

The Impact of Number Head Together Technique on Iraq EFL Students' Performance in Reading Comprehension

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Abstract

Reading comprehension constitutes one of the major goals in the language teaching program because of its relevance to develop a foreign language learners in their future life. As well as , it can be used as a mean to develop the skills of reading comprehension.

English language learners in Iraq have an inadequate level of reading comprehension due to a number of factors such as the strategies and techniques they follow in their reading comprehension and the types of methods that the teachers use in teaching this skill.

To achieve the aim of the present study, the researcher has used a new technique in teaching reading comprehension namely (number heads together) which is considered a new trend and the most important one in teaching and learning.

To fulfill the aim of the study, a null hypothesis is postulated stating that there is no statistically significant difference between the mean scores of the students who are taught reading comprehension through using numbered heads together technique and those who are taught reading comprehension through using the technique recommended by the Teacher's Guide.

Ten weeks experiment was conducted utilizing and a pre- posttest experiment has been designed. Two sections were randomly selected from Zaho Al-Iraq Secondary School for Girls. Sixty five/ fifth grade secondary female students were assigned to the experimental and control groups, 32 students were for the experimental group and 33 students were for the control group after excluding five students from both groups, because they were repeaters in this grade. Both groups were statistically equalized in a number of variables such as age , parents' level of education, students 'scores in English in the previous year, and the students' scores obtained in

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the pre test. The experimental group had been taught reading comprehension by using numbered head together technique whereas the control group was taught by the classical teaching method (i.e., currently followed method).

After the administration of the tests to the main samples and the statistical treatment of data using the t-test for two independent samples, the experimental group scores outperformed the control groups scores.

These results referred to the effectiveness of using number head together technique in teaching reading comprehension skills.

In the light of the results, a number of conclusions, recommendations and suggestions for further research were stated.

Chapter One Introduction

1.1 Statement of the Problem and its significance

In Iraq, English is considered a foreign language. It means that Iraqi people do not use English for daily communication. As a result, learning English is very difficult for the learners because there are so many things that are different from their native language.

The students should master all of the four language skills; listening, speaking, reading, and writing (Rost, 2009: 103). Reading is a skill as important as the other language skills, while each of the four skills is important for second and foreign language acquisition. Reading is viewed as the —primary means of L2/FL acquisition. Grellet (1996:8) states that reading skill should not be separated from other skills. It means that everything that people talk or write is all about everything they have read. Reading relates to reading comprehension. When students are reading, they are thinking by comprehending all the words, phrases, sentences, and paragraphs in order to get the meaning of the text as a whole. Through reading activities, students are expected to be able to understand the meaning of the whole text. Consequently, the students must have a good reading ability.

This study shows the dominance of conventional language instruction, a traditional style of language instruction prevails across schools in most EFL contexts throughout Iraq. Traditional EFL reading courses are typically taught in large classes by teacher-centered method, which mainly involves text explanation, vocabulary illustration, grammar instruction, and intensive drills on language forms. These traditional methods emphasize linguistic accuracy and rote learning. Teachers serve as the sole providers of language knowledge, and students are treated as passive recipients of

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teaching, rather than active learners, and exhibit limited autonomy. These methods have caused students to feel dull and disinterested in EFL classes.

The significance of the problem lies in fact that it tackles reading which is considered to be one of the most important skills needed by EFL learners. RC skills, together with other linguistic skills, are supposed to be improved by the syllabus adopted in Iraqi schools by the Ministry of Education. For that purpose, plenty of reading passages are given; yet many students experience comprehension problems. They show little sign of developing these skills when finishing their secondary school study. Students' weakness in RC of English has been asserted by previous studies such as Al-Marsumi, 1988:71; Al-Rifa'i, 1994:3; Al-Qaisi, 2002:95, Al-Nua'emi,2013:2.

