

## أثر استراتيجية ( P.O.S.S.E ) في اتجاه طالبات الصف الرابع العلمي مادة اللغة الانكليزية لغة أجنبية

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### المستخلص

تهدف هذه الدراسة الى الكشف عن اثر استراتيجية تنال القمر (P.O.S.S.E) في اتجاه طالبات الصف الرابع العلمي اللغة الانكليزية كلغة اجنبية. ولتحقيق هذا الهدف اجرى الباحثين بحثا عمليا . كان العدد الكلي للعينات هو ٧٣ طالبة . تم استخدام الاستبيان القبلي والبعدي لجمع البيانات الكمية والنوعية للدراسة . اظهرت النتائج وجود فروق ذات دلالة احصائية بين المجموعة التجريبية والمجموعة الضابطة لصالح المجموعة التجريبية.

### The Effect of the( P.O.S.S.E ) Strategy on the Fourth Preparatory Grade Students Attitudes Toward EFL Reading Comprehension

#### Abstract

— The study aims to apply the (P.O.S.S.E) strategy to the fourth preparatory grade students' attitudes toward EFL reading comprehension. To achieve this aim, the researchers conducted an action research. The total number of the samples is 73 students' from Ajindin preparatory school for girl at Al-KharaKh General Directorate of Education / Baghdad. Pre-post questionnaire was used to collect the quantitative data of the study. The results showed that there were positive statistical significant differences between the control and experimental group's attitude in the post -questionnaire in favor of the experimental group.

#### 1.1 Problem and its Significance of the Study

In spite of the teaching process, it is extremely desirable to know exactly what one is hoping to achieve as, the teacher should carefully consider what s/ he is trying to do when s/ he is teaching. Teaching reading comprehension, in particular, has additional problems resulted from the nature of the skill. In the traditional reading comprehension,



not all the students' of a class participate, relatively few students' have the chance to read and have necessary feedback. Those who participate in reading texts are often the brightest students' who volunteer to read aloud and respond to teachers' questions. Therefore , this study will be concerned mainly with the education of the English language as a second language to Iraqi students' , by using a new strategy which may contribute to the acquisition of the fourth grade scientific students' attitude towards the strategy.

The problem of the study can be summed up in the following question :

What is the Effect of the( P.O.S.S.E ) Strategy on the Fourth Grade Preparatory Students Attitudes Toward EFL Reading Comprehension?

Baker (1992:15) admits that students' positive attitudes toward learning another language play a key role learning that language. This, in turn, affects their performance too. Conversely, their negative attitudes\_ may lead to class anxiety and imbed language learning.

Kim (2002: 3) refers to the consequences of weaknesses in the reading comprehension when appear independently and ,students' are expected to read text based on the instruction assumes that students' can understand, and learn from what they read.

In the field of education, there is consensus that attitudes can function both input and output . As input, a favorable attitude of language learning can be regarded as a crucial factor in terms of the language achievement. Thus, “attitude is a predisposing factor, that affect on the results of education” (Baker , 1992: 12).

Englert & Mariage ( 1991) "mention that ( P.O.S.S.E) strategy is a reading strategy that incorporates reading and learning practices. By using this strategy, the students' can discuss their reading through predicting, organizing, searching, summarizing, and evaluating to comprehend the text. The strategy activates previous knowledge, and encourages students' to organize their existing knowledge and then summarize and elaborate on the connections between what they already knew and what they have learned" (Englert & Mariage, 1991: 10 ) .

However, teachers must elaborate students' comprehension on the text through communicative strategies, in order to make

education learning process interesting and effective. By using an appropriate strategy, she wishes that students' comprehension on the reading will be provide (Darmayenti. & Kustati, M,2017 : 8) .

## 1.2 Aims of the Study

The current study aims at :

1. Finding out the effect of the (P.O.S.S.E) strategy on attitude to the fourth grade preparatory students' toward EFL Reading Comprehension.

## 1.3 Hypotheses of the Study

1. There is no statistically significance difference at  $(0.05=\alpha)$  between the mean scores of the experimental group which is taught by the (P.O.S.S.E) strategy and the scores of the control group which is taught by the traditional method in the post attitude questionnaire.

## 1.4 Limitation of the Study

The current study is limited to the following :

1. Students' of the fourth grade in the Ajnadin preparatory school for girls at /AL-kharah1 General Directorate of Education Baghdad in the academic year 2017-2018 .

