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The Weakness of Iraqi Islamic High Schools Students During Reading Comprehension Activities in English , the Reasons and Remedies , Intermediate Grade as a Model

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Abstract

This study aims at figuring out The weakness of Islamic High Schools Students in Iraq during reading comprehension activities in English as a foreign language, The Reasons and Remedies, intermediate stage as a model". The study examines the effect of teachers' variables (gender, qualification, and years of experience), In order to achieve the objectives of the study, the researcher developed a data collection instrument: a questionnaire developed in English for the teachers. It consisted of two parts. The first one is demographic questions and the second consisted from 14 questions. The researcher conducted this study on the intermediate stage students who are learning English as a foreign language and their teachers of English of Islamic High School in Iraq by using a stratified random sample. The whole population consisted of (140) teachers, (68) males and (72) females. The results of the present study showed that reading difficulties faced by students in learning English resulting from students' reading behaviors were high. In addition, the content (textbook), teaching aids and teaching

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	<p>methods had a significant effect on the reading difficulties. In the light of the findings of the study, the researcher recommended holding training courses for the teachers to provide them with sufficient experience to teach their students the reading skill in the right way besides Attention distraction, lack of motivation, difficulty in academic content, feeling of making mistakes in front of colleagues, lack of a library concerned in English language in the school and lack of resources in the English language, insufficient time to read during the lesson , their speed of reading is very slow, their efficiency in understanding the meaning of a text is very poor and there are other reasons mentioned in this study. .</p>
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م. نهاد محمد

جاسم

هيئة ديوان

الوقف السنوي-الثانوية الاسلامية للمهجرين

<p>الخلاصة: تهدف هذه الدراسة إلى معرفة ضعف طلاب المدارس الثانوية الإسلامية في العراق أثناء أنشطة الفهم القرائي باللغة الإنجليزية كلغة أجنبية ، والأسباب والعلاجات ، المرحلة المتوسطة كنموذج. تبحث الدراسة في تأثير متغيرات (الجنس ، المؤهل ، سنوات الخبرة) ، من أجل تحقيق أهداف الدراسة ، طور الباحث أداة لجمع البيانات: الاستبيان تم تطويره باللغة الإنجليزية للمدرسين. حيث تتألف من جزأين. الأول أسئلة ديموغرافية والثاني ١٤ سؤالاً. أجرى الباحث هذه الدراسة على طلاب المرحلة المتوسطة الذين يتعلمون اللغة الإنجليزية كلغة أجنبية ومعلميهم في اللغة الإنجليزية بالمدرسة الثانوية الإسلامية في العراق باستخدام عينة عشوائية من المدرسين . ويتألف المجتمع من (١٤٠) مدرساً ومدرسه ، و (٦٨) مدرساً من الذكور ، و (٧٢) مدرسه من الاناث. حيث أظهرت نتائج الدراسة الحالية ارتفاع صعوبات القراءة التي يواجهها الطلاب في تعلم اللغة الإنجليزية الناتجة عن سلوكيات القراءة لدى الطلاب. بالإضافة إلى ذلك ، كان للمحتوى (الكتاب</p>	<p>الكلمات الدالة:-</p> <p>- الضعف</p> <p>- فهم القراءة</p> <p>- طلاب المدارس الثانوية الإسلامية</p> <p>- اللغة الإنجليزية كلغة أجنبية</p>
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<p>المدرسي) والوسائل التعليمية وطرق التدريس تأثير كبير على صعوبات القراءة. في ضوء نتائج الدراسة أوصى الباحث بعقد دورات تدريبية للمدرسين لتزويدهم بالخبرة الكافية لتعليم طلابهم مهارة القراءة بالطريقة الصحيحة إضافة الى تشتت الانتباه ، وقلة الحافز ، وصعوبة المحتوى الأكاديمي ، والشعور من ارتكاب الأخطاء أمام زملاء وعدم وجود مكتبة تختص بمصادر في اللغة الإنجليزية بالمدرسة وعدم كفاية الوقت للقراءة أثناء الدرس ، وكفاءتهم في فهم معنى النص ضعيفة للغاية. بالإضافة الى بطئ وتلكؤ القراءة وهناك أسباب أخرى مذكورة في هذه الدراسة.</p>	<p>معلومات البحث تاريخ البحث: الاستلام: ٢٠٢١_٨_١٢ القبول: ٢٠٢١_٩_١ التوفر على النت</p>
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I. Introduction

1.1 Background

During the last two decades of the current century, many Islamic schools were established in Iraq, Students convey from academic schools to Islamic schools where various legal, human and scientific sciences are taught in these schools in addition to the English language curriculum in all grades in Islamic high schools, which are from the first intermediate grade to the sixth secondary school.

