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**The Effectiveness of Assisted Extensive Reading on Developing Reading
Comprehension Strategies for Ninth Graders in Gaza Governorate**

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة عمادة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ زلفى شحادة مصطفى بسر الدين لنيل درجة الماجستير في كلية التربية/ قسم مناهج وأساليب تدريس- اللغة الإنجليزية وموضوعها:

"The Effectiveness of Assisted Extensive Reading on Developing Reading Comprehension strategies for Ninth graders in Gaza Governorate"

وبعد المناقشة العلنية التي تمت اليوم الأحد 29 جمادى الأولى 1430هـ، الموافق 2009/05/24م لساعة الواحدة والنصف ظهراً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المدولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية التربية/قسم مناهج وأساليب تدريس- اللغة الإنجليزية.

واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.
والله ولي التوفيق ،،،

عميد الدراسات العليا

د. زياد إبراهيم مقداد

ABSTRACT IN ENGLISH

The present paper investigated the effectiveness of the Assisted Extensive Reading Program on developing reading comprehension strategies, namely; skimming, scanning, guessing meaning of words in context and inference of ninth graders in Gaza governorate. The study examined the improvement shown by the experimental group1 who received reading comprehension strategy training only, and group2 who received strategy training integrated with 9 week extensive reading program and the control group who received no treatment. An achievement, pre and post test were administrated and a statistical analysis was conducted to collect data. Comparing the results of the pre-post tests, it was concluded that the Assisted Extensive Reading Program proved to be the most efficient in developing reading comprehension strategies. Strategy training alone was useful but the rate of the progress was not significant. On the other hand the traditional method was ineffective in that students made very little progress on all levels. Comparing the scores achieved by the three groups at each of the four strategies, it was found that group2 who received both strategy training and extensive reading program was always superior to the other two groups, and group1 who received strategy training only achieved some progress but it wasn't significant when compared to the scores of the control group.

ABSTRACT IN ARABIC

هذه الدراسة تهدف إلى بيان مدى فعالية التدريب على استعمال استراتيجيات القراءة المدعمة بالقراءة الحرة لمدة 9 أسابيع على مدى النمو الممكن حدوثه في مهارات القراءة والاستيعاب لدى طالبات الصف التاسع بمدرسة السيدة رقية الأساسية العليا للبنات بمحافظة غزة. ومن الجدير بالذكر أن المهارات المستهدفة تحسينها هي التصفح لمعرفة فكرة النص أو الكتاب، تفحص النص للبحث عن معلومات محدد، تخمين معاني الكلمات من خلال السياق دون العودة إلى القاموس، وأخيراً، استخدام مهارة الاستدلال للقراءة ما بين السطور واستنباط الدروس المستفادة.

حددت الدراسة ثلاث مجموعات عشوائية: المجموعة الضابطة من مدرسة مصطفى حافظ الأساسية العليا للبنات، والمجموعتان التجريبيتان من مدرسة السيدة رقية الأساسية العليا للبنات. وقد تلقت المجموعة التجريبية (1) تدريب على مهارات القراءة والاستيعاب وتلقت المجموعة التجريبية (2) تدريبات على مهارات القراءة والاستيعاب ثم أعطيت الفرصة للقراءة الحرة لمدة 9 أسابيع بمعدل 45 دقيقة يومياً مع تمرينات مصاحبة. أجري امتحان تحصيلي قبلي وبعدي، وتبعهما تحليل إحصائي للحصول على النتائج قبل وبعد تنفيذ البرنامج. جاءت النتائج إيجابية بالنسبة للمجموعة التي تلقت التدريب على متغيرين (استراتيجيات القراءة والقراءة الحرة) حيث كان متوسط التحصيل في الامتحان القبلي = 8.600 وجاء المتوسط في الامتحان البعدي = 15.425.

بالنسبة للتدريب على مهارات القراءة التي تلقتها المجموعة التدريبية (1) فقد أدت إلى تحسن نسبي ليس ذات دلالة. حيث تراوحت نسبة التحسن من (47% - 63%) لكل مهارة على حده أي بنسبة عامة 55% لكل المهارات مجتمعة.

أما بالنسبة للمجموعة الضابطة فقد كان مستوى التقدم ضعيف على كل المستويات.

DEDICATION

To the souls of my parents from who I acquired virtue and hard work.

To my husband who tolerated a lot to let me continue my education.

To my sons, daughters, sons and daughters in law and to my grandchildren too.

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Introduction

This chapter states the back ground and the problem, the questions, the hypotheses, the purpose, the significance, the justification, the originality, the limitations of the study, the definition of variables and the operational definition of terms.

Study background:

The Holy Qur'an is the first and the greatest reference which announced the importance of reading as a means of learning whatever man does not know. It is cited in Surah Al-'Alaq (The Clot, Read!) Translated by Picktahl (1981)

Proclaim! (or read!) in the name of thy Lord and Cherisher, Who created-
(1) Created man, out of a (mere) clot of congealed blood (2) Proclaim! And
thy Lord is Most Bountiful, (3) He Who taught (the use of) the pen, (4)

It is clear from the mentioned verse that reading earns its importance from being the most important tool and the basic life skill by which man may acquire knowledge and build his own schema. Reading is an essential skill for students who are learning English as a foreign language and the development of good reading abilities will greatly help them progress in other academic areas. Mikulecky (1986, p. 1) stated "Reading helps you learn to think in the new language. Reading helps you build a better vocabulary. Reading makes you more comfortable with written English."

What is meant by reading here is not decoding letters but the complex interactive process through which readers can construct meaning. It begins at the first step when a human being starts decoding letters and ends with comprehension. To illustrate, reading comprehension involves two main processes. The first is bottom up process which refers to the reader's ability to decode letters, recognize words, moves towards phrases, sentences and paragraphs. It represents the low cognitive strategies in use. The second is the top down

process which refers to the reader's ability to involve comprehension strategies represented in predicting, skimming, scanning, building vocabulary, inference, and monitoring. Cohen (1994, pp. 213 - 214) stated :

bottom-up reading focuses exclusively on what is in the text itself, and especially on the words and sentences in the text. This process is also called *text-based* or *data-driven* reading. Top down means approaching a text on the bases of prior content, or textual schemata that the reader might have with regard to that particular text.

In other words, top down process can be defined as the high cognitive strategies used by the reader to approach a text. It is worth noting that the top down process is a combination of cognitive and metacognitive strategies. These processes integrate to achieve comprehension which is the ultimate purpose of reading. Mikulecky and Jeffries (1996, p. 293) defined eight strategies as the foundation for reading comprehension; skimming, scanning, previewing, predicting, building vocabulary and identifying topics that are common among groups of words, identifying topics for paragraphs, making inferences and understanding paragraph patterns.

As an experienced teacher, the researcher believes that Palestinian students are in bad need to possess those cognitive and metacognitive strategies/skills. To confirm this belief, the researcher took a permission from the Palestinian Ministry of Education to investigate a random sample of grade ten and grade nine exam papers which was conducted in 2008 in Gaza city. It is worth noting that grade ten exam was a public one conducted by the Palestinian Ministry of Education. Only %39 of the students scored a bit over %50 in the reading comprehension questions. The researcher attributes this deficiency to the shortage of vocabulary and the inefficient use of reading comprehension strategies.

The findings of lots of previous researches confirmed the importance of training students on using reading comprehension strategies as an activity that may help improving their comprehension. In this concern Dansereau (1985); wenstein and underwood (1985)

argued that strategy training comes from the assumption that success in learning mainly depends on appropriate strategy use and that successful learners can improve their learning by being trained to use the effective strategies. Moreover, Grabe (1991, p. 377) stated :

Reading is seen as active process of comprehending where students need to be taught strategies to read more efficiently (e.g., guess from context, define expectations and make inferences about the text, skim ahead to fill in the context, etc...

Adding to that, Birch (2002, p. 146) stated "an expert decision-making and problem-solving uses extensive knowledge of language and the world, effective cognitive comprehension strategies and quick automatic low-level processing strategies to interact with the text efficiently."

O'Malley, Chamot, Stewner-Mazanares, Russoand Kupper (1985, p. 561) stated "students without metacognitive strategies are essentially learners without direction."

However, other researchers assured the importance of practicing extensive reading as a means of developing reading comprehension strategies/skills. Eskey, (2002, pp. 5-9) stated "To become skillful readers, apprentice readers must read a lot. Engaging in extensive reading behavior is a prerequisite for developing reading skills." In addition to that, Krashen (2006) declared :

any English learning programs should give strong consideration to the teaching of extensive reading (ER) in order to help EFL learners not only to enhance their reading abilities and general English proficiency but also make it easier for them to find pleasure in reading.

The researcher's long experience and her awareness of the learner's need in Gaza city and the findings of previous studies inspired her to combine the two approaches; reading comprehension strategy training and extensive reading practice, in a program titled as "The Effectiveness of Assisted Extensive Reading Program on Developing Reading Comprehension Skills in the Ninth Graders in Gaza Governorate." Her objective was to

investigate the program's effectiveness on developing the target students reading comprehension strategies and comprehension proficiency in general.

Justification of the Study

The researcher of the current research has spent more than 35 years teaching English in Arab countries and in Gaza. Consequently, she is aware of the problem that EFL students in Gaza encounter in reading comprehension. To defend this claim the researcher led the following investigation:

1. In a pilot study, the researcher took permission from the Ministry of Education to investigate the results of grade nine and class ten English public exams (2008). Her focus was on the students achievements in the comprehension question of the exam. It is worth mentioning that grade ten English exam 2008 is a public one prepared by a staff of specialized people. This assists the validity of the exam's results.
2. In another step, the researcher investigated an unpublished report issued by Tamer Association for social teaching. The report described a summer course supported by the British Council under the title "Summer Reading Challenges". The participants were between 8-14 years old. They came from different areas of Gaza city. It was planned to be three months long. Unfortunately, the program was reduced to teaching decoding and spelling because it was found that students did not own the essential reading comprehension skills nor the vocabulary needed to read and comprehend. The current researcher can conclude that it is a prevailing problem in Gaza governorate.
3. After surveying EFL studies conducted in Gaza Governorate, it is found that there is not any research that deals with the same topic.

4. Surveying tens of studies in the concern in different areas of the world, the writer concluded that there is an overwhelming agreement on using extensive reading as a tool to develop reading comprehension strategies / skills.
5. The British Council in Gaza city is supporting the study by providing the books needed. They provided the school library with the books needed for the program.

Statement of the Problem:

The problem is that EFL students in grade 9 in Gaza governorate are in shortage of the strategies/skills to cope with reading comprehension. So they perform poorly and receive low scores on reading comprehension tests.

Research Question:

- How effective is the assisted extensive reading program on developing reading comprehension strategies of the ninth graders in Gaza Governorate?

Research Hypotheses:

In order to address the research question, seven corresponding non-directional research hypotheses were tested.

1. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of skimming among the students who learn comprehension through training on reading comprehension strategies only (experimental group1), student who learn comprehension through training on reading comprehension strategies integrated with extensive reading; (experimental group2) and the control group who is taught comprehension in the traditional approach.
2. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of scanning among the students who learn comprehension through training on reading comprehension

strategies only (experimental group1), students who learn comprehension through training on reading comprehension strategies integrated with extensive reading; (experimental group2) and the control group who is taught comprehension in the traditional approach.

3. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of guessing meaning of words in context among the students who learn comprehension through training on reading comprehension strategies only (experimental group1), students who learn comprehension through training on reading comprehension strategies integrated with extensive reading; (experimental group2) and the control group who is taught comprehension in the traditional approach .
4. There are statistically significant differences at ($\alpha \leq 0.05$) in the level of inference among the students who learn comprehension through training on reading comprehension strategies only (experimental group1), students who learn comprehension through training on reading comprehension strategies integrated with extensive reading; (experimental group2) and the control group who is taught comprehension in the traditional approach.
5. There are statistically significant differences at ($\alpha \leq 0.05$) in mean level of total degree for the four strategies among the students who learn comprehension through training on reading comprehension strategies only (experimental group1), students who learn comprehension through training on reading comprehension integrated with extensive reading; (experimental group2) and the control group who is taught comprehension in the traditional approach.
6. There are statistically significant differences at ($\alpha \leq 0.05$) in mean scores for the four strategies and the mean of total degree of the strategies between pre and post application for experimental group1.

7. There are statistically significant differences at ($\alpha \leq 0.05$) in mean level for the four strategies and the mean of total degree of the strategies between pre and post application for experimental group2.

The Purpose of the Study

The study aimed at investigating the impact of assisted extensive reading on developing reading strategies/skills in ninth graders in Gaza governorate.

The Significance of the study

- Teachers may make use of integrating reading comprehension strategy training with extensive reading as a means of developing reading comprehension strategies which may result in improving learners' reading comprehension in general.
- Head masters may be convinced of the necessity of providing school libraries with books needed for extensive reading.
- People who are in charge of teachers' training may train teachers to instruct their students how to employ reading comprehension strategies and how to be involved in extensive reading activities to develop their reading comprehension and other language skills.
- It is expected that the study will be of interest to Palestinian curriculum designers. They may take in consideration involving extensive reading programs in Palestinian curriculum both L1 and EFL .

Definitions of variables and terms:

Assisted extensive reading:

The term refers to training students to use reading comprehension strategies on one hand, and providing them with the opportunity to practice the strategies they learn through extensive reading activities, on the other hand.

Reading comprehension:

comprehension is the ability to interact with a text to construct meaning or to convey the author's message through employing an integrated process that involves cognitive and metacognitive strategies.

Reading strategies:

Reading strategies are conscious and sub-conscious regulations used by readers to understand a text .They are represented in cognitive and metacognitive processes including prediction, skimming, scanning, guessing meaning of words from context, monitoring, summarizing and inference.

Extensive reading:

Extensive Reading means to read a large amount of easy interesting material just for pleasure. A reader is not exposed to intentional learning constrains.

Skimming:

Skimming means reading a text quickly in order to get the "gist". So a reader forms a general idea before getting into the details of the text.

Scanning:

Scanning means reading a text seeking for certain information ; a name, a date or a number.

Guessing meaning of words from context:

It refers to the reader's attempt to predict or to assume meaning of unfamiliar word taking help of clues from the context.

Inference:

To infer is to go beyond literal interpretation of printed words and to form deep mental image of the real message the author wants to convey and to draw conclusion. Readers use clues from the text; the printed word, the accompanied illustration plus their prior knowledge and experiences to interpret the text.

What is original about the study?

A massive number of previous studies investigated the effectiveness of reading comprehension strategy training or extensive reading or both integrated together as independent variables on developing reading comprehension strategies/skills in a holistic way without specifying the target strategies or the relations among them. The present study investigated the effectiveness of an assisted extensive reading program on developing reading comprehension strategies in Gaza context. Strategies were specified, the level of the development of each strategy was investigated separately. Then, they were compared to each other.

Study Limitations:

The study was limited to ninth graders, Roquia female High elementary school in Gaza Governorate. It was implemented in the second semester 2009.

II

LITERATURE REVIEW

Introduction

This chapter illustrates the theoretical frame work; the conceptions of comprehension, reading comprehension strategies and extensive reading and the theories belying them. In addition to that, it investigates (27) previous studies in relevance to the topic of the present paper.

Importance of reading in Islam:

"Read" is the first word resonated in Hira cave when the angel ,Jibreel ,descended from the sky to deliver the Islam message to the prophet Mohammed (peace and blessing be upon him).

The word reading in Al_'Alaq verse is as holy as to be related to Allah's name. "Read" in the name of the lord who createth. " read in this verse is a call to literacy; ' reading and writing, verse 4 " who teacheth by pen" IT is a full image of the teaching learning process. Moreover, it refers to seeking knowledge, verse 5 " teach man that which he knew not, " So, the holy word "read" is a great tree which is branched into all means of seeking knowledge. "Reading" in quoraan is not a purpose but a mean to retain knowledge, to think and to elicit hidden lessons. It's concluded that the holy word "read" in quoraan means learn whatever you don't learn. Read to build civilization. Learn to prosper the world and to make it full of life. In order to encourage people to read or in other words to seek knowledge Islam honor knowledge seekers. It is said in Al Mujadala Sorah (p. 726) verse (11) " ... Allah will exalt those who believe among you, and those who have wide knowledge..."

The messenger Mohammed's biography is full of situations that incite seeking knowledge. For example, he said "Seek knowledge even in China." China is very far from Madina. This means, travel, struggle and communicate other nations to seek knowledge.

To conclude, Islam suggests reading as the key by which this world is opened, prospered and civilized.

An Overview of reading comprehension:

Webster's collegiate dictionary defines reading comprehension as "Reading comprehension is the capacity of mind to perceive and understand the meaning communicated by the text." In other words, Miller (2002, p. 8) stated "Reading comprehension is the ability to understand or to get meaning from any type of written material. It is the reason for reading and the critical component of all content learning."

Moreover, Bielby (1999, p. 156) reported "comprehension is a matter of actively making sense of a text by interpreting the new information in the light of what we already know, and reorganizing what we already know in the light of the new."

It is clear that meaning, understanding and making sense are core words in the previously mentioned definitions. Consequently, the current researcher can conclude that comprehension may be defined as the ability to communicate a text leading an integrated process that involves decoding vocabulary and sentences, employing prior knowledge relevant to the text and using cognitive and metacognitive strategies in order to make sense and to get the target message the author wants to convey.

Theories belying Reading comprehension

Schemata Theory:

Schemata refers to the previous knowledge, experience, concepts and beliefs that a reader may bring to help constructing meaning of new text. Kitao (1990, pp. 147-155) stated " The schema theory involves an interaction between the reader's own knowledge and the text which results in comprehension. " Then, readers relate the new information they get from the text with their previous information in relevance. The interaction between the previous and the new information achieves comprehension. It is worth noting that the more extensive the schema is, the higher degree of comprehension is achieved.

Brewer cited in Ajideh (2003, p. 3) stated "Bartlett defined schemata as an active organization of past reactions of past experiences, which must always operate in any well adapted organic response." Adding to that, Rumelhart (1980, pp. 33-58) reported "All knowledge is packaged into units. These units are the schemata or cognitive constructs which allow for organization of information in long term memory."

It is necessary here to point out the virtue of rich reading in enriching reader's schema which is an essential base to achieve reading comprehension.

As to the relation between schemata theory and reading comprehension strategies used by a good reader, schema is the source from which a reader fetches the knowledge he/she needs to practice prediction and inference strategies. Those strategies facilitate and help constructing meaning of the reading material.

Mental Model Theory:

Van and Kintsch (1983) argued that the mental model theory describes the complete reading process, from recognizing words until constructing a representation of the meaning of the text. The emphasis of the theory is on understanding the meaning of a text. In other

words, the "comprehension process happens when a meaning is born in the reader's mind." Van and Kintsch assume that readers build three different mental representations of the text: a verbatim representation of the text, a semantic representation that describes the meaning of the text and a situational representation of the situation to which the text refers.

A reader decodes, extracts information from the text, infers through his schema and between lines and combines the previous relevant knowledge with the text's information in order to create a mental representations of the text; the verbatim, semantic and situational representation that construct the meaning of the text.

The relation between the mental model theory and extensive reading is absolutely firm. In that, the essence and the focus of both the mental model theory and extensive reading is constructing meaning of texts.

There is, also, a firm relation between the mental model theory and reading comprehension strategies. To demonstrate, when a reader wants to construct his mental model representation of the target text ,he has to investigate the pictures, to read the title, to predict, to skim to get the gist and to infer. These strategies are unavoidable to achieve comprehension or constructing the meaning or the mental model of a text. Cunningham (1992) defined the mental model as "A mental image is the representation in the mind of a particular aspect, concept or referent"

Propositional Theory:

Any text consists of a chain of related sentences. Each sentence bears a small idea which participates in building the whole idea. In other words, A text is a building; sentences are its bricks. Kintsch in Rouet (2006, p. 3) proposed a detailed procedure, called *propositional analysis*, to parse the semantic content of short texts into constituent units. According to the

propositional analysis, any text can be decomposed into a list of basic semantic units, or *propositions*. Each proposition is made of a predicate (generally a verb or an adjective) and one or several arguments. The number and type of arguments that come with each predicate are determined by the predicate frame, or structure.

While a reader is leading the reading process, he analyzes the text and builds his macrostructure of the text using the text's propositions. The macrostructure is usually organized in a hierarchical building with the most important propositions in the highest position and the less important in the lowest position. Sentences are not viewed as linguistic objects to be remembered. Instead they are viewed as information which readers can use to construct semantic descriptions of situations. These constructed descriptions may contain more information than is represented in the linguistic inputs.

The three theories; schemata theory, mental model theory and the propositional theory, the reading comprehension strategies and the reading process either extensive or intensive are interrelated and all aim at constructing meaning and achieving comprehension. To understand a text, a reader is in need of employing prediction and inference through his schema before, while and after reading (schemata theory). To form a mental model of a text, a reader skims for the gist and recognizes the main ideas to build it (mental model theory). To form a macro structure of the text a reader scans for specific information, asks questions and organizes the information according to its priority in a hierarchical form. Extensive reading is a rich enjoyable medium where all reading skills and strategies are practiced freely.

An overview of reading strategies:

Nishino (2007, p. 77) stated "Reading strategies can be broadly defined as the mental operations performed by a reader to achieve the goal of textual comprehension ". Janzen (1996, pp. 6-9) declared

Reading strategies range from simple fix-up strategies such as simply rereading difficult segments and guessing the meaning of an unknown word from context, to more comprehensive strategies such as summarizing and relating what is being read to the reader's background knowledge.

Block and Pressley (2002, p. 1-7) stated " comprehension involves more than 30 cognitive and metacognitive processes including clarifying meaning, summarizing, drawing inferences, predicting, and so on. "

Relation between strategies and skills

Pang (2008, p. 6) claimed that the two terms skills and strategies can be confused. However, a skill is generally accepted to be an acquired ability that operates largely subconsciously, whereas a strategy is a conscious procedure carried out to solve problems in the comprehension process. Carrell (1993) preferred using the term "strategies" rather than the term "skills" because using a strategy means that a reader consciously focuses on selecting and controlling activities that achieves his desired goals.

Simply, reading strategies are the conscious systematic mental processes used by a good reader to understand a text. They are represented in cognitive and metacognitive processes including decoding, skimming, scanning, clarifying meaning of words, summarizing, and drawing inferences. In contrast, skills are subconscious automatic processes employed by a good reader to understand texts.

Specific definitions of the strategies used in the present study:

Skimming:

Wikipedia defined skimming as a process of speed reading that involves visually searching the sentences of a page for clues to meaning. Kailani and Muqattash (1995, p. 93) described it as passing eyes over head lines, titles, topic sentences and summaries in order to recognize the main idea of a text.

Scanning:

Grellet (1981) defined scanning as quickly searching for some particular piece of information in the text. Kailani and Muqattash (1995, p. 93) stated “ scanning means looking through a text for specific item of information such as a date, a number or a place”. Booth (2001, p. 46) stated:

Skimming and scanning are reading strategies students can use when reading for information, when reading a text or when deciding whether to read a text. When we skim, we form a general picture of the text, and have a sense of the main ideas. When we scan a text, we have a specific goal in mind. We skim through a text looking for key words, focusing on headings and opening and end paragraphs.

Guessing meaning of words from context:

The free dictionary site defines guessing meaning of unfamiliar words from context as " To predict (a result or an event) without sufficient information " or " to estimate or conjecture correctly. "

Inference:

Keen and Zimmermann cited in Cunningham and Shagoury (2005, p. 96) stated

To infer as we read is to go beyond literal interpretation and to open a world of meaning deeply connected to our lives. We create an original meaning born at the interaction of our background knowledge (schema), the words printed on a page and our mind capacity to merge that combination into something uniquely ours.

Lauren and Phyllis (1979) reported "Discourse inferences were found to be central to the comprehension process, providing the means by which a language user relates the sentences of a discourse to one another and to his prior knowledge structure."

Jouini (2006, p. 82) reported that Inference is reading behind the literal meaning and the superficial information of the text. It is based on primary reading processes.

Guessing meaning of words from context:

Guessing meaning of words from context is a strategy that needs finding clues in the sentences related to the word or finding the relation between the word and the topic or the reader's background knowledge.

Domains of reading comprehension strategies

Reading comprehension strategies fall in two domains:

Cognitive strategies:

Pure cognitive strategies are represented in bottom up or lower level reading processes including decoding, automatic recognition of word meaning, syntactic structure and parts of speech. A good reader has a good control on these processes and practices them automatically and effortlessly. Otherwise, readers are unable to process the higher reading cognitive strategies represented in identifying main ideas, paraphrasing, summarizing, predicting and using prior knowledge. Eskey (1988, pp. 93-100) stated "success in these higher level reading processes largely depends on automatic word recognition skills."

Meta cognitive Strategies:

Metacognition strategic competence refers to the notion of thinking about thinking. They function as the umbrella that shades the cognitive processes. Meta cognition helps reader to regulate, monitor and organize the cognitive processes in order to achieve reading goals. Flavell (1971, pp. 272-278) stated "Metacognition is a mental processing mechanism that helps individuals complete cognitive tasks. " It is worth noting that cognitive and metacognitive processes are interrelated. In other word, when a reader skims a text to get the gist, he uses cognitive strategy. Whereas assessing the effectiveness of skimming for gathering textual information is a meta cognitive strategy.

Mechanism of using reading comprehension strategies

Researchers interested in strategy instruction have appreciated the importance of the learner's active participation and explained of the procedures and values of the strategies under question. Roehler and Duffy (1984, p. 266) stated "...teacher explanations of the processes are designed to be metacognitive, not mechanistic. They make students aware of the purpose of the skill and how successful readers use it to activate, monitor, regulate and make sense out of text, creating in students an awareness and a conscious realization of the function and utility of reading skills and the linkages between these processes and the activities of reading." When, how and why to use a strategy depends on the purpose of reading and on the level of reader's language efficiency. Chamot *et.al.*, (1989, pp. 13-24) argued "successful L2 readers know how to use appropriate strategies to enhance text comprehension". In contrast , poor readers are incapable of using reading strategies effectively because they spend much time decoding. Long time decoding is a frustrating matter. It wastes time and effort and fosters reluctance against reading.