2. The first four chapters (One :Language learning , two: Education , three: Travel , and four: Review) of the English language textbook are scheduled for the fourth preparatory grade scientific .

## 1.5 Definition of Terms

### 1.5.1 Effect:

Effect: It is "the impact of the experimental factor under controlled conditions on the control variable" (Good ,1995: 295).

### 1.5.2 (P.O.S.S.E)

(P.O.S.S.E) Strategy : It is a group of operations that help students' to find ideas found in the text. Students' hear or read , and then learn how to read, in order to achieve the goals and obtain reading habits of self-independent, self –confidence, and reactive with reading (Daierson , 2004 : 6).



**1.5.3 Attitude:** as "any affective, cognitive or behavioral index of evaluative reactions toward different language varieties or their speakers" (Oakes ,2001:29).

In the current study, the researchers found that the most appropriate definition that is close to the aim of the study is the one which was presented by Hudson. S/he defined it as articulated assumptions that can help the teachers to make sense of competing models. The first of these is "reading is meaning based", second, we should assume that "the active reader provides a lot of information necessary to understanding any text" (Hudson ,2007: 28).

## 2. Theoretical Background and Related Previous Studies

### 2.1 Theoretical Background

This section falls into two parts. The first part includes a theoretical background concerning the (P.O.S.S.E) strategy and the problem of the study. The second part is concerned with the previous related to the present study .

#### 2.1.1 The ( P.O.S.S.E) Strategy

( P.O.S.S.E) is a teaching strategy based on theoretical knowledge in the theory of piaget. This theory consists of range of cognitive stages, that have a large effect in constructive theory (Al-Saadi 2010:46).

According to this Freville &Collen (2006: 20) stated that(P.O.S.S.E) strategy is designed to activate student's previous knowledge on this topic and to link the new information contained in the text. The five letters in the abbreviation of (P.O.S.S.E) strategy is standing for Predict, Organization, Search, Summarize, Evaluate.

The (P.O.S.S.E) strategy was developed by Carol Englert and Troy Mariage in 1991) . It encompasses some reading comprehension techniques such as advance organizer, text structures, self-assessment, and activates previous knowledge, encourages the learners to organize their knowledge, and make comparison between what they knew and what they have learned recently (Aprilia, 2015: 24).

Furthermore, smith et al,(2007 : 82) states that the( P.O.S.S.E) strategy uses a variety of reading strategies to understand the material. This includes many of reading practices that have been found to aid reading comprehension, such as graphic organizers, the text

structures, stimulate students' background knowledge, and self-monitoring. These practices help students' understand the text effectively. In addition, students' are motivated significantly to reading activities, especially, finding the topic, main ideas, and details in supporting of the text when they are given the opportunity to be active in access to the learning process.

### **2.1.2 The Advantages of Using The (P.O.S.S.E) Strategy in Teaching:**

The founders of ( P.O.S.S.E) strategy, Englert and Marriage (1991) and Brownell (2012:116), state the following advantages and features of using (P.O.S.S.E) strategy in developing reading comprehension for EFL learners. They are :

1. Students' learn how to read the text in order to learn something from it.
2. Students' learn how to find key ideas contained in the text and how to summarize and interact with them.
3. Develops the students' self -esteem, increase their capacity and increase their knowledge .
4. The frequent use of this strategy by the students' makes it a mental habit and gives them the ability to constantly learn, to read, and write .
5. Helps the students" learn the skills of summarization (Attiya,2008: 317).
6. Reduces the students' dependence on the teacher and gives them an active lesson in the teaching and learning process.

### **2.1.3 Steps in Teaching (P.O.S.S.E) Strategy**

There are five steps in implementing( P.O.S.S.E) strategy. They are Predict Organize, Search, Summarize, and Evaluate.

#### **a. Predict**

Predict is guess what the text will be about. In this step the students' do the prediction for the text by the brainstorming activity. The teacher asks the students' to predict what the text will tell about using the text evidence such as the title, headings, images/diagrams or the initial paragraphs, etc. The brainstorming activity allows students' to take advantage of the previous knowledge. The teacher can also evidence students' in the prediction step by asking questions such as



“What do you think this text will be about investment guides ?” or “ the text helped you to predict?” these questions can encourage students' to be aware of their own knowledge of processes (Boyle, 2010 : 210 ).

