

صعوبات القراءة والكتابة التي تواجه الطلاب العراقيين

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**Reading and Writing Difficulties facing Iraqi students  
SUBMITTED**

To the

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Abstract**

After the exceptional circumstances that Iraq went through, the political conditions, and the wars that affected negatively and positively all aspects of political and economic life, but that the greatest impact was on the educational process, which the concerned educators consider it a process of mass destruction, as one of the philosophers says that if you want to promote a people You have to teach, and if you want to destroy a people, then you have to destroy their scholars. From here, our great duty has become to pay attention to schools and curricula and reconsider In the first educational institution after the family, which is the school, where most children and students in the early stages of school suffer from difficulties that will continue with them in the future, which is the problem of readers of the English language. From here the researcher proposes in this study to change the curricula and reconsider the material presented to the student from which the student spread through diversity And the use of activities that develop the creative thinking of the student and that the activities of reading and writing be through systematic, coherent and easy-going exercises in order to attract the student and make the study an enjoyable matter and encourage the student to increase knowledge and knowledge in order to be an effective member of society as mentioned in the Holy Quran ' what you have received of knowledge is little (85) (وَمَا أُوتِيتُمْ مِّنَ الْعِلْمِ إِلَّا قَلِيلًا).

Especially after the openness to the countries of the world and the use of modern methods of teaching the English language as the global language, and many English language teachers still refuse to change. As the previous system was the one that controls the curricula and teaching methods, which led to a big gap in the development of educational methods, and from here this simple topic was presented. Which includes some activities that we consider important in the essence of reading and writing, considering reading a basic skill in life and a cornerstone of teaching from a young age in school, and these skills are necessary to create opportunities for success. Reading as a process of building meaning from written texts and acquiring the skill of reading. It teaches us to think about knowing the material uses as an experience in ordinary life in disciplined fields of study. Therefore, the problems facing the learner must be addressed carefully as the US Department of Education emphasized the need to learn to read and write from the early stages of the child Then continue to the fourth and fifth years gradually, as writing is a very important skill for the future use of all materials to study Subjects to study geography, history, mathematics, science, physics, religious sciences, and to study all languages, meaning that writing is really the cornerstone of all other sciences. This research also contains some modern theories and strategies that can be activated within the classes of our schools in Iraq and some definitions of mock reading applied in the early stages of teaching English.

**Key words:** Reading and writing.Critical Reading and Writing,Proficient reading,Managing pupil behavior.Education support,Modern Theories concerning reading and strategies,Reading Theory,Pedagogical Implication

الملخص

بعد الظروف الاستثنائية التي مر بها العراق ، والأوضاع السياسية ، والحروب التي أثرت سلباً وإيجاباً على جميع جوانب الحياة السياسية والاقتصادية ، لكن ذلك كان الأثر الأكبر على العملية التعليمية التي اعتبرها اختصاصيو التوعية المعنيون عملية جماعية. الدمار ، كما يقول أحد الفلاسفة ، إذا أردت ترقية شعب ما عليك أن تعلمه ، وإذا أردت تدمير شعب ما ، فعليك تدمير علمائهم. من هنا أصبح واجبنا العظيم الاهتمام بالمدارس والمناهج وإعادة النظر في أول مؤسسة تعليمية بعد الأسرة وهي المدرسة حيث يعاني معظم الأطفال والطلاب في المراحل الأولى من المدرسة من صعوبات ستستمر معهم في المستقبل وهي مشكلة قراء اللغة الإنجليزية.

