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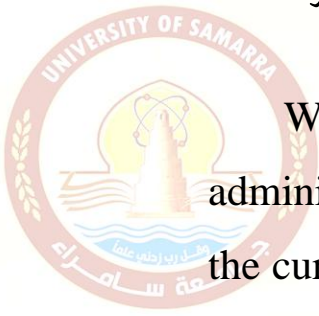
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Without any doubt or exaggeration, our succeeded administration is proved in the Sura Man-Ra'a Journal despite the current circumstances of the Corona pandemic, so we do not hesitate to complete the work perfectly, whether the work is through electronic communication or requires our continuous presence, in order to obtain the best satisfactory results appropriate to Samarra University - College of Education demands, as the name of the journal governs us, it is only accept the sober scientific level that brings us a good reputation. Therefore, it is decided to increase the number of published researches even if this matter requires to have two parts published issue of the journal in addition to what we do in terms of imparting the scientific nature of the journal's character is through full commitment to the conditions of scientific publication that make this journal an example for some journals that do not hesitate to contact us to find out how the journal has brought its scientific standing and its knowledge value, and praise be to Allah for our success and facilitation of things.

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Using TAPE MATERIAL AS A MEAN
TO HELP STUDENTS AT
INTERMEDIATE SCHOOLS WHO FACE
DYSLEXIA TO IMPROVE READING
SKILL

.....

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DR. DONIA TAHIR HAMEED

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ABSTRACT

The present study aims at finding out the importance of the reading skill which is necessary at the intermediate schools students as well as investigating the effect of using a tape material to improve reading skill. The researcher adopted the experimental design and used a sample of (60) male and female students at Al-Mansour school/ in Salah Al-deen Governorate during the academic year (2018-2019). The sample is divided into a control group with (30) students and experimental group with (30) students. The two groups are equalized according to certain variables. The students in the experimental group are taught by using a tape material, whereas, those in the control group are taught by using conventional approach. The researcher uses a reading tape material post-test which is conducted on the sample at the end of the experimental which is (12) weeks. The obtained results have shown that there are significant differences in reading between experimental and control groups, in favor of the experimental group.

Key words: Tape Material ,Intermediate School ,Dyslexia. Improve Reading Skill.

الملخص

تهدف الدراسة الحالية إلى معرفة أهمية مهارة القراءة التي تعتبر ضرورية لدى طلاب المدارس المتوسطة وكذلك التحقيق في أثر استخدام (tape material) لتحسين القراءة. تبنى الباحث التصميم التجريبي واستخدم عينة مكونة من (٦٠) طالب وطالبة في مدرسة المنصور في محافظة صلاح الدين خلال العام الدراسي ٢٠١٨-٢٠١٩م. تنقسم العينة إلى مجموعة ضابطة مكونة من (٣٠) طالباً ومجموعة تجريبية مكونة من (٣٠) طالباً. وتم مكافأة المجموعتين وفقاً لبعض المتغيرات باستخدام (tape material)، حيث يتم تدريسها للطلاب الموجودين في المجموعة الضابطة بالطريقة التقليدية. استخدم الباحث اختبار بعدي للقراءة بطريقة (tape material) تم أجراءها على العينة في نهاية التجربة وهي (١٢) أسبوعاً. وقد أظهرت النتائج التي تم الحصول عليها وجود فروق ذات دلالة إحصائية في القراءة بين المجموعة الضابطة، لصالح المجموعة التجريبية.



Section One: Introduction

1.1 Statement of the Problem

Reading represents a crucial skill for each one. Reading is the basic for understanding a language. At the ages of 5-6 years children learn the phonetic sounds of the alphabet letters to make easy for understanding the concepts of building words. One of the most important problem of reading skill teachers encounter is related to students who struggle with phonological dyslexia. For example, if a student has a difficulty of hearing how individual sounds come together to make up words, students will spell sound correctly in writing or they will inevitably struggle to sound out a word's written form (Rasinki, 2010:20).

According to the requirements of the nowadays academic settings and communication situations. It is very important for students at schools even at university level to develop their decoding phonics, fluency, speed and vocabulary development because these are needed to comprehend written materials (ibid).

Also students face difficulties when they meet unfamiliar terms or new words as well as speed. However, decoding is not difficult with repeated practice reading out loud and phonics instruction (Siegal and Foorman, 2017:13).

1.2 Aims of the Study

The present study aims at:

1. Investigating the effect of using a tape material to improve reading skill.
2. Finding out the importance of reading skill which is necessary at the intermediate schools students.

1.3 Hypotheses of the Study

The following null hypotheses are put forward in order to be verified:

1. There are no statistically significant differences between the mean scores of the experimental group and that of the control group in the pre-test.
2. There are no statistically significant differences in the mean scores of the experimental group and that of the control group in the post-test.
3. There are no statistically significant differences in the mean scores of students achievement of the experimental group in the pre and post-tests.