Hence, there is a need to an experiment with a new technique for the sake of improving reading skills. One of these is number head together technique in teaching reading. The students cannot really understand the meaning of the reading text. Consequently, they could not answer the comprehension questions correctly. For that reason, the teacher should choose the appropriate teaching strategy to make the students master in reading. One of the teaching strategies that can be applied in teaching reading comprehension is cooperative learning. This study hopes to find solution for this problem by using (Number Head Together Technique).

Number head together can be defined as a technique which helps students in and out of the class. This technique fosters academic achievement and also gives self-esteem to the students by creating small working groups, in which the students help each other, improve their communication, problem solving and critical thinking skills. Students help each other to enhance their academic success and practice their skills as a result. In this technique, the teacher determines the goals of the lesson, prepares the appropriate materials, explains the structure of cooperative goals, organizes student groups, reinforces students in necessary situations, and awards a prize to groups and active group members at the end of the activity (Bayraktar,2011:63).

1.2 Aim

The present study aims at investigating the impact of number head together technique on Iraqi EFL students' performance in reading comprehension.

1.3 Hypothesis

The aim of the present study will be achieved through verifying the following hypothesis:

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There is no statistically significant difference between the mean scores obtained by the subjects of the experimental group who are taught reading comprehension according to number head together technique and those of the control group who are taught reading comprehension according to the prescribed method in reading comprehension post test .

1.4 Limits

The present study is limited to Iraqi EFL fifth-grade secondary school students during the academic year 2015-2016. The materials will be taken from their textbook 'English for Iraq'.

1.5 Value

The value of the present study stems from the significance of learning to read as an essential aspect of the process of teaching EFL. Reading skill is very important to be mastered by learners of a foreign language. The current study may also be valuable for teachers of English, teacher trainers, educators, and EFL learners and textbook designers.

1.6 Procedures

To achieve the aim and verify the hypotheses of the current study, the following procedures will be adopted:

1. Selecting a sample of EFL students from fifth grade secondary schools,
2. Dividing the selected sample of students randomly into two groups (an experimental and control group),
3. Choosing a suitable experimental design,
4. Constructing a pre test and post test in reading comprehension and ensuring its validity and reliability,
5. Administering the one test to the subjects to assess the level of the students in reading comprehension,
6. Teaching reading comprehension to the subjects of the experimental group by using number head together technique,
7. Conducting the (posttest) to the subjects of both groups to find out whether the suggested technique has any effect on the subjects or not,
8. Analyzing the collected data to get results by using the suitable statistical tools, and finally:-
9. Interpreting the obtained results to come up with conclusions, recommendations, and suggestions for further research.

1.7 Definition of Basic Terms

The researcher adopts the following definitions operationally:

1.7.1 Impact

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Impact is the degree of improvement in the students' achievement in English language reading as a result of using number head together . It is statistically measured.

The operational definition of "impact" is the positive or negative change of students' performance in RC caused by teaching them English literature according to number head together technique.

1.7.2 Number Head Together Technique (NHT)

Number Head Together Technique is a cooperative learning strategy that holds each student in a group accountable for learning the materials. In this technique, the students have to work in-group and think together to solve the problem with all the member of the group. The entire members have responsibilities to know the answer because nobody knows who will be called by the teacher to present the answer (Cooper,1999: 282).

1.7.3 Technique

Good (1973: 591) defines technique as "an instructional procedure designed to relate to learners the material being presented in order to facilitate learning." It is what actually takes place in the classroom (Richard and Rodgers, 2001: 19).

The operational definition of technique is the steps followed by the teacher to find out the structure and comprehension of the passage.

1.7.4 Reading Comprehension:

Reading Comprehension is the ability of a person to understand well the written text that the author wants to convey. Comprehension is the heart and the goal of reading, since it forms an interactive process between the text and the person who reads the text (Rivers, 1981:180).

The Operational Definitions

1.7.5 Performance

Good (1973:7) states that performance is the "ability to achieve desired results with economy of time and effort in relation to amount of work accomplished". As for Brown (2000:30) is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something.

1.7.6 Reading

Fly (1965:24) states that reading is the process of getting the thoughts and ideas that were in the authors' mind that involves the transmission of ideas through several imperfect media.