The subject of the English language as a main curriculum is one of the methodological lessons where it offers topics of conversations, sounds, grammar, vocabulary and their meanings in addition to the topic of the short story .It usually deals with topics about the life of a member of history or general topics and these are within the subject of understanding or comprehension reading and usually at the end of each unit of course curriculum for English language book. Through the researcher's experience in the field of teaching for more than twenty years, the researcher found that many Islamic school students suffer from weakness and difficulties in assimilating reading. It is important to search for the reasons that lead to weak students as foreign language learners in the absorptive reading skill where the researcher chose students. The middle stage is a model for finding the causes of weakness and methods of treating them. The most significant skill that EFL learners need to obtain is reading . According to Bowman, Levine, Waite, and Gendron (2010), for completing certain task, reading is significant not only in enhancing language intuition and determining academic success, However, pupils' comprehension and vocabulary learning may be improved by selecting and modifying reading materials. As a result, the instructor should provide texts to the pupils that will excite and urge them to continue reading eagerly .

The most crucial abilities in language learning is reading. It is a necessary skill for English as a Foreign Language students (Debat, 2006:8). The ability to read and write allows pupils to communicate more effectively, which is the primary aim of language acquisition. How and when children start to read is one of the key milestones in their education.

Samuels (1979) was the first to conduct research on repeated reading, which includes definitions such as rereading a short meaningful passage until a satisfactory level of fluency is achieved (Samuels, 1979). It is necessary to be able to read and comprehend competently in order to fulfill the demands of daily living as well as academic achievement. (Anderson, Hiebert, and Wilkinson, 1985). One of the most result in truancy which is weakening in reading skills, or even having lower than normal reading abilities, underpaid jobs, and falling prey to the cycle of illiteracy in the next generation (Daggett, 2003; Kutner, Greenberg, Jin, Boyle, Hsu, & Dunleavy, 2007).

EFL students' ability to read material smoothly and properly needs a lot of effort and repetition. They should repeat the action of reading in order to be more successful. rereading several times both silently and aloud until the reader is able to do so easily (Taguchi et al., 2004), and practice of reading texts again and again until the learner can do so easily, effortlessly and fluently (Wang and Kuo, 2011). In briefly, there are two types of repeated reading. I Assisted Repeated Reading, also known as Repeated Oral Reading, in which students read different passages aloud while being guided by the teacher or an audio-taped model; and (ii) Unassisted Repeated Reading, also known as Independent Silent Reading, in which students read selected passages silently and independently, either inside or outside the classroom. In short, repeated reading is classified into two category (i) Assisted Repeated Reading or Repeated Oral Reading, whereby learners read different pieces of text out loud while being guided by the teacher or an audio-taped model; and (ii) Unassisted Repeating Reading or Independent Silent Reading, whereby learners read selected passages silently and independently, both inside or outside the classroom.

1.2 Definitions of Reading Comprehension:

One of the definition of Reading comprehension which is defined as the manner of gaining and forming meaning at the same time from written language through interaction and arrangement. The phrases extracting and constructing are used to emphasize both the significance of the text as a predictor of reading comprehension and its insufficiency. There are three components to comprehension.:

- The reader who is doing the comprehending
- The text that is to be comprehended
- The activity in which comprehension is a part.

In relation to the reader, we contain all the aptitudes, capabilities, knowledge, and experiences that a person brings to the performance of reading. Any written or electronic text is included in the definition of text. When we talk about activity, we are talking about the objectives, methods, and outcomes of reading. These three scopes define a phenomenon that occurs within a larger sociocultural context (see Figure 1) that shapes and is shaped by the reader and that interacts with each of the three elements. The sociocultural setting influences, and in some cases determines, the personalities and skills of readers, the texts that are available and valued, and the behaviors in which readers engage with those texts. The sociocultural context mediates students' experiences, just as students' experiences influence the context. In the next sections, we go through each of the elements in further detail. Reader, text, and activity are all interconnected in different ways depending on whether you're pre-reading, reading, or post-reading. We look at each of these three "micro eras" in reading because it's crucial to distinguish between what the reader gives to the table and what the reader gets out of it. Each reading performance is, in theory, a micro growth process. In the pre-reading micro period, for example, the reader has a variety of qualities, including cognitive, motivational, linguistic, and non-linguistic talents, as well as a certain level of fluency.