However, to answer the question when to teach reading strategies, the current research can conclude that reading strategies should be taught after the readers have achieved fluent decoding of words and sentences. Wilga (1986, p. 217) stated "It is dangerous to allow students to range too widely in reading material before being thoroughly trained in the reading skills.". White (2004) also, suggested "There is likely a minimum threshold of basic vocabulary, grammar, and low-level reading skills that must be reached before learners are able to read for meaning and to use strategies fluently".

To answer the question how to teach reading strategies, it is necessary to focus on explicit reading strategy instruction. Teachers should tell readers why and when they should use the strategies, what strategies to use and how to employ them. Teachers should define the strategy, break it to its components and explain those components. Moreover, they should

think aloud to act as guides. Long practice and application should be provided. Cooperative and peer learning are useful techniques that help teaching reading strategies. Students work together to understand texts and they help each other to apply strategies. However, Akamatsu (2001) reported:

From a different perspective, skills and strategy instruction can be criticized for not being particularly meaningful since they tend to be rather rote and practice with only brief reading passages rather than more authentic ones. That is, learners spend very little time actually practicing reading and more time simply practicing pre-set strategies.

This has been the impetus for introduction of extensive reading activities into English language classes.

To answer the question, why to teach reading strategies, it is necessary to refer to the benefits of mastering reading strategies as follows.

1. Reading strategies are tools that enable the reader approaching a text in systematic way to achieve the reading goals.
2. Reading comprehension strategy training familiarizes readers with strategies and teaches them how, why and when to use them to achieve comprehension.
3. Reading comprehension strategy training develops reader's self confidence and improves self perception in relevance to reading comprehension proficiency.
4. Strategy training facilitates exam taking, reduces anxiety and improves readers scores.
5. Strategy training involves readers in purposeful thinking processes while reading. Readers can achieve appropriate level of comprehension through the thinking effort they make on using the reading comprehension Strategies. Consequently, it is easier for them to internalize the knowledge they have got.

What is Extensive Reading?

Many researchers have given definitions of extensive reading and they are all extremely similar; differences arise because of a different focus or different priorities

Day and Bamford (1998, p. xiii) in the introduction of their book, defined extensive reading "in extensive reading, language learners read a large quantity of books and other materials that are within the learner's linguistic competence."

Krashen (1982) argued that extensive reading is reading through which students can acquire language and improve their reading skills because they are exposed enough to comprehensible language. It should be done in a low anxiety environment. Students should be flooded with a large amount of easy reading material with little follow up or testing. It is self-selected reading. Extensive reading or reading for pleasure enables readers to acquire language unconsciously.

Carrell and Crason (1997 pp. 49-50) defined extensive reading as "extensive reading generally involves rapid reading of large amount of material or longer reading for general understanding with focus on meaning of what is being read than on language. "

The researcher concluded that extensive reading can be defined as free voluntary reading. Its focus is on constructing meaning not on language form. Readers should read a large amount of easy, interesting, enjoyable ,authentic material. It should be practiced in low anxiety environment to create a natural setting for language acquisition.

Historical Perspective:

The expression "Extensive Reading" was first known in 1917 by Palmer. Day & Bamford (1998) defined Palmer as the first pioneer who used the term extensive reading to distinguish it from intensive reading.

Later, extensive reading was termed under other names such as the following:

Mason and Krashen (1997, p. 100) used the term reading for pleasure or free (voluntary) reading. Cho and Krashen (1994, p. 662) and Gardiner (2005, p. 15) used Sustained Silent Reading.

The Coleman cited in Bonyadi (2005) distinguished *extensive* reading from *inclusive* reading. He stated that in extensive reading activities:

- Students are to read in the second language without a conscious effort to translate.
- Emphasis was placed on developing independent silent reading, and increasing reading rate of individual student.
- Frequency word counts are developed and used as a basis for graded readers.

Broughton (1978) highlighted the importance of the role extensive reading could play in second language program.

Nuttall (1982, p. 168) wrote that the idea of Extensive Reading should be "standard practice" in second language learning. To express the importance of extensive reading in learning a second language, she argued "The best way to improve your knowledge of a foreign language is to go and live among the speakers. The next best way is to read extensively. "

Krashen (1984) supported Extensive Reading because he felt it automatically gives rise to competence in writing. In 1993, he termed it "free voluntary reading".

Krashen (1995, p. 187) argued that "free voluntary reading" could be used as a "bridge" from communicative language competence to academic language competence.

Eskey cited in Day & Bamford (1997) drew the analogy of reading instruction to teaching swimming strokes to people who hate water. It would be only through their discovery of the rewards of reading by actually doing it, that they would become people who can read efficiently.

Elley (1996, pp. 39-54) in his report on a study involving 210,000 students and 10,000 teachers in 32 educational systems around the world, concluded that "instructional programs that stress teacher and students with directed drills are less beneficial in raising literacy levels than programs that try to capture students' interest and encourage them to read independently."

Nuttal (1998) argued that researches on extensive reading confirmed that it is influential in improving reading ability, motivation and attitude towards reading and it improves the overall linguistic competence. Vocabulary and spelling are also enhanced.

Theories underlying extensive reading:

Input hypothesis, low affective filter in addition to L1 = L2 Hypothesis underlie Extensive Reading.

According to Krashen (1989, p. 440), the Input Hypothesis assumes that there is something innate like universal grammar, or a language acquisition device involved in language learning.

Krashen's comprehensible input hypothesis:

Krashen (1989, p. 440) discussed the input hypothesis and low affective filter. His notion is summarized as that language acquisition is a result of subconscious picking up of language items. It is the way children acquire and develop their L1 when they are exposed to comprehensible input. Krashen made this assumption because he believes that while a learner is acquiring language, he does not know he is, because his focus is on the meaning of the message, not on its form. This generally happens when learners are exposed to large amounts of second language. He claimed that input hypothesis and low affective filter are provided in extensive reading programs.

Low affective filter

Low affective filter refers to the Interesting informal setting in which language

acquisition best occurs. It is a part of Krashen's Monitor model. Low affective filter was also described by Gass and Selinker (2001, p. 201) who stated that affect includes motivation, attitude, self-confidence and low anxiety. Through investigating the characteristics of extensive reading programs the researcher has concluded that extensive reading programs provide a low affective filter environment because it is done in informal settings far away from pressure shaded with pleasure and enjoyment and the focus is on meaning not on language form. This is applied to both L1 and L2.

L1 = L2 hypothesis

An other Hypothesis relevant to language acquisition is L1 = L2 Hypothesis. This hypothesis assumes that L1 is acquired unconsciously. It is built on the principle of innateness. Innateness means that there are universal developmental factors in language learning. Gass and Selinker (2001, p. 107) stated "Innateness thus assumes that language learning is similar to everyone regardless of their first or foreign language they are trying to acquire." They also reported (p. 105) "When similar circumstances of L1 acquisition is provided for L2 learners, they may achieve a native like competence."

To conclude, the previously mentioned hypotheses, the massive number of researches and the current researcher's experience confirm that flooding learners with the proper level of the target language to be learnt in low anxiety environment facilitates acquiring it.

Characteristics of extensive reading

Carel and Carson (1997), Day and Bamford (1998), Krashen (1982) and (1993) agreed thematically upon the characteristics of extensive reading. The following characteristics were summarized by Day & Bamford's (2002, pp. 136-141) under the title 'Top ten principles for teaching extensive reading'. They are paraphrased by the current researcher as follows:

students read as much as possible:

There is neither an upper limit for reading nor an agreement how much reading should be done. Students do reading according to their abilities.

Since students differ in level of proficiency and interest, *a variety of materials on a range of topics and genres should be provided.* Varied reading material not only encourages reading, it also encourages a flexible approach to reading. Learners are led to read for different reasons (e.g., entertainment; information; passing the time) and, consequently, in different ways (e.g., skimming; scanning; more careful reading).

Another name of extensive reading is free reading or voluntary reading. Learners choose what they want to read. Freedom is one of the main principles that distinguish extensive reading from intensive reading or text books. In an extensive reading program, students select what they want to read. This encourages students to become responsible for their own learning. Samuels (1991, p. 17), in discussing first language reading, claimed that "unless we phase out the teacher and phase in the learner, many of our students will fail to become independent because throughout their education they were always placed in a dependent role -- dependent on the teacher."

Students can stop whenever they want to. Students have the opportunity to stop reading or to change the book they are engaged in whenever they feel that it is too difficult to be understood or they feel that it is too easy to be interesting or to be useful.

The purposes of reading are usually related to pleasure, information and general understanding. Reader's focus is not on structure or style but on constructing meaning, getting the message the writer wants to convey, earning general information and enjoyment.

Reading is its own reward because a learner's own experience is the goal. It is necessary to point out that some researchers reject practicing supplementary activities after

extensive reading. These researchers suggest that supplementary activities are not accepted. Time should be given only to reading. On the other hand, Bamford and Day (2004, p. 3) supported practicing supplementary activities after extensive reading. In that concern, they reported

At the same time, teachers may ask students to complete follow-up activities based on their reading... What important is that any follow-up activities respect the integrity of the reading experience and that it encourages rather than discourages further reader.

The current researcher highlights the effectiveness of the follow-up activities as they help students to find out what they understood and experienced from the reading. The follow-up activities provide the teacher with a feed back about students' attitudes toward reading and about how much students read. When students retell stories or tell their summaries they share reading experience with their peers. After reading discussion may help students to compare and to find relations between their native culture and other cultures. According to Gardiner (2005, p. 31) a very simple list with three columns in which students list the name of books they read, the author and the title and the number of pages should be used as a monitoring sheet. Other activities like retelling, summarization and book conference may help monitoring.

Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. In Day and Bamford (2002, p. 2) declared, "Extensive Reading is not possible if the texts are not within learner's competence." In addition, most of the researchers agree that, to achieve full comprehension, readers should be familiar, at least with 95 percent of words. Nation (2000, pp. 6-10) claimed, "At least 98 percent of the words should be familiar to students to help understanding. Texts should be easy to enable students doing Extensive Reading without help of the teacher and without the use of dictionaries. Otherwise, students would lose confidence, would lose interest and enjoyment and would be frustrated."

Reading is individual and silent. Extensive reading should be done individually to allow students discover that reading is in essence a personal interaction with the text. Moreover, individual reading make students responsible for their experience with the text. Henry (1995, p. xv) stated "The most beautiful silence on earth, that of students engrossed in their reading. "On the other hand, the current researcher believes that loud reading is as important as silent reading in an extensive reading program. Loud reading is a social activity that helps readers to express feeling in public and to convey meaning of printed words. It may achieve understanding, enjoyment and pleasure which are main purposes of extensive reading.

Reading speed is usually faster than slower. When learners read easy interesting material for enjoyment not for academic purposes, they are able to read faster. When readers read faster, they are capable of reading more. This is one of the characteristics of extensive reading. Nuttall (1996, p. 128) noted that "speed, enjoyment and comprehension are closely linked with one another." She described (1996, p. 127) "The vicious circle of the weak reader: Reads slowly; Doesn't enjoy reading; Doesn't read much; Doesn't understand; Reads slowly."

Teachers orient and guide their students: The teacher's role in extensive reading programs is to orient students to the goals of the programs. The teacher should act as a motivator for his students leading the following activities:

- He should define the extensive reading program; its characteristics, objectives, activities and advantages.
- He should guide his students to the books that match their level.
- The teacher should monitor and assess their performance.

The teacher is a role model of a reader. He acts as a model reader for the students to show them that he is convinced with the virtue of ER. Maley (1999, p. 7) explained the implications of this for teachers when he says, "We need to realize how much influence we have on our students. Students do not just (or even) learn the subject matter we teach them; they learn their teachers. Teacher attitude, more than technical expertise, is what they will recall when they leave us."

The current researcher's experience has enabled her to add the following principles relevant to extensive reading:

Students should not use dictionaries. Using dictionaries interrupts readers and breaks their enjoyment. Breaking enjoyment is inconsistent with extensive reading principles. So, readers should avoid using dictionaries. They have to guess the meaning of the key words and to skip or ignore unnecessary words. The researcher believes that using dictionaries is a passive receptive activity and sometimes it is misleading because one entry in a dictionary may give more than one meaning. On the other hand, guessing the meaning of words from context is a productive mental activity. Twaddell (1973, p. 61) emphasized that learners should be given courage and skills to guess the meanings of unfamiliar words. He also claimed that learners understand many words directly without resorting to a dictionary, and there will be many words becoming familiar and meaningful in varying degrees.

Use of graded readers is a basic principle. Graded readers help language acquisition gradually. Students progress from easy to more advanced. They feel the progress they make. They are motivated not frustrated. Hedge (1985, p. 2) reported:

graded readers is controlled with an increasing range of vocabulary. She follows this with the notion that graded readers will be very useful if the teacher is able to exploit them completely to develop language learning both in and out of the classroom as it meets the learner's need.

Motivation: One of the key factors to success of an extensive reading program is motivation. Capturing student interest is the key. Motivation is achieved If the materials

available are interesting , at appropriate level to their reading abilities, then they will be far more eager to read . As mentioned earlier, the texts should not be too difficult so students experience the frustration of not being able to understand.

As to feed back, teachers should not interrupt students or over correct the grammatical or pronunciation errors. The focus is on meaning rather than on structure. Judd (1978, p. 75) mentioned a research indicating that syntactic errors are a natural development in language learning, and they will disappear through time.

Getting initial success of an extensive reading program is vital. First successful experience leads to more success. Student are stimulated to more reading when they discover they can read, understand and enjoy English.

Extensive reading is based on learner's responsibility and initiative, it encourages students to manage their own learning and moving themselves from passive recipients to active producers.

Benefits of extensive reading:

As concluded by most of the authors who had written in the field of Extensive reading and by the current researcher who has experienced teaching EFL for forty years, Extensive reading is beneficial in developing language efficiency and competences. Krashen cited in Hill and Holden (1990, p. 92) emphasized that students may make better progress in reading comprehension and vocabulary development through extensive reading than in traditional instructional reading if they are encouraged to read whatever they want in "self-selected reading". Therefore, encouraging students to be involved in their foreign language through extensive reading provides the possibility of learning the language and reinforces points that they have learnt without pressure.

Extensive reading is influential in developing not only reading comprehension but all language skills. According to Krashen (2004, p.149)

When children read for pleasure, when they get 'hooked on books,' they acquire involuntarily and without conscious effort, nearly all of the so-called language skills many people are so concerned about: They will become adequate readers, acquire a large number of vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good (but not necessarily perfect spellers).

Furthermore, Bamford (2004, p. 1) stated " students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening , speaking abilities and their vocabularies will get richer". He also praised the motivation aspect of extensive reading, seeing its primal benefit in developing positive attitudes towards the foreign language and increasing motivation to studying that language.

The current researcher concluded that extensive reading is beneficial in developing all language skills and building students confidence in their abilities to read and comprehend what they read. In Short, motivated high exposure to language produces positive results in all language levels.

The following points specify the benefits of extensive reading on language skills, aspects and on students' general knowledge development:

Extensive reading and reading ability

Based on the fact that practice makes perfect, extensive reading leads to reading speed, fluency and reading comprehension.

Aural and Oral skills:

Practicing extensive reading increases the reader's range of vocabulary and improves his language structure. Consequently, it enhances his self-confidence about using the language and improves his fluency. Ghosn (2000, pp. 172-179) claimed that literature can provide young language learners with language experiences that will motivate and foster oral language. Ghosn also "the excitement created by a good story is also likely to generate much more 'pupil talk' rather than the often artificial language texts."

Extensive Reading and writing

Previous studies proved that extensive reading improved written performance of student and exhibited significant gains in content and language use and the overall quality of writing.

Vocabulary, spelling and Grammar

Certainly, high exposure to language results in acquiring its features. As the reader reads large amount of printed material especially, graded reader, he or she encounters vocabulary and grammar structure repeatedly. Consequently, the reader acquires the repeated items and their characteristics unconsciously. (Grabe 1991, p. 396) confirmed "students need to read extensively. Longer concentrated periods of silent reading builds vocabulary and structural awareness, develops automaticity, enhances background knowledge, improves comprehension skills and promotes confidence and motivation"

General Knowledge

In addition to the linguistic skills developed through extensive reading, the large amount of reading material and variety of genres and topics provide the reader with a broad background of world knowledge. Moreover, reading fiction is one of the characteristics of Extensive Reading. Fiction helps developing emotional intelligence which is important for empathy and tolerance. Emotional intelligence helps understanding one's and others' feeling. It develops through experience which is provided by extensive reading.

Attitude toward the target culture

There is an agreement among extensive reading authors that reading extensively in a certain culture improves the attitude or may help reconciliation with it.

The current researcher thinks that it is not always reading in a certain culture that improves the attitude of the reader towards that culture. Actually, it depends on the beliefs and the ideologies, the differences and similarities between the reader's culture and the other culture.

Difference between extensive reading and intensive reading:

Palmer (1968) described intensive reading as the reading which often refers to the careful reading (or translation) of shorter, more difficult foreign language texts with the goal of complete and detailed understanding. Intensive reading is also associated with the teaching of reading in terms of its component skills. Texts are studied intensively in order to introduce and practice reading skills such as distinguishing the main idea of a text from the detail, finding pronoun referents, or guessing the meaning of unknown words. Hafiz and Tudor (1989, p. 5) differentiated between extensive and intensive reading: They stated:

In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to 'flood' learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.

The current researcher has concluded that intensive reading is a means of teaching students reading strategies.

Previous studies:

This section investigates the findings of previous studies relevant to the topic of the current study. The studies are categorized thematically according to what they investigate and what their findings are.

The first category investigated studies which confirmed the effectiveness of strategy training on developing reading comprehension and other language skills.

The second category included the studies which found that strategy training alone was insufficient to develop reading comprehension strategies.

The third category assured the influential role extensive reading plays in developing reading comprehension and other language skills.

The fourth category doubted the effectiveness of extensive reading on developing reading comprehension strategies or skills.

The fifth category focused on the necessity of the combining strategy training with extensive reading to develop reading comprehension strategies/skills and to enhance language proficiency.

Studies related to the importance of explicit reading strategy training:

Salataci and Akyel (2002) conducted a study under the title '**Possible Effects of Strategy Instruction on L1 and L2 Reading**'. The questions of the study were the following: a) Does strategy instruction in EFL reading affect EFL reading strategies and reading comprehension in English? b) Does strategy instruction in EFL reading affect reading strategies in Turkish (native language)? The participants in this study consisted of 20 students enrolled in a pre-intermediate level classes of a one-year intensive English course offered at the foreign language department of the Turkish-medium Istanbul Technical University. The Students were instructed on the following reading comprehension strategies; to look at the

title of the selected text and to make predictions about the likely content of the passage based on their background knowledge related to the content of the text and to seek clarification of any comprehension difficulties. At this stage, some repair strategies were introduced to the students such as re-reading problematic parts, reading on until the meaning becomes clear. They also had to use the context to guess the meaning of unknown words . Adding to that , students were also given a worksheet requiring them to write down (a) their predictions, (b) the questions they asked to locate the main ideas, (c) their summaries, and (d) their comprehension problems and possible ways of solving the problems they faced while they were reading the passage. In a way, these worksheets provided a written record of the progress made by each student during the strategy instruction.

The data were collected through a think aloud activity. observation, a semi-structured interview, a background questionnaire, a pre and post comprehension tests. The data were analyzed statistically. The comparison between the pre and the post phases revealed that after strategy instruction , students developed awareness of the necessity of systematic use of reading comprehension strategies. Consequently, they utilized prediction, summarizing, and used prior knowledge significantly and more frequently both in Turkish and in English. Furthermore, the results of their reading comprehension post test were higher than the pre test.

To conclude, explicit teaching of reading strategies had improved the participants' performance in using the reading strategies in a proper way that improved their comprehension scores in general.

'Fostering reading comprehension in fifth grade by explicit instruction in reading strategies and peer tutoring' This study was led by Vankeer (2004). Vankeer is a researcher from Ghent University in Belgium. The main objective of the study was to

investigate the effect and durability of explicit reading strategies instruction on fifth graders' reading comprehension achievement. The participants were twenty-two fifth grade teachers and their 454 students chosen from different schools in Flanders. They were divided into an experimental group who received explicit reading comprehension strategy training and the control groups which was taught comprehension in the traditional way. Teachers were trained how to lead the study and provided with the aims and organization of the interventions in addition to the materials; lessons, activities, plans and techniques. Prior to the implementation, the underlying theoretical background of the innovation was clarified. Six strategies were assigned to be trained on. They were the following: (1) activating background knowledge (2) predicting what the text could be about. (3) distinguishing the main ideas from the supporting ideas. (4) Monitoring and regulating (5) Classifying text genre and adjusting reading behavior needed. Those strategies were used pre, during and after reading.

Pre test and post test were used to collect data. The hypotheses of the study stated that explicit reading strategies instruction would enhance reading comprehension scores more than traditional comprehension activities which are characterized by strong emphasis on questioning students after reading a text. The findings supported the effectiveness and the feasibility of the explicit reading strategy teaching. The post test scores of the experimental groups outperformed the scores of the control group.

Mi (1998) conducted a study titled as '**Teaching Reading Strategies in an Ongoing EFL University Reading Classroom**'. The target participants were foreign language university students. The target strategies to be trained on were the following: summarizing, questioning, clarifying, and predicting. The following research questions were addressed: "Does strategy training enhance the reading ability of EFL college students?" If so, "How is the effectiveness of reading strategy training related to the reading proficiency of the students?" "Which types of reading comprehension questions are affected by strategy

training?". A pre and a post tests were administered to collect data. The result indicated that students performance improved in grasping the main ideas and in inference strategies more than answering detailed questions.

The current researcher thinks that the differences in the level of improvement depends on the nature of each strategy, the type of training students receive, in addition to individual differences and the affective factors which imply different types of performance.

However, explicit strategy training in Mi study improved the students reading comprehension performance.

Idding (1999) conducted a program under the title **'Improving Comprehension and Vocabulary Development Through Multiple Instructional Strategies and Technology'** for enhancing reading comprehension and vocabulary development through the use of multiple instructional strategies and technology. The targeted elementary population exhibits both poor reading comprehension and poor vocabulary acquisition and understanding, which interfere with academic achievement. Evidence for the existence of the problem includes standardized test scores, teacher observation, anecdotal records, and school report cards. Analysis of probable cause data revealed a lack of parental involvement, student readiness, learning difficulties, curricular changes, differences in learning, student motivation, self-discipline, insufficient materials, and teacher training. In order to improve reading comprehension and vocabulary development a variety of strategies and educational software were implemented. Surveys were gathered from students' parents and students themselves. End of the year tests from the 1997-98 and 1998-99 school years were used to provide data for comparison. A review of solution strategies suggested by knowledgeable others combined with the analysis of the problem setting resulted in the selection of five major categories of intervention: vocabulary games, word wall, self-selected reading baskets, parent involvement

and technology. A comparison of data from surveys revealed that an average of 40% of the targeted population improved their attitude toward reading. An analysis of the at-home reading program demonstrated that 74% of the targeted population was reading 60-100 minutes per week at home by the completion of this project. An average of 6 out of 17 students of the targeted population increased at least one reading level, as defined by running records, within their grade range. Analysis of post-test results clearly indicated that the majority of the students were more successful in reading comprehension and vocabulary development. The researcher strongly recommend the use of multiple instructional strategies and technology when teaching reading and language arts to elementary students.

'Combining extensive reading and intensive vocabulary study in a Japanese university.' is a title of a study conducted by Rosszell (2007). Rosszell investigated the claim that extensive reading alone can provide L2 learners with the vocabulary they need. He designed a study on 40 intermediate EFL students in a Japanese university. The students were divided into two groups. They were labeled as **extensive reading** +(ER+) group and **extensive reading** (ER) group. (ER+) group was involved in graded readers accompanied with supplementary discussion and intensive vocabulary study. The (ER) group read graded readers and completed a short weekly report. Data were collected by a pre and a post test. ANOVA test revealed a statistically significant advantage for (ER+) group over the (ER) group. This result means that extensive reading assisted with intensive study and supplementary exercises of texts is superior to both extensive reading alone or intensive reading alone.

Studies related to the effectiveness of extensive reading:

A study under the title '**Increasing Reading Input In Japanese High School EFL Classroom**' was conducted by Tanaka and Stapleton (2007) in Hokkaido University. It investigated the impact of a quasi-extensive reading program on Japanese high school EFL learners' reading comprehension, reading speed and their perceptions of the program. The experimental group consisted of 96 high school students. They engaged in a reading activity, with teacher-made materials from five to ten minutes daily. This program continued for "approximately" five months. Some of these students also read graded readers outside of class according to a "Home Reading Program" designed by the first author as an easy and feasible way to introduce Extensive Reading. The control group received no treatment. The questions of the study were the following:

- Do Japanese high school EFL learners advance in reading comprehension and reading speed by increasing exposure to easier texts than their usual textbooks?
- Do Japanese high school EFL learners who read graded readers at home improve their reading comprehension and speed at a greater rate than students who do not?

The effect of the intervention on learners' reading comprehension and reading speed was examined via pre- and post-tests. In addition, the participants received a questionnaire to examine their perceptions and attitudes towards increasing reading input in English. The results revealed that the group who read graded readers, scored significantly higher in reading comprehension and speed than the students who read teacher-made material in the class and controlling group which received no treatment. The researchers, Tanaka and Stapleton, suggested that English teachers in poor input EFL settings should increase reading input within the students' linguistic levels both inside and outside of the classroom.

AlShwairkh who defended a ph.D dissertation in (2004) titled as '**Learning vocabulary through Internet reading: Approaches and attitudes of ESL MBA students**'.

The dissertation investigated the impact of extensive reading on improving reading comprehension strategies/skills as well as vocabulary knowledge. The dissertation was a qualitative research that described the approaches and attitudes of ESL business students towards learning vocabulary through extensive internet reading program which lasted for 8 week period. The participants were advanced ESL MBA students. They were divided into two groups of 9 students each. Both groups were exposed to pretest and post test and were asked to fill questionnaires to assess their vocabulary size. The participants practiced net extensive reading for two months. They employed some common vocabulary learning strategies including guessing word's meaning in context, using dictionaries and keeping a vocabulary notebook. The result showed improvement in the participants vocabulary level and positive attitudes toward internet extensive reading .

