondents disagree. It is obvious that the teachers are in favour of pair and group work.

Table (4-14) Types of questions used as a quiz can be attempted in the class as an activity.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	40.0	40.0	40.0
Agree	15	50.0	50.0	90.0
Uncertain	2	7.0	6.7	96.7
Disagree	1	3.0	3.3	100.0
Strongly Disagree	0	0	0	0
Total	30	100.0	100.0	

The above table (4-14) shows that (40%) strongly agree and (50%) agree to the possibility of using quiz in classroom activities. Quiz can create motivation and interest.

Table (4-15) The texts you select for your students contain different topics that suit your students' understanding

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	40.0	40.0	40.0
Agree	16	53.0	53.3	93.3
Uncertain	2	7.0	6.7	100.0
Disagree	0	0.0	0.0	0.0
Strongly Disagree	0	0.0	0.0	0.0
Total	30	100.0	100.0	

Table (4-15) indicates that (40%) of the respondents strongly agree and (53.3) agree that they select different topics that suit their students' level. These results demonstrate that teachers are keen on selecting varied and suitable texts with respect to their students.

Table (4-16) Different topics contained in the text enrich students' general knowledge.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	57.0	56.7	56.7
Agree	13	43.0	43.3	100.0
Uncertain	0	0.0	0.0	0.0
Disagree	0	0.0	0.0	0.0
Strongly Disagree	0	0.0	0.0	0.0
Total	30	100.0	100.0	

The above table (4-16) shows that (56.7%) of the respondents strongly agree and (43.3%) agree that general knowledge can be obtained and increased by texts containing different topics. These results mean that (99.7%) of the teachers think that different topics increase students' knowledge.

Table (4-17) The graded texts consider the different levels of students understanding.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	47.0	46.7	46.7
Agree	13	43.0	43.3	90.0
Uncertain	1	3.3	3.3	93.3
Disagree	2	7.0	6.7	100.0
Strongly Disagree	0	0.0	0.0	0.0
Total	30	100.0	100.0	

The majority of the respondents in the above table (46.7%) strongly agree and (43.3%) agree that choosing graded texts is important for improving students' understanding. While (6.7%) disagree. Hence (90%) of the subjects believe that graded texts consider the levels of students' understanding.

Table (4-18) Encouraging students for reading outside the classroom.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	30.0	30.0	30.0
Agree	12	40.0	40.0	70.0
Uncertain	3	10.0	10.0	80.0
Disagree	5	17.0	16.7	96.7
Strongly Disagree	1	3.0	3.3	100.0
Total	30	100.0	100.0	

In the above table (30%) of the respondents strongly agree and (40%) agree on encouraging their students to read outside the classroom, while a considerable number of the respondents (16.7%) disagree and (3.3%) strongly disagree. While (10%) are not certain. The results reveal that only (70%) of the teachers encourage the students to read extensively.

Table (4-19) Extensive reading creates in the students the hobby of reading.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	53.0	53.3	53.3
Agree	12	40.0	40.0	93.3
Uncertain	2	7.0	6.7	100.0
Disagree	0	0.0	0.0	0.0
Strongly Disagree	0	0.0	0.0	0.0
Total	30	100.0	100.0	

The above table (4-19) shows that (53.3%) of the respondents strongly agree and (40%) agree that extensive reading creates in the students the hobby of reading. While (6.7%) are not certain. These results show that (93%) think that extensive reading creates in the students the hobby of reading.

Table (4-20) Using references material and other sources in print or online.

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	47.0	46.7	46.7
Agree	10	33.0	33.3	80.0
Uncertain	4	13.0	13.3	93.3
Disagree	2	7.0	6.7	100.0
Strongly Disagree	0	0.0	0.0	0.0
Total	30	100.0	100.0	

The results in the above table (4-20) indicate that (46.7%) of the respondents strongly agree and (33.3%) agree that using references material and other sources will enrich the students' knowledge. While a considerable number of the respondents (13.3%) are not certain and (6.7%) disagree.

Responses of EFL teachers to the open-ended question of the questionnaire:

What are the most effective techniques for improving the performance of university students in reading texts?

(60%) of the teachers agreed that the suggested techniques mentioned in the questionnaire act as a prominent factor for improving students' performance in reading English texts.

(20%) recommended the integration of skills to make reading skills work together to create a unity in the whole reading process.

(8%) thought that the teacher should constantly encourage his students to read a lot outside the class, and the teacher should give incentives to the students who widely practise extensive reading.

(2%) Indicated that the teacher should pursue the students' development in reading texts.

4.2 The Results of the Tests (the pretest and the post-test):

Questions	The Rate of Success (Pre-Test)	The Rate of Success (Post-Test)
Comprehension Questions	25%	81.3%
Providing Synonyms	40%	57%
Linking Sentences	10.6%	50.2%
Summary Writing	18.2%	56.6%

5. Conclusion and Recommendations

5.1 Conclusion

The study is an attempt aiming at improving EFL students' performance in reading English texts at university level. It adopts the descriptive analytical method. Four tools of data collection were used, a questionnaire for (30) EFL teachers at university level, a pretest, a supporting programme and a post – test for students of Wad Medani Ahlia University batch (22).

5.1 Findings

The main findings of the study:

- 1) Introducing appropriate and varied techniques by EFL teachers promotes students' performance.
- 2) Using integrated reading skills while teaching reading texts improves students' understanding of reading skills.
- 3) Using argumentative questions develops critical reading.
- 4) Selecting graded texts facilitates students' understanding.
- 5) Reading outside the class (extensive reading) increases students' knowledge of English language.
- 6) Doing more exercises in grammar, punctuation, spelling etc. as an activity deepens students' understanding.

5.2 Recommendations

- 1) Teachers should use varied and effective techniques while teaching reading because this creates in the students' motivation and interest
- 2) Teachers should use graded and interesting texts because this will help students to practise reading with better understanding and will consider the different levels of students' understanding.
- 3) Teachers should integrate reading skills while teaching reading because this integration makes reading skills work together.

- 4) Comprehension questions should be varied to cover different areas of the text.
- 5) Teachers should encourage their students to read extensively because reading extensively outside the class is a highly effective means for increasing language competence and general knowledge.
- 6) Reading critically is very essential for developing students' thinking.
- 7) Teachers should train their students to read fast because reading fast makes them read a lot in a short time
- 8) Teachers should follow up students' reading because this will make them more aware of their students' development.

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