### **b. Organize**

Organize is a step when students arrange their brainstormed ideas in the predict step in their first semantic map. This semantic map helps students' in the organization of their ideas and in the search for the structure of the text. (Bergerson, 2001: 78)

### **c. Search**

Search is the step when the students' begin reading the text. In this step, the students' also search for the text structure of the text. The teacher tells the students' to read the text carefully to confirm their predictions about the ideas in the text.

### **d. Summarize**

Summarize is the step when the students' identify the main ideas in the text and then develop a question to ask about the main idea. In this step, the teacher first, placed the main idea that has been agreed in the circle of the semantic map. After that the students' takes main idea and converts it into a question. The responses from the students' to the question become the details in the semantic map. At the end of the text, the students' finally create the second semantic map.

### **e. Evaluate**

Evaluate is the final step of( P.O.S.S.E) strategy. In this step, the students' evaluate their understanding by doing the comparing, clarifying and predicting. In the comparing, the students' compare the two semantic maps generated before reading the text with the semantic map that is completed after reading the text . This stage supports the students' in comparing prior knowledge with new information and supports them in making more in-depth connections (Reardon, 2009 :11).

## **2.5 Attitude Toward English Language Language Learning Attitude**

The section covers the definition of language learning, importance, view of attitude

### **2.5.1 Definition of Language Learning Attitude**

In general, the concept of 'attitude' can be defined as a construct, an abstraction which cannot be directly apprehended. It is an inner component of mental life which expresses itself, directly or indirectly, through much more obvious processes as beliefs, verbal statements or reactions, ideas and opinions, anger or satisfaction or some other emotion and in various other aspect of behavior (Garret ,2010: 19).

In addition, Gardner (1985: 10).sees attitudes as components of motivation in language learning, and indicates that motivation refers to the combination of effort, desire , favorable attitudes to achieve the goal of learning the language. Personality characteristics such as the target group and language in particular, motives of learning, and generalized attitudes are considered the main create that determine the motivation to learn a foreign language .

### **2.5.2 Importance of Attitudes in Language Learning**

Students' attitude is acknowledged as one of the most important factors that have an effect on learning language (Fakeye, 2010:209). Student's attitude is an integral part of learning and it should, therefore, become an essential component of FLL pedagogy.

### **2.5.3 Views of Attitude**

Two views of attitude have been identified: mentalist, and behavioural (Bergroth, 2007: 30-35 ):

#### **2.5.3.1 Mentalist View of Attitude**

An attitude is defined by Baker (1992 : 11) as "a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related".

#### **2.5.3.2. Behaviorist View of Attitude**

According to the behavioristic perspectives "An attitude is overt and observable response to social situations, that concentrates directly on expressed behavior. This second view of attitudes, differs from the mentalist point of view. In that attitudes are viewed as single unit, which is simply in the responses people give to social situations, i.e. , as response to the stimulus. In the behaviorist view , researchers do not ask for self-reports or indirect inferences from attitudes, but they find it sufficient control ,scheduling , and analyze public behavior"



(Fasold ,1984: 147-148). However, specific attitudes defined this way cannot be used to predict other behavior (Agheyisi & Fishman, 1970: 138).

### 3.Procedures

This section deals with all the procedural measures taken to present a detail description of the research methodology followed to find out the effect of (P.O.S.S.E )strategy on the fourth preparatory students' attitudes.

#### 3.1 Experimental Design

The experimental design represents the strategy which is set by the researcher to collect the information and the control factors or variables which may affect this information and finally carrying out the suitable analysis to questionnaire the hypotheses of the research within a comprehensive plan. The researcher must choose the suitable experimental design which provides valid conclusions about the relationships between both independent and dependent variables (Brown & Rodgers, 2002: 210).

#### 3.2 The Population and its Sample

The population of the present study includes the 4<sup>th</sup> grade preparatory school students'( **Scientific Branch** ) during the academic year 2017-2018 in Ajnadin Preparatory school which belongs to the General Directorate of Education / AL-Kharakh /1, in Baghdad . The total number of the 4<sup>th</sup> preparatory female students' in Baghdad is 3121. The data are taken from the Ministry of Education, Department of Statistics and Reports.