1.4 Limits of the Study

The present study is limited to:

1. The use of a tape material and its effect on reading skill.
2. Jarqi EFL second intermediate school students at Al-Mansour School during the academic year (2018-2019).

1.5 Value of the Study

The value of the present study can be stated as following:

1. Reading develops the mind, discovers new things, develops the imagination and creative side of students,
2. Reading increases vocabulary allowing students to develop better writing skill and verbal communication skills, memory improvement, stronger analytical thinking skills,
3. Reading develops sound-letter awareness and an understanding of how written language works is a great way for building reading fluency in children and students with dyslexia, and



4. Teaching students to spell a word correctly is a fundamental part of reading skill.

1.6 Plan of the Study

The aims of this study are supposed to be achieved and its hypotheses are to be verified through the following steps:

1. Selecting a sample of EFL at second intermediate school .
2. Constructing a test about reading skill.
3. Applying the test to the sample.
4. Presenting conclusions as well as recommendations are given in terms of the obtained results.

1.7 Definition of the Basic Terms

1.7.1 Tape Material

It is defined as a piece of material or cassette that is used to record sounds and pictures or use mp3 audio files and electronic dictionaries (Crowson, 2006:229).

1.7.2 Intermediate Schools

It means an educational phase which exists in most countries, providing education between elementary and secondary schools (13-15 age) (Kindred, 1968:3).

1.7.3 Dyslexia

It is defined as a process of learning difficulty (learning disorder or disability) which can be affected by problems in spelling, reading, speaking,



listening or writing. Dyslexia results from the inability to process graphic symbols(Lawrence,2009:29).

1.7.4 Reading

It is a mental and complex process. It ability is as decoding symbols to drive meaning or the skill of transforming printed words into spoken words(Sigel and Foorman,2017:2).

Section Two: Theoretical Background

2.1 Tape Material

This concept is used to help students with poor decoding phonics of sounds, also it develops metacognitive and cognitive strategies and improved comprehension. This material is a great way for students for practicing re-reading. This material able students to again and re-again to read the text or paragraph as many times as needed for increasing their fluency, accurate and speed of reading. Once the text has model by the tools then the students can practice reading in accordance with the tape material. Students can read the text or paragraph or passage to the teacher after their brain control the phonological awareness and decoding phonics of sounds(Schumm,2006:214).

Tape material is a tool for achieving several objectives such as, it helps students for improving fluency skills involving expression and proper phrasing. Also, it helps students to improve their listening and reading skills. Students face difficulties in reading the written words, they listen to a tape material they improve their recognition and comprehension (ibid).

Consequently, students can start to pronounce words that are difficult for them and at the same time, they can ask teacher when they do not understand the meaning of the words. Teachers can teach their students how to listen carefully,



also can train them how to think critically about a particular tape in order to achieve major idea. This way can teach students how to ask critical questions about beliefs, ideas and attitudes (Reeves,2008:128).

According to Cappellini(2005:248) listening to books on tape material can improve reading skill because the brain can focus and attention on the content .In this case the brain does not just have to work on decoding the words. If students want their reading to be effective ,it is best for them to follow two techniques:

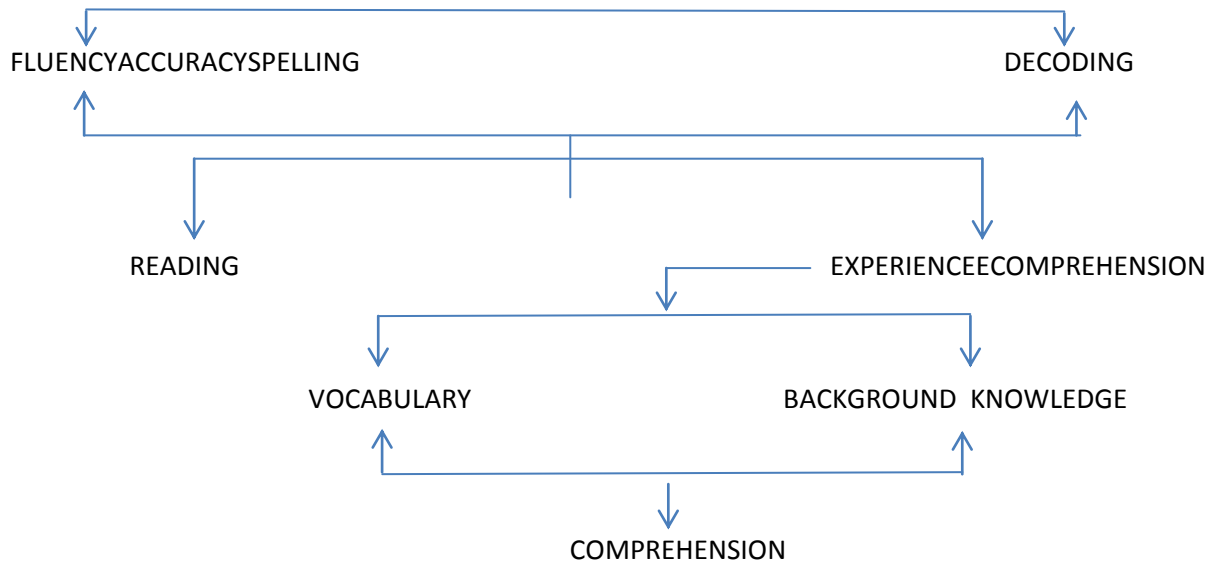
- A. Visualize the content: This technique helps students to be more attentive also makes the text or paragraph or passage more memorable and it also improves comprehension, also enables students to create mental movie in their mind and their reading becomes more entertaining.
- B. Scan the text: The second technique is scanning the text while hearing, it assists with sight word recognition . Additionally, students that decode words one letter at a time while reading will begin to see all words and phrases. These skill will apply when the students read independently, reading speed will improve, and all words and phrases recognition(ibid).

