

Perceptions of EFL Teachers of Using Venn Diagrams for Developing Secondary School Students' Reading Strategies in English literature Submitted

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تصورات مدرسي اللغة الانكليزية لاستعمال مخططات فين لتطوير استراتيجيات القراءة لطلبة المدارس الثانوية الدارسين اللغة الانكليزية كلغة أجنبية في الأدب الانكليزي

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ملخص

تهدف الدراسة الحالية لإيجاد دور استعمال مخططات فين لتطوير استراتيجيات القراءة لطلبة اللغة الانكليزية كلغة أجنبية كلا من المعرفية وما وراء المعرفية في الأدب الإنجليزي اعتمادا على تصورات مدرسي اللغة الانكليزي كلغة أجنبية. فضلا عن إيجاد ما إذا كان هناك فروق ذات دلالة إحصائية بين معدل متوسط تصورات مدرسي اللغة الانكليزية كلغة وفقا لمتغير الجنس (ذكور وإناث) نحو استعمال مخططات فين لتطوير استراتيجيات القراءة لطلبة اللغة الانكليزية كلغة أجنبية في الأدب الانكليزي .

تتكون عينة الدراسة الحالية من مدرسي اللغة الانكليزية كلغة أجنبية من المدارس الثانوية في مدينة الكوت خلال العام الدراسي ٢٠١٤-٢٠١٥. وقد تم اختيار استبيان مناسبة كأداة لجمع البيانات، متكونة من (٢٦) فقرة، والذي يهدف إلى معرفة تصورات مدرسي اللغة الانكليزية كلغة أجنبية تجاه استعمال إستراتيجية مخططات فين لتطوير استراتيجيات القراءة لمتعلمي اللغة الانكليزية كلغة أجنبية في الأدب الإنجليزي. وقد تم تطبيق وسائل إحصائية مناسبة لنتائج الدراسة لتحقيق أهداف الدراسة التي كشفت أن تصورات مدرسي اللغة الانكليزية كلغة أجنبية هي جيدة (مهم جدا) نحو استعمال إستراتيجية مخططات فين لتطوير استراتيجيات القراءة لمتعلمي اللغة الانكليزية كلغة أجنبية في الأدب الإنجليزي، لامتلاكهم الخبرة والمؤهلات العلمية لاستعمال إحدى استراتيجيات الدراسة الحديثة مثل (مخططات فين). نتائج الدراسة تشجع على استعمال مخططات فين لتعليم اللغة الانكليزية كلغة أجنبية.

Abstract

The present study aims to find out the role of using Venn diagrams for developing EFL students' reading strategies, both the cognitive and metacognitive strategies in English literature depending on EFL teachers' perceptions. In addition, to find out if there is a statistical difference between the mean scores of EFL teachers' perceptions according to their gender (male and female) toward using Venn diagrams for developing EFL students' reading strategies in English literature.

The sample of the current study consists of EFL teachers from the secondary schools in kut during the academic year 2014-2015.

A suitable questionnaire has been chosen as a data collection tool consisting of (26) items, which aims to find out the EFL teachers' perceptions toward using Venn diagrams strategy for developing EFL students' reading strategies in English literature.

A suitable statistical means has been applied to the results of the study to achieve the aims of the study which reveal that the EFL teachers' perceptions are good (very important) toward using Venn diagrams strategy for developing reading strategies of EFL students in English literature. Since, they have a good scientific practice and qualifications to use one of the modern teaching strategies such as (Venn diagrams).

The results of the study encourage the use of Venn diagrams strategy in EFL classrooms.