some of these reader characteristics may change during the reading micro period. Likewise, during the post-reading micro period of the same reading event, some of these same reader characteristics, or other reader characteristics, may change again. Many reading comprehension researches have concentrated on specific elements (e.g., vocabulary knowledge) without stating whether or whether the effect of that component represents a link between reader, text, and activity, or whether the factor may vary from pre-reading to reading to post-reading. The procedure of understanding also has a macro progressive aspect. It changes through time as the reader ages and develops intellectually, has more experience with increasingly difficult texts, and benefits from training. As we design the research agenda needed to improve comprehension results, we've chosen education, namely classroom instruction, as one of the numerous elements impacting macro growth of understanding. We have selected instruction, particularly classroom instruction as illustrated from among the many factors influencing. The macro development of comprehension, requiring further consideration needed to increase comprehension outcomes.

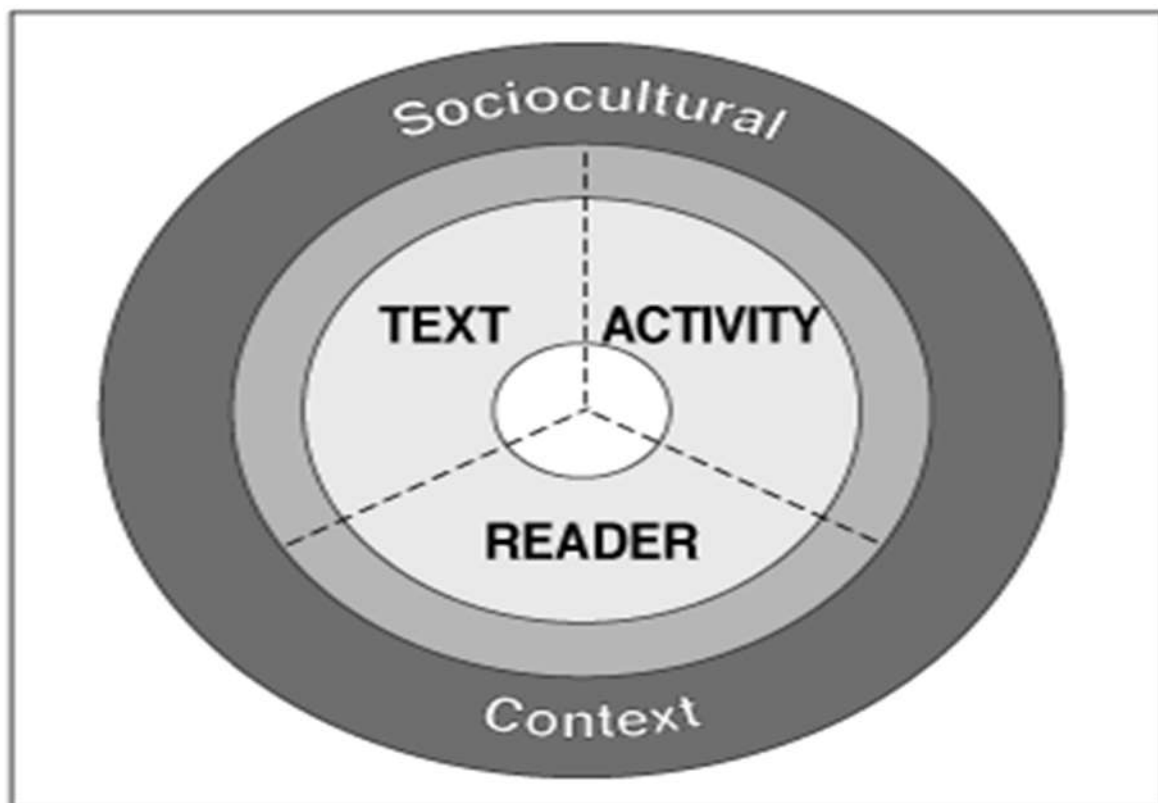


Figure1—A Heuristic for Thinking About Reading Comprehension

1.3. STATEMENT OF THE PROBLEM

Through the researcher's experience in the field of teaching in religious schools, he found that there are many students suffering from weakening in reading comprehension in the English language, especially intermediate grade. The current study tries to find out the replies and remedies for the problems.

1.4. OBJECTIVES OF THE STUDY

To investigate the causes of weakening in English reading comprehension in Islamic texts, as detected by Islamic schools students in the English program. To find out the remedies and suggestions for these causes that face students .

1.5. SIGNIFICANCE OF THE STUDY

The study's findings will shed light on Islamic/ EFL students' reading comprehension issues in terms of language knowledge, background knowledge, reading methods, reading process, and motivation. Teachers in Islamic schools may find this material useful in revising or developing their teaching methods or strategies for English reading lessons. It may aid in the improvement of students' reading abilities as well as the reduction of reading comprehension issues.