2.2 The Concept of Dyslexia

Dyslexia is one of the most common learning disabilities /disorder for many students ,which hinders person's reading, speaking, spelling and writing ability. A lot of people with dyslexia often suffered from difficulties with spelling and reading properly. In other words, dyslexia is a process of learning difficulty or disability that elementarily impacts the skills included in precise and fluent word spelling and reading. Students have dyslexia face difficulties in phonological awareness, decoding phonics of sounds,verbal processing speed ,verbal memory and poor comprehension(Lundberg et al,2012:9-10).The following figure explains the definition of dyslexia(ibid).

Figure (1)

Insufficient in the phonological component language



Many people did not believe in learning and reading disability and they marked this method means slow learner or lazy. In other words, this method is not an intellectual disability, but it is considered both a reading and a learning disabilities.(ibid).

Dyslexia impacts the organization in the brain that controls the ability to process the way language is used. Also, dyslexia can appear in difficulties with organization, attention and memory work. Shortly, dyslexia can affect spelling according to the following factor: A brain-based issue that involves difficulty with language in ways that can impact writing(ibid).

2.3 Signs and Symptoms of Dyslexia

There are many problems concerning dyslexia faced by students including the following:



1.spelling, 2.Learning a foreign language, 3.Learning letters and sounds, 4.Reading rapidly enough to comprehend, 5.Organizing spoken and written language, 6.Memorizing facts,7.Learning to speak,8.Keeping up with and comprehending longer reading homework, and 9.Pronunciation difficulties(Reid,2012:4).Also, there are many factors related to dyslexia such as maturation, instruction, motivation ,and compensation.

2.4 Characteristics of Dyslexia

There are three main characteristics of dyslexia involving the following:

A. Difficulty with written language is including the following:

1.Hand writing struggles, 2.Trouble putting ideas on paper, 3.Trouble copying, 4.Uncertainty with concepts of left or right, 5.Trouble applying rules in daily work, 6.Difficulty with organizing written language, 7.Spelling errors ,and 8.Poor proof reading ability.

B. Reading Challenges involve the following:

1.Trouble learning sounds and letters-poor phonological awareness, 2.Lack to improve comprehension, 3.Trouble with order of letters , 4.Misread or omit little words, 5.Slow reading rate,6Trouble decoding longer words or phrases ,and 7.Difficulty with silent or oral reading.

C. Difficulty with oral language involve the following:

1.Difficulty pronouncing words, 2.Late learning to talk or speak, 3.Difficulty learning the alphabet and rhyming,4.Trouble following directions,5.Confusion with concept, and 6.Trouble acquiring grammar and vocabulary(Brunswick,2012:18).

Also, students face difficulties with the following: difficulties with fluent or accurate word recognition, poor of time, appears inattentive during academic



tasks, downward trend in the test scores, inconsistent school work, difficulty putting thoughts or ideas into words or sentences or finding the correct word(ibid).

2.5 Requirements for Students with Dyslexia

There are many instructional requirements for students with dyslexia:

1.Phonics and decoding skills, 2.Phonemic awareness,3.Components of language: prefixes, suffixes, vocabulary..etc.,4.Fluency:reading words with expression, accuracy and speed, 5.Comprehension strategies :driving meaning from text,6.Study skills: learning strategies organization and time management, and 7.Metacognitive strategies: awareness of one's own learning processes(Rief,2010:1).

2.6 The Role of Spelling with Dyslexia Students

Spelling is a crucial part of the national curriculum for English and a key element in developing literate writers and readers. Spelling is a complex activity for many people, many people that includes speller has to precisely and rapidly think about how words sound also how translate those sounds into print .Spelling demands know the different (Schonell,2014:2).Spelling begins with short-vowel words, with one syllable and continuous with more complex spelling patterns and rules. As well as the role of electronic spell check can help students with difficulties of spelling

There are many spelling instruction for dyslexia students:

1.Focus on the same sound correspondences and patterns being worked on to read, 2.Group list of words with common spelling and pronunciation features so students have easy time incorporating the rules they are learning, 3.Stretch out letters when dictating words, 4.Show students the right spelling of the words after they spelling it, 5.Have students identify the vowel letters in the word



before writing it, they can count out the syllables in order to guide their spelling, 6. Use word types for discovery and reinforcement of spelling rules. For example, sitting: place, stopping and cutting in one column, whereas, reading, playing, and sorting would go in another column, and 7. Create specialized lists focusing on particular spelling rules and patterns for students with spelling difficulties (Rief, 2010:3).