Ching (2002) reported a study conducted by Wendy who was the researcher and the student. The title of the study is '**Extensive reading and language learning: A Diary study of a beginning learner of Japanese**'. Wendy' first language was Chinese and English was her second language. She got master's degree in ESL. Consequently, she gained a better understanding about what extensive reading was and how it could benefit language learners.

About 10 years before the study, Wendy took a few Japanese lessons at the YMCA in Hong Kong. In those few lessons, she learned how to write and pronounce Japanese orthographies, *hiragana* and *katakana*, and learned some phrases for self-introduction, greetings and so on. Although she still remembered some of the expressions when she began this study, the limited training did not help her with her reading. She had to relearn hiragana as a beginning learner of Japanese at the time she began this study. The study was divided

into two stages, covering 9 and 11 weeks. Wendy tried to apply the characteristics of the extensive reading approach established by various studies (Bell, 1998; Day & Bamford, 1998; Renandya, et al., 1999; Walker, 1997):

She read as much as possible. By the end of the study, Wendy had read 32 books which covered about 1,260 pages of simple Japanese text. 483 pages came from comic books and 170 pages from children's textbooks. The rest of the pages were from simple children storybooks.

She read a variety of interesting materials. Due to Wendy's limited Japanese proficiency, she was not able to read a variety of materials in terms of genre. However, she was able to read children's stories which were attractive and provided with pictures. She enjoyed reading children's books with her two year daughter. Sometimes, she found it difficult to read children's books so, she used to change them with easier ones.

Wendy reflected on what she learned daily with an average of about 10 sentences. Then she gathered her notes in two diary entries recording her experience. The conclusion of her entries showed that although extensive reading has helped her to acquire vocabulary in various ways, the data recorded in her diary also revealed that multiple exposures to particular vocabulary items did not necessarily ensure vocabulary learning.

Data from the journal entries showed that Wendy's reading comprehension gradually improved throughout the course of the study. Basically, she improved from having a hard time decoding the hiragana orthography to understanding some simple children's stories.

To answer the question "Does extensive reading promote positive attitudes toward reading?" analysis of Wendy's diary entries was done. The findings indicated that her attitude toward reading Japanese generally became more positive throughout the course of her study. She was highly motivated and had a strong will to learn Japanese language. She started from decoding level and ended with the ability to read children's books and to acquire a big range

of vocabulary.

In short, The current researcher can declare that the findings of this study imply taking in consideration motivation, easy interesting material and free choice of books when designing extensive reading programs.

'Can extensive reading help unmotivated students of EFL improve?' is a study conducted by Mason and Krashen (1997a). It investigated whether so called bad students or failures in EFL could improve with an extensive reading program. The participants in the study were female students from Osaka university in Japan. The groups were assigned; experimental and control group. The experimental group was designed for students who had failed EFL classes. The comparison group was chosen from average students treatment. In the first semester both groups received the same traditional curriculum which included reading selections, comprehension questions, vocabulary, grammar and translation exercises.

Students in the comparison group did well. But the performance of experimental group was poor and one third of the students dropped the class before the end of the semester.

Experimental group spent the whole second semester reading graded reader and practicing other extensive reading activities such as writing synopses and keeping a diary to record their feelings, opinions and progress. Teachers encouraged the students to read and discuss what they read with them. The average number of books read was about thirty. At the end of the course a post test was administrated. Although the comparison group outperformed the experimental group, the mean of the progress achieved by the experimental group in the post test was higher than the mean of the comparison group. As to students attitude toward English language, many of the reluctant students of EFL became eager readers. Several wrote in their diaries that they were amazed at their improvement.

Yang (2007) conducted a research in a secondary school in Hong Kong titled as **'Cultivating a reading Habit: silent Reading at school'** to investigate the effectiveness of extensive reading on cultivating reading habits and developing language proficiency. The study lasted for 2 semesters. Students were given the opportunity to read for fifteen minutes every morning under the supervision of class teachers. The school and the class libraries were provided with a variety of books that appealed to students interest and suited their levels. Students kept their reading progress in a log book. At the end of each 15 minutes, students jotted down some useful phrases learnt in the log book. The class teacher collected the logs at the end of each month to have an overall idea on the class reading progress. Evaluation was done through four instruments, student's log, questionnaire, open ended questions, interviews and teachers' observation. The finding of the research concluded that students found it fruitful to read during school time because it allowed them to cultivate a reading habit. There was a general agreement between teachers and students that extensive reading promoted language proficiency and increased reader's vocabulary and language pattern power.

A unique study under the title **'Extensive reading with adult learners of English as a second language'** was done by Renandya in (1999) to investigate the impact of extensive reading on old adults' language proficiency. The questions of the study were:

- Could ER be successfully implemented with older adult second language learners?
- Could learning gains be influenced by the amount of Extensive reading material read?
- Is ER perceived to be useful and enjoyable activity?

The participants were 49 Vietnamese government officials who were in Singapore for a two months intensive English course. The course in which the participants were enrolled was entitled as "English for International communication (EIC)." Extensive Reading was a key element of the EIC course's reading and writing components. Participants were informed of

the purpose of (ER) as a tool to enhance their English language proficiency. The key message was given to them was that large amount of English reading would likely result in greater English proficiency. Then students were asked to read fiction and non fiction graded readers of their own choice. Post reading activities were provided. The participants had to write summaries to retell the stories they read or listened to. The instrument used to collect data were (1) a pre and a post test (2) book record form in which students were asked to record the title of the book, the number of pages and the interesting signs of books. (3) a questionnaire was constructed to elicit information from the participants. It asked about the number of books the participants read before the course and the number of books, news papers and magazines they read during the course.

The answer for the first question was that ER program was not only useful in improving their knowledge of English but it was also quite enjoyable.

The second questions: The program was perceived as a means to decrease loneliness and enhanced feeling of self worth among elderly people. In the first two weeks of the course some complained a lot about the quantity of reading assignment. Regularly, this feeling was replaced by pleasure and eagerness towards continuing reading.

The current researcher has concluded that whenever motivation and appropriate circumstances are available, extensive reading programss achieve impressing results.

This study '**Promoting second language development and reading habit through an extensive reading scheme**' was conducted by Yu (1999). He described a territory-wide English extensive reading scheme implemented at upper primary and junior secondary levels in Hong Kong schools. The paper discussed the rationale for extensive reading and outlined the aims and features of the reading scheme. It also reported on an empirical study to evaluate the effectiveness of the scheme. The study investigated whether the scheme helped students

acquire a reading habit in English and improve their English proficiency. Participants in the study were an experimental group (492 students), a control group (490 students), and 45 teachers from schools taking part in the scheme. All three groups completed questionnaires. Results suggested that students in the experimental group were more regular readers. However, only 27% included extensive reading in English as a favourite pastime, showing that a reading habit takes a long time to develop and continual structural support is necessary. As to language development, the experimental students were more confident of their reading ability, and the evaluation of the scheme by teachers and students suggested that they perceived the program as useful in developing such aspects of English as vocabulary, reading and writing and in expanding students' knowledge of the world.

Alshamarani conducted a study with the title '**The attitudes and beliefs of ESL students about extensive reading of authentic texts**'. The study was a qualitative one which described the attitudes and beliefs of two groups of ESL learners regarding extensive reading of authentic texts. In particular, it aimed to focus on their beliefs and attitudes regarding vocabulary development through extensive reading of authentic materials. The study attempted to investigate the following points: (1) the attitudes and beliefs of ESL students regarding extensive reading of authentic texts; (2) their attitudes and beliefs concerning vocabulary development through extensive reading of authentic texts; (3) the strategies they used to handle unknown words encountered while reading. (4) the difficulties they encountered when reading authentic texts; (5) the benefits they gained from extensive reading of authentic materials in terms of language improvement in general, and vocabulary development in particular; and (6) their attitudes and motivation regarding whether they would continue to do extensive reading and would recommend it as a means of language development. The participants consisted of two groups of ESL learners, one included five

students while the other included four students. They participated in a three-month ESL extensive reading course called reading club in which extensive reading was the main focus of the course. To collect data, multiple qualitative methods including interviewing, document analysis, notes, and e-mails were used. The findings indicated that despite various reading difficulties they had encountered, the students of both groups had positive attitudes toward extensive reading of authentic texts and they were motivated to read after the course had finished. The findings also showed that extensive reading had helped students develop and improve various language skills, including vocabulary, reading for meaning, grammar, listening, speaking and pronunciation. The most salient finding is that both approaches, incidental and intentional vocabulary learning, had been employed to develop second language vocabulary.

'A Study of Extensive Reading with Remedial Reading Students'. This piece of the literature review reported a study designed by Lituanas & Renandya (1999) to examine the effectiveness of an English-language Extensive Reading ER program for remedial students at a public secondary school in the southern Philippines. The research question is:

- Will there be a significant difference in the pre-test reading proficiency scores of the control group (students who do not participate in an ER program) and the experimental group (students who do participate in an ER program)?

The participants contributed in this study were sixty first-year students at the school, 30 females and 30 males, they were assigned to be remedial reading classes. The study lasted over a period of six months.

A pre and a post tests were used to investigate students performance and reading comprehension, reading speed and accuracy. During the six months program, both the control and experimental groups received 40 minutes of regular English class daily, plus an

additional 40-minute remedial reading class. In their remedial reading class, the control group was taught in the conventional way from a textbook. The only silent reading the control group practiced was of these short selections from their textbook.

Experimental remedial reading group took part in an extensive reading program. Students read texts of their choice and did a variety of post-reading activities. During that period, the teacher used various techniques to encourage students to read more and to increase their reading skills, such as: reading aloud by the teacher, finding clues; title, pictures on the cover and illustrations. Asking students to predict what the story was about. Asking students to summarize in public the material they had read and enjoyed. Chatting with individual students about what they were reading or had read. For monitoring the teacher assisted students to select reading material, helped students by answering questions and facilitating difficulties relevant to new vocabulary. Post reading activities included answering higher order thinking questions, as parts of a games, role play. retelling, mock interviews in which one student portrayed a character of the story and other students would then interview. These post-reading activities provided means of attracting the less-diligent students to ER, because they enjoyed the stories that were retold by their classmates. Post-test scores showed that the treatment group who received extensive reading treatment outperformed their control group peers in reading comprehension proficiency and reading speed to a statistically significant extent.

The results of the current study suggest that a well-conducted extensive reading program may be able to make a significant impact on reading proficiency, even when students are of below average level and when reading materials are scarce. The researcher added "However, it should be noted that despite their impressive gains, students in the experimental group were still reading below grade level. Perhaps, continued extensive reading would be part of the necessary elements of a program for overcoming this deficit."

The current researcher believes that the results of the present study and many previous studies strongly suggest that ER can play an important role in helping students to improve their reading skills and to develop their language proficiency.

This study under the title '**Extensive reading with EFL learners at beginning level**' was conducted by Sheu (2003). It attempted to investigate the following seven questions:

- Will ER help beginning EFL learners obtain gains in vocabulary, grammar and reading comprehension?
- Does ER promote reading speed?
- What impact does ER have on EFL learners' attitudes?
- What difficulties do the students have during reading?
- How do the students feel about their achievement?
- What are their reasons for choosing which books to read?
- Are they satisfied with the books they had read?

The results of the study was generally positive and some pedagogical implications were derived from. Those implications were the following: (1) adoption of ER in the school syllabus. (2) using books of native English-speaking children. (3) using encouraging learning activities to motivate learners.

'**The effects of extensive reading on the motivation of Japanese high school students**' is study conducted by Takase (2003). The purpose of the study is to investigate high school EFL (English as a foreign language) students' motivation to engage in extensive reading activities by examining the relationship between their attitudes/motivation and the amount of reading they did. In this study, approximately 220 second-year female high school students aged 16 to 17 participated in an extensive reading program for one academic year.

Questionnaires to investigate students' attitudes/motivation toward reading English and reading Japanese were administered at the beginning and the end of the year. Questionnaire data were analyzed to determine the factors that motivated the students to read English books. Seven factors were found; among them, intrinsic motivation toward reading English and intrinsic motivation toward reading Japanese were determined to be the best predictors of the participants' motivation to read English. Moreover, the relationship between L1 reading habits and L2 reading performance was investigated through participants' self-reported reading data and subsequent interviews; however, the results indicated that there was little relationship between the two factors. In addition, participants were divided into three groups based on the reading amount done during the academic year. The differences among the three groups in sub-component scores and their changes were analyzed in order to determine the impact of extensive reading on the students' motivation. No significant results were found; however, strong impacts were observed in the middle and the low groups in terms of affect and increases in those learners' sense of achievement. Qualitative data were collected through interviews with 81 participants. Many of them expressed favorable attitudes toward reading English books and reported gains in self-confidence in learning English as a result of participating in the extensive reading program. The significant gains in proficiency and motivation scores after the treatment verified the usefulness of extensive reading.

Studies related to the role of assisted extensive reading programs

Keiko (1999) reported an abstract of his study titled as '**Reading Strategies and Extensive Reading in EFL Classes**'. He argued that the results of the investigation on reading strategies and extensive reading of EFL students indicated that reading a lot in both L1 and L2/FL becomes the most important factor for improving reading skills rather than just teaching reading strategies. He stated that extensive reading gives learners rich background

knowledge, vocabulary recognition, high motivation for more reading, the basic skill of rapid reading, discovery of reading strategies by learners themselves, and increases guessing ability in context. This abstract confirms the current researcher's belief that learners develop their use of reading strategy through extensive reading.

'Developing Reading Fluency in EFL: How Assisted repeated reading and Extensive reading Affect Fluency Development' is a study implemented by three researchers; Taguchi and Takayasu and Gorsuch (2004) in Texas Tech University. The study aimed to investigate the impact of assisted repeated reading and extensive reading on developing fluency, word recognition and reading comprehension. To accomplish that job, they conducted a study on 20 participants. The participants were Japanese students who were learning English as a foreign language at a university near Tokyo. They were five males and fifteen females. All were first-year Japanese linguistics students. As a part of their academic program, the participants had five 90-minute English classes a week designed to improve reading, writing, speaking, listening and grammar. Most of the participants were 18 years old with two exceptions; one was 19 and the other was 60. They were divided into two groups; one practiced repeated reading, the other practiced extensive reading. Both types of reading were assisted with skill building activities. The course lasted for 17 weeks. The study questioned the following points:

- Is Repeated Reading effective in developing fluency in beginning-level FL readers?
- Is Repeated Reading as effective as Extensive Reading to develop reading fluency of beginning level FL readers?
- Is Repeated Reading as effective as Extensive Reading to improve comprehension of beginning-level FL readers?
- How do beginning-level FL readers perceive the effectiveness of each method?

The instruments used were a pre test and a posttest by which the researchers checked the participants' scores in fluency, word recognition and reading comprehension. Moreover, a questionnaire was used to check the students' perception of the two methods. The results of the study showed that Assisted Repeated Reading is as effective as assisted extensive reading to enhance second and foreign language readers' fluency and to improve their word recognition and reading comprehension. Moreover, learners became independent readers. They read faster and enjoyed reading.

'Effect of Extensive Reading on English Learning in Hong Kong' is a title of a study lead by Lai (1993). She wanted to investigate Krashen's Input hypothesis and the affective filter hypothesis.

A low anxiety environment was created to enhance the low affective filter by letting students choose what they wanted to read. They were motivated and encouraged to read by their teachers.

It is worth mentioning that Krashen is one of the pioneers who highlighted the importance of extensive reading in improving language proficiency in all aspects, vocabulary, grammar, reading, comprehension, writing and listening. He created a strong relation between comprehensible input hypothesis, low affective filter hypothesis and extensive reading.

Lai's experiment involved 1133 participants of age range 11-13. They came from 8 secondary schools. 338 students were the control group who did not practice an extensive reading scheme. 345 were the experimental group1 who participated in an extensive reading program. 218 were experimental group2 who participated in an intensive extensive summer program.

The results showed that the experimental group1 who participated in an extensive reading program only achieved some improvement conveying with the quantity of reading done. There was no general language proficiency.

The teachers responsible for the experiment explained that the low achievement in language proficiency was attributed to the low processing of reading. They stated that students were in the habit of scanning through a book quickly. They were satisfied with getting enough information to answer the multiple choice question. They didn't go deep in reading process, then they didn't improve as much as it should be. Lai, the researcher, stated "Given that the extensive reading scheme in the present study provided a low affective filter environment as far as could be achieved in the local class room setting, findings showed that comprehensible input was only related to improvement in vocabulary recognition, listening, comprehension and reading speed. No convincing evidence was collected for in depth reading comprehension and sentence writing to support Krashen's claim. "

Another summer reading program was a more successful model. That program had some more advantages than the previous one. Experimental group2 who participated in this program practiced a combination of extensive and intensive reading; intensity of exposure, opportunities for more interaction and output. This summer program did satisfactorily facilitate students English language. The results showed that the more intensive extensive reading was done, the better language enhancement was achieved. These results led Krashen to soften his hypothesis about language subconscious acquisition. He acknowledged that learning has some impact on language development. Krashen (1989, p. 454) admitted that "while a substantial part of these gains is probably due to incidental comprehensible input there are gains over and above what one would expect from comprehensible input alone."

The current researcher believes that these results assure the need to integrating both conscious learning through systematic strategy training and subconscious learning through extensive reading program.

The study titled '**CALL For Reading Skills in English**' conducted by Singhal (2001) attempted to find answers to the following questions.

- What is the relationship between reading comprehension and strategy use prior to and after strategy instruction?
- How do ESL readers perceive their strategy use prior and after strategy instruction?

The participants consisted of twenty-two students who were enrolled in a freshmen composition course for ESL students at the University of Arizona. Those students were L2 students completing their second English course in order to satisfy the English composition requirements. The participants came from 12 language backgrounds: Japanese, Arabic, Bahasa, Indonesian, Malay, Cantonese, Urdu, Greek, Hebrew, Lamba, Tamil, Turkish and Uzbek. In the reading strategy training phase.

Singhal used a web program to instruct her participants. They spent twelve class periods of seventy-five minutes each working on specific reading strategies such as paraphrasing, summarizing, identifying the main ideas and text structure, identifying word meanings, skimming, scanning and inference. They practiced extensive reading through reading a variety of materials from different genres, and of different organizational formats and styles, and responded to these texts in various ways through journal responses, or questions related to the texts. The data were collected from several sources. First, students completed a questionnaire prior to the study so that demographic information could be collected. Second, an interview questionnaire was administered to obtain information from the students about the advantages and disadvantages of the program, and to determine how it might have

affected their reading comprehension and strategy use. Third, Pre and post tests were conducted. The tests consisted of three readings with comprehension and vocabulary questions. The purpose of the test was to obtain quantitative information of two aspects; reading comprehension proficiency scores and the reading strategies they used and how often they used them.

The findings of this study indicated significant improvement in students' reading comprehension as a result of a combination of extensive reading and strategy instruction program. Concerning the use of reading comprehension strategies, students became more aware of reading strategies; how and when to use them and they used strategies more frequently than before receiving the instructions. Students' responses showed that in general, they believed that the extensive reading in combination with strategy instruction program improved their reading skills and comprehension.

Liem (2005) conducted a seven week study titled as '**Using Extensive Reading to Enhance Students' Perceptions and Their Reading Ability**' to investigate the impact of extensive reading on students reading abilities and the use of **cognitive** and **metacognitive** strategies while practicing extensive reading. The participants were six students majoring in computer science at Saigon institute of Information technology, Vietnam. The instruments used were a set of pre and post questionnaires in which participants were to write their reflections about their reading experience and performance during the seven weeks of the study. The result revealed that extensive reading had a positive effect that enhanced the participants' reading ability and increased their motivation in reading English as a second language. Moreover, it improved their use of cognitive and metacognitive reading strategies. To illustrate, the analysis of the pre questionnaires showed that participants didn't know how to use cognitive or metacognitive strategies. The post questionnaires revealed that the

participants understood more about cognitive and metacognitive strategies; skimming, scanning, prediction and inference, how and when to use them while reading .

The current researcher concluded that the previous study had assured that both cognitive and metacognitive strategies were redeveloped by extensive reading. Meaning and grammatical knowledge were also enhanced.

Studies compared extensive reading to intensive reading:

Sims (1996) reported a study titled as '**A comparative study of improvements in reading comprehension of skill-based instruction and extensive reading for pleasure with Taiwanese freshman university students**'. This study examined and compared the improvement of Taiwanese university freshmen taught comprehension by either a skill-based approach or extensive reading for pleasure approach. Four classes of Freshmen English students (N = 120) identified as mid-level proficient in English were involved in this study. Two classes were instructed using a skill-based approach and the other two classes were exposed to an extensive reading for pleasure approach. Achievements in reading comprehension were measured via written recall protocols and multiple-choice tests. A two-way ANOVA design allowed the comparison of mean scores of reading comprehension across the four groups. The results of pretest of reading comprehension indicated that there were no significant differences in reading comprehension between the four groups at the onset of the experiment. However, there were significant differences in both the multiple-choice and recall protocol measurements after the treatment period. The participants in the pleasure reading groups scored significantly higher than students in the skill-based groups. Students in both treatment groups reported approximately the same amount of class time spent on reading required texts written in English. However, the participants in the pleasure groups reported spending more time outside of class reading English materials for pleasure.

The study decided the superiority of extensive reading for pleasure approach over the skill-based approach.

'Extensive Reading Speed and Comprehension'. Bell (2001) conducted this study in the Yemen Arab republic on young adult students working in various government ministries. It measured both reading speeds and comprehension in two groups of learners exposed to extensive and intensive reading programs. The extensive reading group received an extensive reading program using graded reader. They visited libraries which widened the collection of book they read. They kept records of what was read. The intensive reading group or the control group received a traditional intensive reading program. They studied 30 texts of around 300 words each with a variety of exercises planned for intensive reading of the passages.

The study lasted two semesters. The main hypothesis of the study to be tested was "learners in the extensive group will achieve significantly higher scores on a test of reading comprehension containing texts at an appropriate level, than those in the intensive group." The result strongly supported the hypothesis.

The first important observation on these results is that the reading program based on graded reader, to which the extensive group were exposed, had brought higher gains comparing to the control group which received intensive reading practice.

The current researcher believes that the intensive reading program which focused on skill building and strategy training was not as effective as the extensive reading program to improve student's reading speed and comprehension.

Robb and Susser (1989) designed an experiment titled as **'Extensive Reading vs. Skills Building in an EFL Context'** to shed light on the following questions:

- Can extensive reading alone improve students' reading ability?
- Are skills better learned when specifically taught?

The experimenters assigned two groups, each consisted of 125 students freshmen major English. One as an extensive reading group which had the opportunity to read a large number of graded reader. The program was based upon the extensive reading principles. The students were required to read and to answer comprehension questions that accompanied each reading. On the other hand, they were not taught any reading skills. Students could choose what they wanted to read from reasonable wide selection; they worked individually; and they were engaged in silent reading for much of the class time. As homework the students were required to read a minimum of 500 pages at home during the year. The students were required to write short summaries in their notebooks so that the instructors could check that the reading was actually being done. Motivation was high. Students enjoyed what they did.

The skills building group was defined as a group who read little comparing to the extensive reading group but the focus was on reading skills-building. The class work consisted of going through one or two sections during the class period (90 min.) with the students individually reading the passage and doing the exercises designed to teach the skills of efficient reading. The skills to be developed were: Getting the main idea, Understanding the important facts, Guessing vocabulary from context and Making inferences. The texts were appropriate for these students in interest and difficulty. An additional section of these texts were assigned for homework. A short 2-item quiz was administered at the beginning of each period to make sure that the students were doing the required reading at home . A pre and a post test were used to exhibit the differences between achievements of extensive reading group and the strategy training (skill building group). The results showed that the extensive reading group achieved very little progress over the strategy training group between the pre and the post test of each group. As to the level of progress the of

extensive reading group achieved very little progress over its pre test . Susser concluded although the difference in the quantitative scores was not large the positive affective result was prominent. Students' motivation for voluntary reading increased. They expressed their interest in the extensive reading activities. Teachers conducted their classes differently. They did not depend on textbooks and they spent more time in individual conferences with students.

Smith (2006) conducted a study titled as '**Comparison of "Pure" Extensive Reading with intensive Reading and extensive Reading with supplementary activities**' in Taiwan to compare the effectiveness of three approaches relevant to reading comprehension. The questions of the study were:

- Can extensive reading be improved by adding supplementary activities?
- Is ER more effective than intensive reading?
- Is extensive reading enough to improve reading comprehension and vocabulary gains?

The duration of the study was one academic year. All the participants were first year junior college English majors. They were all 15 – 16 years old. Three experimental groups were designed each of (51) students. The first group received extensive reading practice. The second group received intensive reading only. The third group received extensive reading + supplementary activities. At the end of the first semester an achievement test was conducted to measure the progress the students made. The results of the first group which received extensive reading activities was superior to the results of the other two groups. In contrast, at the end of the second semester the scores of the third group which received extensive reading + supplementary activities outperformed the scores of the other two groups. These results mean that extensive reading + supplementary monitoring activities is more effective than other practices.

The current researcher found that the results after the second term were more convincing. To explain, supplementary activities enabled students to recognize their progress and gave them hints of seriousness of the whole job. The claim that extensive reading is reading for enjoyment and that supplementary activities may take reading time and reduce enjoyment is not fully accepted by the current researcher. Actually, lots of people enjoy working seriously.

Studies related to the teachers' point of view concerning extensive reading:

'Teachers' beliefs regarding the role of extensive reading in English language learning: a case study'. This research was conducted by Kajinga (2006) to gain insight into teachers beliefs on the role of extensive reading in second language learning. A case study of 9 teachers from 3 schools in Grahams town, South Africa were selected purposefully. The teachers were viewed to be knowledgeable in leading Extensive Reading Programs in different schools. The 3 schools were selected to represent a private school, a former Model school and former Department of Education and Training school. Data was mainly collected by means of semi-structured interviews, which utilized in-depth open-ended questions to detect teachers past experiences. The findings revealed that all the teachers appeared to believe that extensive reading was an invaluable approach to enhanced language skills.

