The Islamic University of Gaza
Denary of Graduate Studies

Faculty of Education

Curriculum & Instruction Department

The Impact of Using a Website on 10th graders' English Vocabulary, Retention and Reading skills

Submitted by

Ahmad Saleh Bakheet

Supervised by

Dr. Sadek Salem Firwana

Assistant Professor in Teacher Education

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'Nun. By the pen and that which they write'
(Quran, Al-Qalam, verse 1)

DEDICATION

I would dedicate my work

To my beloved country, Palestine.

To my dear father, who always waited for my success.

To my mother for her endless patience and unwavering support.

To all my brothers and sisters, who have been supporting and encouraging me

.

To my dear wife, who did her best to help me achieve my ambition.

To the great martyrs and prisoners, the symbol of sacrifice.

To my university, "The Islamic University of Gaza".

To all who lighted my way towards success.

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In The Name of Allah, the Most Gracious, the Most Merciful

All praise to Allah, the One Who to Whom all dignity, honor, and glory are due, the Unique with Perfect Attributes, who begets not, nor is he begotten. He has no equal but He is the Almighty Omnipotent.

Peace and blessings of Allah be upon the last prophet, Muhammad, and on all who have followed him in righteousness until the Day of Judgment. All praise be to Allah for enabling me to finish this thesis. As Prophet Muhammad, peace be upon him, said, "He who is thankless to people, is thankless to Allah".

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May Allah reward you all for caring for me and helping me bring this effort to completion.

Abstract

The Impact of Using a Website on 10th graders' English Vocabulary, Retention and Reading skills

This study aimed at investigating the impact of using a website on 10th graders' English vocabulary, retention and reading skills. To achieve the study objectives , the researcher adopted the experimental approach on a purposive sample of (84) tenth graders from Osama Bin Zaid Secondary School for Boys who were randomly assigned to equal control and experimental group .

To achieve the study aims, the researcher used three instruments to gather data: a checklist for teachers to determine the most important five reading comprehension skills , a reading comprehension and vocabulary pre, post and retention test. The Website was used in teaching the experimental group, while the traditional method was used in teaching the control one in the first term of the scholastic year 2015-2016. The experiment lasted for five weeks during which the researcher implemented the experiment and the study tools to measure the effect of the use of the website on the study dependent variables.

The results that there were statistically significant differences at ($\alpha \leq 0.05$) between the scores of the control group and those of the experimental one on the reading comprehension posttest and the vocabulary of the study revealed that using the Website was effective in developing reading comprehension, vocabulary and its retention as they showed post and retention test in favor of the experimental group, which was attributed to the effectiveness of using the Website.

Based upon the previous findings, the study recommended that EFL Palestinian teachers should adopt the use of websites so as to develop students' reading comprehension, vocabulary and its retention.

مـلخـص الدراسـة

أثر استخدام موقع الكتروني على الفهم القرائي والمفردات واستبقائها لدى طلبة الصف العاشر

هدفت هذه الدراسة إلى التعرف على أثر استخدام موقع الكتروني على الفهم القرائي والمفردات و بقاء اثرها لدي طلبة الصف العاشر. ولتحقيق أهداف الدراسة، استخدم الباحث المنهج التجريبي على عينة قصدية مكونة من (84) طالبا من طلاب الصف العاشر من مدرسة أسامة بن زيد الثانوية للبنين وزعت على مجموعتين متكافئتين إحداهما ضابطة و الأخرى تجريبية تكونت كل منهما من (42) طالبا.

لجمع بيانات الدراسة ، استخدم الباحث ثلاث أدوات في هذه الدراسة وهي استبيان للمعلمين لتحديد أهم خمس مهارات للفهم القرائي واختبار فهم قرائي قبلي وبعدي و اختبار كلمات قبلي و بعدي بالإضافة لاختبار استبقاء المفردات المؤجل الذي عقد بعد ثلاثة أسابيع من اختبار المفردات .

استخدم الباحث موقع الكتروني في تدريس المجموعة التجريبية بينما تعلمت المجموعة الضابطة بالطريقة التقليدية وذلك خلال الفصل الدراسي الثاني من العام الدراسي 2015 – 2016. استمرت اجراءات الدراسة خمسة أسابيع، قام الباحث خلالها بتطبيق أدوات الدراسة على المجموعتين الضابطة والتجريبية وذلك لقياس أثر الموقع

.