2.7 The Concept of Reading

Reading is viewed as a fundamental skill of English language in which students should be competent so as to improve the aims of EFL learning and academic success. If students learn a language specially English, they have to study reading because reading is very important to gain information when they learn English as a foreign language. In other words, reading is defined as a cognitive complex process. It is a process of communication and sharing information and ideas including the reading and writing, decoding and encoding. It states that reading is an activity, the elementary purpose of reading is to construct or understand meaning of words from the written texts (Donohue, 2008:134).

The purpose of reading depends on how to connect the information on the page to what students already know. According to (Rasinski and Bagert, 2010:14) there are many purposes of reading:

1. To skim the facts rapidly, 2. To interpret, 3. To understand, 4. To discover models for own writing, 5. To search for simple information, 6. To critique texts, 7. To solve problem, 8. To predict outcomes, 9. To answer a particular question, 10. To form an opinion, and 11. For general comprehension.

Furthermore, reading cannot be separated from the acquisition of other EFL skills, and reading is supposed to be an interesting task in which students can show their own ideas and use textual facts to find the meanings of new

words. Reading skill includes several factors like vocabulary, fluency, prior knowledge, critical thinking and comprehension skill(Ivanov,2009:134).

According to Robeck and Wallace (1990:243) there are at least five stages or steps included in the reading process

- 1.Stage one: Pre-reading: which means to activate prior knowledge, preview the text, and develop a purpose for reading.
- 2.Stage two: During reading: which means to make predictions as they read and then confirms the predictions.
- 3.Stage three: Exploration: which means to explore new information, they may read part or more texts in order to expand their knowledge of vocabulary or knowledge of new subject.
- 4.Stage four: Applying: which means to take the new knowledge ,they have learned or create projects and do more with it, and
- 5.Stage five: After reading: which means to retell the story, explain the elements of a story, answer the questions or compare it to another text(ibid).

2.8 Types of Reading

According to Hull(2008:15-16) there are four types of reading

- 1.Skimming reading: It means fast reading, reading the title, subtitles and subheadings.
- 2.Scanning reading: It means reading fast for particular information.
- 3.Intensive reading: It means reading for deeper meaning ,it is designed to enable students to develop particular receptive skills.
- 4.Extensive reading :It means reading for pleasure.



2.2 Previous Studies

2.2.1 Pirttimaa, Takala and Ladanlahti (2015)

The aim of this paper is to explore adult students' descriptions and understandings of their reading and writing difficulties and to describe the ways they are coping with them.

This aim is achieved through using the following procedures:

1. Selecting 10 students' of higher educational institutions.
2. Interviewing the students' by using the tape-recorder.
3. Drawing results of the interview through using statistical means.

Results of this study indicated the following:

1. Students' need to develop personal studying styles and copying strategies.
2. Reading and writing difficulties can lead to under achievement.
3. The results describe many ways of coping with texts, also adult students with dyslexia are not inferior to people who are non-dyslexia.

2.2.2 Bonacina, Cancer and Antonietti (2015)

The aim of the present study was to improve reading skills in students with developmental dyslexia, in which reading exercises are combined with rhythm processing.

This aim is achieved through using the following procedures:

1. Selecting 28 students from intermediate school.
2. Constructing a test-training-retest by using experimental and control groups.
3. Drawing results of the test through using ANOVA.

The results of this study indicates the following:

- 1.A combination of reading and rhythmic training could be an effective treatment for dyslexia.
- 2.Reading speed and accuracy means scores increased after the intervention and these gains were significantly higher in the intervention than in the control condition.

Section Three: Procedures and Methodology

3.1 The Experimental Design

Selecting an appropriate design for a research work is one of the most important decisions that a research should make (Van Dalen,1979:232) . Experimental design is "the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about the relationship between independent and dependent variables."(Best and Khan, 2006:77).In the present research, the experimental group of students is taught by a tape material and the control group is taught by conventional approach. This study has built on the pretest-posttest equivalent groups design

3.2 Population and Sampling

Population comprises all the subject under study(Best and Khan,2006:13). The population of the present study includes second year at intermediate school, during the academic year 2018-2019.The total number of those students is (90) who are chosen randomly. The sample of the present study includes (60) students majoring in EFL and divided into two equal groups. The first group is labeled as the experimental group and taught by using a tape material and the second group is labeled as the control group, and taught by conventional

approach. The experimental group consisted of thirty students and the control group consisted of thirty students, as shown in table (1).