Studies doubting the positive influence of extensive reading:

An abstract of an article titled as **'What We Know After a Decade of Hong Kong Extensive Reading Scheme'** was written by Wong (2001). This study pointed out that after a decade of Hong Kong extensive reading scheme (HKERS), no significant achievement had been achieved in students English proficiency. The students attitude towards English reading among Hong Kong students remained negative. It is worth noting that a ten year extensive

reading scheme was conducted in Hong Kong. It lasted from 1991 to 2001. The program aimed to motivate the students to read and to enhance their English proficiency. Then, in 2001; after a decade of starting the program, no positive results were gained neither on the level of motivation nor on the level of language proficiency. People in charge attempted to look into the reasons why the English proficiency level had not changed much since the introduction of the HKERS and suggested what could be done further to make HKERS work best for the students of Hong Kong. It was suggested that in order to strengthen general reading skills, a favorable environment for reading should be created and a wide selection of authentic and relevant reading materials should be made available.

The current researcher found that Wong's study was inconsistent with the massive number of previous studies which pointed out the effectiveness of extensive reading in developing language skills. Adding to that, she thinks that the defect should not be attributed to the extensive reading but to the circumstances in which the extensive reading scheme was implemented. Many factors might affected such a program results; low motivated students, wrong selection of material, high anxiety environment. Any way, Wong did not explain the reasons belied the failure of the extensive reading scheme in Hong Kong.

Summary of the findings of previous studies:

The majority of the previous studies confirms the effectiveness of extensive reading programs on developing comprehension, vocabulary and other language skills at all ages and at all stages of education and all ages.

Some reservations were announced by some authors who found that extensive reading should be preceded or accompanied with reading comprehension strategy training.

Some studies advised to integrate extensive and intensive reading to develop comprehension strategies.

Most of the studies assured the need to support extensive reading with supplementary following up activities.

Motivation, enjoyment, freedom of choice and low anxiety environment was highlighted by all the concerned authors.

Most of the studies admitted the virtue of reading strategy training on developing reading comprehension but some advised giving students opportunities for practicing the use of the reading strategies through extensive reading.

Only one of the studies denied the effectiveness of extensive reading.

The studies compared extensive reading to intensive announced the superiority of extensive reading activities in developing comprehension and language skills.

Positive affective results always accompanied the extensive program activities.

The theoretical and the empirical background relevant to the relation between reading comprehension, reading comprehension strategy training and the researcher's long experience in field of teaching and her knowledge in the characteristics of EFL in the Gazan context inspired her to construct an Assisted Extensive Reading Program to investigate its efficiency on developing reading comprehension skills in ninth graders in Roquia High Elementary Female School in Gaza governorate.

III

METHODOLOGY

Introduction

This chapter puts forward a holistic image of the methodology of the study; The population, the samples and the tools. It also, describes the suggested program titled as "The Effectiveness of Assisted Extensive Reading Program on Developing Reading Comprehension Strategies in the Ninth graders in Gaza Governorate".

The design of the study:

The study was designed according to the experimental approach. Three groups were assigned as the participants of the study; experimental group1, experimental group2 and the control group. The assisted extensive reading program represented two independent variables. The first variable was reading comprehension strategy training. The second variable was extensive reading activities. Experimental group1 received reading comprehension strategy training only. The training lasted for two weeks. Experimental group2 received both reading comprehension strategy training for two weeks and extensive reading activities for nine. The control group received no treatment, they were taught in the traditional method.

Sampling Procedures:

The sample of the study consisted of (111) students distributed into three groups. Two experimental groups consisting of (70) students and one control group consisted (41) students.

The experimental groups were randomly chosen from ninth graders in Roqaia High Elementary Female School in Gaza governorate where the researcher works as a head teacher. The control group was chosen randomly from ninth graders in Mustafa Hafiz School.

Table (1): The distribution of the sample according to the groups

Group	Experimental(1)	Experimental(2)	Control
count	30	40	41

The Participants:

The participants consisted of 111 female students from ninth graders in two schools in Gaza governorate; Roqaia High Elementary Female School and Mustafa Hafiz high elementary female school. They were 14 -15 years old. They represented three classes that were chosen randomly out of ten classes in the mentioned schools. The class chosen from Mustafa Hafiz high elementary female school was assigned as a control group and the other two classes chosen from Roquia high elementary female school were assigned as the experimental groups. Each of these classes was arranged at the beginning of the year to contain the three levels; high achievers, average students and low achievers. These participants were enrolled at governmental schools at 6 years old. Since then, they have been receiving English classes three times a week, 45 minutes each in the low beginners stage and five classes in the elementary stage. None of them had received private education. The three groups were almost equivalent in the economic, cultural and social levels. Age variable of the sample was controlled before the experimental application .

Controlling the variables relevant to the participants:

To assure the results' accuracy and avoid any marginal interference, the researcher tried to control some variables before the study.

Age variable:

The researcher recorded the students' ages from their school files at the beginning of the school year (2008-2009). One way ANOVA was used to measure whether there were statistically significant age differences among the participants. The mean of the age of the whole sample was (14.57) year, and the standard deviation was (0.0.232).

Table (2): One Way ANOVA results of controlling age variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
AGE	Among Groups	0.047	2	0.024	0.434	0.649	non sig.
	Within Groups	5.886	108	0.054			
	Total	5.933	110				

“f” table value at (2, 110) d f. at (0.05) sig. level equal 3.09

Table (2) indicates that there are no statistically significant differences at (0.05) level among experimental and the control groups due to age variable.

General achievement variable:

One Way ANOVA was used to measure the statistically different among the groups due to their general achievement. The participants' results in the second term test of the school year (2007-2008) were recorded and analyzed.

Table (3): One Way ANOVA results of controlling general achievement variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
GENERAL ACHIEVEMENT	Among Groups	267.167	2	133.583	0.348	0.707	non sig.
	Within Groups	41439.229	108	383.697			
	Total	41706.396	110				

Table (3) shows that there were no statistically significant differences at (0.05) among the experimental and the control groups due to the general achievement variable.

General achievement in English language variable:

One Way ANOVA was used to measure the statistically significant differences among the groups due to their general achievement in English language. The participants' results in the mid-first term test of the school year (2008-2009) were recorded and analyzed.

Table (4): One Way ANOVA results of controlling general achievement in English language variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
ENGLISH GENERAL ACHIEVEMENT	Among Groups	306.984	2	153.492	0.320	0.727	non sig.
	Within Groups	51728.710	108	478.970			
	Total	52035.694	110				

Table (4) shows that there were no statistically significant differences at (0.05) between the experimental groups and the control group due to the general achievement in English language variable.

Previous learning variable in reading comprehension skills:

To make sure that the participants were equivalent in their previous learning variable in reading comprehension skills, the researcher applied the pre- achievement test. The results of the participants were recorded and statistically analyzed using One Way ANOVA.

Table (5) Shows the "f" indicates that there are no statistically significant differences among the experimental and the control groups at (0.05) level.

Table (5): One Way ANOVA results of controlling previous learning variable in reading comprehension skills

scope	Variance resource	Sum of Squares	Df	Mean Square	F	Sig.	Sig. level
Skimming	Among Groups	13.946	2	6.973	1.751	0.178	non sig.
	Within Groups	429.964	108	3.981			
	Total	443.910	110				
Scanning	Among Groups	2.734	2	1.367	0.683	0.507	non sig.
	Within Groups	216.023	108	2.000			
	Total	218.757	110				
Guessing meaning of words from context	Among Groups	2.827	2	1.414	1.061	0.350	non sig.
	Within Groups	143.929	108	1.333			
	Total	146.757	110				
Inference	Among Groups	3.913	2	1.957	1.114	0.332	Non sig.
	Within Groups	189.726	108	1.757			
	Total	193.640	110				
Total	Among Groups	44.712	2	22.356	1.148	0.321	Non sig.
	Within Groups	2103.990	108	19.481			
	Total	2148.703	110				

The statistical analysis

The data was collected and computed by using (SPSS) Statistical Package for Social Sciences Spearman correlation, Alpha Cronbach Technique and Split-half Technique were used to confirm the test validity and reliability.

On the other hand, One Way ANOVA was used to measure the statistically significant differences in means among the three groups due to the teaching method, level in English language whether high or low.

The variables of the study:

The study included the following variables:

The independent variable

The independent variable of the study is the teaching method represented in three categories as follows:

- Reading strategy training.
- Assisted Extensive reading.
- Traditional method

The dependent variable

The dependent variable is represented in the use of reading comprehension strategies; skimming, scanning, guessing meaning of words from context and inference.

The Instruments:

To achieve the aims of the study, the researcher used the a pretest and a post test as instruments to collect data in relevance. To illustrate, a pretest was carried out by the three groups; the control group and two experimental groups. The purpose of the test was to recognize the three groups' level before starting the experimental program and to compare the results of the pre test with the result of the post test after the intervention.

The test was built according to the criteria of the test specifications. It is worth noting that the strategies under investigation were skimming, scanning, guessing meaning of words from context and inference. The objectives of the test were: To check students' ability in skimming, scanning, guessing meaning of words from context and inference. Five items were assigned in the test for each strategy. The total number of the items was twenty items. The items were equal in weight. They are listed in the table of specification below.

Table (6): table of specification

Skills	No. of items.	%
Skimming	5	25%
Scanning	5	25%
Guessing meaning of words from context	5	25%
Inference	5	25%
Total	20	100%

The items of the test

The items of the test were designed to fulfill the requirements of each strategy as follows.

Skimming strategy

This scope included (5) items; one wh and four matching questions. The purpose was measuring students' ability to skim a text in order to get the gist and to recognize the main ideas.

Scanning strategy

This scope consisted of (5) items designed to measure students' ability to seek for specific information in the text.

Guessing meaning of words from context

This scope included five items that measured students' ability to guess meaning of words in context.

Inference

The components of this scope were five items that measured students' ability to infer through their schemata and through the text to read behind the printed words and to draw conclusions.

The text used for the pre test was selected from Hello series, book 5 which was assigned by the Palestinian Ministry of Education to be taught to ninth graders in the Palestinian schools in the previous years. The text consisted of about 150 words matching in length the text in grade 9 current Palestinian curriculum. Students were unfamiliar with a range of 6 to 8 words of the text. No instructions or explanations relevant to the test were given to the students. (Appendix A).s They were made aware of the purpose of the test. The same test was carried out after the 12 week intervention. Results of the pre and post test were recorded, statistically analyzed and compared.

The pilot study

To maintain the validity and reliability of the pre and post test, a pilot study was conducted; two texts were administrated on a random group consisting of (40) grade 9 students in Roquia High Elementary school other than the experimental groups. After the statistical investigation, one text was chosen as a valid and reliable one. It was the test used as a tool to collect the data relevant to the study. (Appendix A)

The validity of the test

Mackey and Gass (2005, p. 107) stated "Content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information." In other words, a test should measure what is intended to be measured.

The referee validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, and experienced supervisors in UNRWA schools. The items of the test were modified according to their recommendations. (Appendix E)

The internal consistency validity

Al Agha (1996, p. 121) stated that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation of the average of each scope with the total average. This validity was calculated by using Pearson formula.

According to the tables (7)-(8)-(9)-(10) the coefficient correlation of each item within its scope, and with the whole test is significant at levels (0.01) and (0.05).

Table (11) shows the correlation coefficient of each scope with the whole test. According to the following tables, it can be concluded that the test was highly consistent and valid as a tool to collect data relevant to the study.

Table (7): Correlation coefficient of skimming items

Skimming	Pearson Correlation With scope	Sig. (2-tailed)	Sig. level with scope	Pearson Correlation With total degree	Sig. (2-tailed)	Sig. level with total
Item1	0.453	0.004	sig. at 0.01	0.408	0.010	sig. at 0.01
Item 2	0.693	0.000	sig. at 0.01	0.568	0.000	sig. at 0.01
Item 3	0.728	0.000	sig. at 0.01	0.638	0.000	sig. at 0.01
Item 4	0.767	0.000	sig. at 0.01	0.579	0.000	sig. at 0.01
Item5	0.828	0.000	sig. at 0.01	0.702	0.000	sig. at 0.01

Table (8): Correlation coefficient of scanning items

Scanning	Pearson Correlation With scope	Sig. (2-tailed)	Sig. level with scope	Pearson Correlation With total degree	Sig. (2-tailed)	Sig. level with total
Item1	0.498	0.001	sig. at 0.01	0.364	0.022	sig. at 0.05
Item 2	0.451	0.004	sig. at 0.01	0.471	0.002	sig. at 0.01
Item 3	0.688	0.000	sig. at 0.01	0.519	0.001	sig. at 0.01
Item 4	0.673	0.000	sig. at 0.01	0.435	0.006	sig. at 0.01
Item5	0.546	0.000	sig. at 0.01	0.374	0.019	sig. at 0.05

Table (9): Correlation coefficient of vocabulary items

Guessing meaning of words from context	Pearson Correlation With scope	Sig. (2-tailed)	Sig. level with scope	Pearson Correlation With total degree	Sig. (2-tailed)	Sig. level with total
Item1	0.464	0.003	sig. at 0.01	0.389	0.014	sig. at 0.05
Item 2	0.590	0.000	sig. at 0.01	0.434	0.006	sig. at 0.01
Item 3	0.691	0.000	sig. at 0.01	0.501	0.001	sig. at 0.01
Item 4	0.638	0.000	sig. at 0.01	0.487	0.002	sig. at 0.01
Item5	0.627	0.000	sig. at 0.01	0.411	0.009	sig. at 0.01

Table (10): Correlation coefficient of inference items

Inference	Pearson Correlation With scope	Sig. (2-tailed)	Sig. level with scope	Pearson Correlation With total degree	Sig. (2-tailed)	Sig. level with total
Item1	0.683	0.000	sig. at 0.01	0.442	0.005	sig. at 0.01
Item 2	0.724	0.000	sig. at 0.01	0.662	0.000	sig. at 0.01
Item 3	0.741	0.000	sig. at 0.01	0.547	0.000	sig. at 0.01
Item 4	0.541	0.000	sig. at 0.01	0.488	0.002	sig. at 0.01
Item5	0.629	0.000	sig. at 0.01	0.579	0.000	sig. at 0.01

Table (11): Matrix of Correlation coefficient of the scopes with the whole test and the scopes with other scopes

Scope	Total	Inference	Skimming	Scanning	Guessing meaning of words from context
Total	1				
Skimming	0.849**	1			
Scanning	0.723**	0.414**	1		
Guessing meaning of words from context	0.739**	0.538**	0.377*	1	
Inference	0.815**	0.644**	0.538**	0.383*	1

** "r" table value at (38) d f at (0.01) sig. level equal 0.393

* "r" table value at (38) d f. at (0.05) sig. level equal 0.304

Reliability of the test:

The test is reliable when it gives the same results if it is reapplied in the same conditions.

Al Agha (1996, p. 118) The reliability of the test was measured by Alpha Cronbach and the Spilt- half techniques.

According to tables (12) and the test proved to be reliable. the Spilt- half coefficient is (0.767)

Table (12): Spilt –half Technique

SCOPE		correlation between two part	Reliability coefficient
Guessing meaning of words from context	5*	0.863	0.890
Skimming	5*	0.850	0.858
Scanning	5*	0.570	0.586
Inference	5*	0.520	0.585
The test	20	0.622	0.767

* Gutmann equation used (unequal – length).

Definition of the Assisted Extensive Reading Program:

Davis (1995, p. 329) defined assisted extensive reading program as a supplementary class library scheme, attached to an English course, in which pupils are given time, encouragement, and materials at their own level to read pleurably as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves.

Description of the program

It is necessary to point out that the current program was designed in accordance with the criteria of extensive reading programs specified by the pioneers in the field such as Carel and Carson (1997), Day and Bamford (1998), Krashen (1982) and (1993) and the pioneers in field of reading comprehension strategy training such as Johnston & Byrd (1983), Paris et.al., (1993) and Van & Kintsch (1983). This program, titled as "Assisted Extensive Reading Program", is a combination of reading comprehension strategy training and extensive reading activities. The researcher designed it to be implemented in grade 9 in Rouqia High

Elementary Female School in Gaza governorate. It was designed for students who can read with varying degrees of proficiency, but who generally do not practice extensive reading for various reasons; (1) lack of motivation to practice extensive reading. (2) they might think that extensive reading in English is not a possible task. (3) they don't find appropriate books to read (4) they are falling under the heavy burden of the school demands. so they don't have sufficient time to read extensively. The program lasted for 12 weeks. In the first two weeks the participants were familiarized with reading strategies and trained how to use them. Then they were introduced to an appropriate environment to practice extensive reading. In that, attractive books which conform with all levels of readers were provided in the school library. Students were free to choose any of the titles they felt that it was easy to read. 45 minutes were assigned for reading every morning. Students read in a low anxiety environment. The researcher and other two teachers worked as a team to facilitate any difficulty the students face. Students were informed that pleasure and enjoyment were the purpose of the reading program; no tests or exams would follow. All those notions combined to create a low anxiety environment and to arouse students' internal and external motivation. The focus of the extensive reading activities was to construct meaning with no concentration on syntactic structure.

Purpose of the 12 week assisted extensive reading program

The primary objective of the program was to equip learners' with reading comprehension strategies/skills including, skimming, scanning, inference and to develop their abilities to guess meaning of new words from context. The undeclared purpose was to develop a community of readers who share the pleasures of reading and motivate one another by example and interacting with fellow readers. That should be achieved through peer and class discussion about what they have read. The summative aim was to nurture readers who would

eventually become independent lifelong readers. The program was implemented in three stages which are listed in the following table.

Table (13): Stages of the program

Stages	Description of the stage	Duration
Preparation stage	Preparing the library. Selecting material. Preparing reading texts. Preparing pre and post tests. Pilot study.	4 weeks
Implementation stage	Reading Strategy training. Extensive reading activities.	2 weeks 9 weeks
Evaluation Stage	Evaluation stage. [Post Test Scoring] Results of Statistical Analysis	1 week

Preparation Stage:

Preparing the library

The researcher made a big effort to select materials that appeal to students, their age and their different levels starting from first beginner to pre intermediate level. Both students' interests and reading proficiency were taken into account. The purpose was to provide materials that students could interact with and could read comfortably without struggling to get the meaning. Pleasure and enjoyment were essential objectives. Lots of authors wrote about the importance of selecting appropriate reading material in extensive reading programs. Grimes (1991, p. 45) stressed the importance of finding hooks to catch reluctant readers interest. Victoria (2002, pp. 31-39) stated "An important "hook" lies in the selection of reading materials. Materials that are recommended for neophyte or reluctant readers are ones that are easily managed, books that are short and action packed, with a strong story line, and books that are straightforward, of high interest, and can be completed quickly have been effective in reinforcing and extending the affective and cognitive benefits that are attendant on extensive reading."

The school library was provided with 500 English authentic material titles; fiction and nonfiction, short stories, popular fiction, folk tales, fables and graded readers series; Blue Bird series with its 12 levels (1-12) was available on the library shelves. Other beginner and pre intermediate L2 books were provided including most fields of knowledge; space science, wild life history, geography and short stories. The objective of introducing a variety of topics and genres was to get the learners used to read for different purposes.

Challenges:

Challenges in preparing the library

It is worth noting that procuring these books was not an easy task especially under the pressure of the siege and the scarcity of associations concerned with such types of English books. The researcher managed to get the target books from Al_Qattan for children association, the British Council and Tamer association for social education and from her own library.

Time Challenges

Time was a great challenge to the researcher because the school time is limited and allocated for the formal learning. The researcher managed to arrange with the parents to keep the students 3 times a week after the school time and three times in the morning before the regular classes. She compensated for the absent teachers and arranged with the English teacher to have one English class a week in the library.

Implementation Stage:

Reading comprehension strategy training

As it was already mentioned that the term "assisted" refers to the process of equipping students with reading comprehension strategies, specifically, skimming, scanning, guessing meaning of words from context, inference and drawing conclusions. To enable the student mastering these target strategies, the two experimental groups received systematic training on the target reading comprehension strategies through the following actions:

Students practiced each strategy separately in short paragraphs. They had to skim, to scan, to guess meaning of new words from context and to infer. Most of these short activities were done in the warming up activities in the regular classes. Then, twelve texts ranged from 100 to 200 words were prepared to be used as training tools. The texts were chosen from different fields of knowledge to cope with different students' interests. They were selected from pre intermediate level texts. It is worth mentioning that grade 9 is classified by the Palestinian Ministry of Education as EFL pre intermediate level. Alexander (1989, p. ii) stated "Excel in English aimed at secondary or adult students who have completed any beginners course and wish to proceed beyond the elementary level it is an intermediate course, exactly parallel in level to practice and progress."

This quotation described Excel in English which was designed to be taught to grade 10 students as intermediate level or at the level of students who have completed beginners course and wish to proceed over that level. This means that ninth graders are pre intermediate level.

Each passage was provided with clear colored attractive pictures to help the students to form their mental image and to infer through their schemata about information relevant to

the content of the text. The comprehension questions focused on giving the students the opportunity to practice the four target strategies; skimming, scanning, guessing meaning of words in context, inference and drawing conclusions. Five items were assigned to each strategy (Appendix B). Those activity lasted for two weeks.

Teachers' role

The team of the teachers who participated in the program played a central role in strategy training activities. They read aloud and thought aloud to familiarize students with the characteristics and the mental activities that should accompany each of the target strategies. They led discussions, elicited students answers and responses to raise their awareness of the strategies in concern. They monitored the students before, during and after the silent reading of the assigned texts. They advised their students, gave direction and facilitated difficulties encountered them. They encouraged students through prompts, without giving direct answers.

Explicit strategy instruction

The teacher explained to participants when, how and why to use the strategy.

Modeling

The teacher modeled, or demonstrated, how to apply the strategy, usually by "thinking aloud" while reading the target texts.

Guided practice

The teacher guided and assisted the students as they learn how and when to apply the strategy.

Application

The teacher helped students to practice the strategy as much as possible while reading comprehension texts in the regular classes.

Assessing success

The teacher helped the students to assess their success in using the strategies and to assess how useful strategy use was.

Students role

Skimming

Students were trained to skim the target texts to get the gist and the main ideas carrying out the following activities:

1. They read the title if any to help them get an idea of what the passage was about.
2. They read the first paragraph.
3. They read the first sentence of each paragraph.
4. They read any headings or sub-headings.
5. They examined the accompanied pictures or phrases and words that were in boldface, italics or shaded
6. They read the summary or the last paragraph.

Scanning

Students scanned the texts for specific pieces of information. They answered questions which were already prepared by the researcher. When the researcher felt that her students had formed a background about the scanning strategy, she encouraged them to form their own scanning questions before scanning the text. Yes/ no questions were not encouraged. On the other hand, the students were encouraged to construct and answer when , why , how and what questions because they deepen students' understanding of the text. This activity was done in

group work to help low achievers understand the texts and to improve their attitudes towards reading.

Guessing meaning of words from context

To develop students' abilities in guessing meaning of word from context, they were trained on the following activities:

1. To find clues that might lead to the meaning of the new word. These clues may be found in the surrounding sentence, in the paragraph, or understood from the whole text.
2. They were trained to analyze words into their components; root word and affixes. (Appendix B)
3. The researcher focused upon word homophones providing rich information about how each target word is used in a variety of contexts, students had to recognize different meanings of the same words in different contexts. Guessing meaning of unknown words from the texts might be done through the following activities:
 - looking at the immediate context of the unknown word and finding relations between the word and the surrounding clues.
 - simplifying this context if necessary.
 - looking at the wider context of the unknown word and recognize the relation between the word and the whole topic.
 - finding the part of speech of the unknown word.
 - guessing the meaning of the word or the nearest meaning which enabled them to understand the text.
 - checking whether their guessing was correct.

Inference

Students were trained to go behind the literal words to get the hidden message the author wanted to convey. To achieve that, they practiced the following activities:

1. to think before, while and after reading.
2. to make predictions and guessing by using text clues; titles , pictures and keywords.
3. to employ their prior knowledge to anticipate the contents of the text.
4. to identify and recognize pronouns and their antecedents.
5. to use clues in the text to identify personalities, beliefs and motivation of characters
6. To try to understand the relationships among characters
7. to figure out the bias if the author shows any.
8. to interact with the text by having expectations and ideas about the purposes of the text
9. to reflect on the author's hidden purpose and to conclude the lessons to be learnt from the text. (Appendix B)

It is worth noting that these strategies need long, continuous conscious and subconscious practice through extensive and intensive reading. They are not something that can be taught on Monday and tested on Friday. They must be interwoven throughout all areas of the curriculum. Rivers (1986, p. 215) stated " reading with direct comprehension and with fluency is a skill which must be taught in progressive stages, and practiced regularly with carefully graded material."

Extensive reading activities:

Extensive reading activities were practiced by experimental group2 only. Before students started the extensive reading activities, the researcher had familiarized them with the types

and the levels of books in the school library intended to be used in the program. In addition to that, she guided them how to choose the books which are suitable to their levels confirming the free book choice. She advised them to change any book whenever they felt that it was difficult or not interesting. She told the students how to form an idea about the book through investigating the title, pictures on the cover and to skim inside the book for the subtitles and pictures to check whether the book was interesting. Furthermore, she assured the necessity of making effort to guess meaning of new words in context and skipping words which were not key ones. She advised them not to use dictionaries for unknown words in order not to interrupt themselves and not to break their reading enjoyment. She familiarized the students with the items in the learner's log. The items were represented in writing short summaries and some of the new words they learnt and writing their reflection or the lesson they learnt from the book. (Appendix C).

Class extensive reading is practiced in regular steps and different activities as the following:

The first extensive reading step

The first step in extensive reading activities was "listen and read to sing". Students listen and watched action songs shown on video. They resang them happily. The purpose was to improve their attitudes towards English and to enjoy themselves singing in English. The hidden purpose which they were not aware of was to enrich their vocabulary, to improve their English structure and to build self confidence relevant to their ability in learning English.