المؤسسة التربوية الأولى بعد الأسرة هي المدرسة حيث يعاني اغلب الاطفال والطلبة في المراحل الاولى من المدرسة من صعوبات تستمر معهم مستقبلا وهي مشكلة القراء للغة الانكليزية ومن هنا يقترح الباحث في هذه الدراسة تغيير المناهج واعادة النظر في المادة التي تقدم للطالب منها تشجيع الطالب من خلال التنوع واستخدام الفعاليات التي تنمي التفكير الابداعي لدى الطالب وان تكون فعاليات القراءة والكتابة عن طريق تمارين منهجية ومتربطة وسلسه سهله كي تجذب الطالب وتجعل من الدراسة امرا ممتعا وتشجيع الطالب للاستزادة من العلم والمعرفة كي يكون عضوا فعالا في المجتمع كما ذكر القران الكريم " وما اوتيتم من العلم الا قليلا" خاصة بعد الانفتاح على دول العالم واستخدام الأساليب الحديثة في تدريس اللغة الإنجليزية كلغة عالمية ، وما زال العديد من مدرسي اللغة الإنجليزية يرفضون التغيير . حيث كان النظام السابق هو الذي يتحكم في المناهج وطرق التدريس ، مما أدى إلى فجوة كبيرة في تطوير أساليب التعليم ، ومن هنا تم عرض هذا الموضوع البسيط. والتي تشمل بعض الأنشطة التي نعتبرها مهمة في جوهر القراءة والكتابة ، معتبرين القراءة مهارة أساسية في الحياة وحجر زاوية للتدريس منذ الصغر في المدرسة ، وهذه المهارات ضرورية لخلق فرص للنجاح. القراءة هي عملية بناء المعنى من النصوص المكتوبة واكتساب مهارة القراءة. إنه يعلمنا التفكير في معرفة استخدامات المواد كتجربة في الحياة العادية في مجالات الدراسة المنضبطة والتي تشمل بعض الأنشطة التي نعتبرها مهمة في جوهر القراءة والكتابة ، معتبرين القراءة مهارة أساسية في الحياة وحجر زاوية للتدريس منذ الصغر في المدرسة ، وهذه المهارات ضرورية لخلق فرص للنجاح. يعرف ريتشارداندرز أن: القراءة هي عملية بناء المعنى من النصوص المكتوبة واكتساب مهارة القراءة. إنه يعلمنا التفكير في معرفة استخدامات المواد كتجربة في الحياة العادية في مجالات الدراسة المنضبطة. لذلك لا بد من معالجة المشكلات التي تواجه المتعلم بعناية حيث أكدت وزارة التعليم الأمريكية على ضرورة تعلم القراءة والكتابة من المراحل الأولى للطفل ثم الاستمرار إلى السنتين الرابعة والخامسة تدريجياً ، حيث تعد الكتابة مهارة مهمة جداً من أجل الاستخدام المستقبلي لجميع المواد لدراسة الموضوعات لدراسة الجغرافيا والتاريخ والرياضيات والعلوم والفيزياء والعلوم الدينية ودراسة جميع اللغات ، مما يعني أن الكتابة هي حقا حجر الزاوية لجميع العلوم الأخرى. يحتوي هذا البحث أيضا على بعض النظريات والاستراتيجيات الحديثة التي يمكن تفعيلها داخل صفوف مدارسنا في العراق وبعض تعريفات القراءة المحاكاة المطبقة في المراحل الأولى من تدريس اللغة الإنجليزية.

الكلمات المفتاحية: القراءة والكتابة - القراءة النقدية والكتابة - إتقان القراءة - إدارة سلوك التلميذ - دعم التعليم - النظريات الحديثة في القراءة والاستراتيجيات - نظرية القراءة - التضمين التربوي

## INTRODUCTION

Being a teacher of English as a foreign language in Arabic schools especially Iraq made suffer a lot. Throughout the pedagogical process there were so many theories applied in our schools till the last ten years when Iraq was opened widely to the other international cultures.

Hence, the ministry of education in my country decided to change the text books for all the stages with applying new methods in EFL in all of Iraqi schools. Though there were so many intensive courses for training teachers, still there are so many teachers complain about being unable to go on with the new methods and apply them in their schools. Actually all of us suffer from the narrow

crowded classes,also traditional schools manger during the reign of Saddam used to rule the teaching process according to political affairs so no freedom for both teacher and learner.The researcher believes that teachers should be strategic to teach reading and writing  
Therefore ;the researcher present this paper trying to fill the gap with some suggested activities by applying the modern theories with teaching the reading passages in Iraqi schools.