Table (1)

The Sample of the Study

Group	N. of students	Approach
Experimental	30	Tape Material
Control	30	Conventional

3.3 Equivalence of the Groups

After choosing the sample of the two groups and before implementing the experimental , an equivalence has been done depending upon certain information provided by the students or other resources. This includes the age of the involved students, and the educational attainment of their parents.

3.4 Instructional Material

The reading skill has been chosen to be taught by using tape material. The material is the book in title "The Psychology of Reading", during 12 week period. The experiment of this study has been done in the first semester of the academic year 2018-2019. The instruction of both groups of students began on the 17th of October, continued for about 12 weeks, and ended on the 18th of January, 2019. The experimental group is taught by using tape material while the control group is taught by conventional way.

3.4.1 Construction of the Test

In teaching any language construction there should be a test which follows the teaching process in order to elicit some samples of language learners' oral

and written performance as well as listening and reading ability to understand what learner can and cannot do in the language. (Erwin,1991:33).

The test scores are used to equate the experimental and control groups to describe relative skill at this task prior to the application of the teaching methods to measure what the students have gained from the application of the experimental and control teaching methods.(Best& Khan,2006:292). In order to achieve the aim of the test, the researchers have constructed an achievement test based on the subject matter, that is determined at the beginning of this research which is teaching the experimental group by using tape material and the control by using conventional approach. The specific aims of the study as in table (2) , table of specification is developed in which behavior and the content of the test are specified.

Table(2)

Table of Specification

No.of Qs.	Contents	Behaviours	Scores
Q1	Students are required to read passage	To understand the passage and answer the questions	25
Q2	Students are required to match a sentence from column A to B	Match from A to B	25
Q3	Students are required to choose the correct answer	Choose the correct answer	25
Q4	Students are required to	Rearrange the following	25

	number the sentences in the correct order	sentences	
Total			100

The researchers have designed a written test of four questions, each question scores (25) marks, the total is 100 marks. The test is constructed to measure learners' participation and progress at the end of classroom work and to reflect the objectives of this study. A good test is one which serve a useful purpose in terms of the goals of learning (Bynom,2001:42).

3.4.2 Plan of the Study

Teaching English, like teaching any subject, requires lesson plan. Many books and curricula provide advice on Teaching English learning materials. However, sometimes teachers are required to create their own lesson plan when teaching ESL or EFL.

The plan of the current study is consists of goals, objectives, materials, development and practice according to reading skills at tape material at 2nd grade at intermediate school. The goals are presented in language real-life situations emphasizing, comprehension fluency, production and accuracy. People learn English best inside or outside a classroom, not by regarding the language as an object of study, but by using it a medium of communication.

3.5 Validity and Reliability of the test

Validity refers to "the truth of the test when it measures the components that the examinee intended to measure". (Bynom, 2001:13). There are two important types of validity : face validity and content validity. The final form of the test is given to a jury of specialists in order to obtain its face validity. The

jurors have approved the appropriateness of the items of the test and put forward some modifications which have been considered.

Reliability refers to the consistency of the results when the researchers give the same test to the same group of testees on two different occasions (Brown, 2004:20). The test of the study is considered reliable because the calculated coefficient is 0.81 which is considered acceptable according to the formula of Cronbach's Alpha test.

3.6 Item Analysis

It means "checking responses built by all students for each item included in the test" (Davies, 1986:162). The process of knowing the easiness and the difficulty of each item and to change the unsuitable one. After scoring the test papers of the pilot study, the testees' total scores have been ranked from the highest to the lowest in order to select the 27% of the highest scores to be put in one group (those represent the upper group) and 27% of the lowest scores to be put in the other group (those represent the lower group). It is important to obtain the difficulty level as well as the discrimination power of the items of the test.

3.6.1 Difficulty Level (DL)

The DL refers to the proportion of the examinees who passed the test. It is studied by determining the proportion of students who answered the item correctly divided by the total number of students. The aim behind this procedure is to select the items whose difficulty is proper to students' level (Wilson, 2005:92).

3.6.2 Discrimination Power

It has been used to measure the discrimination power. Moreover, difficulty level has been used to measure the difficulty level of the post achievement test items (Heaton, 1988:179). Ebel (1972:399) states that when the administering

power is 0.30 and above the item is acceptable ; less than 0.30 then the item is weak, the teacher should change them . All the test items have proved to have satisfactory discrimination power of acceptable difficulty level. There are only some items which are modified and changed to be satisfactory.

3.7 Final Administration of the Test.

Having ensured that the test is valid, reliable , administrative and has a suitable level of difficulty, the test is administrated to a sample (30) students at second intermediate school . It had been applied to students under the same conditions. The teacher were asked the students to listen the tape –material then write their responses on the test papers . After the test papers were distributed, the researchers read the instructions to the students , explained to them how to answer some items and told them the purpose behind the exam so that they took test more seriously and to interact with the test more effectively. The subjects were aloud enough time to answer the questions completely. The maximum time allowed for the test was one hour.

