



بسم الله الرحمن الرحيم

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تم عمل المسح الضوئي لهذه الرسالة بواسطة / سامية زكى يوسف

بقسم التوثيق الإلكتروني بمركز الشبكات وتكنولوجيا المعلومات دون أدنى

مسئولية عن محتوى هذه الرسالة.

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- بعض الصفحات الأصلية تالفة
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- بالرسالة صفحات قد يكون بها خطأ ترقيم

TANTA UNIVERSITY
FACULTY OF EDUCATION
DEPT. OF CURRICULUM AND INSTRUCTION

**A PROPOSED PROGRAM FOR ENHANCING READING
ENGLISH IN THE FIELD OF SPECIALIZATION AMONG
EDUCATIONAL-TECHNOLOGY STUDENTS AT THE FACULTY
OF SPECIFIC EDUCATION AND ITS EFFECT ON THEIR
ATTITUDES TOWARDS READING**

A Thesis

*Submitted for PH. D. In Education
(Methods of Teaching English as a Foreign Language)*

By

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o.j.

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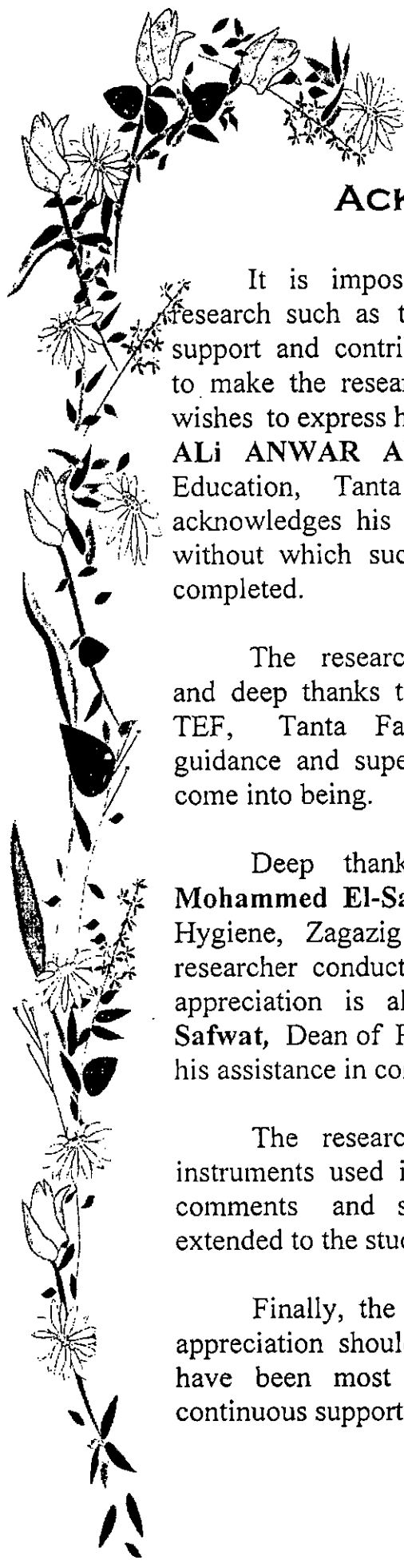
1999

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿ قالوا سبحانك لا علم لنا إلا ما
علمتنا إنك أنت العليم الحكيم ﴾

صديق الله العظيم

سورة البقرة - آية ٣٢



ACKNOWLEDGEMENT

It is impossible for an individual to complete a research such as this without acknowledging the assistance, support and contributions of a group of people who helped to make the research a reality. Accordingly, the researcher wishes to express his gratitude and deep thanks to **Prof. Dr. ALi ANWAR AMER**, professor of TEFL, Faculty of Education, Tanta University. The researcher gratefully acknowledges his patient supervision and valuable remarks without which such a piece of research would not have been completed.

The researcher would like to express his indebtedness and deep thanks to **Dr. Nagwa Hamza Sirag**, lecturer of TEF, Tanta Faculty of Education. Without her patient guidance and supervision, such a study would never have come into being.

Deep thanks are also extended to **Prof. Dr. Mohammed El-Sayed Abdel-Rahman**, professor of Mental Hygiene, Zagazig Faculty of Education for helping the researcher conduct the statistical work of the study. Sincere appreciation is also extended to **Prof. Abdel-Hameed Safwat**, Dean of Port Said Faculty of Specific Education for his assistance in conducting the experiment.

The researcher thanks the jury members of the instruments used in the study for their assistance, valuable comments and suggestions. Deep appreciation is also extended to the students who participated in the experiment.

Finally, the researcher's warmest thanks and sincerest appreciation should go to his parents, wife and sons who have been most influential in his success by providing continuous support, encouragement and understanding.

The researcher



Abstract

The ultimate objective of this study was to propose and test the validity of an ESP reading program designed to improve the reading ability and attitudes of educational-technology students, at the faculty of specific education. The reading comprehension skills of those students were identified and the current reading program were examined.

Three instruments were prepared and administered: 1) A Reading Comprehension Skills Checklist, (2) An English Reading Comprehension Test and (3) A Reading Attitude Scale. Fifty educational-technology sophomores participated in this study. They were randomly assigned to the experimental group (N = 25) or the control group (N =25).

Results revealed the following: (1) there were no stated objectives for teaching reading comprehension to educational-technology students at the faculties of specific education, (2) the current reading programs did not meet students' reading needs, (3) students' reading attitudes were ignored and (4) the pre-test mean scores of the students were generally low and (5) there were significant differences between the post-test mean scores of the experimental and control groups in favour of the experimental group. Accordingly, the proposed program has been effective in enhancing students' ability to read English in the field of educational technology and positively developing their attitudes towards reading ESP materials.