The second extensive reading step

The second step was a controlled reading activity started with everyone in the class reading the same book together. The book was easy enough for everyone in class to understand. The researcher used the LCD set with electronic books to enable all the students

to read the same book at the same time. She did that to generate excitement about reading by sharing fun and discussion with the book read and to create a co-operation atmosphere between low and high achievers in the class. To demonstrate this activity, the teacher read aloud as a model to her students. After that, some students read aloud then all the class were encouraged to read silently. Students were incited to practice reading strategies including activating schemata, reacting, discussing, asking and answering questions about the main characters and the main ideas.

The third extensive reading step

Big book reading: students read big books provided with attractive pictures. Reading in groups was encouraged to facilitate learning.

The fourth extensive reading step

It is the step of free reading practice and variety of activities. Gradually the students were let free to choose the books they liked. They were advised to start with easy short books. Regular fifteen to twenty minute period of silent reading in class was demonstrated. This silent reading has been said to help structural awareness development, build vocabulary and promote students' confidence in understanding the target language. From time to time, the teacher refreshed the students' information relevant to reading comprehension strategies.

Students were divided into groups. The groups were not homogenous. In contrast, they included high achievers, average and low achievers. The purpose was to encourage peer learning.

The down listed activities were practiced:

First: Loud Reading: Shorter time was devoted to loud reading which was done either by the teacher or by the students themselves. Students' loud reading might last from 1 to 2 minutes each. Smith (1982) and Teale (1984) reported that reading aloud to children help them to grasp the structure of stories better, enhance their comprehension of texts and propel them towards becoming independent readers.

Second: Role play of the stories: Learners who read the same story may work together to write a script of the story and to play it in front of the class. The learners wrote short plays especially about Gaza war, they acted them in the class and in front of the school audience. It was really a motivating activity, particularly for low achievers who became able to play simple short roles in public.

Third: Retelling procedure: students retold texts or stories they had just read to their peers. It is an activity that provided the students with the opportunity to listen to each other and discuss the retold texts. This means that each student could have an idea about the books read by her peers. (Brown & Cambourne 1988, p. 1) reported "Related to peer interaction is retelling procedure. This procedure is recommended to provide an extremely powerful learning activity for practicing a range of literacy skills; reading, writing, listening, talking, thinking, interacting, comparing, matching, selecting , organizing information, remembering and comprehending)". It is worth noting that discussion was done after each reading activity to enhance students' understanding and enjoyment.

Fourth: Home reading in addition to the class reading and activities, students were allowed to borrow books for home reading.

All these activities were conducted in a spirit of positive expectations within a relaxed, largely informal classrooms. This copes with many students' tendency to take Assisted Extensive Reading program less seriously than classes that are examination oriented.

Post reading activities

Researches relevant to extensive reading has also shown the usefulness of activities that complement reading. They are usually done after reading. It is necessary to mention that not all authors who participated in extensive reading literature agreed that post reading tasks should be included in the extensive reading programs. On the other hand, the output hypothesis Swain (1985) and lot of others provided support for the use of post reading tasks. Yu (1993, pp. 1-9) announced "we feel that post reading tasks, if carefully designed, can serve useful purposes." However, the current researcher's opinion is that post reading activities are necessary. She believes that even when we are playing chess or tennis table just for enjoyment and pleasure, we achieve more pleasure and enjoyment when we have the sense of success or making progress. Then the post reading activities are the tools by which students can observe their progress. It is logical that progress is a source of happiness. Post reading activities are useful in the following ways:

- They reinforce what students have learned from their reading.
- They give students a sense of progress.
- They help peers' interaction and encourage sharing information about what has been read.

Monitoring:

Students had to fill a form called "Learner's Log". The learner's Log included the title of the book, the author's name, the number of the pages. Moreover, students had to comment on

the significance of pictures in the book, to point out the main characters, to express their own opinions about the characters (good or bad) and to justify their opinions. In addition to that they had to list some of the words and expressions they learned from the book and to write a very short summary which represented the gist of the books they read.

Book conference is another aspect of monitoring. Book conferences were held with students weekly. Each student talked about the books she read. This conference was as brief as 10 to 15 minutes for the whole class.

Students were aware that monitoring was done as a way of displaying their progress and motivating them, rather than as a way of assessing their performance.

Teacher's record

As the teachers were monitoring the program implementation, they kept their own records about the students' progress, the number of the books they read and the students' attitudes towards reading.

Continual assessment

After each two weeks, a short test was given to the students to check whether they achieved progress relevant to the four assigned skills (skimming, scanning, guessing meaning of new words and inference or drawing conclusion). It is necessary to point out that students were not aware that they were demonstrating a test of their progress.

The Evaluation Stage:

First: A post test was carried out by the three target groups. The results were collected and analyzed statistically. The findings were recorded.

Second: Qualitative data were collected, also, they were represented in students' reflection that expressed their positive attitudes towards the program. The participant were asked to report their reflection either written or orally. they were impressed and expressed their interest in continuing reading for pleasure. They were happy because they felt that they had made progress in English language in general and their scores in the regular tests had improved.(Appendix-D)

Teachers' reflections were also examined. They reported that the students had built self confidence and better fluency. Their class participation, and test scores had improved. Moreover, they expressed their satisfaction that the target students improved their reading speed and guessing meaning of words from context .One of the teachers stated that her own teaching ability, her vocabulary had improved .(Appendix-D)

Parents' reflections: parent expressed their admiration and their gratitude to the team who pushed their children forward in English language

IV

RESULTS ANALYSIS

Introduction

This chapter puts forward the statistical analysis of the data collected through the study. The present study aims to investigate the effectiveness of the suggested assisted extensive reading program on developing reading comprehension strategies/skills among the ninth graders in Roquia High Elementary Female School in Gaza governorate.

The results listed below are answering the main question "How effectiveness is the assisted extensive reading program on developing reading comprehension strategies in the ninth graders in Roquia High Elementary Female School in Gaza governorate?" and the eight hypotheses of the study.

To answer the major question and the hypotheses, the researcher assigned three groups (two experimental groups and one control group). Pre-post tests were the instruments used to collect data. And an integrated assisted extensive reading program .

The first hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of skimming among students who receive only reading comprehension strategy training (experimental group1) and the students who practice assisted extensive reading activities (experimental group2) and those who are taught reading comprehension through the traditional method (control group)

To answer this hypothesis, the researcher used One Way ANOVA test. The following table shows the One Way ANOVA results.

Table (14): One Way ANOVA test results of differences among the three groups in the skimming strategy.

strategy	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
skimming	Among Groups	128.022	2	64.011	21.179	.000	sig. at 0.01
	Within Groups	326.411	108	3.022			
	Total	454.432	110				

Table (14) shows that there are statistically significant differences at (0.01) among the three groups on the level of skimming strategy.

To determine direction of the differences ,the researcher used Scheffe test.

Table (15): Scheffe test to know the direction of the differences among the three groups in skimming scope

groups	Experimental Group 2 Mean = 4.000	Experimental Group 1 Mean =2.833	Control group Mean =1.487
Experimental Group 2 Mean = 4.000	-	1.167*	2.512*
Experimental Group 1 Mean =2.833	-	-	1.346*
Control group Mean =1.487	-	-	-

* sig. at ($\alpha \leq 0.05$)

Table (15) shows that there are statistically significant differences between experimental group2 and both experimental group1 and the control group, in favor of experimental group2, and there are statistically significant differences between experimental group1 and the control group in favor of the experimental group1.

The second hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) in mean scores of scanning among students who receive only reading comprehension strategy training (experimental group1) and the students who practice assisted extensive reading

activities (experimental group2) and those who are taught reading comprehension through the traditional method (control group)

To answer this hypothesis, the researcher used One Way ANOVA test.

Table (16): One Way ANOVA style results of differences among the three groups in scanning strategy.

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
scanning	Among Groups	52.185	2	26.093	11.017	.000	sig. at 0.01
	Within Groups	255.779	108	2.368			
	Total	307.964	110				

Table (16) shows that there are statistically significant differences at (0.01) sig. among the three groups on the level of scanning strategy.

To determine the direction of the differences, the researcher used Scheffe test.

Table (17): Scheffe test to show the direction of the differences among three groups in scanning

Groups	Experimental Group 2 Mean = 4.200	Experimental Group 1 Mean = 3.066	Control group Mean = 2.634
Experimental Group 2 Mean = 4.200	-	1.133*	1.566*
Experimental Group 1 Mean = 3.066	-	-	0.433
Control group Mean = 2.634	-	-	-

* sig. at ($\infty \leq 0.05$)

Table (17) shows that there are statistically significance differences between experimental group2 and both experimental group1 and the control group in favor of experimental group2 and there are simple differences between experimental group1 and the control group on the level of scanning in favor of experimental group1 although the differences are not statistically significant.

The third hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) on the level of guessing meaning of words from context among the students who learn comprehension through

training on reading comprehension strategies only (experimental group1), students who practice assisted extensive reading (experimental group2) and the control group who are taught comprehension in the traditional approach

To answer this hypothesis ,the researcher used One Way ANOVA test .

Table (18): One Way ANOVA Style results of differences among three groups in guessing meaning of new words from context strategy

strategy	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
Guessing meaning of words from context	Among Groups	49.789	2	24.894	12.582	.000	sig. at 0.01
	Within Groups	213.689	108	1.979			
	Total	263.477	110				

Table (18) shows that there are statistically significant differences at (0.01) sig. among the three groups on the level of guessing meaning of new words from context strategy. To determine the direction of difference, the researcher used Scheffe test.

Table (19): Scheffe test to know the direction of the differences among three groups in vocabulary strategy

Groups	Experimental Group 2 Mean =3.400	Experimental Group 1 Mean =2.366	Control group Mean =1.854
Experimental Group 2 Mean =3.400	-	1.033*	1.546*
Experimental Group 1 Mean =2.366	-	-	0.513
Control group Mean =1.854	-	-	-

Table (19) shows that there are statistically significant differences between experimental group2 and both experimental group1 and the control group, in favor of experimental group2, and there are no statistically significant differences between experimental group1 and the control group although there are little differences in favor of experimental group1.

The fourth hypothesis

There statistically significant differences at ($\alpha \leq 0.05$) on the level of inference strategy among the students who learn comprehension through training on reading comprehension strategies only (experimental group1), students who practice assisted extensive reading; (experimental group2) and the control group who are taught reading comprehension in the traditional approach

To answer this hypothesis the researcher used One Way ANOVA test.

Table (20): One Way ANOVA Style results of differences among three groups in inference strategy

strategy	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
inference	Among Groups	79.272	2	39.636	18.164	.000	sig. at 0.01
	Within Groups	235.665	108	2.182			
	Total	314.937	110				

Table (20) shows that there are statistically significant differences at (0.01) sig. among the three groups in the inference strategy.

To determine the direction of the differences ,the researcher used Scheffe test.

Table (21): Scheffe test to show the direction of the differences among three groups in inference strategy

Groups	Experimental Group 2 Mean = 3.825	Experimental Group 1 Mean = 2.500	Control group Mean = 1.787
Experimental Group 2 Mean = 3.825	-	1.325*	1.947*
Experimental Group 1 Mean = 2.500	-	-	0.622
Control group Mean = 1.787	-	-	-

* sig. at ($\alpha \leq 0.05$)

Table (21) shows that there are statistically significant differences on the level of inference strategy between experimental group2 and both experimental group1 and control

group in favor of experimental group2 and there are no statistically significant differences between experimental group1 and the control group.

The fifth hypothesis

Are there statistically significant differences at ($\mu \leq 0.05$) in mean scores of the total degree of the four strategies among the students who learn comprehension through training on reading comprehension strategies only (experimental group1), students who practice assisted extensive reading (experimental group2) and the control group who are taught comprehension in the traditional approach

To answer this hypothesis ,the researcher used One Way ANOVA test.

Table (22): One Way ANOVA test results of differences among three groups in total degree for the four strategies

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
total degree	Among Groups	1175.592	2	587.796	27.219	.000	sig. at 0.01
	Within Groups	2332.264	108	21.595			
	Total	3507.856	110				

Table (22) shows that there are statistically significant differences at (0.01) sig. among the three groups in all the total degree of the four strategies

To determine the direction of the differences, the researcher used Scheffe test.

Table (23): Scheffe test to know the direction of the differences among three groups in total degree for the four strategies

groups	Experimental Group 2 Mean =15.425	Experimental Group 1 Mean = 10.767	Control group Mean =7.854
Experimental Group 2 Mean =15.425	-	4.658*	7.571*
Experimental Group 1 Mean = 10.767	-	-	2.913*
Control group Mean =7.854	-	-	-

* ($\alpha \leq 0.05$)

Table (23) shows that there are statistically significant differences on the level of the four strategies between experimental group2 and both experimental group1 and the control group

in favor of experimental group2 and there are statistically significant differences between experimental group1 and the control group in favor of experimental group1.

The sixth hypothesis

Are there statistically significant differences ($\alpha \leq 0.05$) in the mean scores of the four strategies and the total degree of the strategies between pre and post applications for experimental group2

To answer this hypothesis ,the researcher used T.test paired sample.

Table (24): T.test paired sample results of differences between pre and post test for experimental group2 for the four strategies and the total degree.

scope	applied	N	Mean	Std. Deviation	t	Sig. (2tailed)	sig. level
Skimming	pre	40	2.200	2.078	5.125	0.000	sig. at 0.01
	post	40	4.000	1.569			
scanning	pre	40	2.700	1.091	6.624	0.000	sig. at 0.01
	post	40	4.200	1.181			
vocabulary	pre	40	1.675	0.917	9.274	0.000	sig. at 0.01
	post	40	3.400	1.257			
inference	pre	40	2.025	1.368	10.918	0.000	sig. at 0.01
	post	40	3.825	1.357			
total scores	pre	40	8.600	3.986	12.973	0.000	sig. at 0.01
	post	40	15.425	3.980			

Table (24) shows that there are statistically significant differences between the pre and the post test on the level of all the strategies and in the total scores in favor of the post test of experimental group 2

To calculate the effect size, the researcher used Eta square " η^2 " of the method by using the equation stated by Afana (2000 , p. 42)

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Table (25): Standard table of size effect (η^2)

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14

Table (26) "t" value eta square (η^2)for each scope and total degree (group2)

Scope	t value	η^2	Effect volume
Skimming	5.125	0.402	Large
Scanning	6.624	0.529	Large
Guessing meaning of words from context	9.274	0.688	Large
Inference	10.918	0.753	Large
total post test	12.973	0.812	Large

The results shown in Table (26) assure the effectiveness of the assisted extensive reading program on the size of the effect which came large at all levels, skimming, scanning, vocabulary, inference and on the level of the total degree of the post test demonstrated by group2.

The seventh hypothesis

There are statistically significant differences ($\alpha \leq 0.05$) in the mean scores of the four strategies and the total degree of the strategies between the pre and post applications for experimental group(1).

To answer this hypothesis the researcher used T.test paired sample

Table (27): T.test paired sample results of differences between pre and post test for experimental group(1) for the four strategies and the total degree

scope	applied	N	Mean	Std. Deviation	t	Sig. (2tailed)	sig. level
Skimming	pre	30	2.133	1.776	4.583	0.000	sig. at 0.01
	post	30	2.833	1.967			
scanning	pre	30	2.733	1.596	0.970	0.340	not sig.
	post	30	3.067	1.780			
Guessing meaning of words from context	pre	30	1.333	0.922	3.670	0.001	sig. at 0.01
	post	30	2.367	1.497			
inference	pre	30	1.800	1.095	4.826	0.000	sig. at 0.01
	post	30	2.500	1.456			
total score	pre	30	8.000	4.034	5.067	0.000	sig. at 0.01
	post	30	10.767	4.783			

Table (27) shows that there are statistically significant differences at (0.01) sig. between pre and post test applications of experimental group1 on the level of skimming, guessing meaning of new words from context, inference and on the level of the total degree of the four strategies but not on the level of scanning strategies. The differences are in favor of the post test.

To calculate the effect size, the researcher used Eta square " η^2 " using the previous equation.

Table (28) "t" value eta square (η^2)for each scope and total degree (group1)

Scope	t value	η^2	Effect volume
Skimming	4.583	0.420	Large
Scanning	0.970	0.031	small
Guessing meaning of words from context	3.670	0.317	Large
Inference	4.826	0.445	Large
total post test	5.067	0.470	Large

Table (28) shows that the effect size is large on the levels of skimming, guessing meaning of new words from context, inference and on the level of the total degree of the post test conducted by experimental group(1). The effect size relevant to scanning strategy is small.

Table (29): Comparison between the size of improvement between the pre and post test on the level of four strategies demonstrated by experimental group(1) and experimental group(2).

Strategy	Mean score Exp 1 (mean)	Mean score Exp 2
Skim	2.73	4.00
scan	3.06	4.2
Guessing meaning of words from context	2.367	3.4
infer	2.500	3.825
total	10.767	15.425

The results in table (29) show that the size of improvement recorded by experimental group1 and experimental group2 in the post test on the level of the four strategies and on the level of the total degree of the four strategies is larger in favor of experimental group2.

DISCUSSION, CONCLUSION, PEDAGOGICAL IMPLICATIONS, SUGGESTIONS AND RECOMMENDATION

Discussion

First: Interpretation of the results relevant to the effectiveness of assisted extensive reading on developing reading comprehension strategies assisted extensive reading

This study investigated whether the assisted extensive reading program was effective in developing reading comprehension strategies of ninth graders in Gaza governorate. The program was designed to maximize reading comprehension strategies use through practicing on extensive reading activities.

The first seven hypotheses of the study suggested that assisted extensive reading would bring positive change in the target students' use of the reading strategies; skimming, scanning, guessing meaning of words from context and inference, these hypotheses were answered positively. To explain, Students who received the two categories of the independent variable; reading comprehension strategy training and extensive reading (experimental group2) recorded high scores and significantly outperformed the scores of both experimental group1 who received reading comprehension strategy training only, and the control group who received no treatment. These differences were recorded on the levels of each of the four strategies; skimming, scanning, scanning, guessing meaning of words from context and inference and on the level total degree of the four strategies This result highlights the influential role that the assisted extensive reading program played in developing the target reading strategies.

The effectiveness of the program was, also, confirmed when the scores of group2 pre-test was compared with the scores of the its post-test (hypothesis number seven).The scores

mean was 8.6 in the pre-test and 15.425 in the post-test.

These results conform to the results of the previous studies conducted by a massive number of researchers who highly evaluated the effectiveness of assisted extensive reading programs on developing reading comprehension strategies and other language skills. Some but not all of those researchers are mentioned here such as Kitao (1990), Taguchi, Takayasu and Gorsuch (2004), Lai (1993), Meena Singhal (2001), Liem D.H (2005), Rosszell (2007), Krashen (1982)(2004)(2006) and Day and Bamford (1989). All of those researchers assured the necessity of integrating both reading strategy training with extensive reading to improve reading comprehension and other language skills.

The results, also, conformed to the finding of the previous studies which compared the effectiveness of extensive reading to the effectiveness of intensive reading on developing reading comprehension and proved the superiority of extensive reading to intensive reading. Some of those studies were conducted by Sims (1996), Rob and Susser (1989), smith (2006). (See pages 79-85).

There may be various reasons underlying these results. The high mean of the scores recorded by experimental group2 is likely to be due to the influence of the suggested reading program. The assisted extensive reading program proved to be a fertile teaching / learning environment that enhanced both conscious learning and subconscious acquisition of language skills. Conscious learning is represented in the explicit instruction of reading strategies. Subconscious acquisition of reading strategies / skills results from practicing the extensive reading program activities; flooding students with comprehensible input, free book choice and free voluntary reading, all take place in a low anxiety enjoyable environment. The results of this study are in line with Krashen's views on the effect of voluntary extensive reading. Krashen cited in Hill and Holden (1990, p. 92) concluded that learners acquire language through reading. According to him, learners who do free voluntary reading make better

progress in reading comprehension and vocabulary development. He strongly believes that learners who read for pleasure are better readers, better writers and have more grammatical competence.

It is worth noting that another statistical improvement was observed in the results of the final general exam conducted by the Palestinian Ministry of Education in May (2009). The exam tested the four language skills and aspects. Out of the forty members of group (2), only one student scored under (20 out of 40) this means that the positive effect of the assisted extensive reading program widened to include the four language skills and aspects not only reading comprehension strategies.

It is necessary to cast light on the effect size took place in the performance of experimental group (2). Statistically , it was %90.

Furthermore, success was not only on the level of statistical scores of the pre and post tests but on a number of other areas such as the total number of books read by the participants which developed from zero to thirty books through long the three month of the program implementation. Equally, the apparent changes in the students attitude towards reading were encouraging results. To elaborate, when the assisted extensive reading program was introduced to the students at the start of the program, many students appeared a little incredulous at the effectiveness of the idea of voluntary reading, especially, in English. Some doubted the possibility of any improvement in their English language proficiency. Adding to that, before starting the program, only three students thought that reading in English would be enjoyable while the others had never done it before. Nevertheless, by the time, most of the students showed eagerness to join the library to enjoy reading or even chatting in English. Twenty-five students stated that they started to read in English, precisely, for pleasure and the others often did.

Second: Interpretation of the results relevant to reading comprehension strategy training

The scores of experimental group1 who received reading comprehension strategy training only showed no significant differences when compared with the scores of control group on three levels; scanning, guessing meaning of words from context and inference. The only significant difference was recorded on the level of skimming. However, there was a tendency to improvement in relation to the training period of time. This tendency was expressed statistically by comparing the results of the pre test to the post test. As it was 2.733 pre test, 2.067 in the post test on scanning level, 1.333 pre test to 2.367 pre test on the level of guessing meaning of words from context and 1.8 to 2.5 on inference level. More illustrations are listed below.

There were statistically significant differences between the experimental group1 and the control group in favor of the experimental group1 on the level of skimming strategy. It appeared that students took help of the titles, subtitles and the pictures that accompanied the texts. This result conforms to the results of the previous studies which assured the effectiveness of explicit reading strategy training on developing the use of reading comprehension strategies. Some of these studies were conducted by Salataci and Akeyel (2002), Vankeer (2004) and Mi (1998).

In relevance to scanning strategy, there were simple differences between the scores of experimental group (1) and the scores of control group in favor of experimental group (1) but they were not statistically significant. However, these findings mean that there was a tendency for the improvement in relation to the amount of training they received. It is worth noting that these results did not match the findings of the previous studies which assured the effectiveness of strategy training. In contrast it conformed to the results of previous studies and the beliefs which assured the necessity of integrating strategy training with extensive

reading to achieve the desired development. Hedge (2003, p. 202) who reported "it is only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials."

The current researcher has attributed the inconsistency between the results scored by group1 and the findings of the previous studies to specific variables in Gazan context represented in the following:

Lack of practice: It is clear from group (1) scores that the twelve texts and the two weeks assigned for practicing reading strategies were not enough to achieve the desired development. Moreover, the amount of reading executed during strategy training was limited into short passages designed for the specific purpose of training. They were not widely different from the passages in the text books used for teaching student through the traditional approach.

Cubukcu (2008) assured the idea of long time practice and big number of texts. She stated

what we need to remember is that skilled readers don't achieve which strategy to use and when, where, why to employ a particular strategy overnight. They learn how to do this complex reading by doing it repeatedly, over long periods of time, with lots of different texts, and with lots of opportunities to practice applying strategies, and monitoring their progress and evaluating the effectiveness of different strategies for themselves in different reading situations.

Shortage of motivation: As to the motivation variable, it was not sufficient. The training was conducted in the traditional class environment; the blackboard, the dust of the white chalk, stress and class restrictions. No change was brought to the classroom environment nor to the teaching method. Adding to that, Strategy training texts were imposed on learners in a way similar to what happens in the traditional approach. This means that the material was not of equal interest for all readers. Extensive Reading provided readers with the opportunity to select what attracted them.

The war of January 2009 on Gaza Strip: War disasters and grief shaded school life for sometime. Consequently, students' mental and affective performance declined.

Nevertheless, **On the level of scanning strategy**, the result of present study, exactly, conformed to the findings of the study conducted by Mi (1989). That Study showed that strategy training improved students ability to recognize the main ideas and to get the gist through Skimming strategy more than answering detailed questions (scanning strategy). and that strategy training did not improve all the strategies equally. Similarly, the only significant difference recorded in favor of group one in the current study was in skimming strategy.

On the level of guessing meaning of words from context only simple differences were found in favor of experimental group1. However they were not statistically significant. the current researcher has attributed the lack of effectiveness of reading strategy training on group (1) performance in guessing meaning of words from context to the same reasons, above mentioned, relevant to the Gazan context. In addition to that, the specific characteristics of guessing meaning of vocabulary from context made the guessing task not easy. To elaborate, Guessing meaning of vocabulary in context is not a shallow strategy. It is a lengthy interrelated process. Students need to recognize the clues which may lead to the meaning of the target word. They may relate it to main topic and to their own schemata. They have to discriminate root word from affixes. They have to recognize the semantic and syntactic factors related to the word. It is both a cognitive and a metacognitive process which needs inference, monitoring, finding relations and regulating. Then, students are in need of long practice to master this strategy. In this concern Laufer (1997, pp. 20-34) stated

Guessing word meaning from context is a higher-level strategy. Beginning and intermediate level FL/SL readers often display very different characteristics. They rely heavily on words as landmarks of meaning, less on background knowledge and virtually ignore syntax. In general, they don't seem to transfer good L1 reading strategies to L2 reading, and they often fail at using context to guess word meanings.

In the same concern, Twaddell (1973, p. 65) assured the necessity of long time practice to improve vocabulary. He stated "there is no quick solution for vocabulary improvement since learning starts at the early stages with the limitation of vocabulary to some extent and increases through time."

Nevertheless, although this result did not conform to the results of the previous studies which assured the effectiveness of strategy training in developing vocabulary acquisition and guessing meaning of words from context, it conformed to Idding et al., (1999) study titled as "Improving Comprehension and Vocabulary Development Through Multiple Instructional Strategies and Technology" which strongly recommend the use of multiple instructional strategies and technology when teaching reading and language arts to elementary students. Furthermore, Idding reported that only %40 of students improved their vocabulary and reading comprehension by strategy training while %74 of the students improved their reading comprehension by strategy training and a home reading program. Idding results confirmed that reading strategy training was insufficient to improve the majority of students performance. In contrast, supplementary reading improved the performance of %74 of the students.