1. Introduction

Effective EFL teachers focus on teaching or developing reading strategies. Since reading is one of the most important skills in language learning. In other words, teachers use ways to convey and clarify the meaning of the text content and to help his/her students, how they can increase their abilities to understand the meaning and to make "comparison", "connection", and learn the main idea and information from the text independently in order to be effective readers. (Richard&Schmidt,2000:444)

In EFL classroom, teachers can use many strategies, techniques, and activities to enhance the students' reading strategies, both cognitive and metacognitive strategies. Teachers should assist their students not only to improve their reading strategies, but also to help them how to comprehend what they read, and to help them how to connect their prior experience and knowledge with the text itself more quickly and effectively. To achieve this, EFL teachers can use one of new methods of teaching, and **Venn diagrams** are considered one of these effective methods.

2. Literature Review

1. Reading Strategies:

Reading is an essential skill of language learning which overlaps with the other skills of language such as speaking and writing, and without dominating reading strategies, students cannot comprehend what they read. Susser, Robb(1990) as cited in Alsamadani (2012: 829)states that "Reading has been the most emphasized skills throughout the last three decades of second / foreign language teaching research ". This means, that teachers should use effective ways and techniques to help their students to improve their reading strategies and in an interesting environment through using a range of teaching approaches that produce confident and independent readers. McNamara (2009:34) states that " reading strategies are essential, not only to successful comprehension, but to overcoming with reading problems and becoming a better reader and comprehender". Thus, "The goal of academic reading instruction should be to develop strategic reading abilities in order to make each student a

strategic reader" Sibongile (2008:20). Since the suitable use of reading strategies pave the way to each student to be a successful reader in future and leads to effective reading. "Strategic readers feel confident that they can monitor and improve their own reading so they have both knowledge and motivation to succeed (Peter Afflerbach, David Pearson & Scott G. Paris, 2008)" as cited in Hanim (2013:3)

Evchevarria, et al (2012: 315) state that strategies are a "mental process and plans that people use to help them comprehend, learn, and retain new information. These strategies will support the learners to read well". From the other hand, S.khezrlou (2012:80) ensured that "Learners need to be provided with appropriate ways of instruction to use these strategies as efficiently as possible. These strategies refer to the steps or operations used in learning or problem-solving that requires direct analysis, transformation, or synthesis of learning materials".

Moreover, Williams & Burden (2000: 146) state, "studies of successful and unsuccessful learners show that people who succeed in learning have developed a range of strategies from which they are able to select those that are most appropriate for a particular problem, to adapt them flexibly for the needs of the specific situation, and to monitor their level of success". There are three types of strategies –cognitive, metacognitive, and social/affective-and these are consciously adapted and monitored during reading, writing, and learning. Moreover, these "strategies" involve more than one activity and technique that can be taught to the students in an effective way before, during, and after reading and they are as follows:

- 1- Put a purpose for reading, the teacher should help the students how they can be a "purposeful, active readers".
- 2- Diagram on previous information, the teacher tries to encourage the students make a relationship between "the text" and "what they already know" and in this way the teacher will them to remember the information "when they link it to their life".
- 3- Summarizing, in this strategy the teacher teach his students how to note the main ideas and information in order to summaries what they read. www.reading_tutors.com

Chamot & Kupper (1989:14) as cited in Shang (2011:19) consider cognitive strategies are approaches "in which learners work with and manipulate the task materials themselves, moving towards task completion". While, Brown (2007:134) defines metacognitive strategies as "a strategies that involve planning for learning, thinking about the learning process as it taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed ". In other words, these strategies involve "knowing about one's knowing" and this term *meta-cognition*, introduced by John Flavell (1970, 1976, 1981). Williams &

Burden (2000:148). Echevarria, et al (2012:118) state many examples of these strategies include the following:

- 1- Prediction.
- 2- Monitoring and clarifying.
- 3- Evaluating and determine importance.
- 4- Summarizing.
- 5- Making mental images.