### **The problem and its significance:**

The ultimate goal of the presented study is to put forward the general major findings of the study which have revealed the following observations on the Iraqi secondary school studens concerning English lanugauge learning and readingasa derive meaning,complex [cognitive process](#) of [symbols](#) decoding. 1-Students do not actively participate in the English language classroom for a variety of reasons, including cultural disposition and environment presents a special problem, and teacher face great challenges to counteract passive learning and make students more thoughtful and engaged.

2-Writing is an essential skill but difficult for EFL learners to accomplish. Throughout the years of teaching EFL/ESL, different theories have offered direction on how to teach writing.

### **Aims of the Study**

This study aims at:

- 1-Studying the reasons that lie behind Iraqi EFL learners being unable to use the English language fluently.
- 2-The researcher is trying to express some linguists perspectives concerning reading and writing skills in English language
- 3- Exploring possible strategies to help Iraqi learners to be involved in real interactive activities and situations to use English language communicatively in classes and outdoors.
- 3- Changing text books according to the recent methods of teaching and evaluating students and teachers react toward the communicative approach.

### **The Hypothesis**

**It is hypothesized that:**

- 1-Most Iraqi EFL secondary schools lack both the ability to read and hesitate to use English language communicatively
- 2-The traditional methods of teaching was applied at Iraqi schools untill replacing it by the communicative approach and changing text books according to its principles and techniques revealed better results than before.

### **Reading definitions:**

Accounting texts are generally taken as un problematically linked to the intentions of their authors, whether or not they be the writers of articles and papers or the producers of monetary statements themselves. This paper argues against the logocentric notion of an intentional unitary author and in doing so grants the reader the liberty to actively read a text.

Quality Standards for Life Skills Education[Positive Mindset Habits for Teachers: 10 Steps to Reduce Stress, Increase Student Engagement and Reignite Your Passion for Teaching](#)These 10 simple positive mindset habits train you to flex your “happy muscle” and easily:

- Eliminate teacher overwhelm and stress
- Leave school every day energized and fulfilled
- Connect with students in a way that turns every group of kinds into a “dream class”

- Rediscover the passion and excitement that made you want to become a teacher

The post-structuralism insights of Roland Barthes are used to show the workings of logo centrism and how the text can be disrupted by the reader. The disruption is exemplified in the paper through the undertaking of a detailed deconstruction of a magazine article on an accounting subject. \\Copyright © 1994 Published by Elsevier Ltd

### Reading and writing

Although many of these theories have advantages and disadvantages, still modern writing approaches have made valuable contributions to the writing classroom. Their techniques become even more useful when combined to create the process genre approach, which helps students use their individual writing process to construct a text in familiar genre. Given the right conditions, writing can become a rewarding activity that fosters students' language competence.

It was proved that asking students to write a piece of writing that provides opportunities to reflect on a past experience that helped develop their literacy, giving them the possibility to become better writers in English as well.

Writing isn't an ability that understudies take in discrete from different procedures. It joins numerous intricate exercises, including arranging, building key terms and ideas for a subject, estimating one's response to a subject, making new associations, abstracting, making sense of criticalness, and creating contentions—to give some examples. a blend of activities and materials that enable participants to understand and apply theories and definitions of creativity, and provide opportunities to build or rebuild creative capacities through reflection, playing with ideas and being playful. Developing Independent Learners Training for Educators *George Land and Beth Jarman, [Breaking Point and Beyond](#). San Francisco: Harper Business, 1993)*

It is noteworthy that psychological capacities are created and upheld through dynamic and interconnected utilization of language—talking, tuning in, reading, and writing. Center for teaching and learning In practice, this implies reading (and talking and tuning in) can be utilized as a springboard for writing undertakings, and writing can be utilized as an approach to get reading. An assortment of casual, regularly ungraded, writing exercises might be utilized, for example, to assist understudies with understanding that basic reading can be drilled through writing about reading and that writing undertakings can be fortified through cautious, basic reading. Study hall practices can be structured with the goal that understudies use writing to peruse and reading to compose. Writing courses reliably give such incorporated exercises to understudies; be that as it may, in First Year Seminars and substance territory courses, reading and writing can likewise be polished together and sequenced successfully to help the learning experience.