To conclude, motivation, long period of practice and extensive reading are crucial factors in improving learners' vocabulary and their ability to guess meaning of words in context.

On the level of inference, experimental group (1) scores were higher than the control group scores but the difference were not statistically significant.

It is though that these findings were within the range of expectation resulted from shortage of vocabulary which appeared to be the lowest in the scores of the pretest. Adding to that, the students showed lack of ability in guessing meaning of words from context. To explain, inference, which means reading between lines and drawing conclusions, is a

metacognitive strategy based on a series of cognitive strategies. Jouini (2005, p. 94) described the difficulties readers face to infer or to draw conclusion. He stated

second/foreign language learners often experience difficulties in retrieving the overt, explicating over all meaning of texts and fail to gauge their convert or implicit meaning. Failure to understand new words to relate the meaning of successive sentences and to retrieve macro- propositions of larger text units contributes to lack of understanding.

In present study, inference was obstructed by the lack of the students' ability to scan for detailed information or to guess meaning of words from context. This conforms to Wilkins (1972, p. 111) belief who ascertained the importance of vocabulary in achieving better comprehension. He stated, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Morgan and Rinvoluceri (1986) also emphasized that words are essential, and the lack of them leads to feeling of insecurity in language learning.

On the level of the mean scores of total degree of the four strategies, there were statistically significant differences between the scores of experimental group (1) and the scores of the control group in favor of group (1). This result means that although reading strategy training was insufficient to improve reading comprehension strategies in the Gazan context, there was tendency to achieve improvement. Adding to that, the total degree of the improvement made by experimental group (1) proved that reading strategy training was superior to the traditional method in improving reading comprehension strategies.

On the level mean scores for the four strategies and the total degree of the strategies between the pre and post applications for experimental group1, There were statistically significant differences in favor of the post test. The effect size relevant to skimming, guessing meaning of words from context and inference was large. In contrast the effect size for scanning strategy was small. Nevertheless, the large effect upper mentioned did not mean that strategy training only was sufficient to develop reading comprehension

strategies in Gazan context. It was limited to the difference between the scores of the pre and the post-test. Statistically, the mean score of the four strategies in the post test ranged between (2.36 =%47) and (3.06=%61) and the total degree was (10.76=%53.8). This result does not qualify students to be good readers or to achieve the desired goals of learning English.

It is necessary to diagnose the status of the control group who was taught through the traditional approach. It was statistically reported that the effect size of development made by the control group was very small. These findings mean that traditional approach was ineffective in developing reading comprehension strategies.

Conclusion

The virtue of Assisted Extensive Reading is superior to reading strategy training approach and to the traditional method.

Reading comprehension strategies proved to be insufficient and its positive effect was limited to the minority not the majority of students. Few number of students showed tendency to improvement or became familiar of the tools that might enable them to interact a text to achieve comprehension some. It is suggested that if they had been provided the motivating reading environment and long practice, they would have improved.

The traditional approach was ineffective in developing reading comprehension strategies.

Finally, these findings assure the current researcher's belief. "It is necessary to combine reading strategy training with extensive reading to improve reading comprehension and language skill in general."

Limitations of the study

We must be cautious not to make generalization based on the result of the present study. It is limited to two female schools in Gaza governorate. One hundred and eleven

participant out of (37809 thousand) population and only two short achievement tests. It was also implemented in a one semester period of time. From the second part of December to March (2009).

The Pedagogical Implications:

The pedagogical implication of the results of the present study suggests that teachers should be cognizant of the extent their students need to each of the strategies, the characteristics of each strategy, the techniques and the time allocations that should be devoted to each strategy to achieve the desired development.

1. Free reading programs should be launched by the Palestinian Ministry of education and social associations to improve attitudes towards reading for pleasure and to enhance self learning.
2. Multiple instructional strategies and technology are strongly recommended when teaching reading and language arts to all levels of students.
3. Alternative teaching techniques should be implemented in Gazan English language classes to enhance better learning.
4. Teachers should avoid prompting or acting as the center of the educational processes. They should pass the responsibility to the students to manage their own learning and to build self confidence and self autonomy.
5. Teachers should be given some freedom to choose the material and the techniques appropriate to the level and the needs of their students.
6. Teacher should be cognizant of the strategies and techniques needed to enhance language leaning.
7. Teachers should be selective in using techniques appropriate to each of the language

skills.

8. Teachers should be cognizant of their students individual differences consequently, they introduce materials and use techniques which may foster positive attitudes towards learning English language.
9. English language competence and skills should be developed in Gazan classes through continuous practice and extensive exposure to the language.
10. Student should be familiar of the language learning strategies and convinced of the value of the systematic use of those strategies.
11. Teachers and students should be convinced of the importance of extensive reading as a step on the way to life long learning.
12. Vocabularies learning and acquisition should be highly focused as they are the most important factor in mastering language and the strategy that proved to be in need of great effort to be mastered.
13. Focus of curricula and teaching techniques should be on developing learning abilities and thinking skills which help learners to construct meaning and to be creative not on stuffing students minds with information.
14. Shifting from teaching / learning for exams to teaching / learning for life long.
15. Inferring ethical values should be a focus of reading activities.
16. It is necessary to activate the school libraries role and to provide them with the books that conforms to different students levels, interests and needs.
17. Student should be aware of the purpose of learning language English as a necessity for life career and global communication.
18. School and class environment should be provided with motivating factors to enhance

students enthusiasm and engagement in the educational process.

Suggestions:

- EFL teachers should familiarize themselves with such a program, train their students to use reading strategies and encourage them to practice voluntary reading.
- Head master should provide school libraries with the needed books and facilities and help teachers and students to find the material and the time needed to practice extensive reading.
- People in charge of teacher training should hold training courses to equip teachers with the needed knowledge to lead such a program.

Recommendations for further studies:

- The Palestinian Ministry of Education should conduct future researches to investigate the effectiveness of such a program at the various levels of education in Palestine with respect to the gender differences.
- Further studies should be conducted to examine the Palestinian teachers' perception of utilizing language learning strategies and free reading in teaching English language.
- Further studies should be conducted to examine the Palestinian students' perception of utilizing extensive reading to develop language skills and to improve general knowledge.
- Further studies should be conducted to investigate the strategies and the techniques employed by the current teachers in The Gazan schools.

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Appendix

(A)

Tools of the study [Achievement Test]

A.1. Pilot Test

A.2. Pre/Post Test

A.1. Pilot Test

Reading Comprehension Pre Test
Walid Abdul-Kader



First: Pre reading Stage: Prediction and inference

I- Read the title, examine the pictures and answer the following question.

- Look at the picture and guess what is the text about?

.....

2- Can all people swim? Why?

.....

.....

3- How can people be good swimmers?

.....

Second: While reading stage:

Second-A:

Skimming for the main ideas.

A-1- Read the text and answer the following question.

Who is the text about?

.....

Paragraph 1

Walid Abd-Kader was seventeen when he had a terrible accident. He was walking home from school when he slipped and fell under a tram. He woke up

in hospital and found that the doctors had cut off his right arm and left leg.
Walid thought his life had come to an end.

Paragraph 2

A lot of people visited Walid in hospital. One of them was a swimming coach. He said, "Walid, you must not give up hope. When you come out of hospital, you must begin a new life. I'll teach you how to swim. It will keep you fit and it will be good for you."

Paragraph 3

When Walid came out of hospital, he learned to swim short distances. Then he began long-distance swimming. First one kilometer, then two, then three. Then, in 1990, Walid did one of the most difficult and courageous things of his life. He went to England and swam 50 kilometers across the English Channel from England to France.

Paragraph 4

Six years later, Walid proudly competed in the 1996 Atlanta Paralympic games in the USA. He won a medal for Egypt and was congratulated by our President.

A-2- Skim the text and match the following sentences with the paragraphs in it.

Write the number of the matching paragraph in the brackets in front of the sentence.

- A. Walid won a swimming competition. ()
- B. Walid had a tram accident. ()
- C. Walid practiced swimming and swam long distances. ()
- D. People encouraged Walid to begin a new life. ()

Second –B:

B-1-Circle the right answer:

B-1-1-Walid had a tram accident

- A. When he was getting of the tram.
- B. When he slipped and fell under a tram.
- C. When he was driving a tram.
- D. Someone hit him.

B-1-2-Walid lost:

- A. His arms
- B. His legs.
- C. One arm and one leg.
- D. His hand.

B-1-3- After the accident:

- A- Walid refused to learn any thing .
- B-Walid learned swimming
- C-Walid learned driving ships.
- D- Walid joined the university.

B-1-4-When Walid went to England he swam in

- A. the Atlantic ocean.
- B. The Manch Sea.
- C. The English Channel
- D. The Red Sea.

B-1-5-Paralympic games competition were held

- A. In England.
- B. In Egypt
- C. In USA
- D. In the Nile.

Second-C- Guessing meaning of words in context .

C-1- Match the meaning of the words written in *Italic* with the words listed below. Write the answer in the brackets.

C-1-1- The word *terrible* means: (Line 1)

- A. simple. ()
- B. dangerous. ()
- C. not important. ()
- D. Nice. ()

C-1-2- *give up hope* means: (Line 6)

- A- He is happy. ()
- B- He is sad and does not want to do any thing. ()
- C- He feels healthy and active. ()
- D- He hopes to succeed. ()

C-1-3 The word paralympic means: (Line 14)

- A. any one who plays sports. ()
- B. swimmers. ()
- C. people who lose body parts and play sports. ()
- D. Healthy people. ()

C-1-4 *Congratulate* means: (Line 15)

- A. to be sad for someone. ()
- B. to punish. ()
- C. to praise and to be happy for someone. ()
- D. To help someone. ()

C-1-5 *courageous* means: (Line 11)

- A. Afraid. ()
- B. Brave. ()
- C. Lazy. ()
- D. Weak. ()

C-2- Read the following question and choose one of the answers.

What do you think the best to do if you were in Walid's position?

- A-I would spend my life crying.
- B-I would prefer to die.
- C-I would do my best to start a new life.

Inferences

Third: Post Reading Stage:

Third-1- What is the lesson you learnt from the text?

.....
.....
.....

Reading Comprehension

Living in the World



First: Pre Reading Stage

I- Read the title, examine the pictures and answer the following question.

1- What is the text about?

.....

2-Write down as many animals and birds as you can.

.....

3-What can those animals and birds do that people cannot?

.....

Second: while reading Stage: A-skimming B-Scanning C-guessing meaning of unfamiliar words.

Skimming for the main ideas.

Second-A:

Read the following questions and find the answers while reading the text.

A-1- Choose whether the following sentences are true or false. Write (T) in the brackets in front of the right answer and (F) in the brackets in front of the wrong answer.

• The text is about people of the world only ()

• The text is about animals only ()

• The text is about birds only ()

• The text is about people, animals and birds ()

Living in the World

Paragraph A

1 There are five billion people in the world and they live in all different corners of it.
2 They live on the snow and ice of the Poles and in the tropical jungles on the equator.
3 They have climbed the highest mountains and walked on the sea bed. Some of them
4 have even left the earth and visited the moon.

Paragraph B

5 The human species is the most numerous and the most powerful of all the animals on
6 earth. How does this happen? In many ways, animals can hear better than we can.
7 Dogs can smell and hear better than we can. Cats can see in the dark. Birds can fly
8 thousand of miles away and return to the same place every year, But we are different
9 . No other animal builds mosques or tall buildings , plays football, tells jokes, gets
10 married, has prisons, writes symphonies, elects presidents, or goes to the moon.

Paragraph C

11 There is one thing above all that makes people and animals different. People love to
12 talk and talk. We are the great communicators and we can communicate so many
13 things in so many ways ; with our faces, our hands, our bodies, and our voices. The
14 most important of all, we can record what we say and think in writing, so that we can
15 communicate through time. We have a sense of past and future, not just present.

Paragraph D

16 We are the only species that can change the world, and we are the only species that
17 can choose either to look after our world or to destroy it.

A-2- Match the following phrases and sentences with paragraphs of the text. Write the number of the paragraph in the brackets in front of the matching phrase or sentence.

- Man can do things animals can never do. ()
- Number of people and the places where they live in the world.()
- The most important difference between people and animals.()
- People can make the world either beautiful of horrible. ()

Scanning for specific information

Second-B:

B-1- Read the text again, and choose the suitable words to fill in the gaps:

- Some of the places where people in the world live are the cold ----- .
- The species living in the world are people,----- and -----
- Human has ----- of past and -----
- People can communicate with their bodies,-----, faces and -----
- ----- a means of communication through time.

B-2- Match the items in column A with suitable items in column B. Write the number of the correct item in the brackets.

<input type="checkbox"/>	1	Can smell and hear better than human	Human ()
<input type="checkbox"/>	2	Can see better than human.	Dogs ()
<input type="checkbox"/>	3	Human can not do	Cats ()
<input type="checkbox"/>	4	Can write symphonies	Flying ()

B-3- Infer the meaning of the following words in context. The following picture may help you.

Vocabulary



<input type="checkbox"/>	A. human species:	Communicate ()
<input type="checkbox"/>	B. talk, write, make signs by the body	Tropic ()
<input type="checkbox"/>	C. The hottest area in the world	Jungle ()
<input type="checkbox"/>	D. Very tall trees grow very close together.	People ()
<input type="checkbox"/>	E. The coldest area in the world.	Pole ()
<input type="checkbox"/>	F. Species of animals	Types of animals living in the world ()

Third: Post Reading stage:

Inference and drawing conclusions

Third-1- Read the following question and circle the answer you think it is true.

- The writer thinks that we are the only species that can choose either to look after our world or to destroy it. *Do you think the reason for that is:*

- a) Because our bodies are strong?
- b) Because we are free to do what we like in our world?
- c) Because we can think and know what is right and what is wrong?

Third-2- Answer the following questions:

- 1. Should you look after your school? Why?
.....
-
- 2. How can you look after your school?
.....

Good Luck

A.2. Pre/Post Test

Reading Comprehension Pre Test
Walid Abdul-Kader



First: Pre reading Stage: Prediction and inference

II- Read the title, examine the pictures and answer the following question.

- Look at the picture and guess what is the text about?

.....

2- Can all people swim? Why?

.....

.....

3- How can people be good swimmers?

.....

Second: While reading stage:

Second-A: *Skimming for the main ideas.*

A-1- Read the text and answer the following question.

Who is the text about?

.....

Paragraph 1

Walid Abd-Kader was seventeen when he had a terrible accident. He was walking home from school when he slipped and fell under a tram. He woke up in hospital and found that the doctors had cut off his right arm and left leg.

Walid thought his life had come to an end.

Paragraph 2

A lot of people visited Walid in hospital in hospital. One of them was a swimming coach. He said, "Walid, you must not give up hope. When you come out of hospital, you must begin a new life. I'll teach you how to swim. It will keep you fit and it will be good for you."

Paragraph 3

When Walid came out of hospital, he learned to swim short distances. Then he began long-distance swimming. First one kilometer, then two, then three. Then, in 1990, Walid did one of the most difficult and courageous things of his life. He went to England and swam 50 kilometers across the English Channel from England to France.

Paragraph 4

Six years later, Walid proudly competed in the 1996 Atlanta Paralympic games in the USA. He won a medal for Egypt and was congratulated by our President.

A-2- Skim the text and match the following sentences with the paragraphs in it.

Write the number of the matching paragraph in the brackets in front of the sentence.

- E. Walid won a swimming competition. ()
- F. Walid had a tram accident. ()
- G. Walid practiced swimming and swam long distances. ()
- H. People encouraged Walid to begin a new life. ()

Second –B:

B-1-Circle the right answer:

B-1-1-Walid had a tram accident

- E. When he was getting of the tram.
- F. When he slipped and fell under a tram.
- G. When he was driving a tram.
- H. Someone hit him.

B-1-2-Walid lost:

- E. His arms

- F. His legs.
- G. One arm and one leg.
- H. His hand.

B-1-3- After the accident:

- A- Walid refused to learn any thing .
- B-Walid learned swimming
- C-Walid learned driving ships.
- D- Walid joined the university.

B-1-4-When Walid went to England he swam in

- E. the Atlantic ocean.
- F. The Manch Sea.
- G. The English Channel
- H. The Red Sea.

B-1-5-Paralympic games competition were held

- E. In England.
- F. In Egypt
- G. In USA
- H. In the Nile.

Second-C- Guessing meaning of words in context .

C-1- Match the meaning of the words written in *Italic* with the words listed below. Write the answer in the brackets.

C-1-1- The word *terrible* means: (Line 1)

- E. simple. ()
- F. dangerous. ()
- G. not important. ()
- H. Nice. ()

C-1-2- *give up hope* means: (Line 6)

- E- He is happy. ()
- F- He is sad and does not want to do any thing. ()
- G- He feels healthy and active. ()
- H- He hopes to succeed. ()

C-1-3 The word paralympic means: (Line 14)

- E. any one who plays sports. ()
- F. swimmers. ()
- G. people who lose body parts and play sports. ()
- H. Healthy people. ()

C-1-4 *Congratulate* means: (Line 15)

- E. to be sad for someone. ()
- F. to punish. ()
- G. to praise and to be happy for someone. ()
- H. To help someone. ()

C-1-5 *courageous* means: (Line 11)

- E. Afraid. ()
- F. Brave. ()
- G. Lazy. ()
- H. Weak. ()

C-2- Read the following question and choose one of the answers.

What do you think the best to do if you were in Walid's position?

- A-I would spend my life crying.
- B-I would prefer to die.
- C-I would do my best to start a new life.

Inferences

Third: Post Reading Stage:

Third-1- What is the lesson you learnt from the text?

.....

.....

.....

Appendix (B)

B.1. Reading comprehension strategy training texts.

B.2. Vocabulary Exercises.

B.3. Inference Exercises.

B.1. Reading

Comprehension Strategy

Training Texts

1. Reading
2. Animals in the forest
3. Camels
4. Tiffany Bett
5. How to be healthy
6. Trees
7. Tornados
8. Technology
9. An Arab country
10. Living in the world
11. That's not the way to
12. Jerusalem.

do it!



Read this passage quickly and do the exercise.

Some people think that you must understand every word you read. This is not true. You can often understand the most important ideas in a story or a reading passage without understanding every word.

There are many ways to help you finding the meaning of new words:

First, don't stop reading. Read the paragraph. Then, think of the meaning of the whole paragraph to guess the meaning of the word.

Second: You may find **clues** in the sentence and in the paragraph that helps you to guess the meaning of the word.

Third: Another way to help you guessing the meaning of the word is to **analyze** the word; some long words consist of the root word and a suffix or prefix or both. Take a word like "uncomfortable"; the root word is "comfort", "un" is a **prefix**, "able" is a **suffix**. Can you guess the meaning of "uncomfortable" now?

1. Guess a suitable title of the passage.

2. List down the main ideas:

.....
.....

3. What are the ways of finding the meaning of new words?

.....
.....
.....
.....
.....

4. Guess the meaning of the shaded words:

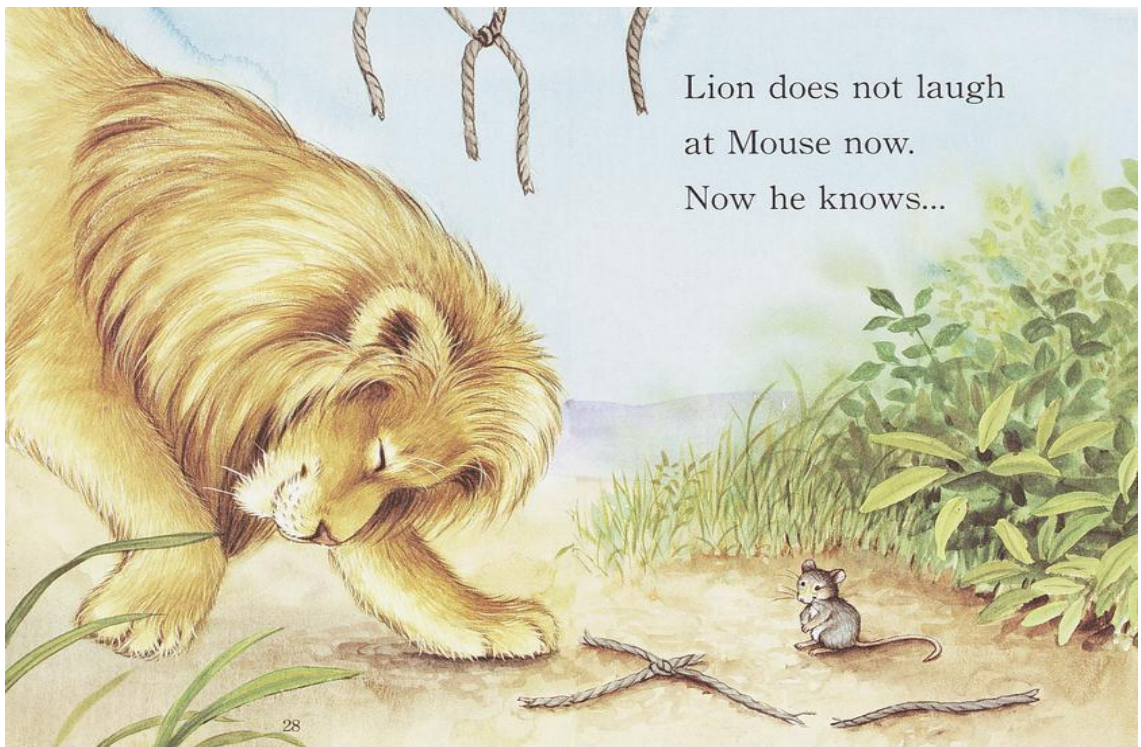
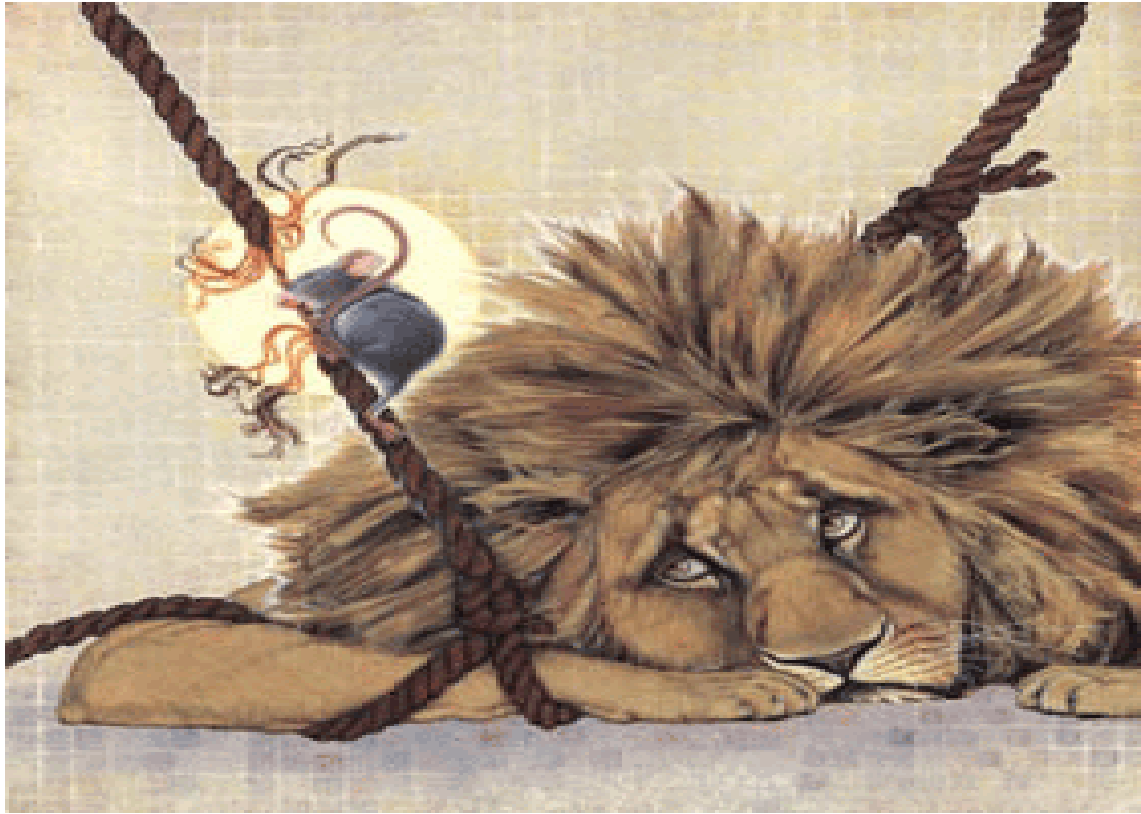
- clues
- analyze
- prefix
- suffix

5. Do you think this passage is useful? Why?

.....
.....

Good Luck

Animals in a forest



Lion does not laugh
at Mouse now.
Now he knows...

First:

1) Read the title, examine the pictures and guess what the text is about?

.....

2) Name other animals in the forest.

.....

3) Can a mouse be useful to big animals like lions?

.....

The text

1	One day while a lion was sleeping a mouse ran over his face and woke him
2	up. The lion got angry, caught the mouse and threatened to kill him. While he
3	was holding the mouse tight, it was crying for help. He said: "If you spare my
4	life I will repay your kindness." The lion laughed and set it free. Weeks later,
5	some hunters caught the lion and tied him up in a big net and strong ropes. As
6	the lion was roaring for help. The mouse appeared, cut the ropes with his teeth
7	and said: "Now you know that even a mouse can do a lion a big favour".

Second:

Read the following question and find the answers while reading the text.

1) The story is between

2) Arrange the following ideas in accordance with the lines in the text. Write the number of the line in the brackets in front of the sentences.

- The mouse helped the lion and saved him from the hunters net. ()
- A mouse walked on a lions face and made him angry. ()
- The lion was caught by hunters. ()
- The mouse promised to help the lion. ()

Read the text again and say whether the following sentences are true or false. Put (T) in the brackets in front of the true sentence and (F) in the brackets in front of the false sentences.