(Boulware-Gooden et al., 2007, p. 70) from Bentahar (2012:22) ensured that "The use of metacognitive strategies helps students to 'think about thinking before, during, and after they read". Moreover, Ahmet (2012:4) indicates to the importance of developing these kinds of strategies, both cognitive and metacognitive strategies, for effective learning:

" Metacognitive strategies help a learner coordinate his own learning process and they are essential for learning a language successfully. Among the metacognitive strategies are directed attention, self-evaluation, self-management and self-monitoring. Cognitive strategies refer to the steps or operations used in learning or problem solving, which require direct analysis, transformation, or synthesis of learning materials. They operate directly".

Moreover, Richard (2000:443) clarifies that reading strategies divided into three main strategies, in each strategy the students are going to apply more than one activity in order to increase their abilities to understand, monitor, learn, and evaluate what they read, and they are:

- 1- Before reading: in which, students " preview" and "set a purpose for reading".
- 2- During reading: in this strategy, students "monitor comprehension".
- 3- After reading: in this strategy, students "summarize" and "evaluate" text.

During these types of strategies, students may face many difficulties in using them successfully to comprehend what they read. Teachers can assist effectively their students' development by using one of the "enhancement strategies" which aim to increase the students' abilities to use reading strategies effectively, both the cognitive and metacognitive strategies. In addition, using the graphic organizers is considered one of the main and important types of enhancement strategies, which aim to facilitate the process of comprehending reading. Bentahar (2012:14)

And "one of the major features of graphic organizers is that their design could be used by students to represent different patterns of text structure. Graphic organizers make it possible for students to better learn by visually representing and organizing key concepts and they also

help students connect the newly learned information with their background knowledge" (Jitendra & Gajria, 2011) as cited in Bentahar (2012:14-15). There are many types of graphic organizers, and each type of graphic organizers can be used in teaching for more than one purpose and they are:

- 1- Helping students structure writing project
- 2- Encouraging students to make decisions
- 3- Allowing students to examine relationships
- 4- Guiding students in demonstrating their thinking process
- 5- Making it easy to brainstorm
- 6- Encouraging students to organize essential concepts and ideas
- 7- Making it clear how to break a story into the main elements
- 8- Helping students increase reading comprehension
- 9- Making it easy to classify ideas and communicate.

(Bentahar,2012:14)

2. Venn diagram Strategy

John Venn surveyed the term of the Venn diagram, as the name of the diagram suggests. He introduced these diagrams for the first time in 1880, and since then, the Venn diagrams became very popular because they are very easy to understand and to use by the learners (www.sswm.info). Moreover, Venn diagrams originate from a branch of mathematics called set theory, and John Venn developed them to show relationships between sets. Venn diagrams enable students to organize information visually so they are able to see the relationships between two or three sets of items. They can then identify similarities and differences. (<http://arb.nzcer.org.nz/strategies/venn>)

Vogt (1993:242) defines a Venn diagram as a form of "graph using circles to represent variables (composed of sets of points) and their relationships. The rectangle represents the universal set (population) and the circles inside the rectangle are sets (variables). Union and intersection are represented by the circles' overlap". While Biggs (1999:186) states that Venn diagrams "are a simple form of concept map, where are boundary of a concept is expressed in a circle or ellipse, and interrelations between concepts are expressed by the intersection or overlap of the circles. Venn diagrams, like concepts map, are very economical ways of expressing relationships". In comparison, students aim to use circles to identify the similarities and differences between concepts, characters, stories, poems...etc. Each circle of it is labeled with the similarities and differences .And each one of it contains all elements and characteristic of a set. Similarities are written in the space where the circle intersects. Differences are written in the parts of the circle that do not intersect. This tool can help the students to organize their

thinking and sort through information after reading process. The overlapping between the circles of Venn diagram motivates the students to read and think critically in order to find the relationship between the circles (see figure 1.1).