II. Review of Related Literature

Introduction:

In this chapter, simply, We deal with relevant topics related to the factors causes of weakness and difficulties in reading comprehension for students of (EFL) , as the researcher was keen on simplicity and clarity of chronological arrangement and classification of topics that contain different local and international studies proposed for the reasons of weakness of the students and the factors behind that. the researcher showed the most important answers related to the research questions, as well as shed lighted in this chapter on the most important remedies and solutions, through highlighted of previous studies, where they were classified into three factors (the learner, the curriculum, the teacher and methodology).

Factors Attributed to Teachers, Students and Methodology:

a-Teachers

According to Bell (2001), English teachers can encourage students to read by creating a good environment in the classroom. Positive instructors are realistic, constantly striving to serve their pupils and providing the best possible service. Also, Maggi (2004) recognized the importance of the English instructors' involvement. She might have a favorable or bad impact on your ability to learn to read. Students are really lucky if their English teachers are as skilled, well-trained, and understanding as they are. To maintain positive student-English teacher interactions and to achieve an appropriate balance in the development of reading skills and abilities. Moreover, Younis (2005) emphasized the impact of English teachers' instructional methods on his students. The emotional stress connected with a student's failure to read may be caused or aggravate by the personality of an English instructor, especially if he has a negative attitude toward that student.

b- Students

Alison (2001) observed that a learner is judged inefficient because he is not as proficient in reading as he should be. The youngster with poor verbal intelligence is the most prominent illustration of this categorization. Dunn (2009) demonstrated that each learner must be able to perceive that his reading skills are developing and that the journey is worthwhile. He went on to say that in order to gain all of the skills and abilities required for progression toward reading maturity, the learner must be driven and active; someone who works efficiently at his own level of achievement while still being a comfortable learner. Gay (2011) has demonstrated that a reading issue arises when one or more elements in a student's personality, environment, or both hinder him from attaining his full learning potential. This issue can arise at any point in a child's academic career, from first grade through high school. Whereas Catts and Hogan

(2003), observed that Reading is viewed as something done with one's eyes, and so a visual perception impairment is the most prevalent cause of reading difficulties. Apart from its "common sense" appeal, several instances of reversal errors in poor readers have bolstered the evidence for a visual-based on reasons of reading problems.

c- Methodology

According to Donnell and Wood (1999), there are three types of variables that influence understanding. First, (the reader), including interest/motivation, fluency, and metacognition; second, (the text), including organization, topic density, and style; and third, (readability), including sentence length and vocabulary difficulty. There will be reading and comprehension difficulties if the pupils do not have the following categories of information and the English professors are ignorant of these aspects. Andrade (2011) illustrated the importance of good reading skills. He discovered that general reading comprehension is connected to accomplishment in each content topic except mathematics, and that reading content subjects are related proficiency in the basal reading program. while Shamaila (2005), on the other hand, believes that detecting and correcting reading problems should be an integral element of individualized reading teaching. However, according to Abo Ghrarh (1999) noticed that reading difficulties are primarily attributable to educational reasons. Any administrative strategy that hinders adequate individualization of teaching, including a focus on reading preparation, would stymie successful reading development. Furthermore, several research provide the most reliable evidence of the influence of instructional aids on reading. Furthermore, several research provide the most reliable evidence of the influence of instructional aids on reading. According to Abdel Aziz (2005), instructional aids such as flashcards are responsible for 26% of reading problems (tape aided reading, flash cards, posters, etc.). He also discovered that these instructional tools play a causal effect in reading difficulties, particularly in foreign languages. . Riyad (2006), on the other hand, stated that learners who lack vocabularies, grammar, or text processing skills would have a hard time extracting meaning from written material, thus you can't argue that teaching aids will help readers avoid reading issues. Issa (2006) stated that Many reading teaching approaches employed by English teachers throughout the class might be better described as a pre-requisite to learning to read. Aqeel (2007) wanted to see how the two methodologies of teaching English as a Foreign Language (teaching and training) affected student engagement in the classroom and their reading achievement. One of the most major causes of reading challenges, he said, is a student's poor level of reading from the beginning of their education and a lack of attention to help them to improve this skill .