Reading is the complex [cognitive process](#) of decoding [symbols](#) to derive meaning. It is a form of [language processing](#). Success in this process is measured as [reading comprehension](#). Reading is a means for [language acquisition](#), communication, and sharing [information](#) and ideas. The symbols are typically visual ([written](#) or [printed](#)) but may be tactile ([Braille](#)). Like all languages, it is a complex interaction between text and reader, shaped by prior knowledge, experiences, attitude, and the language community—which is culturally and socially situated. Readers use a variety of reading strategies to decode (to translate symbols into sounds or visual representations of [speech](#)) and comprehend. Readers may use [context](#) clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or [schema](#).

Other types of reading are not speech based [writing systems](#), such as music [notation](#) or [pictograms](#). The common link is the interpretation of symbols to extract the meaning. *wikipedia*

### Critical Reading and Writing

Could also be a totally introductory, interactive textbook that explores the power relations at add and behind the texts we encounter in our everyday lives. Using examples from numerous genres - like

popular fiction, advertisements and newspapers - this textbook examines the language choices a writer must make in structuring texts, representing the earth and positioning the reader. Assuming no prior knowledge of linguistics, Critical Reading and Writing offers guidance on the simplest way to read texts critically and therefore the thanks to develop effective writing skills. Features include:

- \* activities in analysis, writing and rewriting
- \* an appendix of comments on activities
- \* further reading sections at the tip of each unit
- \* a glossary of linguistics terms
- \* suggestions for five extended writing projects.

Written by an experienced teacher, Critical Reading and Writing has multidisciplinary appeal but are visiting be particularly relevant to be used on introductory English and Communications course.

### **Critical Reading and Writing**

For Marshall and Rowland (1998), critical thinking occurs when students question their own beliefs or what they are told. Others see critical thinking as the ability to distinguish between facts and opinions, judgments and inferences, and objective and subjective impressions (Marshall and Rowland, 1998:71).

### **Proficient reading**

It is for the most part accepted that proficient reading relies upon the capacity to perceive words rapidly and easily. On the off chance that word acknowledgment is troublesome, understudies utilize a lot of their preparing ability to peruse singular words, which meddles with their capacity to understand what is perused. Numerous teachers in the US accept that understudies need to figure out how to examine text (fathom it) even before they can peruse it all alone, and understanding guidance by and large starts in pre-Kindergarten or Kindergarten. This set of skills is transferable. So when you sit down with a new topic, you will understand how your brain works when presented with new material, you will apply methods you learned in the "easy" situation to this more "difficult" situation. Once you understand the process, you will find that learning new material is now easier than it has ever

been before. However, different US teachers consider this reading way to deal with be totally in reverse for little youngsters, contending that the kids must figure out how to interpret the words in a story through phonics before they can dissect the story itself. The motivation behind why reading appreciation is such a compelling learning instrument is that, similar to workmanship, it trains understudies to control points of interest in endeavor to speak to the general. For the class or group:

- Negotiate ground rules
- Set goals and assessment criteria
- Set learning objectives
- Set specific behaviour objectives

For you:

- Be authoritative – in your speech and in your body language
- Fake it until you make it – be absolutely confident and in control even if you don't feel it
- Get out of the habit of sitting behind the desk

### **Managing pupil behavior. Education support**

At the point when an understudy peruses a book, the individual in question is compelled to retain a lot of specific realities concerning an unendingness of apparently arbitrary subjects (volcanoes, particles, skateboarding, and so forth.) and absorb them into the master plan, building up exactly how they fit in, or relate, to the more extensive world. Science, the polar inverse of workmanship,

challenges understudies in a converse the understudy will have the option to control these things given their comprehension of math. In light of this understanding, one may really say that reading appreciation imparts a one of a kind relationship to craftsmanship and math, each giving a method of understanding the world from a basic, yet polar, point of view.

Reading is a basic life skill. It is a cornerstone for a child's success in class, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. --Becoming a Nation of Readers: This Report was on Reading.

