

# **Reasons of Secondary Schools Students Abandonment of Extensive Reading From the Point of view of Arabic Language Teachers and students in Riyadh city ant Proposed Solutions**

## **Research Abstract**

The problem of this research is represented in secondary schools students abandonment of Extensive reading from the view of Arabic Language teachers and students in Riyadh city.

This problem may be expressed in the following main question:

**What are the reasons contributing to secondary school students abandonment of Extensive reading from the view of Arabic Language teachers and students in Riyadh city?**

The following question are branching out from the above question:

- 1- What are the reasons relating to the student?**
- 2- What are the reasons relating to Arabic Language teacher?**
- 3- What are the reasons relating to school reading courses?**
- 4- What are the reasons relating to school library regarding librarian and components?**
- 5- Are there any differences with statistical function between teachers and student answers?**

To realize that the researcher has performed the following procedures:

- Theoretical study to recognize reading, types of reading, its importance and impacts on refraining from reading.
- Review of pervious studies to draw out some of the proposed reasons that may contribute to secondary school student abandonment of Extensive reading.
- Application of questionnaire to collect data from (500) students and (50) Arabic Language teachers who teach at secondary schools in Riyadh city.

This research has resulted in may outcomes, the most important outcomes mere:

**First:** There are many important reasons that have led students of secondary schools to refrain from Extensive reading. Below are some of these reasons:

- 1- student is not used to Extensive reading from his childhood.
- 2- Lack of inclination to Extensive reading.
- 3- Limitation of student expertise in obtaining books that meet his interests.
- 4- Infrequency of taking students to visit the library by Arabic Language teachers.
- 5- Scarcity of contests that motivate students to perform Extensive readings by Arabic Language teachers.
- 6- Scarcity of discussions between students and Arabic Language teachers on what the students read.
- 7- Most of reading course subjects do not meet student interests.
- 8- Courses do not involve topics that indicate the importance of Extensive reading.
- 9- Scarcity of contests offered by the librarian in the field of Extensive reading.
- 10- Librarians rarely contribute to the establishment of classroom libraries.

**Second :** There are no differences with statistical functions between the teachers and student answers regarding the reasons that lead to secondary school student refrain from Extensive reading.

The researcher has arrived at a group of recommendations. Most outstanding of them are :

1. to familiarize student with Extensive reading from the elementary school, intensify training at that stage and to build on positive attitudes towards Extensive reading.
2. the Ministry of Education shall make clear the tendency of each academic stage, the tendency of each grade in public education. It must also offer lists of proposed stories, books and others that are suitable for each grade and to provide Arabic Language teachers and librarians by such lists and to be keen to provide such vessels.
3. librarians and secretaries of sources of learning shall facilitate borrowing of books from school library, to provide a considerable number of stories for reading as well as borrowing. To refrain from restricting books under the pretext of fear of damage. They have to seek the support of private institution to provide them with books.
4. Publication houses are required to publish cheap editions to be sold by low prices for students.
5. Holding courses for Arabic Language teachers in general reading and Extensive reading in particular. Trainers must be skilled and specialized and not instructors and supervisors so that they can benefit.