Al-Shareef (2000) performed a research on the teacher's and textbook's roles in reading difficulties. According to the findings, the secondary English language curriculum places a modest emphasis on reading skills and lacks a variety of activities and exercises to help students develop their reading abilities. Furthermore, the average time spent by 27 people practicing their reading skills is insufficient. Al Khaseefan (2000) observed that some English teachers do not employ various strategies and approaches to assist students in identifying difficult words in silent reading, as well as teaching methods that assist students in organizing what they read. That is to say, the instructor has a significant impact on the students' reading issues . Khankar (2001) performed a study which investigated to determine the most significant issues of the English syllabus for secondary school for females as perceived by the instructors. He stressed the necessity of utilizing English outside the classroom. Moreover, Khankar demonstrated that teachers should provide opportunities for children to develop reading skills through a variety of activities. Teachers should be motivated and encouraged to

undergo training classes on how to teach reading skills. Abdel Aziz (2005) showed that pupils' views about learning English are distorted, with many of them despising the topic and ignoring the exercises. He also demonstrated that students' attitudes toward studying English are skewed, with many of them despising the subject and ignoring things that occur outside of the classroom. According to Al-Ageel (2006), the most important causes for learners' poor reading abilities include a weak foundation from the beginning of school, a lack of interest by parents in improving reading skills for their children, and a lack of collaboration between parents and schools. Ignoring things that occur outside of the classroom. According to Al-Ageel (2006), the most significant causes for learners' poor reading abilities include a weak foundation from the beginning of school, a lack of interest by parents in improving reading skills for their children, and a lack of collaboration between parents and schools. Also he stated that one of the most significant issues for the reading difficulty among pupils is the lacking of school libraries. Moreover, and according to AlZouhairi (2008), the most major sources of reading difficulties are pupils and instructors' instructional approaches. As previously said, some of these researches agreed on the influence of phonological awareness on reading, while others disagreed but focused on the distinctions between L1 and L2, and the most recent one focused on educational variables (teachers, students, etc.).

III. Research Design and Methodology

Introduction

This chapter was dedicated to outlining the procedures and methodologies utilized in the research. The researcher presents the research design, study population and sample, instrument validity and reliability, data collection procedures, and statistical analysis. To achieve the study's main goal and answer the research questions, descriptive statistical analysis was used: The majority of secondary English language instructors at Islamic institutions in Iraq are included in the study's population. There were 140 secondary English language instructors in this research, 68 of whom were males and 72 of whom were females. . The questionnaire was sent to all English language Islamic secondary school instructors and gathered from them by E mail . SPSS was used to analyze the data from the complete questionnaire. The respondents' gender, qualification, and experience were used as independent factors in the distribution of the sample.

This chapter presents, research questions & throws light on the designing of the research and its importance, the instruments of the data collection, general description of teachers' questionnaire, and finally ends with data analysis procedures.

3.1 . Sample of the Study

A questionnaire has been answered by one hundred forty teachers selected randomly from different secondary Islamic schools located in different regions in the middle, the south and the north of Iraq.

Location: The teachers have been selected from different regions from the middle the south and north of Iraq.

Background: Teachers with similar educational background have been selected.

Selection of sample: Random selection and samples.

Age: The age of the teachers is fluctuating between 23- 50.

Gender: males and females were participant.

3.2. Research Questions:

- 1- What are the causes that affect of the weakness of English language learners in Islamic schools in Iraq in reading comprehension and what are the factors behind that intermediate stage as a sample ?
- 2- What are the remedies and solutions to help learners to overcome those obstacles?
- 3- What are the suggestions and recommendation to improve learner’s reading comprehension achievement?

In order to replay the above questions, data collection instrument, a questionnaire, was engaged in this study to gather data The collected results will assist us to valid or invalid the hypothesis .

3.3. The Research Design and it’s Importance:

This Descriptive and Analytical Research study is based on a survey research conducted for the purpose of making Descriptive assertions.

This flow chart of the research activities followed can be presented in the following manner.

Probl em	Object ive	Hypoth esis	Testing hypothesis	Discuss ion results	Selecti ng the sampl e	Data collect ion	Data analy sis	Drawin g conclusi ons
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Fig. 3.1 flow chart of the research activities

3.4. Tools of the Research:

In this study, the instrument used in collecting data is teachers’ questionnaire designed by the researcher under the supervision of experts and other teachers of the department of English and foreign language.