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CHAPTER ONE

THE PROBLEM

1.1. Introduction

1.2. The Need for the Study

1.3. Statement of the Problem

1.4. Purposes of the Study

1.5. Significance of the Study

1.6. Research Limitations

1.7. Method

1.7.1. Subjects

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CHAPTER ONE

THE PROBLEM

1.1.Introduction

Our age is mainly an age of communication. Electronics has made communication among nations much easier and faster than ever. However, "the printed page still reigns supreme all over the world. Without it no higher education or interchange of serious professional knowledge is possible" (Gbenedio, 1986: 46). Vast amounts of information are communicated in written form which is only accessible in a particular language and hence remain unavailable to foreigners unless they can read that language. Therefore, the value of reading in English cannot be overlooked. In a general sense, it enables the reader to get access to other people far distant in space and time and it also facilitates entry into other worlds of experiences. In a specific sense, reading is a vital vehicle to self-education, general knowledge and professional success. Furthermore, it "is a means of self-directed, autonomous study enabling students to continue working with the language long after their period of study has ended" (Houghton and Hurst, 1993: 43).

In teaching English for Specific Purposes (ESP), reading is of great importance since direct contact with the target language may not be available. Hence, the ESP learners' contact with the target language is mainly in the classroom. This means that, for ESP students, "the most frequent contact with the foreign language is through reading. Ineffective reading strategies will thus have negative effects on students' learning" (Lopes, 1991: 43). Moreover, in case of shortage of well-trained teachers equipment and facilities-such as the language laboratory, ESP learning is very closely linked to the textbook.

In effect, it is through reading that ESP learners are "exposed to the lexical items and syntactic and discoursal features embedded in natural linguistic contexts and as a result they begin gradually to have the same meaningfulness for them they have for the native speakers" (Hafiz and Tudor, 1989: 5). Consequently, reading may contribute to a general language proficiency which underlies both written and spoken performance. In a word, reading - as elaborated by Ibrahim (1993: 313)- "has multiple advantages in terms of learners' educational, socio-cultural as well as psychological growth".

Since scientific and technical texts include a great deal of information most of which consists of facts, it is incumbent upon readers of such texts to be able not only to extract information but also to understand the material fully. Hence, careful and thorough reading is necessary for ESP students.

Reading is of particular importance to Educational-Technology students for various reasons. First, since most if not all of the specialized literature they are supposed to read in English not only at the postgraduate but also at the undergraduate stage is enormous and it increases year by year, educational-technology students should be proficient readers i.e., "they have to be able to read their texts and journals quickly and accurately" (Ewer, 1986: 149). Second, those students are qualified to be either technical teachers, having the ability to read and translate operation manuals for various teaching aids or librarians who are quite capable of managing and using comprehensive libraries. Therefore, whether or not they are required to write English, there is no doubt that Educational-Technology students are in need to read in English as reading "provides a rich source of vocabulary and structure which are naturally recycled and therefore help to build

automaticity fluency" (Houghton and Hurst, 1993: 43). Third, reading represents almost the only source of input for those students since they have no access to English conversations either inside or outside the class.

It is concluded from the previous introduction that reading is indispensable to ESP learners in general and to educational-technology students in particular. However, more often than not, "most English language learners in Egyptian schools and universities are usually confronted with problems and issues which at large relate to the reading skill" (Ibrahim, 1993: 315).

This has been emphasized in various studies. For example, Abou-Seif (1980:2) stated that Egyptian university students were not capable of reading with comprehension textbooks and English references in their various fields of specialization. Galal (1987: 91) also revealed that Faculty of Education students, Assuit University read word by word, moved their lips when they read and also pointed with their fingers. He went on to indicate that the reason for students' inability to read was due to the way they had been instructed.

Agameya (1991: 6) maintained that "our Egyptian students suffer from numerous reading problems. These probably arise as a result of general focus of reading comprehension courses, whether designed for school or university level, on sentence level". This led to students' inability to identify the overall meaning of a text since they were unable to see beyond the sentence they were reading. Consequently, - as elaborated by Kamal and El-Shimi (1995: 28) - those "students often stumble when presented with an academic text which they must read and understand within a given period of time".

As a matter of fact, many of these problems go back to the pre-university stage. In this respect, Sadek (1987: 256), Hyland (1990: 14), Nasr (1994: 19) and Ibrahim (1997: 275) came to the conclusion that students entering college lack the basic skills they needed to survive academically. This - as indicated by Hajjaj (1986: 53) - may be attributed to the fact that "what the students have actually learnt to read in school is the simplified extract or reading passage, specifically written to exemplify certain language rules." Consequently, students, at the tertiary level, suffer from inability to read or practice reading authentic texts written specifically to convey a body of knowledge such as Educational Technology, Engineering, Medicine.....etc.

Sahakian, (1991: 97) came to the conclusion that, "due to the pressure on the pre-university education, students joining university in Egypt are not prepared to meet the immediate requirements of their course of study." This means that there is a wide gap between what the school prepares students for and the expectations of university students in relation to academic language skills.

To conclude, reading authentic texts is a laborious task for Egyptian university students in general and for ESP students in particular. The inability of ESP students to read in English makes them reliant on translations, but the amount of literature in English coming into the country is too great for translators to cope with. Therefore, reading programs, should be re-scrutinized and readjusted so as to enable those students to be proficient readers. In addition, more research is needed to help them overcome their reading problems.