Richard Anderson and the important Commission on Reading define reading as the process of constructing meaning from written texts. Skilled reading is constructive: learning to reason about writing using knowledge from lifestyle and from disciplined fields of study 'fluent: mastery of basic processes to the purpose where they're automatic in order that attention is freed for the analysis of meaning 'strategic: controlling one's reading in reference to one's purpose, the character of the fabric and whether one is comprehending" motivated" ready to sustain attention and learning that writing are often interesting and informative; and a lifelong pursuit: continuous practices, development, and refinement .

The U.S. Department of Education has stated that children are expected to find out to read within the primary grades, kindergarten through third, when most reading instruction is given. By fourth grade, students are expected to read to find out. The Department continues "Over time, learning becomes more complex, with heightened demands on students to use reading skills to research or to unravel problems. Good reading skills are required to review geography, do math, use computers, and conduct experiments. Even motivated, hard-working students are severely hampered in their schoolwork if they can't read well by the top of third grade." The researcher concerned the activity planned for improving the range and adequacy of reading-to-learn. Understudies (Secondary school Students) report reading-to-learn issues yet they are just ambiguously mindful of the psychological association (natural strategies and technique) which underlies and structures their reading conduct. The exploration accentuation was in this way essentially student situated.

1-This methodology explained such issues as:

a-Student understanding of instructional mandates to learn for explicit errands.

b-Student strategies for making an interpretation of the errand definition into an operational arrangement for reading.

c-The deliberate connection between the strategies and methodologies of reading (the time-structure of reading conduct), and the assortment of reading results, inside sentence, section and part measured writings.

d- Preparing methodology (consolidating criticism of execution) by which an understudy can investigate now strategies of reading-for-learning.

2. This methodology required the advancement of three now strategies:

- A technique for recording reading conduct.
- A strategy by which the 'structure of a book' can be methodical portrayed.
- An arrangement of preparing methodology for urging understudies to grow more successful strategies for reading-for-learning.

3. The observational information demonstrated that there were two related perspectives in growing more viable reading-for-learning;

a- the first was to build up a more clear meaning of instructional mandates.

b-second was the capacity to make an interpretation of these into powerful operational plans.

Because of individual contrasts in psychological structure and expertise, understudies vary in their operational errand definition comparable to explicit learning results. The plans of an 'amateur' or a 'specialist' may achieve a similar result yet they contrast impressively. Understudies additionally vary in their preparation needs inside a preparation method for reading-to-adapt successfully. This stresses the need to level a progressively sorted out student controlled program of self-determination and

preparing.

4. The hypothetical result of the exploration was a conditional model of the understudy learning by reading.

- This model depends on the idea of a unique cooperation between the student's intellectual structure and expertise, the student's undertaking definition and how this gets operational, and the syntactic and semantic structure of the content.
- The model can be considered as a progressively composed staggered portrayal of the reading procedure. The reading system framed of the strategies and the learning result, speak to the observables of this communication.

5. The exploration was coordinated towards the recognizable proof of methodologies and results of reading-to-learn, with the twofold point of examining these regions and preparing understudies to build their aptitude; both these points were in accordance with tries to expand self-association and individual self-sufficiency in learning.

6. While the objectives of the exploration were to a great extent accomplished, the outcomes have lit up various useful and hypothetical issues that need further examination

### **MODERN THEORIES CONCERNING READING AND WRITING STRATEGIES**

Students must become effective readers to satisfy the stress of literacy and learning for the 21st century. Many children deserve and need an aggressive approach to ensure their willing right to read and write. Reading and writing depend on specific sets of cognitive skills:

- symbolic thinking, memorizing and self-regulation
- attention,

(Mid-continent Research for Education and Learning)

#### **Reading Theory:**

New Understandings about Composition, Reading, and Learning Atwell, Nancie( 1987 )inspected how educators instruct and how students learn with regards to reading and composing workshops for center school understudies. This anxieties the workshop way to deal with composing and English guidance, yet it requires a more lobbyist approach by the instructor, empowering more course and proposals to assist understudies with their composition. Over 70% of the material is new, with 6 new sections on classes, assessment, and the educator as author. There are mini lessons and contents and models for showing them, with desires and rules for composing and reading workshops. Thoughts are introduced for showing composing shows, and proposals are made for record keeping and the appraisal of individual understudy abilities .