3.5. General Description of Teacher’s Questionnaire:

The instrument for data collection used in this study was teachers’ questionnaire. This questionnaire had been used to serve as a “research” in eliciting supplementary source data – one hundred forty copies of these questionnaires were distributed to teachers and had been chosen randomly from different Islamic secondary schools in Iraq . The questionnaire contained of 14 questions with a 5-point Likert scale ranging from 5 to 1; a score of 5 meant strongly agree with the item, a score of 4 meant agree with the item, a score of 3 indicated the neutral , a score of 2 meant disagree with the item and a score of 1 showed strongly disagree with the item. besides demographic questions for teachers. The whole of participants have responded to these questions.. The questionnaire compose of Three sections (the first part aimed at gathering background information about the participants, their age, gender, qualification. The second part revolves around teaching experience and the language used in the class . The third part of the questionnaire is related to teaching reading comprehension methodologies, this part is composed of fourteen questions related with comprehension and issues that confront students during their studies. And Finally , the last part related to participants to give information and their opinions about the items of the questionnaire .

3.6. Data Analysis:

Using Microsoft Office Excel 2016, the obtained data was examined. The study of the population's data including personal information in the first part was done using percentages. The second portion of the questionnaire was utilized to examine the issues of English reading comprehension in academic texts using descriptive statistics of mean(\bar{x}) and standard deviation (S.D.) for each item of the questionnaire to analyze the problems of English reading comprehension in texts perceived by Islamic English

teachers in the English program in Islamic schools in Iraq. these were collected by means of a questionnaire answered by selected teachers who were asked to answer 14 questions besides demographic questions about the gender, education level and type of the methodology used in the class. The researcher distributed the questionnaire and asked some teachers to give the respondents a general idea about the difficulties and weakening cause that Iraqi English foreign English language learners in Islamic schools faced when learning English. This questionnaire was arbitration by the researchers to achieve the objective of the study. The data were arranged to give meaningful information in relation to the research questions.

Sample of the study:

The study's sample included 68 male and 72 female instructors from various Islamic secondary schools in Iraq. The sample represents (60%) of the total population in Iraq's secondary Islamic schools. The questionnaire was sent to all English language Islamic secondary school English instructors and gathered from them. The full questionnaire's data was analyzed using the SPSS.

The respondents' gender, qualification, and experience were used as independent factors in the distribution of the sample.

A - Respondents

Table (1): Distribution of the Sample Due to Respondents

Respondents	Frequency	Percent
Teachers of English	140	100

As can be seen in the table above, the study frequencies for teachers are (140), implying that instructors made up 100% of the study sample.

B - Gender variable

Table (2): Distribution of the Sample Due to Gender

Respondents	Gender	Frequency	Percent
English teachers	male	68	48.6
	female	72	51.4
	Total	140	100.0

It was found that the majority of the respondents were male (48.6%) and the rest were female (51.4%), According to the results and As seen from the above table (2)

C - Qualification variable

Table (3): Distribution of the Sample Due to Qualification (as Perceived by Teachers)

Qualification	Frequency	Percent
B.A.	131	93.6
M.A.	8	5.7
Ph.D	1	0.7
Total	140	100.0

As seen from the above table, the frequencies are: (93.6) for the B.A., (5.7) for the M.A. and (0.7) for the Ph.D. While the total (140) for all frequencies.

D - Years of Experience variable

Table (4): Distribution of the Sample Due to Years of Experience (as Perceived by Teachers)

Years of Experience and teaching English	Frequency	Percent
Less than 10 years	95	67.9
From 11 to 15 years	33	23.6
From 16 to 20	10	7.1
More than 20 years	2	1.4
Total	140	100.0

As seen from the above table, less than 10 years takes (67.9 %) , 11-15 years takes (23.6%) , from 16 to (20 7.1 %) and more than 20 years takes (1.4 %) , while the total frequencies were 140 .

E – Which is more commonly used for teaching English language in the classroom, is it your M.T. OR T.L OR Both of them?

	Frequency	Percent
M.T.	26	18.6
T.L.	20	14.3
Both of them	94	67.1
Total	140	100.0

As seen from the above table, the frequencies are: (26) takes (18.6 %) for the M.T., (20) takes (14.3 %) for the T.L. and (94) takes (67.1 %) for Both of them while the total (140) for all frequencies and percentage is 100 %.

Instrumentation:

The data collecting technique was a questionnaire, which was used to explore the instructors' perspectives on reading challenges in English and how to cope with them. The researcher began by handing out a 14-item questionnaire. The data was gathered using an English-language questionnaire (for instructors). The data collecting approach was used to explore the instructors' perspectives on reading challenges in English and how to cope with them. Using a questionnaire.

First, the researcher delivered a 14-item questionnaire. The data was gathered using an English-language questionnaire (for the teachers).

The first section of the questionnaire provided a description of the study and its significance; moreover, this section guaranteed the confidentiality of the information.