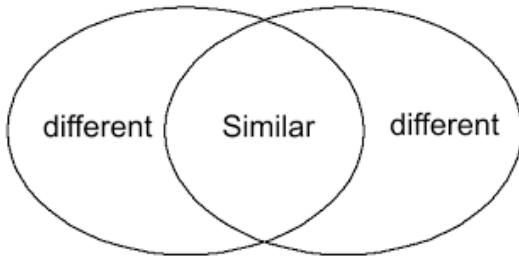


Figure (1.1) Venn diagram

From the other hand, Bakouros (2000:10) states that Venn diagrams "can be used to identify logical relationships, and it is very useful in displaying the union and intersection of events or sets. It can be graphically illustrate the mutually exclusive concept and other rules of probability or the outcome of an experiment". Moreover, he clarifies some reasons of using Venn diagrams:

- 1- To help the students to illustrate the relationship between events, sets, or behavior.
- 2- To help understand the consequences when two events intersect or are combined.
- 3- To test the validity of a syllogism by applying logical thinking.

(Ibid 2000:10)

Therefore, Venn diagrams are a useful strategy of thinking that help the students to increase their abilities to analyze ideas, compiling information, and identify concepts to be compared from the text they read under the teacher supervision and guidance.

Thus, Venn diagrams are useful teaching strategy for teachers for many reasons, which can be summarized as follows:

- 1- Venn diagram as a teaching strategy is a flexible tool that can be used in more than on form inside the class such as a graphic organizer, worksheet, group activity, and as assessment tool for many purposes.
- 2- There are many types of Venn diagram (see Appendices **A** and **B**), and each type aims to develop more than one aspect and skill of language learning in an interesting way.
- 3- Teachers can use Venn diagrams as graphic organizers to generate discussions inside the class and it is the simple form of graphic organizers. Moreover, Using Venn diagrams as a graphic organizer to generate discussions about a specific element of literary work in classroom lead to the following:
 - a- Developing the students' understanding ,

- b- Allow the students to communicate with each other, and
- c- To share information
- 4- Using Venn diagrams' types and forms in teaching process provide teachers with a clear picture about how the students think, summarize, comprehend, and deal with the texts they read.
- 5- For the reason that Venn diagrams can be used in more than one form and types, they are a suitable teaching strategy for all the learners and at any levels of learning.

3. Using Venn Diagrams Strategy for Developing (RS) in Literature

Making the students understand and comprehend what they read effectively is not an easy task for EFL teachers .Since teaching reading strategies involves many strategies of effective teaching which the teachers should keep in their mind in order to achieve their goals. Zygouris & Glass (2004:1) mention that "the interaction between the reader's knowledge, text variables, reader's interest, and the quality of teaching play an important role in comprehension ".

By using one of the effective teaching strategies such as: the different types of Venn diagram, teachers can scaffold and improve the performance of students in before, during, and after reading strategies and help their students to adjust essential skills for analyzing the literature they read, understanding meaning and ideas, and to list similarities and differences in the literary texts. (www.phschool.com).

Moreover, each type of Venn diagram can be used to develop reading strategies. Both the cognitive and metacognitive strategies should be developed to accomplish the goal of comprehension. Since that the main goals of reading literature sorts such as: prose, novel, plays, short stories, and poetry is to motivate the students to read and think critically about experience, feelings, thoughts, and information, and to develop their abilities to make comparison, summarize, take notes, and analyze the content. The role of teacher is very important to achieve these goals. This role includes clarifying, helping students motivate the suitable prior knowledge, supporting students in reading and comprehend literature in appropriate ways, and guide them in their development to be a strategic reader. Galda et al (2014:360) state that making comparisons and finding similarities and differences between (concepts, plots, characters, styles, stories, poems, themes,...etc) helps the students to make connection among books and this connections build an understanding of literature. Therefore, the teachers of literature, during teaching reading strategies using Venn diagrams, can provide an interesting way and environment for their students to develop their reading abilities. The students, in before and during reading strategies, can use Venn diagrams to structure the way they read critically in order to find the similarities and differences between concepts, characters, stories,...etc. In addition, Forgan (2003:9) states that teachers, in teaching short

stories, can engage their students' "past experiences" to the current content of the text using one or more of Venn diagrams' different form such as: asking the students to "predict some of the similarities and differences between their lives and characters in the book. e.g., "the story we are going to read today is about bullies. Have you been bothered by bully?".