3.8 Scoring Scheme of the Achievement Test

Scoringscheme is the way according to which the obtained results are in interpreted properly. The whole mark given to the test is 100 marks. The test is consists of four questions, each question scores 25 marks.

3. 9 Statistical Means

The statistical means which have been utilized in the present study for the purpose of analyzing the collected data are, as follows:

1. T-test for Two Independent Samples: It is used to find out the significance between the two groups in the equalization of age and literature scores. It is also used to find out the significance of differences between the two groups in the posttest.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

\bar{X}_1 = the mean scores of the experimental group

\bar{X}_2 = the mean scores of the control group

N_1 = the number of the subjects in the experimental group

N_2 = the number of the subjects in the control group

S_1^2 = variance of the experimental group

S_2^2 = variance of the control group

(Glass and Stanley, 1970: 88).

2. **Chi²**: It is used to find out the significance of differences between the experimental and control groups.

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where:

X = value of Chi-square

O = the observed Frequencies



E = the Expected Frequencies

(Carroll and Hall, 1985:120).

3. Pearson's Correlation Formula is used to find out the reliability of the test.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

N= number of pairs scores

$\sum xy$ = sum of the Y scores

$\sum x$ = sum of the X scores

$\sum y^2$ = sum of the squared Y scores

$\sum x^2$ = sum of the squared X scores

(Gass and Stanley, 1970:88).

4. Difficulty level formula has been used to measure the difficulty level of the pilot items.

The following formula is used for difficulty level

$$DL = \frac{HC + LC}{N}$$

Where:

HC= High correct

LC= Low correct

T= Total number of testees.

(Bloom,1970:181)

5.Discrimination Power formula has been used to compute the discrimination power of the test items, the following formula is applied:

$$-DP = \frac{Ru - RL}{1/2T}$$

Where:

-Ru= The number of testees in the upper group who get the items right

-RL= The number of testees in the lower group who get the items right.

T= Total number of two groups.

(Mehren and Lehman, 1973:192).

Section Four :Analysis of Data, Discussion of Results , Conclusion , Recommendations and Suggestions for Further Studies

4.1 Analysis of data and Discussion of Results

After subjecting the involved sample of students to the achievement test, the data has been collected and statistically analyzed as follows:

4.1.1 Comparison between the performance of the control group and that of the experimental group in the pre-test.

The obtained mean scores of the control group in the pretest is (18.37) and that of the experimental group is (18.70). Then ,t-test formula for the two independent samples is employed in order to point out whether there is any statistically significant difference between the obtained mean score. The

computed t-value is found to be (0.85) and the tabulated t-value is (2.000) at (29) degree of freedom and (0.05) level of significance, as shown in table (3).

This means that there is no significant difference between the two groups of the study in the pre-test. Thus, the first hypothesis which states that "there is no significant difference in the mean scores of students' achievement in the pre-test between the two groups", is accepted. This result is considered a normal especially the two groups belong to the same social and cultural background, and get the same English language courses in their previous teaching periods.

Table (3)
The results of the two groups in the pre-test.

Group	No. of Students	Mean Scores	SD	DF	T-Value		Level of Significance
					Computed	Tabulated	
Experimental	30	18.70	1.62	29	0.85	2.000	0.05
Control	30	18.37	1.43				

4.1.2 Comparison between the performance of the control group and that of the experimental group in the post-test.

The obtained mean scores of the control group in the post-test is (18.33) and that of the experimental group is (21.36). Then, t-test formula for the two independent samples is employed in order to point out whether there is any statistically significant difference between the obtained mean score. The computed t-value is found to be (6.15) and the tabulated t-value is (2.000) at (29) degree of freedom and (0.05) level of significance, as shown in table (4).

This means that there is a statistically significant difference between the two groups of the study in the post-test. Thus, the second hypothesis which states that "there is no significant difference in the mean scores of students'

achievement in the post-test between the two groups", is rejected. This means that students have developed their performance in reading when they are taught by using tape material.

Table (4)

The results of the two groups in the post-test.

Group	No. of Students	Mean Scores	SD	DF	T-Value		Level of Significance
					Computed	Tabulated	
Experimental	30	21.36	1.49	29	6.15	2.000	0.05
Control	30	18.33	2.25				

4.1.3 Comparison between the performance of the control group and that of the experimental group in the pre and post-test.

The obtained mean scores of the experimental group in the pre-test is (18.70) and that of the post-test is(21.37) .Then ,t-test formula for the two independent samples is employed in order to point out whether there is any statistically significant difference between the obtained mean score. The computed t-value is found to be (5.70) and the tabulated t-value is (2.04) at (29) degree of freedom and (0.05) level of significance, as shown in table (5).