The second section gathered demographic data, such as (gender, qualification, and years of experience)

The third section is a scale that measures the deterioration of English reading skills and how to deal with them, as seen by English teachers. Second, The qualitative analysis method was used to analyze (14) EFL teachers' responses.

Validity of the Questionnaire:

After examining the necessary literature, the researcher developed the questionnaire. To ensure that the material was valid, the questionnaire was sended to two certified TEFL specialists doctors from different institutions. The experts were tasked with determining if the questionnaire was appropriate for the study's ultimate objective. The experts were asked to assess the questionnaire's suitability for the study's overall goal. They accepted to the parameters of the questionnaire in principle, but made many

modifications to the questions. Additionally, proofread the paragraphs for grammatical problems.

Study Design:

A descriptive design and a survey technique are used in this study. This kind of study includes utilizing a self-administered questionnaire to obtain specific data through self-reporting. The framework is based on English instructors' judgments of reading difficulties and how to address them, as seen by English teachers. Individuals were given anonymity in the surveys in order to encourage more honest responses. A descriptive cross-sectional design was used in this current study. Cross-sectional designs provide information about a condition at a certain period. The study used a descriptive and inferential strategy. The main goal is to provide as much information as possible.

Data Analysis:

The Statistical Packages for Social Science (SPSS) version (22) , means, standard deviations and percentages used by the researcher in order to analyze the data .

the following percentages used to get the results:

- 80 - 100% is very high degree of response.
- 70-79.9% is high degree of response.
- 60 - 69.9 % is moderate degree of response.
- 50 - 59.9 % is low degree of response.
- Less than 50 % is very low degree of response.

IV. FINDING AND DISCUSSION

Introduction

The aim of this chapter is to describe the reasons of English learning comprehension and how to remedy them, as seen by English instructors at Islamic secondary schools in Iraq. Furthermore, this chapter will examine the problems and reasons of intermediate-grade reading weakness as seen by English teachers, as well as the impact of study factors (gender, years of experience, and qualifications) English instructors' perspectives on reading issues in English and how to tackle them. The conclusions are described in this chapter, based on information gathered from an Iraqi English language instructors' questionnaire at secondary Islamic schools. The information was sent by e-mail, with the frequency of respondents indicating different points of view for each question.

Results :

Results Related to the First Question of the study: What are the causes that affect of the weakness of English language learners in Islamic schools in Iraq in reading comprehension and what are the factors behind that.

The reasons and the factors behind students' weakness in the skill of Reading:

Table (5): Mean, Standard Deviation, and Percentages and degree of Each Item of Reading Difficulties and the causes of weakening that Faced by Students in Learning English due to Students' Reading weakness.

No	Items	M *	SD	Percent %	Degree
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1.	One of the reasons for the weakness of reading in English language of the student when moving from the primary stage to the middle stage, so we find it difficult to read	3.82	0.83	76.56	High
2.	Failure to follow the weak student by the teacher of material for lack of time and leave him without helping him to read and pronounce words well.	3.13	1.08	62.7	High
3.	The student loses the ability to pay attention to his teacher because of the presence of distracted attention and mind, whether thinking of foreign affairs or preoccupied with something.	3.59	0.728	71.84	High
4.	There is no contact by the teacher and the teacher ordered the student and tell them his weakness in the skill of reading as well as the lack of good evaluation periodically.	3.19	1.03	63.84	High
5.	The lack of professional preparation of the teacher academically and educationally periodic and lack of modern method and developed in the preparation .	3.51	1.082	70.28	High
6.	weak tendencies of the student in the skill of reading because he has no motivation or inclination to learn foreign language.	3.90	0.816	78	High
7.	The reasons for the weakness of the student in the skill of reading because of the academic content and difficult words where not suitable for the age group of the student.	3.02	1.07	60.56	High
8.	One of the reasons behind of weakness of the student in the skill of reading fear of committing mistakes in front of colleagues in the classroom, which leads to mock them.	3.68	1.01	73.7	High
9.	One of the reasons for the weakness of the student in reading skills is the lack of cooperation of the family with the school or communicate with the English language teacher or perhaps the communication is very weak.	3.99	0.96	79.84	High
10.	The reading comprehension in the curriculum is not enjoyable and not entertaining and does not live up to the level of student learning of the English language as well as the difficulty of words.	3.07	1.01	61.42	High
11.	It is assumed that there is a library in schools where resources are available for reading English books like (general books, short stories, novels, magazines, newspapers, etc.).	3.94	1.01	78.84	High

12.	Time is not enough for reading for all students in the classroom?	3.67	1.09	73.56	High
13.	Most of the students suffer from reading English language and they have mind wandering and lack of attention during the explanation and reading the lesson by the teacher of English language ?	3.74	0.83	74.84	High
14.	Electronic games and bad friends are reasons in student's weakness of reading comprehension .	3.87	1.12	77.42	High

The above table (5) shows that in the teacher's questionnaire survey, 14 items questions (1,2,3,4,5,6,7,8,9,10,11,12,13 and14) have 'High' Mean scores which are fluctuating between the minimum degree is 3,02 and the maximum degree is 3.99 . Results in table (5) indicates From the viewpoints of intermediate grade students of English, the reading problems by students in learning English as a result of students' reading habits were high in all items where the percentages of response on these questions were between 60 and 80 percent.