The sample of the study consist of 73 students'. Who are randomly selected from Ajnadin preparatory school for girls . Since the school has only two sections of the 4<sup>th</sup> scientific branch . Section (A) which includes ( 37 ) students is chosen randomly to be the experimental group and section ( B) which includes (36 )students is chosen randomly to be the control group .The total number of the samples are (73) students' .

#### 3.3 Equalization

Equalization is paramount for any experimental study in order to get equivalent for both groups of the experimental design. To achieve equalization between the two groups ,the following variables were regarded :



1. Age of the students .
2. Students' achievement in English ( the scores of the previous year).
3. Parents' Education.
4. Pre-test of the student's attitude toward EFL reading comprehension.

### 3.3.1 Age of students

Table ( 2 ) shows that the there is no significant differences between the two groups at the level of significance ( 0.05) and degree of freedom of (71 ) since the computed  $t$  – value is less than the tabled-value. Therefore, the two groups are equivalent in the age variable .

Table . (1)  
Students' Age

| Groups       | No. of Subjects | Means  | Standard deviations | D.F | T-test Value |          | Significance  |
|--------------|-----------------|--------|---------------------|-----|--------------|----------|---------------|
|              |                 |        |                     |     | Calculated   | critical |               |
| Experimental | ٣٧              | ١٩٠.30 | 4.783               | ٧١  | 0.600        | 2.000    | Insignificant |
| control      | ٣٦              | ١٨٩.69 | 3.725               |     |              |          |               |

### 3.3.2 Parents' Education

#### 3.3.2.1 Fathers' Level of Education

In order to find out whether there is any significant difference between the two groups in the level of their fathers' . The result shows that the value of the calculated Chi-square for the fathers' education is 0.014 which is less than the critical value of Chi-square 7.81 with the degree of freedom of 3 , and at 0.05 level of significance . Hence, the two groups are equivalent of fathers' education. See Table .4

Table .2

The Chi–square Value for the Level of Fathers' Education

| Groups | No. of Subjects | p Read & write | Inter | Prep | B.A and above | d.f | T-test Value |          | Significance  |
|--------|-----------------|----------------|-------|------|---------------|-----|--------------|----------|---------------|
|        |                 |                |       |      |               |     | calculated   | Critical |               |
| EG.    | ٣٧              | ٨              | ٧     | ٨    | ١٤            | 3   | 0.014        | 7.81     | Insignificant |
| CG.    | ٣٦              | ٦              | ١٠    | ٩    | ١١            |     |              |          |               |

#### 3.3.2.2. Mothers' Level of Education

Both groups are turns out to be equal in this variable. This is because the calculated chi-square value is 0.127 which is less than the

critical value of chi-square 7.81 with the degree of freedom of 3 , and at 0.05 level of significance.

Table.3  
Chi– square Value for the Level of Mothers’  
Education

| Groups | No. of Subjects | p Read & write | Inter | Prep | B.A and above | d.f | T-test Value |          | Significance  |
|--------|-----------------|----------------|-------|------|---------------|-----|--------------|----------|---------------|
|        |                 |                |       |      |               |     | calculated   | Critical |               |
| EG.    | ٣٧              | 12             | 9     | 11   | 5             | 3   | 0.127        | 7.81     | Insignificant |
| CG.    | ٣٦              | 9              | 7     | 12   | 6             |     |              |          |               |

### 3.3.2.3 Students' Attitude Toward Reading Comprehension .

The researchers has constructed a questionnaire about students' attitudes towards reading comprehension as a skill based on relevant past studies, such as (Rfaa Rafea and Sanae Tsuda (2003), Harjander Kaur A/p Santa singh(2014), ph Abd Al-Aziz . The questionnaire consists of 37 items . Each item is accompanied with three choices( agree – don't know –disagree).(See Table 4 )

Table. 4  
Mean, Standard Deviation , and T- Values of The Subjects' Level in Pre-Test Attitude Scale for Both Groups

| Groups       | No. of Subjects | Means | Standard deviations | D.F | T-test Value |          | Significance  |
|--------------|-----------------|-------|---------------------|-----|--------------|----------|---------------|
|              |                 |       |                     |     | Calculated   | critical |               |
| Experimental | ٣٧              | ٦٥    | ٧.394               | 3   | ٠.١٩٦        | 2.000    | Insignificant |
| control      | ٣٦              | ٦٥.33 | 7.167               |     |              |          |               |

## 3.5 : Instruments of the Study

To collect data, the researcher constructed tools to achieve the goals and to verify the hypotheses of the current study.