The abilities needed in reading a language include at least the following (ibid:59)

1. Language and graphic symbols.

2. Ideas.
3. Tone and style.

Chapter Two

Review of Related Literature

2.0 Introductory Note

This chapter is divided into two parts. The first part is a theoretical framework that is concerned with issues related to reading such as (definition, importance, types, models, and levels of reading comprehension), the second part is related to factors that affect reading comprehension and techniques of reading assessments.

2.1 The Notion of Reading

Many attempts have been made to offer a more comprehensive definition of reading, yet these attempts simply go beyond mouthing the words and understanding what is written on a page. Thus, the term "reading" may exhibit more than one sense (Broughton et al.,1981:91). This section tends to provide some definitions of reading postulated by the most prominent figures in the field of ELT.

In the past twenty five years , it has been argued that reading is the most essential academic language skill for SL students. In academic settings, reading is assumed to be the central tool for learning new information and gaining access to alternative explanations and interpretations. Further, reading provides the primary means for independent learning, whether the goal is performing better on academic tasks, learning more about subject matter, or improving language abilities(Grabe and Stoller,2001:187). The increased focus on the teaching of reading and other literacy skills to learners may relate to the recognition that reading is actually the most fundamental skill for SL learners .

For this, Anderson (1999:1) states that:

Reading is an active, fluent process which involves the reader and the reading material in building meaning. Meaning does not reside on the printed page, synergy occurs in reading which combines the words on the printed page with the reader's background knowledge and experiences.

2.2 The Importance of Reading

The importance of reading English, EFL language learners cannot overemphasize. It is widely recognized that reading is one of the most important skill for EFL learners to be mastered, the mastery of reading skill could help ESL/EFL learners achieve success not only in English

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learning but also in other content based classes where English reading proficiency was required. Reading has played a crucial role in overall development in language skill and even in academic issues for reading (Krashen, 1987:167).

In this way, Hant (2001:137) sees that reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in.

McDonough and Shaw (2003:89) agree with Krashen, (1987:167) that reading is the most important foreign language skill, particularly in cases where students have to read English materials for their own specialist subject.

2.3 The Notion of RC

It comes now to the notion of RC as a whole term. In this sense, Savage and Mooney (1979:29) state that reading comprehension is the ability to derive meaning and understanding from printed language and the consummation of the act of reading. Reading is language activity. Since language is a tool of communication, and communication involves the reception as well as the expression of ideas, then the act of reading is not complete until comprehension has taken place. The aim of reading is comprehension. Grellet (1995:3) asserts that comprehension is the "ability to construct meaning from a text through decoding the writer's words and using previous knowledge about the target text in order to expand and modify one's understanding and knowledge". As Widdowson (2000:63) considers comprehending as "the ability to recognize sentences manifested through the visual medium and to associate them with their correct signification.

For Kate et al. (2004: 31), comprehension is a complex activity that covers many different cognitive skills and processes. They state that the different language skill and reading process is depended on the reading comprehension level. The reading comprehension activities of the higher level language skills which involved is focused on information across sentences and ideas in a text, which conducted some elements, namely: inference and integration, comprehension monitoring, and knowledge about text structure. These skills are important for comprehension because it will help the reader to construct an integrated and coherent model of a text's meaning. For the lower level language skills is involved only two elements, those are word reading accuracy and verbal and semantic skills.

Chapter Three

Cooperative Learning and NHT Technique

3.0 Introductory Note

This chapter is devoted to the presentation of cooperative learning, the history of cooperative learning, its elements, theories, principles, types, techniques, especially NHT technique and the role of both teacher and learner in cooperative classes.

3.1 Learning and Language Learning

In fact, learning in general and learning a language in particular is a very complex process which involves a lot of psychological, cognitive, mental, etc. activities. Learning is the process by which storage and retrieval of information is achieved. The ultimate goal of the teaching / learning process is to establish a learning environment that promotes positive attitudes, productive efforts and maximum achievement for all students in the class. The proper focus of attention is always on the learners rather than the teacher since they are the cornerstone of this process (Richards and Rodgers, 2001:198).