This indicates that, in addition to the causes listed in table (5), a lack of some factors that influence teaching reading skill, such as self-motivation, inability to correct errors, stuttering in word pronunciation, having little knowledge of English vocabulary, and writing the pronunciation of an English word in Arabic, all play a significant role in reading difficulties .Among these factors is the student's transition from primary to intermediate school due to changes in the curriculum, individual differences between students, teaching methods, etc. ,The student is not able to read and repeat it daily or weekly, perhaps due to lack of time due to the large number of students in the class, or perhaps the weak student is ignored by the subject teacher , Distracted student during the lesson , Academic weakness of the subject teacher and not using modern methods to attract student attention , Lack of motivation of students to learn the English language, Difficulty in the academic content as well as with words and phrases in the curriculum, Feeling of fear and lack of making mistakes while reading in front of colleagues , There is no cooperation between the English teacher and the students' families periodically to find out the reasons for the student's weakness in reading , The absence of a private or public library that deals with books and resources in the English language , Reluctance to follow the homework that is given by the subject teacher, perhaps due to wasting time on electronic games machines and hanging out with friends.

The overall score of the reading problems caused by students' reading weakness was considerable, with the proportion of responses ranging from 60 to 80 percent. The findings indicate that the overall situation is good .

Results Related to the Second Question: What are the remedies and solutions to help learners to overcome those obstacles?

To replay this question, descriptive analysis prepossess were obtained for each item and their associated total score (mean, standard deviation, and percentages). As shown in table (5), all of the EFL instructors agreed that all of the issues in table (5) should

be tackled by responsible (teachers, school administration), as well as students' families and there should be cooperate between them to remedy these reasons.

V. Conclusion and Recommendation

Conclusion

The findings of the current study show that reasons for reading issues and students' weakness in the reading comprehension skill are largely due to educational, environmental and economic factors, and there is no single reason for reading difficulty. The present study refers to the needs of reading skills for the students of Islamic high schools in Iraq and finds out that students are weak in reading comprehension and other reading skills. For example, Attention distraction, lack of motivation, difficulty in academic content, feeling of making mistakes in front of colleagues, lack of a library concerned in the school and the lack of resources in the English language in the school, insufficient time to read during the lesson and there are other reasons mentioned in this study. Their reading ability is slow, and they have a difficult time comprehending what they are reading. Simultaneously, the study found that instructors and instructional techniques are mostly to blame for pupils' low reading competence. The reading obstacles that students confront are numerous. The research attempted to identify these issues and investigate their nature in further depth. The research aids in the development of new insights into current approaches to reading instruction.

Suggestions and Recommendation

According to the findings of this study and the third question (What are the suggestions and recommendation to improve learner's reading comprehension achievement?) the following recommendations are proposed:

- Increasing the number of participants from teachers of both genders in preparing a comprehensive realistic study to find out other reasons for the students' weakness in reading skill, and perhaps not mentioned by the researcher in this study.
- Attention on the part of the responsible educational institution to Islamic secondary schools and the provision of all study requirements for English language learners and the creation of a special library in each school in which books, resources, references and bilingual dictionaries are available, as well as attention to the reality of English language teachers and their preparation and inclusion in courses of different modern teaching methods.
- The importance of communication between school administrations and the teachers of the English language curriculum on the one hand, and with the families of students on the other hand, to identify the problems and difficulties faced by the students.
- Perhaps there is a difficulty in preparing curricula, which does not correspond to the levels of students and individual differences, so it needs review by experts and researchers in the field of curricula development.
- The researcher suggests increasing the number of reading hours for the student to enable him to take a course in reading and comprehension, as well as study this recommendation by the special committees in the educational institution.
- The researcher proposes to urge the parents of students to follow their children during the school year, especially when the student returns from school, urging him to follow his lessons and not to be preoccupied with entertainment,

amusement and play, and to take advantage of exam times in addition to the paragraphs referred to in the current research.

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