توصل الباحث من خلال تحليل نتائج هذه الدراسة إلى أن استخدام الموقع الإلكتروني كانت فعالاً في تحسين مهارات الفهم القرائي والمفردات و استبقائها، حيث كشفت الدراسة عن وجود فروق ذات دلالة إحصائية عند مستوى دلالة (0,05) في مستوى تحصيل طلاب المجموعتين الضابطة و التجريبية على القياس البعدي لاختبار الفهم القرائي لصالح المجموعة التجريبية يعزى لفاعلية استخدام الموقع الإلكتروني، كما أظهرت النتائج فروق ذات دلالة إحصائية في مستوى تحصيل طلاب المجموعتين الضابطة و التجريبية على القياس البعدي لاختبار المفردات لصالح المجموعة التجريبية ويعزى ذلك لفاعلية استخدام الموقع الإلكتروني، كما أظهرت النتائج فروق ذات دلالة إحصائية في مستوى تحصيل طلاب المجموعتين الضابطة و التجريبية في اختبار استبقاء المفردات المؤجل لصالح المجموعة التجريبية يعزى لفاعلية استخدام الموقع الإلكتروني.

في ضوء هذه النتائج، أوصي الباحث مدرسي اللغة الانجليزية بضرورة استخدام المواقع الإلكترونية في تحسين مهارة الفهم القرائي والمفردات و استبقائها لدى الطلبة .

Table of Contents

List of Tables

List of Appendices

Chapter I

Study Background

Chapter I

Study Background

1.1. Introduction

Language learning strategies (LLSs) represent a core element in the learning process. This viewpoint is in line with the trends towards learner-centered approaches, and therefore, autonomous learning. Thus, it is important to incorporate such strategies into our teaching/learning practices in the EFL contexts.

Concerning the educational environment in Palestine, despite the permanent constant for more learner-centered approaches, the more traditional teacher-centered approaches are still dominant. Therefore, learners' (LLSs) are worth being introduced and investigated. Educators as well as learners have to be aware of the importance of applying these strategies so that they are able to cope with the global trends of the modern teaching/learning process.

English has become the language of international business, diplomacy and professions, as well as the most dominant language in the world. As time passes, more people are learning English. Nowadays, the whole world seems to use English, and, as David (2009) asserts, it is the language of travel, tourism, science and technology. It has become a universal language that covers all aspects of life, where people of different nationalities use it to communicate with each other and it has become the language of science, technology, politics, economy and education. This universal acknowledgment of English as the language of today and the need for good communication skills in English has created a huge demand for teaching it around the world. This has put a tremendous pressure on scholars to cope with this demand and to contribute to the development of a new and different teaching methods for teaching English as a foreign language (Hamdona, 2007: 1).

Consequently, English as a language has become an essential demand for all levels and in different fields. This led to teaching English from grade one to grade twelve in Palestinian schools. Keshta (2000: 4) clarifies that English language through the years has become increasingly important, not only in the West but also in the Middle East and the rest of the world. He maintains that English has become the common language between people from different backgrounds. In the Middle East, governments provide programs for English language in almost every school and university.

In order to achieve a successful process of learning English, one must acquire its vocabulary, grammar, pronunciation and its four skills: listening, reading, speaking, and writing. Accurate and adequate vocabulary influences language comprehension more than grammatical correctness in effective communication. In this concern, Wilkins (1972: 111) emphasizes that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". In a similar vein, Harmer (1993: 162) states, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." In this sense, vocabulary represents the key lead to learn the four skills .This clarifies the importance and the essential role of vocabulary in learning a foreign language. Vocabulary can be a key factor for success, central to a language, and paramount to a language learner, and thus without vocabulary input students will not be able to speak that language properly. In such a situation, the lexicon may be the most important component for learners (Grass & Selinker, 1994). Furthermore, vocabulary is the most important factor in academic achievement for second or foreign language learners (Laufer & Nation,1992: 254). Vocabulary learning constitutes a basic and important part of English language learning (Cameron, 2003: 132). Studies noted that without an adequate knowledge of relevant vocabulary, students have difficulty performing the tasks required of them in their school (Harley, 1996).

Vocabulary knowledge is fundamental to the development of English language proficiency. While many researchers accept the importance of vocabulary learning in language proficiency and academic achievement, their ideas about how vocabulary should be learned have varied widely because it is not an easy task to memorize a large amount of vocabulary. It is relatively difficult to learn new words, to keep words in mind and to recall them when needed (Tozcui & Coady, 2004: 98).

Nowadays, due to the same reasons, it is widely accepted that vocabulary acquisition should be part of the syllabus design. For example, Schmitt (2008: 329) believes that vocabulary is an essential part in language mastery. Similarly, Knight (1994: 1) proposes that acquisition of words can be considered the most important aspect of second language acquisition. Vocabulary has a crucial role in English language achievement. Literature mentions that there is a great link between vocabulary and reading comprehension of EFL

2

learners. This direct link greatly impacts academic growth and performance (Chang, 2006; Glowacki, et al. 2001).