3.2 Techniques of Cooperative Learning (TCL)

To carry out cooperative learning inside classrooms, this requires the students to develop their own learning as well as in the construction of knowledge. Kagan (1991) states that there are over fifty techniques of CL. In this way, cooperative learning has several lot of techniques, which allow the students to be active participants techniques. Based on Slavin, some techniques in cooperative learning are Students Teams-Achievement Division (STAD), Teams-Games-Tournament (TGT), Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), Number Heads Together, Think-Pair-Share and many more. Then, Olsen and Kagan in Richards and Rodgers stated, the following example in cooperative learning activities step interview, Think-Pair-Share, Solve-Pair-Share, Number Heads Together (as cited in Richards and Rodgers, 2001:198).

3.2.1 Number Head Together Technique

Methodologically speaking, cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small group of learners in the classroom (Richards and Rodgers, 2002:192). It means that this approach emphasizes cooperation rather than competition within the members of group. Good cooperative learning strategies engage students in sharing how they think, examining it themselves, gaining insight from the critiques of their peers, and enlarging

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their conceptual understanding by hearing how others understand the same content (Cooper, 1999:272). There are many kinds of techniques in cooperative learning. The researcher has chosen Numbered Head Together technique as a new one in teaching reading comprehension.

3.2.1.1 Kagan Cooperative Learning Modal

As for Kagan (2010:85), cooperative learning is “a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal students work together to learn and are responsible for the teammate's learning as well as their own”, The kagan model of cooperative learning based on the concept and use of “structure” is an innovate approach to classrooms instructions. This structure such as “number headtogether”.

“Quiz Quiz trade” and “rally coach” create greater student motivation higher student achievement and effective classroom management. The primary goal is communication about important and personal themes; the participation of foreign language students in traditional sequential class activities is inadequate. When students are given a variety of opportunities to practice listening and speaking with others, can they develop mastery with communication in a foreign language class (ibid:85).

The current study takes numbered head together as a technique in teaching reading comprehension. This technique is useful to check the understanding, to review, as an antidote to the whole-class question–answer format. A team of four is established. In this technique , each member is given numbers of 1, 2, 3, 4. Etc. Questions are asked to the group. Group works together to answer the question, so that all can verbally answer the question. Teacher calls out a number for example (2) and the student who namely this number from all groups is asked to give the answer. Richards and Renandya (2002:52) state that numbered heads together technique encourages successfully group functioning because all members need to know and be ready to explain their group’s answer. Also, Cooper (1999:282) states that NHT technique provides an incentive from students to harness their interest in socializing to academic agenda, to invest the learning of their teammates and to work hard themselves.

NHTcontributes to develop positive Interdependence in CLL contexts by giving all the students the opportunity to reflect, give their opinion and know the answer before the teacher asks anyone to answer. It works like this: the teacher numbers students off. Next, the teacher poses a problem or a question related to the topic being dealt with. Students put their heads together to think in order to find the answer and finally, the teacher calls a

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number. All the students with the same number raise their hands and the teacher asks one of them to answer the question or solve the problem (ibid:282).

There are many strength points of using NHT Technique in teaching reading comprehension:

1. Increase the students' motivation.
2. Increase the students' retention.
3. Promote positive competition.
4. Promote discussions in both individual and group accountability.

3.3 Teacher and Learner Roles in NHT

3.3.1 Teacher's Role

In practice, the teacher usually adopts a variety of roles within the classroom to facilitate learning, some of these roles come naturally to most teachers who coach and sit them, someone on their side, not so.