### 3.5.1 Validity of the Instrument

Harris ,(1969:19) put his view of validity within two questions: “ (1) What precisely does the questionnaire measure?” and “(2) How well does the questionnaire measure?”. The term validity refers to “ The degree to which the questionnaire actually measures what is

intended to measure . Face validity and content validity are the suitable types of validity to know whether the instrument is valid to attain the goals of the current study or not (Mc Namra ,2000:138).

Face validity, according to McNamara (2000: 133), is “the extent to which the test and questionnaire meets the expectations to use, e.g. administrators, teachers, candidates and test score users”. The test has been exposed to a jury in order to ensure its suitability. The jury included specialists in methodology and linguistic to decide whether the items are representative or not. The list of the names of the jury members see Table 5

Table 5

The Academic Ranks, Names, and affiliations of the Jury Experts

| No | Academic Rank     | Name                                 | College                                                                        |
|----|-------------------|--------------------------------------|--------------------------------------------------------------------------------|
| ١  | Asst. Prof. Ph.D. | Shaima' A. Al-Bakri                  | University of Baghdad / College of Education/ Ibn Rushd for Humanities, in ELT |
| ٢  | Asst. Prof. Ph.D. | Shaima Mahdi saalh                   | University of Baghdad / College of Education for woman in ELT                  |
| ٣  | Asst. Prof. Ph.D. | Manal Jasim Muhammed                 | University of Baghdad /College of Education / Ibn Rushd/ applied linguistics.  |
| ٤  | Asst.Prof         | Narmeen Mahmood, M.A                 | University of Baghdad/ College of Education for Women                          |
| ٥  | Asst. Prof. Ph.D. | Bushra Saadoon M.Alnoori,            | University of Baghdad /College of Education / Ibn Rushd                        |
| ٦  | Asst. Prof. Ph.D. | Abdul-Karim Fadhil Jamil Al- Jumaily | University of Baghdad /College of Education / Ibn Rushd                        |

### 3.6.2 Reliability

Reliability is the measure of how the questionnaire results are stable , dependable , trustworthy , and consistent (Worthen et al, 1993: 21 ). .The reliability coefficient is considered acceptable since it is above (0.50) and reaches more than 0.68 (Nunnally, 1972:226).

#### 3.6.2.1 Reliability of the Attitude Questionnaire (post –test ) .

To assess the internal coherence of the questionnaire , Alpha Cronbach is applied .Furthermore, the re- questionnaire method was also used to measure Formula, the reliability coefficient is 0.78 . This means that the reliability of all the items of the questionnaire is acceptable .

### 3.8 The Pilot

The purpose behind the pilot test is to :

1. Secure the clarity of the test instructions
2. Determine the average time needed to complete the test
3. Determine the suitable level of the difficulty of the test
4. Identify the discrimination power of the test.

The sample of the pilot study is represented by 60 students' from the same Ajnadin preparatory school . The study students' are selected with same age of the students' and they are taught the same topic ( P.O.S.S.E) strategy and by the same teacher. The pilot study shows that estimate time for the test is 45 minutes, and it also shows that the test instruction is clear .

### 3.9 Final Administration of The Post-Test

After being sure about the questionnaire validity and reliability, the questionnaire has been administrated at the end of the experiment to the sample of the present study. The questionnaire were done from the 8<sup>th</sup> to the 9<sup>th</sup> of December 2018 . The questionnaire was time-scheduled, i.e. to be finished in (45 ) minutes. After answering the questions the researchers collect the questionnaire sheets .