1. The lion was angry because he couldn't eat the mouse. ()
2. The lion was angry because the mouse woke him up. ()
3. The lion didn't kill the mouse. ()
4. The mouse asked the lion to set him free. ()
5. The lion believed that the mouse would help him. ()
6. The lion cut the net and the ropes of the hunters and ran away. ()
7. The mouse saved the lion's life. ()
8. The mouse laughed at the lion when he was in the hunters' net. ()
9. Mouse's teeth are sharp and strong. ()

Write the appropriate numbers of the phrases and words in column (A) with the matching phrases and words in column (B). Write the appropriate number in the brackets in column (B).

A	B
1) Spare my life 2) repay your kindness 3) hunter 4) roar 5) favour	Help you later.() Someone who catch animals and birds. ()) Do something bad for others. () Collect wood in forest() Do something good for others() To cry loudly () Don't kill me ()

The lesson you have learnt from the story is:

1. Mouse is a useless animal.
2. Lion is a kind animal.
3. Every one, weak or strong, can do some thing useful.

What is another lesson you have learnt?

.....

.....

.....

Good Luck



The Bactrian camel



The Arabian camel

First: Pre Reading Stage

1- Examine pictures and guess what the text is about?

2- Where do camels generally live? Why?

3- Choose a title for the text.

Paragraph A

1 Camels are large animals that have humps on their backs. One kind of camels,
2 called the Arabian or Dromedary camel, has just one hump. The other kind,
3 called the Bactrian or
two-humped camel, has two humps as its name states.

Paragraph B

4 Camels are strong animal. They have very strong backs. And long legs, long
5 curved necks, small heads, and broad hooves which help them walking and
6 running in the desert sand. A camel is more than two meters tall.

Paragraph C

7 Dromedaries inhabit the hot desert areas of Asia and North Africa .They have
8 soft fine hair which gets darker as they age. Bactrian live in colder Central Asia
9 between China and Iran. Bactrian have heavy hair which is shed in the spring
10 when it is unnecessary in the warm weather.

Paragraph D

11 Camels are especially good for riding and carrying heavy things . They can run
12 about fifteen kilometers an hour. Riding a camel is quite different from riding a
13 horse because a camel moves both right legs together and then both left legs but
horses are faster.

**In which paragraphs can you find the answers of the following questions .
Write the number of the appropriate paragraph in the brackets in front of
the questions.**

1. Where do camels live? ()
2. What are the kinds of camels? ()
3. How are camels useful? ()
4. When do camels shed hair? ()

Choose the right answer from the following

1. The word shed in line 13 means

- A. become bright
- B. lose or fall
- C. get cold

2. Bactrian camels

- D. live in rainy areas
- E. have shorter legs than dromedaries
- F. inhabit China mainly in winter

3. In North Africa, the most common camel is

- G. the dromedary
- H. the Bactrian
- I. the African

4. The best camel to ride is

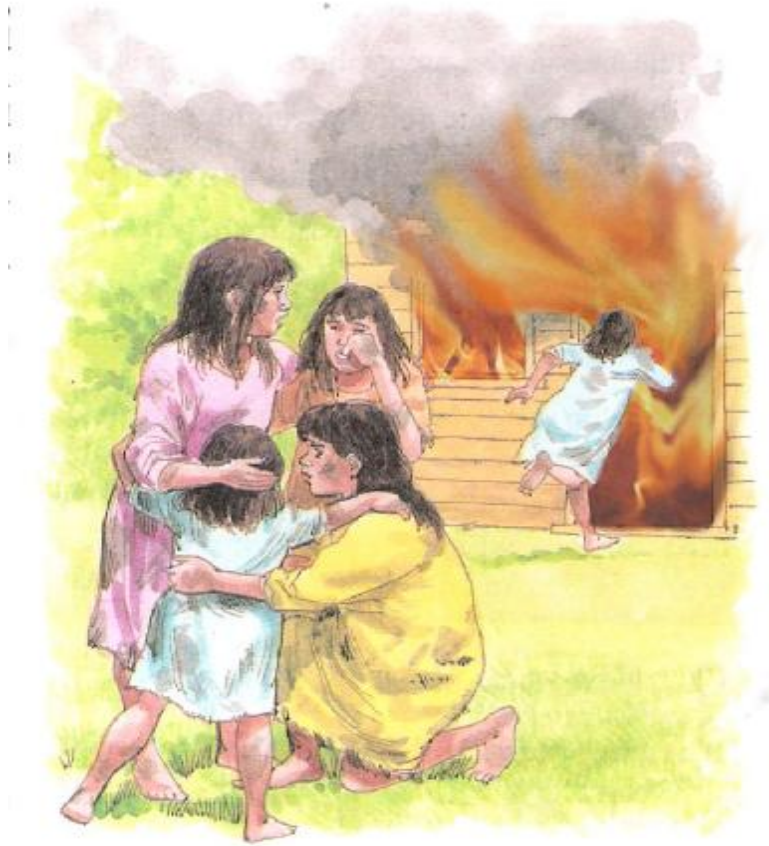
- J. the Bactrian
- K. the dromedary
- L. A or B (there is no difference)

Can cows live in the desert? Why?

What is the lesson you have learned from the text?

Student Name:.....

Look at the picture, read the title and guess what the story is about.



I think the text is about

Second-Read the following questions and answer them while reading the text:

1- Who is the main character in the text?

2- Arrange the following items according to the serial number of the paragraphs in the text. Write the number of the matching paragraph in the brackets in front of the sentences.

- § Father mother and sisters were in the burning house. ()
- § Tiffany received the medal of courageous people. ()
- § The house was on fire. ()
- § Tiffany's father was laying fainted on the floor ().
- § Tiffany saved her father and mother.()

Paragraph A

- 1 **Tiffany Betts** is Canadian. She was twelve years old when this story happened.
- 2 One night, she was sleeping in her room when she woke up suddenly. She could
- 3 smell smoke. When she switched on the light by her bed, smoke was pouring in
- 4 under the door of the bedroom. **The house was on fire.** Tiffany jumped out of
- 5 bed and crawled out of her room to the back door. She opened the door and
- 6 breathed in the clean air.

Paragraph B

- 7 Tiffany was safe, but her father, mother and four sisters were still trapped inside
- 8 the burning house. Tiffany ran back into the house and crawled to her sisters'

9	bedroom. She woke them up and led them, crawling out to the back door.
Paragraph C	
10	Her sisters were safe, but her mother and father were still in the burning house.
11	Courageously, Tiffany ran back into the burning house a second time. She
12	crawled to her parents' bedroom. Inside, her father was lying on the floor, and her
13	mother was trying to pull him to the door. Tiffany grabbed her father's arm, and
14	she and her mother pulled him out of the room to safety.
Paragraph D	
15	Tiffany Betts became the youngest person to receive the Star of Courage, a
16	Canadian medal for people who have acted very courageously.

Third: Read the text again and circle the true answer:

1. When the fire broke out:

- A. Tiffany was sleeping.
- B. Tiffany was watching T.V.
- C. Tiffany was studying.
- D. Tiffany was cooking.

2. The story happened when Tiffany was:

- A. Six years old.
- B. Twelve years old.
- C. Twenty years old.
- D. Fifteen years old.

3. Tiffany got out of the room through:

- A. The kitchen door.
- B. The back door.
- C. The front door.
- D. The window.

4. Tiffany has:

- A. Four sisters.
- B. Three sisters and one brother.
- C. No sisters.
- D. Three sisters.

5. What happened to Tiffany's father?

- A. Tiffany's father died in the fire.
- B. Tiffany and her mother saved the father.
- C. Tiffany and her mother couldn't pull the father out of the room.
- D. The father ran out of the room.

6. Tiffany is:

- A. The oldest courageous one in Canada.
- B. The laziest one in Canada.
- C. The youngest courageous one in Canada.
- D. The only courageous one in Canada.

Fourth: Guessing Vocabulary Meaning:

1. Crawled out:

- A. Stayed in the room.
- B. Got out of the room.
- C. Fell in the room.
- D. She opened the door of the room.

2. Courageous:

- A. She was afraid.
- B. She did not do anything.
- C. She was strong enough to help her family.
- D. She ran away.

3. Grabbed:

- A. Left.
- B. Caught tightly.
- C. Touch.
- D. carried.

4. Breath:

- A. Take oxygen in.
- B. Send carbon dioxide out.
- C. Drink water.
- D. Take oxygen in and send carbon dioxide out.

Do you like Tiffany? Why?

.....
.....
.....

Should you help other people? Why?

.....
.....
.....

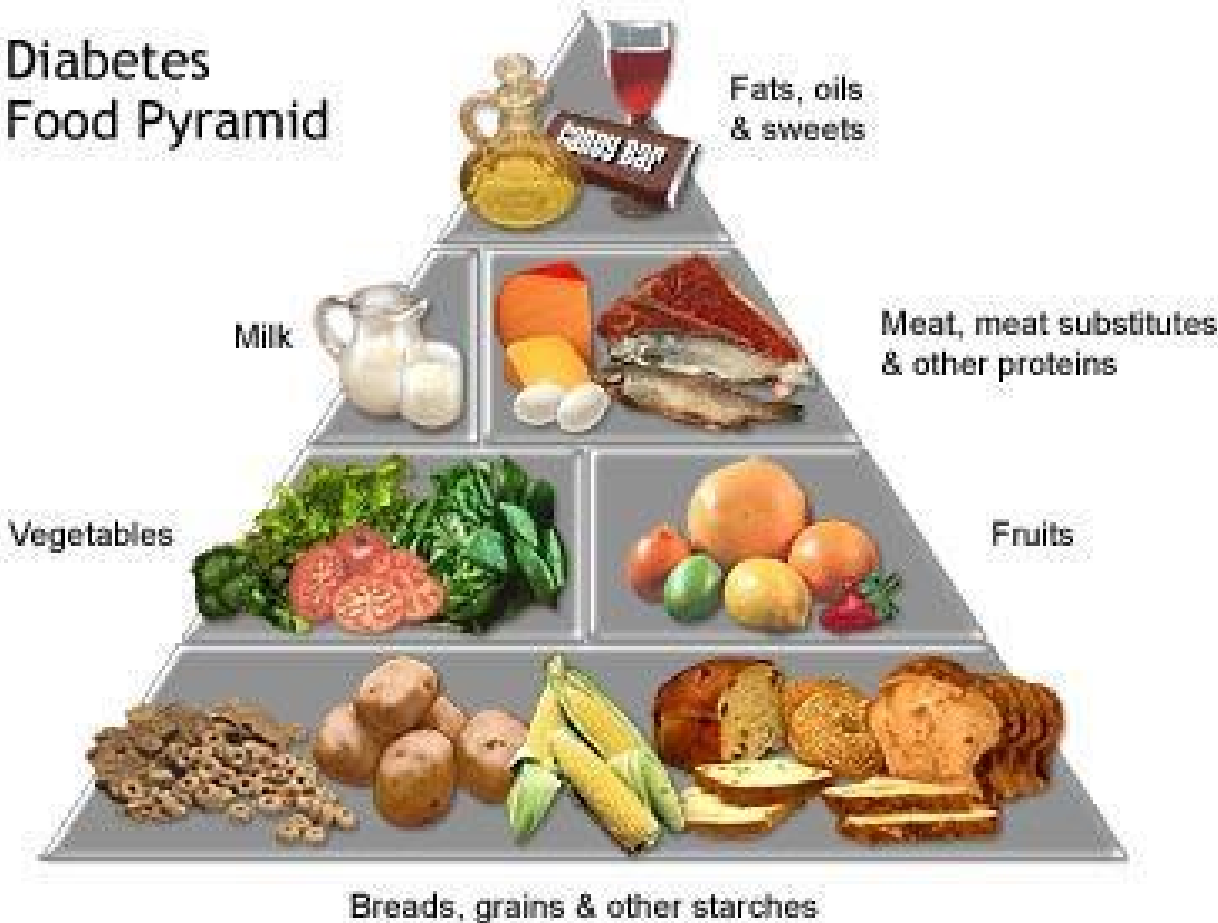
What is the lesson you learnt from the text?

.....
.....
.....

Good Luck

How to be Healthy

**Diabetes
Food Pyramid**



1-Read the Following Text and Find Answers to the Following Questions While Reading.

1. Guess another title for the passage
2. List down the main ideas contained in the paragraphs below:
A-.....
B-
C-.....
D-.....
E-
F-.....
G-

Paragraph - A

If you want to be fit, you need to think about three things: the food you eat, how much you exercise and how much you sleep.

Paragraph - B

To be healthy, you need to eat different types of food Some foods help you to grow and make you strong because they contain proteins. Proteins make your bones and teeth strong and make your hair grow. They are found in foods such as meat, fish and beans.

Paragraph - C

You also need foods that contain carbohydrates and fats because you need energy to work and exercise. Foods such as bread, macaroni, rice and sugar contain carbohydrates. fats are found in milk, cheese, butter and cooking oil.

Paragraph - D

Finally, you need to eat foods that contain vitamins because these protect you from illness. Vitamins are found in most foods, but especially in fruit and vegetables.

Paragraph - E

Eating good food is not enough to keep fit. You also need to exercise to feel healthy and happy. That is why you have P.E. lessons at school. Walking, running and playing games such as football and basketball give you exercise and are fun.

Paragraph - F

At night you have to slow down and sleep. Your body needs to use the food that you have eaten to rebuild itself, so you should try to get enough sleep every night.

Paragraph - G

Of course it is dangerous to have too much of anything. If you eat too many carbohydrates and fats, you will become too fat. You shouldn't exercise too much or you may injure yourself. You shouldn't sleep too much or you will become lazy. It is

an Islamic rule that to be fit, you need to have a balance in your life: not too much and not too little.

2-Put (T) in front of the true sentence and (F) in front of the false sentence;

- ✓ Food is the only thing that keeps you healthy()
- ✓ Exercise and sleeping are necessary to keep you healthy ()
- ✓ Each type of food has different benefit for man ()
- ✓ Proteins are found in macaroni, rice and sugar ()
- ✓ fats are found in milk, cheese, butter and cooking oil.()
- ✓ Fat and Sugar Gives energy ()
- ✓ Proteins help body building()
- ✓ Vitamins are found in most ,only, in fruit and vegetables.()
- ✓ The more you eat the more you are healthy ()
- ✓ Long Sleep makes you active()
- ✓ Body Builds itself at night()

3-Match the items in column (A) with the items in column (B)

	A	B
A	Vitamins	an Islamic rule ()
B	to have a balance in your life	may injure your body()
C	Exercise	protect you from illness.()
D	too much exercise.	Makes you feel healthy and happy.()

4-Match the following words with words in the text:

- ✓ Not too much , not too little.....
- ✓ Hurt.....
- ✓ Disease.....
- ✓ Sports.....
- ✓ At last.....
- ✓ Build again.....
- ✓ Physical exercises.....

5-What are the **lessons** you have learnt from the text?

.....
.....

Good Luck

Trees



1- Read the paragraph then answer the question below:

1	Trees are useful to Man in three ways; they help him with wood and other products; they give him shade; and they help him to prevent droughts because roots of trees break the soil up and allows rain to sink in. Moreover when rain falls heavily or when rivers flood, trees prevent water from carrying the rich soil away.
2	
3	
4	
5	

A- The main idea of the text is

.....

A- How are trees useful to Man?

.....
.....
.....

2- Match The following word with words in the paragraph

- ý Dark
- ý Good
- ý Dry
- ý Top layer of the earth

3- Find the opposite of the following words in the paragraph

- ý allow
- ý Harmful

Trees are gift from Allah to man. Why?

.....
.....
.....
.....

Good Luck



Read the text and answer the question below

- | | |
|---|--|
| 1 | Bad weather comes in many different forms. One kind of bad weather |
| 2 | is the tornado . It is one of the most destructive of all the storms that we have |
| 3 | on the earth. |
| 4 | A tornado is a long cloud which comes down from the sky. It is shaped like a |
| 5 | funnel and consists of wind which whirls around and around extremely fast. In |

6	fact, the wind can reach a speed of more than nine hundred kilometers per
7	hour. Weather scientists are unable to know exactly when a tornado will occur.
8	Fortunately, the tornado is not usually very big and it does not last long.

1. Choose a title of the text.

.....

2. What is a tornado?

.....

3. How fast is a tornado?

.....

4. What is the one good thing about the tornado?

.....

Say whether these sentences are true or false. Put (T) or (F) in the brackets.

1. Weather scientists are able to know exactly when a tornado will occur. ()
2. scientists can describe a tornado. ()
3. Tornadoes are very strong, but they do not last long. ()
4. Tornadoes over water are called water tornadoes. ()
5. Tornado does not cause much destruction. ()

**Match the words in column(A) with the words in column (B)
Write the number in the brackets.**

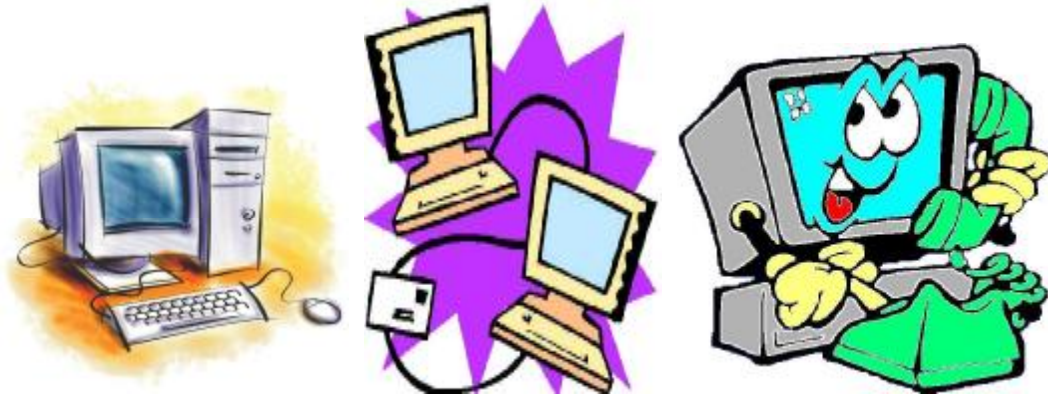
	A	B
1	Annually	Move in circles ()
2	Tornado	Fast ()
3	Whirl	In one year ()
4	Destructive	Strong storm ()
		Very dangerous ()
		Weak wind ()

Sometime, a strong tornado is a banishment from Allah, Comment?

.....
.....

Good Luck

Technology



Read the passage quickly and illicit a suitable title of the text.

.....

Match the following sentences with the paragraphs in the text.

- § Reasons of computer importance.
- § Computers save time and effort.
- § Benefits of computer.
- § Computers are more important that people.

Paragraph -A-

Computers are probably the most important **invention** of modern times. The noun 'computer' comes from the verb 'to compute' which means to do sums. How long would it take you to do this sum: $2648749657632998764 \times 7634806586571230987$? A very long time? A computer can do it more quickly than you can **blink** your eyes.

Paragraph -B-

Computers are important for three main reasons. Firstly, they can do very difficult sums quickly and **accurately**. Secondly, they can store **huge** amounts of information. Thirdly, we can work with words, numbers and pictures on computers.

Paragraph -C-

Today, computers are used everywhere. They are used in banks to store information about people's money. They are also used to work out difficult scientific problems. Factories use computers in robots that can do some of the work that people did in the past. Most books, newspapers and magazines are now made with the help of computers. This book was made with the help of computers. Computers are used to

help planes to **take off** and land. They are sometimes used by doctors to look inside their **patients'** bodies.

Read the passage again carefully and Put (T) or (F):

1. Computers were invented a long time ago. ()
2. You can work with words, numbers and pictures on a computer. ()
3. Today, machines can do some of the work that people did in the past. ()
4. Doctors can examine people with the help of computers. ()
5. Computer are easier to carry than books. ()

Guess the meaning of the shaded words in context and write the expected meaning below:

- 1 Invention
.....
- 2 Blink
.....
- 3 Accuratel
y
4 Huge
.....
- 5 Take off
.....
- 6 Patient
.....

Do you think computers are more important than people. Why?

.....
.....

Good Luck

An Arab country

A-Read the title, examine the picture and guess what is the text about

A-1-I think the text is about

A-2-Name other African countries:

A-3- Name rivers in Africa



B-Match the following ideas with the paragraphs in the text. Put the number of the right Answer in the Brackets.

- The paragraph is about Arabic-speaking Muslims()
- The paragraph is about Rivers in Sudan ()
- The paragraph is about Sudan independence ()
- The paragraph is about the Location and the borders of the Sudan ()
- The paragraph is about the two groups of people who inhabit Sudan ()

	Paragraph A
1	Sudan is a rather large nation in the northeastern part of Africa. It has about
2	sixteen million people. It is bordered by Egypt, Libya, Chad, the Central African
3	Empire, Zaire, Uganda, Kenya, and Ethiopia. It also has a short coastline along
4	the Red Sea. Some northern areas of the country have deserts while the southern
5	part has tropical rain forests.
	Paragraph B
6	The capital city is Khartoum. At Khartoum the Blue Nile and the White Nile
7	come together to form the Nile River, which is the world's longest river system.
8	Khartoum has about two hundred thousand people.
	Paragraph C
9	There are two groups of people who live in Sudan. In the northern and central
10	parts of the country, there are many Arabic-speaking Muslims. They make up
11	about two-thirds of the total population. In the southern area, there are groups of
12	people who speak African languages.
	Paragraph D
13	The northern and southern regions also have different histories. People in the
14	south lived by themselves for many years.
	Paragraph E
15	However, the northern area was controlled by foreigners for several centuries.
16	The Romans, the Turks, and British all had this area under their control at one
17	time. After World War II, Sudan became completely independent .

C-Read the text again an circle the right answer in the following exercise:

1-Khartoum is located on the

- a. Blue Nile and
- b. the White Nile
- c. On the Nile River
- d. Non of them

2-Foreigners who controlled Sudan are

- a. Romans
- b. Turks
- c. -British
- d. All of them

3-In Sudan, There are

- A- Many religions
- B- Many languages
- C- Many histories
- D- All of them are right

4-People in Sudan speak

- A-Arabic
- B-Many languages
- C-African languages
- D-English

5-The capital of Sudan is

- A-Khartoum
- B-Ethiopia
- C-Zaire
- D-Sudan

D-Match the items in column with the items in column B. Write the number of the right answer in column C .

	A	B	C
1-	Bordered (line 2)	In the south	
2-	Coastline (line 3)	Land near the sea	
3-	Northern (line4)	Area	
4-	Southern (line11)	In the north	
5-	Regions (line 13)	Control themselves	
6-	Independent (Line17)	Near	
7-	Foreigner (Line 15)	Not from Sudan	
		The Blue Nile	

E-Choose the right answer from the following items and say whether you agree or not and why

The writer wants to say:

1-Sudan is an Arab country

2-Sudan should be separated into two parts.

.....

.....

.....

.....

.....

Good Luck

Living in the World



First: Pre Reading Stage

II- Read the title, examine the pictures and answer the following question.

2- What is the text about?

.....

2-Write down as many animals and birds as you can.

.....

3-What can those animals and birds do that people cannot?

.....

Second: while reading Stage: A-skimming B-Scanning C-guessing meaning of unfamiliar words.

Second-A: Skimming for the main ideas.

Read the following questions and find the answers while reading the text.

A-1- Choose whether the following sentences are true or false. Write (T) in the brackets in front of the right answer and (F) in the brackets in front of the wrong answer.

- The text is about people of the world only ()
- The text is about animals only ()
- The text is about birds only ()
- The text is about people, animals and birds ()

Living in the World

Paragraph A

1 There are five billion people in the world and they live in all different corners of it.
2 They live on the snow and ice of the Poles and in the tropical jungles on the equator.
3 They have climbed the highest mountains and walked on the sea bed. Some of them
4 have even left the earth and visited the moon.

Paragraph B

5 The human species is the most numerous and the most powerful of all the animals on
6 earth. How does this happen? In many ways, animals can hear better than we can.
7 Dogs can smell and hear better than we can. Cats can see in the dark. Birds can fly
thousand of miles away and return to the same place every year, But we are different
. No other animal builds mosques or tall buildings , plays football, tells jokes, gets
married, has prisons, writes symphonies, elects presidents, or goes to the moon.

Paragraph C

11 There is one thing above all that makes people and animals different. People love to
12 talk and talk. We are the great communicators and we can communicate so many
13 things in so many ways ; with our faces, our hands, our bodies, and our voices. The
14 most important of all, we can record what we say and think in writing, so that we can
15 communicate through time. We have a sense of past and future, not just present.

Paragraph D

16 We are the only species that can change the world, and we are the only species that
17 can choose either to look after our world or to destroy it.

A-2- Match the following phrases and sentences with paragraphs of the text. Write the number of the paragraph in the brackets in front of the matching phrase or sentence.

- Man can do things animals can never do. ()
- Number of people and the places where they live in the world.()
- The most important difference between people and animals.()
- People can make the world either beautiful of horrible. ()

Scanning for specific information

Second-B:

B-1- Read the text again, and choose the suitable words to fill in the gaps:

- Some of the places where people in the world live are the cold ----- .
- The species living in the world are people,----- and -----
- Human has ----- of past and -----
- People can communicate with their bodies,-----, faces and -----
- ----- a means of communication through time.

B-2- Match the items in column A with suitable items in column B. Write the number of the correct item in the brackets.

<input type="checkbox"/>	1	Can smell and hear better than human	Human ()
<input type="checkbox"/>	2	Can see better than human.	Dogs ()
<input type="checkbox"/>	3	Human can not do	Cats ()
<input type="checkbox"/>	4	Can write symphonies	Flying ()

B-3- Infer the meaning of the following words in context. The following picture may help you.

Vocabulary



<input type="checkbox"/>	A. human species:	Communicate ()
<input type="checkbox"/>	B. talk, write, make signs by the body	Tropic ()
<input type="checkbox"/>	C. The hottest area in the world	Jungle ()
<input type="checkbox"/>	D. Very tall trees grow very close together.	People ()
<input type="checkbox"/>	E. The coldest area in the world.	Pole ()
<input type="checkbox"/>	F. Species of animals	Types of animals living in the world ()

Third: Post Reading stage:

Inference and drawing conclusions

Third-1- Read the following question and circle the answer you think it is true.