Moreover, Leonard T (1999) mentions the main aims and potential advantages of using Venn diagrams in teaching reading and they are as follows:

- 1- Venn diagram allows the student to comprehend the text faster without reading the whole passage.
- 2- It allows the student to recall the meaning that they got from the text.
- 3- It situates to be a strategic reader.
- 4- Helping students to become a strategic reader
- 5- Helping students to preview new material
- 6- Making connections between new material and prior learning
- 7- Recognizing patterns and main ideas in reading
- 8- Understanding the relationship between the key ideas
- 9- Organizing information and take note.
- 10- Reviewing new material
- 11- Helping the students to predict
- 12- Helping students to adjust reading strategies in an interesting way
- 13- Helping teachers to evaluate their students' development

(<http://www.nstatc.org/ebp/acadimicbpd/venndiagramleonard1999.pdf>).

Thus, the teacher can use Venn diagrams strategy effectively to provide an interesting and motivational environment for their students to develop their reading strategies during the process of teaching a different genres of literature.

4. Statement of the Problem of the Study

The need for use of effective strategies for developing reading strategies in reading literary texts is important, since reading is not an easy skill that can teach or develop using the traditional way of teaching.

Al-Sa'adi,1985:79-82, Sayhood, 1989:91, Al-Janaby, 1998:10, and Ali, 1999:23 assured that " In Iraq, teachers and supervisors often complain of the standard of Iraqi English language learners in reading. They often say that those learners are " word-by-word" readers and claim that their level of achievement in reading comprehension is low " as cited in Nibras (2003:1)

An effective teacher can help his/her students to improve their cognitive and metacognitive strategies by using one of the modern methods of teaching, since poor readers will not be able to comprehend or understand the text without mastering reading strategies. **Venn diagram strategy** is one of these modern trends, which can be used in teaching for more than one purpose.

As a result, this study is an attempt to find out the role of using Venn diagram strategy depending on EFL teachers' perception for developing EFL students' reading strategies.

5. Significance of the Study

The researcher hopes that the findings of this study will be useful to

- 1- **EFL teachers:** they can use Venn diagrams as a:
 - a- Strategy for developing reading strategies, both cognitive and metacognitive strategies,
 - b- Strategy for enhancing critical and creative thinking and reading,
 - c- Strategy for increasing learners' understanding and comprehension,
 - d- Strategy used to promote the students to find the relationship between concepts, items, styles,..etc,
 - e- Strategy for evaluation and assessment.

2- **EFL learners:**

They also can use Venn diagrams as:

- a- Strategy for developing their abilities to monitor, analyze, review, compare, identify concepts relationship, comprehend the content, and evaluate what they read,
- b- Strategy for encouraging them to organize and compare essential information, ideas, and concepts in a simple way in order to be a successful independent reader, and
- c- Strategy for helping them to identify how they process information while reading.

3- **Syllabus designers:**

They can use Venn diagrams to:

- 1- Enhance learning and understanding of subject matter or course content,
- 2- To develop content area reading comprehension, and
- 3- To visualize the difficult words, concepts, ideas,..etc by using the diagrams.

6. Aim

It aims to find the following purposes:

- 1- The first purpose of this study is to find out the role of using Venn diagrams for developing EFL students' reading strategies, both the cognitive and metacognitive strategies in English literature depending on EFL teachers' perceptions.

2- The second purpose is to find out if there is a statistical difference between the mean scores of EFL teachers' perceptions according to their gender (male and female) toward using Venn diagrams for developing EFL students' reading strategies in English literature.

7. Hypothesis

It is hypothesized that:

There is no statistically significant difference between the mean scores of EFL teachers' perception both (male and female) toward the using of Venn diagrams for developing EFL students' reading strategies in English literature.