This means that there is a statistically significant difference between the pre and post-test scores of the experimental group which is taught by using the tape material, and in favors of the post-test. Thus, the third hypothesis which states that "there is no significant difference in the mean scores of the

experimental group between the pre and post-test", is rejected. This results may be attributed to the following points:

- 1- The effect of using tape-material in teaching English, which leads to the development of reading skill for intermediate students. This would provide them with sufficient knowledge and skills to improve their abilities to use English appropriately.
- 2- The effect of using tape-material in providing students with opportunities to express themselves and to use the language productively to reinforce their vocabulary, pronunciation and develop their language competence

Table (5)
The results of the two groups in the pre and post-test.

Test	No. of Students	Mean Scores	SD	DF	T-Value		Level of Significance
					Computed	Tabulated	
Pre	30	18.70	1.62	29 29	5.70	2.04	0.05
Post	30	21.37	2.25				

4.2 Conclusions

The finding of the study lead to the following conclusions :

- 1.The data treatment prove that tape-material is an effective method in making students learn and master the material easily.
- 2.All of the students agree that tape-material is able to improve their reading skill, advance their grammatical mastery, increase their vocabulary mastery and expand their creative thinking.
- 3.The obtained data prove that the students are found of being able to express their ideas more than what they have done before the study is carried out.



4. The tape material is not only stimulated the students interest but also attracting and increasing their attention and improve their pronunciation.
5. The use tape material increases the interaction among students.
6. The tape material also enable the students repeat what they have listen in order to develop their reading skill.
7. The tape material is less threatening for many students and it can increase the amount of students participation in the class.

4.3 Recommendations:

1. The tape material can be also used in other studies intended for other language skills.
2. To do a similar research using tape material, but with different skill such as writing or speaking.
3. To organize training about how to use tape material as a teaching method by university students who are specialized and well equipped in this field.

4.4 Suggestions for further Studies

The following studies can be conducted for further studies:

1. Using tape material as a mean to help students at university level who face dyslexia to improve speaking skill.
2. Using tape material as a mean to help students at other stages at secondary schools who face dyslexia to develop their reading performance.



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Appendix

The Pre-Post-Test

Q1: Listen to the passage by a tape material and try to read and answer the questions

Rico's class went to the school carnival today. It was a lot of fun. Rico won two prizes. He won a blue balloon and a toy car. He had a great time with all of his friend. First, he played a few games. Finally, he got to watch a magic show. Rico can't wait to get home and tell his parents all about his fun day.

1. Where did Rico's class go? 2. What did Rico win? 3. What did he do first?
4. What did Rico eat at the carnival?

Q2: Match the questions in column A with the answers in column B by listen to the tape material

A

B

- | | |
|--|--------------------------------------|
| 1. Would you like some more cheese? | a. she is 14. |
| 2. Who sent her the box of chocolates? | b. I bought nothing. |
| 3. What did you buy? | c. no, I don't. |
| 4. How old is she? | d. I get up at 7a.m |
| 5. What time do you get up? | e. Sara sent her a box of chocolate. |



Q3: Choose the correct answer:

1. She always.....the breakfast (a. make b. makes) 2. you....obey your parents (a. must b. should) . 3. If I.....you, I wouldn't buy that car (a. was b. were).
4. They have.....packed their suitcases (a. yet b. just). 5. He.....his homework yesterday. (a. written b. wrote).

Q4: Listen the sentences below, they are out of order. Write them in order below:

- grab a spoon and take a taste.
- scoop some ice-cream to a dish.
- spray on some whipped cream.
- pour on some hot fudge.
- place a cherry on the top.



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Using Tape Material as a Mean to Help Students at Intermedi-
ate Schools Who Face Dyslexia to Improve Reading Skill
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من دون أدنى شك أو مبالغة يمكن لنا أن نثبت جدارتنا في إدارة مجلة
سر من رأى على الرغم من الظروف الراهنة المتمثلة بجائحة كورونا، فلا
نتوانى في إكمال العمل على أتم وجه سواء أكان العمل إلكترونياً أو يتطلب
حضورنا المستمر ، وذلك لإستحصال أفضل النتائج المرضية والمناسبة
لمكانة جامعة سامراء – كلية التربية، إذ إن اسم المجلة يحكمنا أن لا نقبل
إلا بالمستوى العلمي الرصين الذي يجلب لنا السمعة الطيبة لذا إرتأينا أن
نزيد من أعداد البحوث المنشورة حتى وإن تطلب هذا الأمر منا أن يكون
العدد المنشور للمجلة متمثلاً بجزئين فضلاً عما نقوم به من إضفاء الصبغة
العلمية على طابع المجلة من خلال الالتزام الكامل بشروط النشر العلمية
التي تجعل مجلتنا مثلاً يحتذى به لبعض المجلات التي لا تتوانى عن
الاتصال بنا لمعرفة الكيفية التي أوصلت المجلة لمكانتها العلمية وقيمتها
المعرفية والحمد لله على توفيقه وتيسيره لنا الأمور .