Harmer (2001:108) states some roles that the teacher takes in the classroom, as follows :

- **Controller:** when teachers act as controllers, they are in charge of the class and of the activity taking place and are often leading from the front. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom.
- **Prompter:** when they are involved in a group work activity, the students lose the thread of what is going on, or they are 'lost for words'(i.e. they may still have the thread but unable to proceed productively for lack of vocabulary). They may not be quite sure how to proceed. In this circumstance, the teacher holds back and lets students work things out for themselves or, instead, nudges them forward in a discreet and supportive way.
- **Participator** : the traditional picture of teachers during discussion, role-play or group decision-making. The teacher let his / her learners get on with it and only intervening later to offer feedback and / or correct mistakes (ibid).
- **Facilitator** of the communication process between all participants in the classroom.
- **Need analyst.** In this technique, the teacher assumes a responsibility for deterring and responding to the learners needs.
- **Group process manager:** for organizing the classroom as a setting for communication and communicative activities (Richards and Rodgers, 2001:167).

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3.2.2 Learners Role

The primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members. Learners have to learn teamwork skills. Learners are also directors of their own learning. They are taught to plan, monitor, and evaluate their own learning, which is viewed as compilation of lifelong learning skills. Thus, learning is something that requires students direct and active involvement and participation. Pair grouping is the most typical CLL format, ensuring the maximum amount of time both learners spend engaged on learning tasks. Pair tasks in which learners alternate roles involve partners in the role of tutor, checkers, recorders, and information shares (Richards and Rodgers, 2001:167).

3.4The Advantages of Number Head Together

This technique is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this technique is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material.

Also, Cooper (1999: 282) argues that group learning methods encourage students to take greater responsibility for their own learning and to learn from one another. The advantages of NHT are:

1. Positive interdependence

The students are able to learn from each other. They must also work together to ensure learning production. They must check that everyone can understand and answer the question.

2. Individual accountability

Students are accountable to each other for sharing ideas. The student may also be required to share their partner's ideas to another pair or whole group. Every student must be able to give the group response to the question (ibid: 282).

3. Equal participation

Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. (ibid: 282).

Kagen and Miguel (2009:42) state that students who would not participate or who would participate very little become engaged when we equalize participation.

4. Simultaneous interaction

High degrees of interaction at any moment all of the students will be actively engaged in purposeful speaking and listening (ibid:282)

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5. Multilevel

This kind of learning can be used in any kinds of level, but of course it has to be adjusted with the material given (Eazhull, 2006:online).

Chapter Four Procedures and Methodology

4.0 Introductory Note

This chapter aims at reporting the practical measures conducted in order to achieve the aims set in this study. In other words, it includes the following:

- 1- The type of the experimental design,
- 2- The population and sample selection,
- 3- Equalization between the experimental and control groups,
- 4- The instruments used in this study and their application, and
- 5- The statistical means used for analyzing the data and computing results.

4.1 The Experimental Design

Before revealing the type of the experimental design, it is necessary to define it briefly. To this, Good (1973: 174) defines the experimental design as *“the plan according to which experimental groups are selected and experimental treatments are administrated and their effect is answered”*.

Moreover, *“Selection of a particular design is based upon the purpose of the experiment, the type of variable to be manipulated and , conditions or limiting factors under which it is conducted”* (Best 191:68). The experimental group has been taught RC according to the proposed technique; NHT, while the control group has been taught according to the conventional method. As a result, two groups of the 5th stage students are chosen from Zaho AL-Iraq Secondary School for Girls –Baghdad (See Table 4.1).

Table (4-1)The Experimental Design

The Groups	The Test	Independent Variable	The Test
The experimental group (EG)	Pre test	Number head together technique	Post test
The control group (CG)	Pre test	Traditional technique	Post test

Chapter Five
Data Analysis, Results, Conclusions,
Recommendations, and
Suggestions for Further Studies

5.0 Introductory Note

This chapter is going to explain the presentation and discussion of the results obtained according to the aim and the hypothesis of the current study. In addition, conclusions are drawn, recommendations and suggestions for further studies are put forward.