8. Limits

The limits of this study are presented by EFL teachers both (male and female) at the secondary schools in Kut in the academic year 2014/2015.

9. Definition of Basic Terms:

The terms Venn diagrams strategy, reading strategies, and teacher perceptions will be defined in order to give a common understanding to the use of these terms in this study.

1- Venn diagrams strategy:

Richards (2000:577) defines Venn diagram strategy as " a type of graphic organizer that is used to show how concepts are interrelated as well as how they are different .e.g. Venn diagram used to compare two poems, novels or short stories and to show how they are alike and how they are different in plot, characters, styles, etc."

Loughran & et al (2012 :8) define Venn diagram, in teaching, as a " teaching procedure and a way of illustrating relationship between things (people, events, subjects, concepts, ...etc) and as such is an excellent teaching procedure for probing student's understanding of concepts, definitions and the relationship between members of different sub-sets of a universal set "

2- Reading strategies:

Duffy, 2001; Paris et al; 1991 as cited in Uzuncakmak (2005: 22) define reading strategies as "techniques, used by readers to comprehend text better".

As cited in Bentahar (2012:19) Shanahan et al (2010:10) define reading strategies as "the intentional application of a cognitive routine by a reader before, during, or after reading a text".

3- Perceptions:

Perception is defined in the Oxford dictionary (2006) by Colman as cited in Sibongile (2008) as "the act, process, or product of perceiving, to become aware or gain knowledge of something through the senses, or to comprehend or grasp a stimulus. Perception according to Oxford is taken from Latin *percipere* to seize thoroughly, from *per* thoroughly+ *capere*.

Zacharias (2003:54) defines this term as " the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them into classroom"

10. Procedures

The following procedures are adopted to carry out the aim of the study:

- 1- Selecting a suitable descriptive design.
- 2- The instrument consists of attitudes questionnaire for collecting data in order to achieve the aim of the study.
- 3- The sample of the study is selected from EFL teachers (male and female) at the secondary schools in Kut at the academic year 2014-2015.
- 4- Analyzing the results, at the end, that are collected to examine the aims of the study and to make conclusions and suggestions. Results will statistically be computed depending on the mean scores of EFL teachers' perception using suitable statistical tools.
- 5- Putting suitable conclusions, recommendations and suggestions for further studies.

11. Methodology

1. The Population

The population of this study consists of (42) EFL teachers at the secondary level in Kut during the academic year 2014-2015 at Wasit governorate , as shown in table (3.1).

2. The Sample

The sample of this study consists of all the members of the population which consists of (14 male and 14 female) EFL teachers in the preparatory stage and (6 male and 8 female) EFL teachers in the intermediate stage from the secondary schools in Kut during the academic year 2014-2015, as shown in table (3.1).

Table (3.1)

The Population and Sample of the Present Study

The Stage	The population			The sample		
	male	female	Total	male	female	Total
Preparatory	14	14	28	14	14	28
Intermediate	6	8	14	6	8	14
	20	22	42	20	22	42

3. The Instrument

The researcher used a suitable questionnaire as a data collection tool consists of (26) items, which aims to find out the EFL teachers' perceptions and attitudes toward using Venn

diagrams strategy for developing EFL students' reading strategies in English literature. Richards and Schmidt(2002:438)define questionnaire as a "set of questions on atopic or group of topics designed to be answered by a respondents.... Questionnaire are used in many branches of applied linguistics, such as LANGUAGE SURVEYS, the study of attitudes and motivation..".

The researcher placed in front of each item five alternatives for the answer (very important, important, neutral (don't know), less important, and not important at all) and these alternatives were given the following grades respectively (1,2,3,4,5).