The scientist accepts that instructors should instruct understudies to think basically, draw attention, get scope and worldwide ideas, find or review subtleties, and derive the significance of valuable jargon words. Gardner and MacIntyre, Defined the motivation by three main components: ' desire to achieve a goal, effort extended in this, direction, and satisfaction with the task. Here are some samples activities taken from Daniel Krieger (2005).

- 1- Guess the word. In this game each student is given five to ten cards each of which has a word with several words beneath it.
- 2- Role-play. If well –designed, role play gives students a compelling reason to stick with English
- 3- Using Dice. Dice can be creatively applied in a variety of ways, and students love using them
- 4- Conversation line. Students face each other in two parallel lines. They are given a conversation task, such as a greeting
- 5- Information Gap Gross puzzles

#### **Abilities contains:**

- Awareness of whats reading and writing,
- Ear –training.
- Sound-spelling correspondence,

- Practicing of decoding abilities,
- Spelling, practice speaking
- vocabulary, Semantics
- Comprehension skills.

Researchers tend to describe literacy and emergent into conventional, (Alvermann & Guthrie) believes that Students become more engaged in literacy as they grow much more motivated, strategic, knowledgeable and socially interactive. While other traditional researchers defined literacy of three levels:

- fluent reader
- early reader,
- transitional reader and.

### **Pedagogical Implication:**

1-Teachers, textbook writers and syllabus designers should present sufficient material and exercises on the use of English language fluently and actively and they are advised to use various teaching aids such as audio - visual ones in Presenting the materials.

2-Attention should be paid to the EFL passive participants by involving them in different activities to enhance their ability to speak fluently.

3. Learners should be provided with the modern technological instruments to assist the Learning process.

4. Speech is used in different ways among different groups of people, therefore ; teachers must be aware of the effect of culture on Language Learning process.

5. Teachers should seek for the best ways to keep the Learners all the time motivated to improve their performance by developing learners autonomy to make them active thinkers and not passive participants.

6- A well-organized, comprehensive approach of teaching reading and writing contains systematic teaching of specific reading skills produces better readers. (The Little Red Reading Book)

Finely, the IRAQI OPPORTUNITIES made a great step in changing texts according to the Communicative approach which enable students to participate and use EFL communicatively in side class and in their daily life. Teachers of EFL/ESL may use physical activities. Teachers can use pictures for a variety of classroom activities. Almost all of activities are easily adapted for small groups or Pairs (Kowitz, 2005).

Teachers should be well educated and equivalent to make the process succeed and to gain the aims of teaching EFL in the Iraqi schools which were deprived from being in contact with all the world around us. General major findings.

### **Suggestions**

1- Primary school Teachers need to be in contact with the most up-to-date reading researches and methods of teaching and also to be able to apply in their classrooms. apply them to Internet speaking and listening communicatively the new technologies will become optimal tools for enhancing students second language acquisition (Chinnery: 2005).

(National Research Council)

2-The researcher believes that English language teachers must be highly qualified to identify difficulties at students reading at their early levels of, concerning marshal appropriate interventions in response. Young learners may need a continuous encouragement in addition to the individualized instructions for being successful.



3-'Vivid Activates', the researcher believes that Iraqi classes should have vivid activities employing critical thinking. Students must have effective lessons opportunities, experiment, discussions, models, reflect, recognizing patterns and create personal explanations. (Brooks and Brooks)

4-Curricula designer and children's books in the Iraqi Ministry of education must have appropriate reading material not rigid ones.

5- Most children need to get used to read high-quality children's books during their daily life experiences. Students at early stages of the abilities of reading and writing can be developed together. (Burns, Griffin, & Snow)

6-Teaching with a flexible mix of research-based instructional methods, geared toward individual students, is more effective than strict adherence to any one approach. (National Research Council)

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