5.1 Data Analysis

In order to attain the aim of the current study which is investigating the impact of numbered head together technique on Iraqi EFL students 'performance in reading comprehension, it is hypothesized that "there is no statistically significant difference between the mean score of the performance in reading comprehension of the students who are taught RC using(NHT) and those who are taught RC using techniques recommended by the Teacher's Guide". In verifying the above hypothesis, the mean scores as well as standard deviations were calculated for the two groups as shown in Table 5.1 below.

**Table 5.1 The Mean Scores, Standard Deviations and T-Test Value
For the Two Groups in the Post Test**

<i>Group</i>	<i>No.</i>	<i>Mean</i>	<i>SD</i>	<i>Computed t- value</i>	<i>Tabulated t- value</i>	<i>df</i>	<i>Level of significance</i>
EG	30	11.000	2.840	4.232	2.00	58	0.05
CG	30	7.966	2.709				

Using the t-test formula for two independent samples, it is found that the computed t-value is greater than the tabulated t-value which is (2.00) at (58) degree of freedom and (0.05) level of significance. This reveals that there is a statistically significant difference between the mean scores in favor of the experimental group which is taught by the numbered head together technique.

As a result, the null hypothesis of the current study is rejected and an alternative hypothesis is accepted which states that there is statistically

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significant difference between the experimental and control group in their reading comprehension.

5.2 Discussion of the Results

As shown in the statistical analysis of the data (See table 5.1), the teaching technique which is suggested and adopted by the researcher in her experiment has proved its effectiveness to improve the students' performance in reading comprehension in the experimental group compared to control group results.

This indicates the effectiveness of implementing numbered head together technique of the students' performance in teaching reading comprehension. This result agrees with some previous studies which refer to the effectiveness of using specific techniques in the process of teaching and learning the different aspects and skills of English as a foreign language.

In the Iraqi EFL classroom situation, the students present the topic in order to illustrate the elements and decisions of the topic and, so the students were trying to use the target language in presentation as they would in the real world since numbered head together technique is learner-centered rather than teacher-centered. In a typical classroom, inauthentic materials, redundant questions, and scripted exercises were used as attempts to gain communication.

The current study has revealed the following

1. The researcher used a new technique in presenting the material to her students namely (numberhead together). This technique that the teacher used and made the students create a new environment for teaching and change the traditional feel boring and unattractive inside the class.
2. Different reading activities can be used to raise awareness of reading comprehension performance.
3. Number head together technique plays an important role as a mean of developing reading comprehension skills
4. Furthermore, teachers are requested to encourage their students to use numbered head together technique so that they would recognize and demonstrate the passage easily and effectively.

5.3 Conclusions

In the light of the obtained results, the use of number head together technique:

1. Proves to be an effective instructional technique in teaching RC skill.

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2. May save more time and effort to practice and develop students' abilities compared with traditional techniques.
3. Develops understanding of particular concepts as they explore the passage and meaningfully participate in small group.
4. Helps the students to use real situations and develop their communication skills.
5. Is a means of alternative assessment which helps the learners to become collaborative learners and provide techniques for their own learning.
6. Has facilitating effect in developing the reading abilities of the learner.
7. Gives the students the opportunity to develop their reading performance.
8. Enables the students to express themselves in reading skills, freely and without hesitation by using their own words, even if they commit mistakes.
9. Helps students reach agreement about different team group member responsibilities. Students should view each other as single links in a chain that unite, through exchanges of information and negotiation of meaning, to produce a successful project outcome.

5.4 Recommendations

In the light of the results and conclusions, the following recommendations are set :

1. EFL teachers need to be aware of the importance of employing NHT technique and to use it in teaching RC skills.
2. EFL teachers should give his/ her students an equal opportunities to communicate inside the class.
3. EFL syllabus designers are to include modern techniques like NHT when constructing EFL syllabus
4. The students should be trained to use NHT technique not only in comprehending reading passages, but also in other skills like writing
5. Ministry of Education is invited to adopt NHT as an effective and useful technique in teaching stories and reading passages in all stages of learning.