الحمد لله رب العالمين

رَبُّ الشَّارِبِ

الاشتراك في المجلة



تدفع المؤسسات الحكومية والجامعات ومراكز البحث بدل اشتراك قدره (٢٥٠.٠٠) دينار داخل القطر للعدد الواحد وتخاطب سكرتارية المجلة على العنوان المدرج في أدناه لغرض الاشتراك أو التبادل.

المراسلات

أ.د. دلال هاشم كريم

رئيس هيئة تحرير مجلة سر من رأى

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الأسس الطباعية للبحث

❖ يطبع البحث على الآلة الحاسبة، وعلى ورق حجم (A4) وبوجه واحد.

❖ لا يتجاوز عدد صفحاته (٢٠) صفحة بما فيها: البيانات، والخرائط، والمصورات، وإذا زاد البحث على ذلك يتحمل الباحث دفع مبلغ (٢٠٠٠) دينار عن كل صفحة إضافية، على أن تقدم النسخ الأصلية الخاصة بالأشكال والخرائط على ورق (تريست)، وبواسطة برنامج (Microsoft Word).

❖ بعد الأخذ بملحوظات المقيّمين يرفق قرص (CD) مع البحث المصحح.

❖ تكون الطباعة بحرف (Simplified Arabic)، وبحجم (١٤).

❖ تكتب الهوامش في آخر البحث بنفس خط المتن، وبحجم (١٢)، على أن تذكر معلومات المصدر كاملة عند وروده أول مرة، لتغني عن كتابة قائمة للمصادر.

❖ يقسم البحث على مقدمة وعناوين مناسبة تدل عليه، لتغني عن قائمة المحتويات.

❖ لا تلزم المجلة بإعادة البحث إلى صاحبه، إذا اعترض على نشره الخبراء، ويكتفى بالاعتذار.

❖ منهج البحث العلمي والتوثيق من سمات المجلة المحكمة.

❖ يدفع إلى المجلة مبلغ (٨٠٠٠) ثمانين ألف دينار بدل نشر، بالنسبة إلى الباحثين داخل العراق.

❖ يمنح الباحث نسخة مستلة من بحثه بعد نشره.

❖ تعنون المراسلات باسم (رئيس التحرير) او مدير التحرير.

❖ إذا كان البحث يحتوي على آيات قرآنية، يكون نمط الآيات وفق برنامج مصحف المدينة ولا يتم نشر البحث خلاف ذلك.

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تعليمات النشر في مجلة (سر من رأى)



ترحب مجلة (سر من رأى) العلمية المحكمة بإسهام الباحثين في القطر وسواه من الأقطار، فتخطو بهم ومعهم خطوات واثقة نحو مستقبل مشرق في نواحي الحياة، وفيما يأتي بعض ضوابط النشر فيها:

الأسس الفنية والتنظيمية

- ❖ تستقبل المجلة البحوث العلمية في مجالات العلوم الانسانية كافة.
- ❖ تقوم هيئة التحرير بالبحوث علميًا مع خبراء مشهود لهم بالكفاية العلمية في اختصاصهم الدقيق.
- ❖ ترفض المجلة نشر البحوث التي لا تطابق منهج البحث العلمي المعروف.
- ❖ يلزم الباحث بالأخذ بما يرد من ملحوظات حول بحثه، من خلال ما يحدده الخبراء المقومون.
- ❖ أن لا يكون البحث مقدمًا إلى مجلة أخرى، ولم ينشر سابقًا، وعلى الباحث أن يتعهد خطيًا بذلك.
- ❖ يشترط أن يقوم الباحث ببحثه المقدم.
- ❖ يثبت على الصفحة الأولى ما يأتي: (عنوان البحث، واسم الباحث، ولقبه العلمي، ومكان عمله، وبريده الإلكتروني، ورقم هاتفه، وكلمات مفتاحيه باللغتين العربية والانكليزية)، وفي حالة وجود أكثر من باحث تذكر أسماءهم وعناوينهم، لتسهيل عملية الاتصال بهم.
- ❖ يطبع موجزا للبحث في صفحة مستقلة، وباللغتين العربية والإنكليزية، على أن لا يزيد عن صفحة واحدة.
- ❖ يعتمد أسلوب البحث العلمي في كتابة هوامش البحث ومصادره، ويعتمد الباحث المنهج البحثي الخاص باختصاصه، وتذكر الكتب المستعملة في البحث على النحو الآتي: اسم الكتاب، واسم المؤلف، ورقم الطبعة، ومكان النشر، وجهة النشر، وسنة النشر، والجزء (إن وجد)، والصفحة. أما الدوريات فتكتب على النحو الآتي: اسم الدورية، وعددها، وتاريخ صدورها، وجهة الإصدار، والصفحة.
- ❖ لا يعد قبول النشر ملزما للمجلة بنشر البحث العلمي ضمن الاعداد إلا ما يليق بسمعتها الدولية.

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