Since the main characteristics of good questionnaire are : validity and reliability, the instrument has been given to a jury of experts to point out their suggestions concerning the suitability of the questionnaire items whether they achieve the aims of the present study or not to find out **the face validity of the questionnaire**. Riazi (1999:96) defines face validity as a "judgment by the scientific community that the indicator really measures the construct. In other words, it addresses the question: on the face of it, do people believe that the definition and method of measurement fit?...". Depending to their judgment, the questionnaire is valid and this means 100% agreement.

The researcher applied the instrument on 12 university instructors (male and female) and after two weeks, the instrument is applied again to find out its reliability. Richards & Schmidt (2002:454) define reliability as "a measure of the degree to which a test gives consistent results".

Test-Re-Test is applied to determine whether the questionnaire of the present study is reliable or not. The questionnaire's **reliability** is found out to be (0.822), which is considered an acceptable coefficient. The instrument is regarded good if its reliability is more than (0.70) according to A'alam(2000:534).

4. Statistical Tools

The researcher made use of the following statistical tools:

1. T-Test for Independent Samples and for Dependent Sample

T-Test is used to find out the statistical differences of the results of the present study.

2. Pearson

It is used to measure the reliability of the instrument of the present study.

3. SSPS

5. Data Analysis and Results Discussion

The data and results that are collected, by using the questionnaire as a data collection tool, have been analyzed to examine the following:

- 1- The EFL teachers' perceptions and attitudes toward using Venn diagrams for developing Reading strategies of EFL students in English literature.
- 2- Finding out if there is statistical differences between the mean scores of EFL teachers' attitudes according to their gender (male and female) toward using Venn diagrams for developing EFL students' reading strategies in English literature.

So, for achieving the first purpose of the present study, the researcher calculated the mean score of the EFL teachers' attitudes depending on their responses in the questionnaire which is found to be (112,112) with standard deviation which is (8,822). Then, the researcher calculated the significant difference between the mean score of the research's sample and compared it with the value of Hypothetical mean score, which is found to be (78).

By using the T-test formula for one dependent sample, the calculated t-test is found to be (3,624) and the tabulated t-test value is (2,0105) at the level of significance of 0.05 and 41 degree of freedom, as shown in table (4.1) .

Table (4.1)

The results of the T-Test for one Dependent Sample

No.of Sample	Mean score	S.D	Hypothetical Mean	D.F	Level of Significance	T-Value	
						Calculated	Tabulated
42	112,112	8,822	78	41	0.05	3,624	2,0105

This indicates that there is a statistically significant difference, since the tabulated t-test value is less than the calculated t-test value. This means that the EFL teachers' perceptions are good (very important) toward using Venn diagrams strategies for developing reading strategies of EFL students in English literature. Since, they have a good scientific practice and qualification to use one of the modern teaching strategies such as (Venn diagrams).

Thus, EFL teachers' perceptions assured that the using of Venn diagrams in EFL classrooms will help the students to leave the memorization and reading word- by- word, and pave the way for them to increase their ability to understand the main idea, analyze the information, and

evaluate what is read. In addition, developing learners' reading strategies pave the way to be a successful strategic reader.

Depending on their perceptions, using such strategies for developing EFL students' reading strategies motivate them to read critically when they try to find out the similarities and differences to understand what they read.

Therefore, in this way the students will have a good environment to show their creative reading and to promote their cognitive and meta-cognitive strategies. Moreover, these results are in agreement with the results of other studies, which prove the effectiveness of using Venn diagrams strategies in teaching statically and empirically.

From the other hand, the researcher uses the t-test formula for two independent samples to find out if there is a statistical difference between the mean scores of EFL teachers' perceptions according to their gender (male and female) toward using Venn diagrams for developing EFL students' reading strategies in English literature, as shown in table (4.2) below.