## 4. Results, Conclusion, Recommendations and Suggestions

### 4.1 The Results of post Attitude Questionnaire

This section deals with the presentation of the results analysis obtained by using the instrument of the current study. The results of using questionnaire for two independent samples indicated that :

the computed t – value is (4.809) while the tabled t – value is (2.000), which is lower than the computed one. This indicates that there is a statistically significant difference between the two groups in favour of the experimental group with d.f (71) and ( $\alpha = 0.05$ ). Therefore, the null hypothesis is rejected. See Table 6

Table .6  
The Post Attitude Questionnaire Result

| Groups       | No. of Subjects | Means | Standard deviations | D.F | T-test Value |          | Significance |
|--------------|-----------------|-------|---------------------|-----|--------------|----------|--------------|
|              |                 |       |                     |     | Calculated   | critical |              |
| Experimental | ٣٧              | 79.92 | 11.842              | ٧١  | 4.809        | ٢.٠٠٠    | significant  |
| control      | ٣٦              | 69.42 | 5.684               |     |              |          |              |

Table (6 ) shows that the computed  $t$  – value is (4.809) which is higher the Tabled  $t$  – value (2.000). This indicates that there is a statistically significant difference between the two groups in favour of the experimental group with d.f (71) and ( $\alpha= 0.05$ ). Therefore, the null hypothesis is rejected .

## 4.2 Conclusions

Based on the results of the present study, the following points have been concluded:

1. The result indicates that students' respond well to the effective teaching strategy, therefore supplying the texts and teaching methods with new strategies may increase the students' language learning .
2. All students' are able to answer comprehension questions, and can provide summary of the text successfully.
3. Theoretically, the results shows the point that using the material by (P.O.S.S.E) strategy, when teaching reading comprehension .
4. (P.O.S.S.E) strategy encourages the students' critical thinking since they can express their opinion and ideas freely.

## 4.3 Recommendations

The following recommendations are presented :

1. Teachers should use (P.O.S.S.E) strategy that are useful to their students' in order to enhance students' proficiency and help them achieve their goals.
2. Doing workshops for training the teachers on using media in their teaching and enhancing students' self confidence in reading .
3. Educational administration should provide (P.O.S.S.E) strategy in training English teachers.
4. The use of (P.O.S.S.E) strategy in teaching other skills such as Writing , speaking ,and listening .

## 4.4 Suggestions

1. Researches in the same field can be conducted at the college level.



2. Studying the relationship between (P.O.S.S.E) Strategies and intelligence.
3. Researches can be conducted to other EFL skills in primary and intermediate schools for boys in order to see whether the findings support the conclusions of the present study or not.

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## Appendix( A)

### A Questionnaire of Students' Attitude Toward learning English in Reading Comprehension

What is your attitude towards Learning English As a foreign language?

Please tick ( √ ) in the appropriate box .

| No. | Items                                                                           | Agree | Don't know | Disagree |
|-----|---------------------------------------------------------------------------------|-------|------------|----------|
| ١   | I need English in my daily life .                                               |       |            |          |
| 2   | It is hard and stressful job to learn English language.                         |       |            |          |
| ٣   | I find learning English in class very interesting.                              |       |            |          |
| 4   | English language classes are boring.                                            |       |            |          |
| ٥   | Reading is a good way of learning English .                                     |       |            |          |
| 6   | Speaking English anywhere makes me feel worried.                                |       |            |          |
| 7   | I put off my English homework as much as possible                               |       |            |          |
| 8   | I can't be bothered trying to understand the more complex aspects of possible . |       |            |          |
| ٩   | I like to practice English the way native speakers do.                          |       |            |          |
| 10  | It is difficult for me to talk about what I have read.                          |       |            |          |
| 11  | Learning English is not easy .                                                  |       |            |          |
| ١٢  | Learning English is good for self –development.                                 |       |            |          |
| 13  | My English teacher doesn't present materials in an interesting way .            |       |            |          |



|    |                                                                                              |  |  |  |
|----|----------------------------------------------------------------------------------------------|--|--|--|
| 14 | I cannot apply the knowledge from English subject in my real life.                           |  |  |  |
| ١٥ | I enjoy reading in English .                                                                 |  |  |  |
| 16 | I do not feel enthusiastic to come to an English class                                       |  |  |  |
| ١٧ | I need to learning English because it makes me more knowledge person .                       |  |  |  |
| 18 | I study English just to pass the exam.                                                       |  |  |  |
| ١٩ | I use titles to help me figure out what a story is about                                     |  |  |  |
| 20 | When I leave school, I will give up the study of English because I am not interested in it . |  |  |  |
| ٢١ | Providing extra classes is important for English language learning .                         |  |  |  |
| 22 | It is difficult for me to write about what I have read.                                      |  |  |  |
| ٢٣ | English language is necessary to communicate with people.                                    |  |  |  |