- The writer thinks that we are the only species that can choose either to look after our world or to destroy it. *Do you think the reason for that is:*

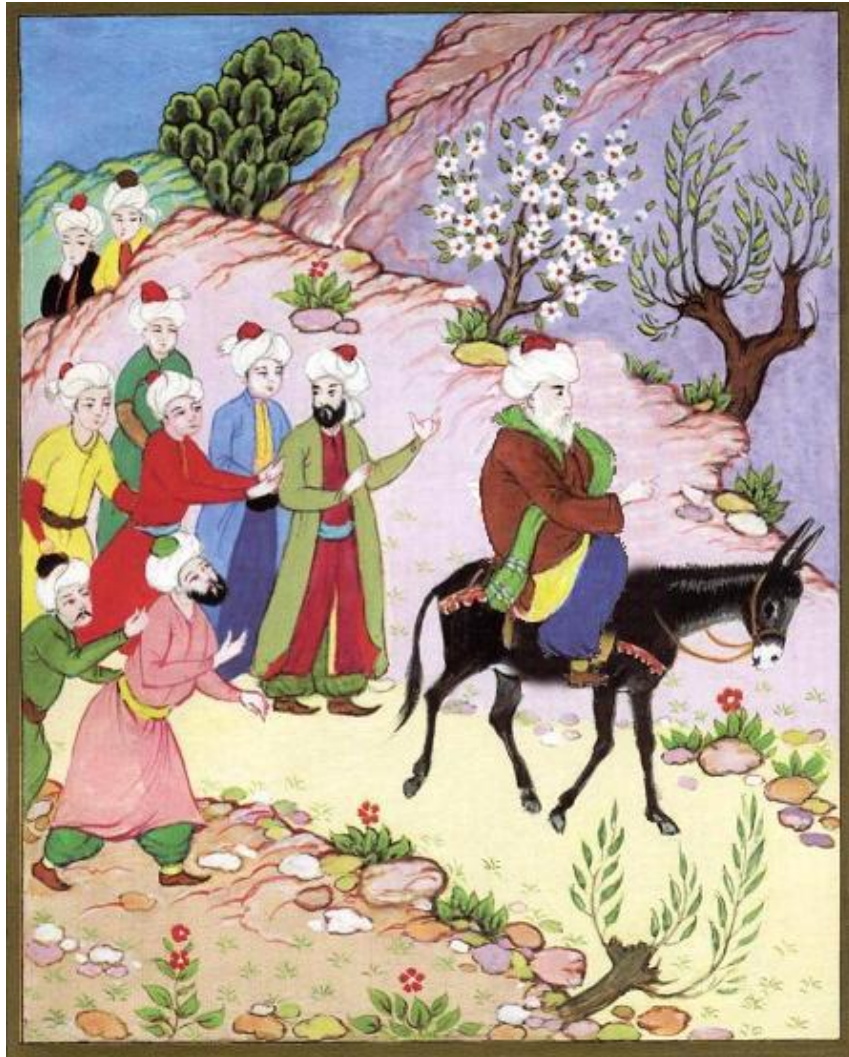
- d) Because our bodies are strong?
- e) Because we are free to do what we like in our world?
- f) Because we can think and know what is right and what is wrong?

Third-2- Answer the following questions:

- 1. Should you look after your school? Why?
.....
-
- 2. How can you look after your school?
.....

Good Luck

That's Not the Way to Do it!



Joha wants to sell his horse. He goes down the road to town. He and his young son are walking with the horse. There are some boys near the road.

"That's not the way to do it!" says a boy. "Why is that man walking? He has a horse!"

"He's right," says Joha. He gets on the horse. The son walks **behind** him. Then they see some women.

"Look at that man!" says a woman. "He is on the horse. And his poor boy must walk."

"She's right," says Joha. He gets off and he puts his son on the horse. They walk some more.

"Isn't that **terrible!**" says an old man. "Young people have no love for their parents! Look at that boy on the horse. His poor father is walking."

"He's right," says Joha. He gets on the horse behind his son. Then they see some girls.

"Two people on a horse!" say the girls. "The poor animal."

"They're right," says Joha. He and his son get off the horse. They take the horse in their arms. They carry him down the road. The horse is big and he almost falls.

They come to a river with a **bridge**. Some people are on the bridge. "Look at that!" they say. "Look at the horse!" They laugh and laugh.

The horse does not like this. He moves here and there. He wants to run away. "Help, help," cries Joha. And then they all fall off the bridge and into the river-the horse, Joha and his son.

"Next time," says Joha, "I am not going to listen to other people. I am going to do it my way."

1. List down the main ideas in the text.

.....
.....
.....
.....

2. guess the meaning of the shaded words.

- 1 Behind
- 2 Terrible
- 3 bridge

3. What is the lesson you learnt from the text.

.....
.....
.....

4. What would you do if you were in Joha's position?

.....
.....
.....

Good Luck

A-What are the following pictures refer to?



B-Read the following Letter and answer the questions below:

What is the letter talking about?

.....

Who is the sender?

.....

Who is the letter sent to?

.....

Where does Sami live ?

.....

The main ideas of the paragraphs in the letter are :

- A-
B-
C-
D-
C-

12 Almel building,
Salah Eldeen st.,
Jerusalem,
Palestin.
1 January,2008

Dear John ,

In your last letter you asked me to provide you with information about my holy city Jerusalem .

Paragraph - A

Jerusalem, Bait Al Makdes in Arabic and Yerushalayim in Hebrew, has been known for centuries as a holy city for all nations and the center for the three major religions Islam, Judaism, and Christianity.

Paragraph - B

Jerusalem is important for Muslims for four reasons. First, it is mentioned in Qur'an as a holy place. Moreover, the Dome of the Rock houses the ancient rock on which Noah's ship rested after the great flood It is the same rock where Abraham was going to sacrifice his son, Ishmael. It's the position from where the prophet Mohammed was ascended into the sky on his famous night journey (ALESRA').

Paragraph - C

Jerusalem is sacred for Christians because they believe that the Christ, Jesus, lived there and traced the tourist path in the old city called Via Dolorosa. Furthermore; The most important Christian church is the Church of the holy Sepulcher (Al. Qiyama Church) in the Christian quarter. Over the course of many centuries, Christian pilgrims have journeyed to this holy place.

Paragraph - D

Jews consider the city holy because they claim that the Western Wall or what they call the Wailing Wall (in Arabic, El Boraq wall) is remnant of the holy temple built by King David, and the wall that we see today is built upon its base. It is the place where they practice a kind of worship.

Paragraph - E

It is worth mentioning that Jerusalem has been occupied by Israel for sixty years and we are struggling hard to get It free with all the occupied parts of our country Palestine.

Yours

Sami

C. Read the text again and say whether the following sentences are true or false.

Correct the false items:

1. Jerusalem is a newly established city. ()
.....
.....
2. Holy places in Jerusalem concern only Muslims. ()
.....
.....
3. Different of religions and races interact in Jerusalem. ()
.....
.....
4. Abraham sacrificed his son Ishmael on the ancient rock. ()
.....
.....
- 5-Christians visit Jerusalem for pilgrimage. ()
.....
.....
- 6-Jews claim that the Western Wall is remnant of the holy temple built by King David
.....
.....

D-Vocabulary

D-1-Match the items in column (A) with the items in column (B)

	A	B
A	The religion that Mohammed preached is	pilgrim
B	parts left of the ancient building	Judaism Christianity and Islam
C	The religion that Jesus preached.	struggle

D	Tell something that is either right or wrong	Islam
E	The language talked by Jews	Judaism
F	The religion that Mousses preached	Christianity
G	The three major religions are	claim
H	A person who travels to a holy place for religious purposes.	Remnant
I	Work very hard	Hebrew
		Arabic

D-2- Word formation

Point out the words ending with suffixes in the text and list them in the following table in accordance to their parts of speech. You don't need to fill crossed areas(X).

The first one is done for you.

NO.	V.	N.	Adj.
1	Differed	Difference	Different
2	X	Christianity	
3	X		Jewish
4	Remain		X
5	Found		X
6		Presence	X
7	X		Western
8	X	Palestine	
9	X		National

E-What are the lessons you have learnt from the text?

.....

.....

.....

.....

Good Luck

B.2. Vocabulary

Exercises

Affixes

Prefixes

The meaning of the prefix	The prefix	Root word	New word
Again or back	re	arrange	Re arrange
	re	.....	replay
	re	write	.....
	re	.....	rebuild
	re	.....	Revisit
	re	new	.....

Underline the root word :

Refuse
Rethink
Rent

Revise
Recall
Review

React
Read

The meaning of the prefix	The prefix	Root word	New word
Reverses the meaning of the verb (The opposite)	dis	agree	disagree
	dis	.....	discontinue
	dis	allow	.....
	dis	like	.....
	dis	.....	disconnect
	dis	.....	displease

Underline the root word :

Disbelieve
Disorder

Distance
Disaster

Discuss
Disappear

Disobey
Disrespect

The meaning of the prefix	The prefix	Root word	New word
Reverses the meaning of the verb	un	happy	unhappy
	un	.....	unreal
	un	tidy	.....
	un	.....	uncomfortable
	un	fit	.....
	un	.....	unknown

Underline the root word :

Understand
Unequal

Unmarried
Uncle
Unfair
Uniform
Under
Unwell
Uneasy

The meaning of the prefix	The prefix	Root word	New word
Badly or wrongly	mis	use	misuse
	mis	understand	.....
	mis	spell	.....
	mis	.....	misread
	mis	.....	mistreat

Underline the root word :

Mistrust
Misspent
Misjudge
Mistake
Mispronounce
Mismanage

The meaning of the prefix	The prefix	Root word	New word
Too much	over	hear	overhear
	over	.....	overwork
	over	sleep	.....
	over	.....	overdo

Underline the root word :

Overtake
Oversimplify
Overall
Overtime
Overjoyed
Overcome

Suffixes

The suffix	Root word	New word
ful	beauty	beautiful
ful	.....	powerful
ful	wonder	.....
ful	.....	careful

ful	peace
-----	-------	-------

The suffix	Root word	New word
able	count	countable
able	comfort	.....
able	.....	valuable
able	avoid	.....
able	drink	.....

The suffix	Root word	New word
en	short	shorten
en	fast	.....
en	.....	deepen
en	dark	.....
en	Deaf	.....
en	.....	awaken

◆ Working with the topic

Which item does not belong in the list? Think of a topic for each group of words. Write the topic. Cross out the item in each group that does not fit the topic. There may be more than one possible correct answer. On the line below each group of words, explain your answer. Why did you choose that topic? Why did you cross out that item?

1. Topic:
president mayor governor prime minister king senator
.....
2. Topic:
sapphire diamond ruby gold emerald topaz opal
.....
3. Topic:
gloves twins shoes socks mittens pants skates
.....
4. Topic:
Volkswagen Honda Subaru Volvo Ford Toyota Porsche
.....
5. Topic:
gruyere cheddar vanilla parmesan blue swiss mozzarella
.....
6. Topic:
dairy produce meat delicatessen check-out bakery
.....
7. Topic:
Paul McCartney Ricky Martin Elvis Presley Elton John
.....
8. Topic:
Scanner copier CD-ROM zip drive printer monitor speakers
.....
9. Topic:
Tide waves sand shells rocks picnic seaweed

-
10. Topic:
canoe rowboat kayak sailboat parasail speedboat
.....

B.3. Inference Exercises

Inference Exercises

See if you can infer an implied or hidden message in each of the following selections.

Exercise 1

Turner almost wished that he hadn't listened to the radio. He went to the closet and grabbed his umbrella. He would feel silly carrying it to the bus stop on such a sunny morning.

What is the message the author wants to say? Choose the answer from the following:

- Turner realized that he had an unnatural fear of falling radio parts.
- Turner had promised himself to do something silly that morning.
- Turner had heard a weather forecast that predicted rain.
- Turner planned to trade his umbrella for a bus ride.

Exercise 2

“Larry, as your boss, I must say it's been very interesting working with you,” Miss Valdez said. “However, it seems that our company's needs and your performance style are not well matched. Therefore, it makes me very sad to have to ask you to resign your position effective today.”

What is the message the author wants to convey? Choose the answer from the following:

- a. She would feel really bad if he decided to quit.
- b. He was being fired.
- c. He was getting a raise in pay.
- d. She really enjoyed having him in the office.

Exercise 3

No, Honey, I don't want you to spend a lot of money on my birthday present. Just having you for a husband is the only gift I need. In fact, I'll just drive my old rusty bucket of bolts down to the mall and buy myself a little present. And if the poor old car doesn't break down, I'll be back soon.

What is the message the author wants to convey? Choose the answer from the following:

- a. I don't want a gift.
- b. Buy me a new car.
- c. The mall is fun.
- d. I'll carry a bucket for you.

Appendix (C)

C.1. Learner's Log.

C.2. Vocabulary Notebook.

C.3. Book Summary.

Learner's Log

Name _____

Class _____

The title of the book _____

Number of the book()

The Author _____

Number of pages _____

Significance of pictures

Charecters _____

Which Character do I like best?

Why? _____

Words You l learn _____

5-2-2009

Lessons we learn

- To be honest.
- work to eat.
- Never steal.

words I learn :-

admiration اعجاب

domestic اهلي

cottage بيت

feathers ريش

comb منقوش

brush dirt chest منقوش

(1) summary

The cock and the colours.
Wahid drew a cock but he
forgot to colour him. when
the cock went out for a walk
he met a small dog which
told him "cock, you need the
box of colours" Thus, the cock

Summary

(5) The mouse and the pencil

* Once upon a time a mouse and a pencil were friends. As the mouse saw the rat, she ran away to leave the world untroubled. So he returned to his own home from his trip because he could not get out of the world. The end

worled	شعر
frigates	شرايف
obedient	بوجل
responses	استجابات
admired	احترام
patience	صبر
cheerfulness	فرح
manipulate	مناجاة

Summary :

ONE day when roite and jara finished school her mum was waiting in the gates & can we go to "the park with jara, mum" said roite.

They go to the park with her mum they go to play on the play area but jesse couldn't play with them so he go and sit with mum on the bench and when they finished they go back home before that hale said "we have a lot of fun" at night Jesse couldn't sleep so he sawed some the cat food and go to the park there he saw some of his friends and now he could sleep.

- Inference:

We must

not

give up

Hopes!?!

Appendix (D)

Reflections

D.1. Students Reflection

D.2. Parents Reflection

D.3. Teachers Reflection

Report for head teacher

Thank you Because this program ...
I like this program. Because I learn more of the word, and I enjoy myself, and when I set in the computer or T.V I know all the words are difficult in the English. and when any sister or brother ask me about any mean word I know this mean.
in the past I don't like read story but now I like read any story in English or in Arabic.
in the past my time was very spare but now when the time me is spare I go to read my story in the English and I enjoy myself
* please - I want one ask about you
I want every day take English with my head teacher in the early.

I very thank my lovely
Zohfa Badier AlDen.

Safa Alsteeman

In my opinion in the program.

In my opinion I like the program because its very enjoyable and beneficial and I learn how to make sentences and how to guess the meaning of vocabulary and to get the gist and in the past writing and reading where very difficult but now they are very easy. I didn't like English because its was very a hard in the Exam but now its very comfortable the write the Exam.

S.A.F.A



I like to the program because I don't know the reading in English and can not writing in English But now I can reading in English and make sentences, I learn its many new words and I learn we must not give up the hope on the life and become the English and its beautiful. I wish that the English world be the second language that I good on taking and reading.

Nur

بسم الله الرحمن الرحيم

إنادي أمة الطلبة بخاصة بأحدى الطوائف الثلاث

تم تنفيذ التجربة عليهم . لقد كانت التجربة وافع الاثر على انبثاق

وخاصة على مستوى الفهم في مادة اللغة الانجليزية انه تأثر ايجابياً
ولقد اصبحت ذلك من خلال حب المادة والشفق على
المزيد من الاطلاع والنزعة للقبول ومحاولة ترجمة والتعمق أكثر
كذلك الاستفاد من بعض الفترات ومحاولة ترجمتها
س خلال الحاسوب .

حتى اننا نقوم بمساندة أخواننا الأجيال في ترجمة بعض
العناوين والفترات والمصطلحات العلمية التي تحتاج
إلى تفسير .

حقاً! التجربة صدمت بالفقر والاحترام لما كان لها أثراً
لامتة ومازلت من خلال التحن المسر والمحب للمادة
وهذا يرجع إلى الفضل لمنة هذه التجربة . فلا يفتنا
إلا أنه تقدم لها للزينة الشكر والاحترام مع التمس
إلى بالتوثيق من الله

ولي أمة الطلبة

هالة حمود

بسم الله الرحمن الرحيم

بسم الله الرحمن الرحيم

السلام عليكم ورحمة الله وبركاته

بإلى المدبرة العاقلة المصحة نشكر لكم جهودكم

الذي تبذلونه من أجل الارتقاء بمستوى بناتنا ونخصنا

بذلك الدورة للفقه الإنجليزية لما سطره من قية في

ارتفاع مستوى الطالبات مما ينعكس على التعليم العالي

فبذلنا بجزوه عنده بلوغ أمانتهم في الدراسات العليا

وفعه الله فطامم وجهلكم ذفراً لهذه الأمة

وشكراً اختتمت ام لعل

بسم الله الرحمن الرحيم

السلام عليكم

نشكركم على طعم الدورة التي نتجبت منها

الطالبات مع إصرارة طرة بالغة الإنجليزية

لا سيما مع كثرة في مستوى انبني

في السابق لهم تكمة تتجج بالغة الإنجليزية

الآن تتجج بمستوى جيد وتقرأ كتب

كثيرة

ولاً محمد طاب

سنة

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أنا ولية أم الطالبه سارة محمد الله أبو مسافر

أنا سيدة هديل بنت السيد ناظرة المدرسة زلفه بنو الربيع

على حدودها الاخر الذي بذلته مع الطالبات في

لقد لاحظت مدى التقدم والنمو في مجالات البحث في اللغة

الانجليزية كما لاحظت مدى إقبالهم على دراسة اللغة

الانجليزية وكم حصلت من شدة لغوية في مادة اللغة

الانجليزية كما أنه تجرئت في وقت وأظهرت مواهبه ثم نلت

ملاحظة من قبل من موصية التوجيه والتأليف والتمثيل

لقد أهديت اثنين عائلته ~~لغة~~ اللغة الانجليزية

وتأخرت من مبلغ الأمل وتضمن أنه يصبح مقرر في المستقبل

شدة ناظرة المدرسة على جهودها الرائعة والمجزية في

جعل التعليم واداموا الأذخرا للوطن

أم الطالبه

سارة أبو مسافر

I joined the program because I believe it was a great chance to improve my abilities and skills as a teacher . Now , I have the ability to prepare and teach reading lessons easily and without confusion .It was an opportunity to learn the correct strategies for teaching reading , so I feel confident when I explain reading lessons .

The findings of this program in ninth grades were impressive :

- 1- The target students were motivated to participate .
- 2- The class regular tests should have improved English language performance .
- 3- The increase of reading speed.
- 4- Students have the ability to guess the meanings of new vocabulary from the context instead of looking up a dictionary .
- 5- They have the ability to skim , scan and infer the text .
- 6- The target students improved not only in reading but also in other EL skills .
- 7- Students attitudes to EL has improved .

Finally , I hope to apply this program in all Palestinian schools .

Rana El neirab

Through my participation to the Reading Program titled as "The effectiveness of Assisted Extensive Reading Program on Developing Reading Comprehension Strategies in the Ninth graders in Gaza Governorate". I found that it was useful in many ways and for many reasons .First the Palestinian curriculum does not involve extensive reading for enjoyment and information but in the present program I found it with the purpose of enjoyment and information .One of the findings is to teach reading through steps that make the process of learning enjoyable and interesting .

I really enjoyed the program . I hope one day in my life I have the ability and the strength that the researcher have and do something to help students to improve their English Language. The researcher was so experienced and I get experience that will never be forgotten .

Susan Habeeb

Appendix (E)

Referee Committee

Dr. Awad Kishta	Islamic University
Dr. Mohammad Hamdan	Al-Aqsa University
Dr. Ahmed El Nakhala	Al-Quds Open University
Dr. Suhail Diab	Al-Quds Open University
Dr. Abdullah Kurraz	Al-Azhar University
Dr. Mohammad Abu Mallouh	Alqattan
Mr. Kamal Hasaballah	English Language Supervisor in UNRWA schools
Mrs. Suha Dawood	English Language Supervisor in UNRWA schools

Appendix (F)

Permissions



السوق : ١٣٦٤ / ع / متكررة داخلة ١٣٦٤
التاريخ : 2008 / 7 / 6

السيد / مدير التربية والتعليم - غرب غزة
والسلام عليكم ورحمة الله وبركاته

الموضوع : تسهيل مهمة بحث

نقوم الباحثة / زلفى شحادة مصطفى بنشر السدين ، والمسجلة لدرجة
الماجستير بالجامعة الإسلامية ، تخصص مناهج وأاليب التدريس - اللغة
الإنجليزية بعمل بحث بعنوان " علاج بعض نفاظ الضعف السائدة في موضوع
القراءة والاستيعاب لدى طلبة الصف العاشر " .
لا مانع من حصول الباحثة على درجات شعبة من طلبة الصف العاشر في موضوع القراءة
والاستيعاب من المدارس التالية :

- اليرموك الأساسية * ١٠ للبنين
 - النبل الأساسية للبنين
 - الجليل الثانوية للبنات
 - الماجدة وميلة الأساسية * ١٠ للبنات
- وذلك حسب الأصول .

وتفضلوا بقبول فائقه (الامتياز)

د. محمد أبو شقير
وكيل وزارة التربية والتعليم العالي



نسخة : الملف



لررقم : و ت ع / مكررة داخلية ٢٦١٦
التاريخ : 2008 / 11 / 26

السيد / مدير التربية والتعليم - غرب غزة
والسلام عليكم ورحمة الله وبركاته

الموضوع : تسهيل مهمة بحث

تقوم الطالبة / زلفى شحادة بدر الدين والمسجلة لدرجة الماجستير في التربية تخصص مناهج وطرق تدريس لغة إنجليزية في الجامعة الإسلامية ، بعمل بحث بعنوان " مدى تأثير القراءة الحرة على نمو إستراتيجيات القراءة لدى طلاب الصف التاسع في مدينة غزة " .
وتقوم بتنفيذ دراسة استطلاعية في مدارس مدينة غزة لفحص مدى مصداقية أدوات الدراسة .
لا مانع من تطبيق أداة الدراسة وهي استبانة وامتحان قبلي لمدة أربعة أشهر على عينة من طالبات الصف التاسع في مدرسة السيدة رقية الأساسية بنات وذلك حسب الأصول .

وتفضلوا بقبول فائق الاحترام

د. زياد ثابت



وكيل وزارة التربية والتعليم العالي المساعد

بسم السيد مدير التربية والتعليم
محمد مصطفى حافظ

السيد زياد ثابت
لعمل اللزوم
30 / 11 / 2008

الاسم : وزير التربية والتعليم العالي
/ وكيل الوزارة
/ وكيل الوزارة المساعد
/ الملقب

Appendix (G)

Curriculum Vitae

Name: Zulfa Badr Edeen (Mrs. Shamallakh)

Residency: 12th third floor Mushtaha Tower1st – Tel El. Hawa- Gaza- Palestine

Tel no: (08) 2828015

Mobile no: (059) 9526209

Current Work Address: Roqia Governmental School – Gaza

The Islamic University – Continuing Education Department

Work Tel no: (08) 2826077

Marital Status: Married

Qualifications:

Faculty	Department	Degree	University	Average	Graduation Year
Education	Curriculum Methodology / English Language	Current M.Ed Student	The Islamic University	-----	-----
Literature and Education	English	B.A	El.Fateh University – Libya	V.good	1986
Literature and Education	Arabic	B.A	El.Fateh University – Libya	V.good	1988
Advanced English	English	Diploma	London	V.good	1990
Teachers Training	Teaching English	Post Secondary Diploma	Teachers Training Center – Rammallah	V.good	1974

Skills and Languages

Skill	Degree
Arabic Language	Fluent
English Language	Fluent
Filing and Office Skills	Excellent
School Management	Excellent
NGOs Management	Excellent
Public Relations	Excellent
Typing and Internet Skills	V.Good

Courses

Course	Place	Duration
Twinning Course	The Australian Education Ministry – Austria	7 days in Austria
Twinning Course	The Italian Education Ministry – Italy	7 days in Italy
Typing and Internet Course	Al.Jarmaq Center	Two months

Practical Experience

1. English language teacher for 25 years:
 - a. 3 years in Saudi Arabia- Preparatory school.
 - b. 4 years in Algeria- Secondary Stage and Teaching Training Courses
 - c. 5 years in Libya- Secondary school.
 - d. 8 years in the Oil Companies School (Tripoli College) in Lydia: A class teacher for the 3rd and 4th grade (Teaching Subjects in English: Science, Mathematics, Geography, History, English Language and Civics)
 - e. Teaching English Literature for the 7th, 8th, and 9th grade at The Oil Company School (Tripoli College) in Libya.
2. Teaching short English courses for beginners, intermediate and advanced levels.
3. Teaching English courses for special purposes such as:
 - a. Conversation for making contact
 - b. Language for Medicine
 - c. Scientific Language (Chemistry, Physics, and Biology)
4. Part time translator

Experience in Gaza

1. A manager of Early Childhood Programmers Association (NGO) 1996
2. 3 years as an English language teacher in Ahmad Shawqi Secondary School.

Current Work:

1. A lecturer in the Islamic University – Continuing Education Diploma.
2. Monitoring trainees in the faculty of Education in
 - a. The Islamic University
 - b. Al. Aqasa University
 - c. The Community Collage of Applied Science and Technology
3. Head teacher of Roqaya Preparatory school (A Government School in Gaza)

References

- Dr. Awad Kshta IUG
Dr. Basheer Al- Ashi IUG
Dr Bassam Al- Aswad IUG
Dr. Muein Rajab Al-Azhar University- Gaza
Dr. Suhail Diab Al-Azhar University- Gaza