Table (4.2)

The results of the T-Test for Two Independent Samples according to Gender Variable

Gender of sample	No.of Sample	Mean score	S.D	D.F	Level of Significance	T-Value	
						calculated	Tabulated
Male	22	57.000	4,11 1	40	0.05	1.996	2.021
Female	20	55.112	3.30 0				

Since that, the calculated t-test value (1.996) is less than the tabulated t-test value (2.021) at the level of significance of (0.05) and (40) degree of freedom as shown in table (4.2). This indicates that there are no statistically differences between the mean scores of EFL teachers' perceptions and attitudes according to their gender (male and female) toward using Venn diagrams for developing EFL students' reading strategies in English literature. These results assured that there is a great interesting of EFL teachers both (male and female) of applying new methods of teaching in their classrooms to help the EFL students to be successful readers.

There for, the null hypothesis, which indicates that there is no a statistically significant difference between the mean scores of EFL teachers' perception both (male and female) toward the using of Venn diagrams for developing EFL students' reading strategies in English literature is accepted.(see table 4.2)

As a result, the data that are collected from the questionnaire assured the effectiveness of using Venn diagrams strategies in teaching. Since Venn strategies are considered a flexible strategy that can be used effectively for developing the students' main important strategies of reading both the cognitive and the meta-cognitive strategies which aim to make the students a successful readers.

In addition, these results reveal that this strategy (Venn diagram strategy) will play an important role in providing a good environment for the students to improve their other skills in writing and thinking in an interesting way.

Thus, it is proved statistically and experimentally depending on the EFL teachers' perceptions and attitudes, the importance of using Venn diagrams in teaching , as a new method of teaching literature, for developing EFL students' reading strategies in English literature.

12. Conclusions

The researcher, depending on the study results, has reached to the following conclusions:

- 1- The EFL teachers' perception and attitudes toward using Venn diagrams strategies for developing reading strategies of EFL students in English literature (good and very important) are considered (positive attitudes) assured the effectiveness of using Venn diagrams in teaching literature and encourage to use Venn diagram strategy for developing reading strategies.
- 2- The EFL teachers' perceptions toward using Venn diagrams are not affected by the gender variable.
- 3- Moreover, the process of reading a text and understand the content of it is an impossible mission for EFL learners without teaching them how to read, analyze, comprehend, identify the main idea, ...etc. In other words, reading is meaningless without learning reading strategies

13. Recommendations

The researcher, depending on the study results, has recommended the following recommendations:

- 1- The need to apply modern teaching strategies such as Venn diagrams strategies at the university level and especially of the department of English language and for all stages.

- 2- The need to define new teachers and instructors such strategies in teaching.
- 3- The use of such effective, enjoyable and visual strategies should be applied to training in service EFL teachers.

14. Suggestions for Further Studies

In the light of the results of the present study, the researcher has suggested the following studies for further research

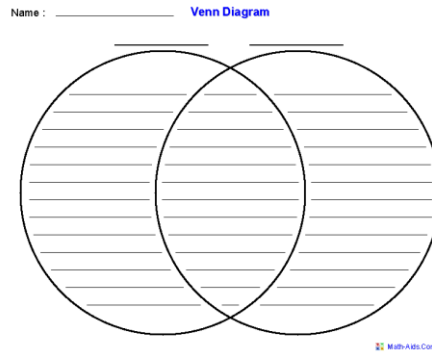
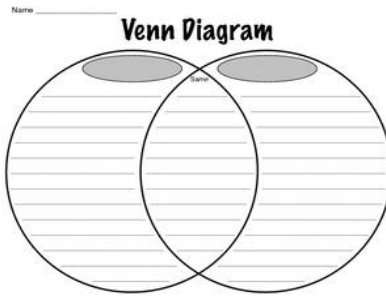
- 1- A study to investigate the impact of applying Venn diagrams strategies for teaching reading strategies at other levels of study, i.e. the primary and the university level.
- 2- The effect of using Venn diagrams strategies for developing the EFL students' critical thinking in the various genres of literature, i.e. poetry, drama, and novels at the university level.
- 3- The effect of using Venn diagrams strategy for developing other type of language skills such as: speaking and writing.

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Appendices (A)



(B)