5.6 Suggestions for Further Studies

The results of the current study showed a significant change in the experimental group of the performance in their reading comprehension. On the basis of the findings of the current study, the following studies are suggested for further research:

1. The effect of number head together technique on EFL college student's writing performance in English.

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2. A similar study can be applied to investigate the effectiveness of using NHT technique on students' performance in listening, speaking or writing.
3. A similar study is suggested to examine the effect of NHT technique on higher levels such as secondary school EFL students or even lower levels at primary schools.

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أثر إستراتيجية الرأس المرقم(NHT)على أداء الطلبة العراقيين دارسي

اللغة الانكليزية لغة اجنبية في الاستيعاب القرائي

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المستخلص

يعد الاستيعاب القرائي واحدا من المهارات المهمة الواجب تطويرها لما له من صلة وثيقة بتطوير القدرة اللغوية للمتعلمين في حياتهم المستقبلية ، كما يمكن استخدام الاستيعاب القرائي كوسيلة لتطوير المهارات في اللغة الأجنبية .

The Impact of Number Head Together Technique on Iraq EFL Students' Performance in Reading Comprehension

Asst. Prof. Saad Salal Sarhan , HamsaKadhumaTaha

نتيجة لما تشير اليه المعطيات التربوية ، فان الكثير من الطلبة العراقيين لا يمتلكون المستويات الكافية من الاستيعاب القرائي هنالك أيضا ضعف في القدرة على الاستيعاب القرائي لدى متعلمي اللغة الانكليزية لغة أجنبية ويعود هذا إلى ضعف الطرائق والأساليب التي يتبعونها في القراءة وكذلك الطرائق المستخدمة من قبل التدريسيين في تدريس هذه المهارة . وبهدف حل هذه المشكلة ، قامت الباحثة باستخدام طريقة جديدة في تدريس هذه المهارة وهي تقنية الرأس المرقم، حيث تعتبر واحدة من الاتجاهات الحديثة التي تلعب دورا مهما في عملية التعليم والتعلم.

تهدف الدراسة الحالية إلى تحديد تأثير تقنية الرأس المرقم لتدريس الاستيعاب القرائي في المرحلة الاعدادية بشكل تجريبي ولتحقيق هذا الهدف ، لقد افترض انه ليس هنالك فرق ذو دلالة إحصائية بين متوسط تحصيل الطالبات اللواتي يدرسن الاستيعاب القرائي عن طريق تقنية الرأس المرقم اولئك اللواتي يدرسن نفس المهارة باستخدام الطريقة التقليدية المقررة في دليل المعلم .

طبقت التجربة لمدة عشرة أشهر باستخدام منهج تجريبي يتضمن اختبار قبلي وبعدي ،اختيرت شعبتان من إعدادية زهو العراق للبنات إذ قسمت الباحثة العينة إلى مجموعتين والتي تضم خمسة وستون طالبا من الصف الخامس العلمي ،إذ أن كل مجموعة تتألف من 30 طالبة مع استبعاد خمسا من الطالبات الراسبات من كلتا المجموعتين ، حيث كوفئت المجموعتان إحصائيا في عدد من المتغيرات مثل العمر والتحصييل الدراسي للوالدين ودرجات تحصيل الطالبات في مادة اللغة الانكليزية في ألسنه السابقة ودرجات تحصيلهم في الاختبار القبلي ، حيث درست المجموعة التجريبية الاستيعاب القرائي باستخدام تقنية الرأس المرقم اما المجموعة الضابطة فقد درست الاستيعاب القرائي بالطريقه التقليديه .

طبقت الباحثة الاختبار على العينتين بالمعالجة الإحصائية باستخدام الاختبار التائي لعينيتين مستقلتين وقد أوضحت النتائج إن تحصيل المجموعة التجريبية كان أفضل من تحصيل المجموعة الضابطة وهذه تكشف مدى تأثير فاعلية استخدام تقنية الرأس المرقم في تطوير مهارة الاستيعاب القرائي .

وفي ضوء النتائج ، قدمت الباحثة مجموعة من الاستنتاجات والتوصيات والمقترحات الخاصة بإجراء بحوث مستقبلية .