Vocabulary teaching and learning is considered one of the major challenges that face ESL/EFL teachers and learners. Most EFL learners have difficulties in communicating in English language because of their limited amount of vocabulary. In order to overcome these challenges, they should use effective strategies which enhance vocabulary achievement and retention (Al-Zahrani, 2011: 2).

Reading, as receptive skill , is one of the four language skills that requires special attention. It is the process of recognition, interpretation, and perception of written or printed materials. Reading proficiency plays a great role in understanding a written statement accurately and effectively. It serves as an important tool in every field of professional service. In many situations, reading is an indispensable channel of communication in an ever widening world. In fact, people are living in a reading world where it is difficult to manage without.

Reading is one skill second or foreign language learners should acquire in their language learning process, if they are to become well-rounded users of the target language. The ability to read is seen as the most stable and durable of the second language skills. Language learners acquire most of their vocabulary through reading, particularly if they do not stay in a country where that language is spoken. Learners can lose their writing and speaking skills, but still be able to comprehend text with some degree of proficiency (Rivers, 1981 cited in Salah, 2008).

Reading comprehension is the process of constructing meaning from the text. The goal of reading instruction is ultimately targeted at helping a reader to comprehend a given text. Reading comprehension involves at least two people; the reader and the writer. "The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message" (Kirby, 2006: 161). Neumann (2008: 207) says that reading comprehension is basic for learning, working and enjoyment. It is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input text.

Padesky (1995: 272-281) also states that reading comprehension is the process of readers interacting meaning from text by implementing the prior knowledge and the

3

information found in the text. In addition, he states that "reading is seen as an active process of comprehension where students need to be taught strategies to read more efficiently (e.g., guess from the context, define expectations and make inferences about the text, skim ahead to fill in the context, etc."

Technology is in an effective instructional aid. In the current age, it, along with its various tools and applications, has become more integrated in the teaching and learning process. This can play an important role in enhancing this process and making it active rather than (Al-Ghazo, 2008: 4).

Using technology in teaching learners foreign languages can serve several functions. It can increase interaction among students and with "real-life audiences" outside the classroom; meet the different learning styles of students; make learning authentic through providing students with materials and activities relevant to the real world; and create a positive learning environment that are supportive and open (Dukes, 2005:4). Using technology in the teaching and learning process can facilitate communication among students and build language skills that students need not only inside but also outside the classroom (Hollenbeck & Hollenbeck, 2004: 2). Moreover, it makes classes more interesting (Alkahtani, 2011: 93). According to Chartrand (2004), using technology in EFL teaching can encourage students to be more responsible for their EFL learning, increase their confidence, and motivate them by providing them with interesting materials (p. 15).

Current studies show that the successful integration of technologies into classroom instruction not only increases students' test scores but also encourages students' personal autonomy and enhances teachers' proficiency with their technology skills (Bates, Hopkins, & Kratcoski, 2012; Marzano, 2012, O'Connor, 2012; Picciotto, 2012). Students today are more advanced in technology than the last generation of students. Cell phones, video games, iPods and websites are common items in the daily lives of today's youth who by chance, use English language through these new technologies.

The fast moving technology provides people in the area of education with limitless opportunities (Al-Seghayer, 2001: 131). With the global interest in computers, innovative teaching methods have been oriented to English language learning environments. These teaching methods present different functions for educational environments. Coriano (2001: 163) supports that computers have potential advantages to both the teachers and the

4

students. Learning with computers can be one of the effective ways to help students in the vocabulary learning process. With the help of innovative methods and materials that multimedia provides, language learning environments can be more colorful, motivating and at the same time more supportive for students in the vocabulary and reading skills learning process. It seems difficult to learn new vocabulary with such a bulk of words just by looking up a word or a term in dictionaries. Therefore, introducing words using a new method is necessary. This new method uses website to present new words , new vocabulary and new reading skills .

The Internet, along with its various tools and applications, is an effective tool of teaching and learning languages. Using it in teaching and learning English can make this process more interesting and effective. In fact, the Internet can play an important role in changing English language teaching and learning for teachers and students. English teachers can use it in different ways such as gathering materials on different skills or systems: listening, reading, writing, grammar, vocabulary, etc. For students, the Internet contains a lot of materials that they can use to study and practice English (Kitao & Kitao, 2001).

The importance of the Internet in education is a well recognized fact. It provides access to many resources of information which are difficult to be obtained through other traditional means. The continuous improvements in Internet technologies are providing new learning environments that attract learners and motivate them to learn. The use of the internet in education is increasing and has become an important topic in many educational journals. It plays an important role in facilitating and improving the process of English learning.

Modern Web-based learning provides the means for changing the way of thinking in which the learning materials are brought to learners. According to Medina (2002), using multimedia and web learning resources may enrich the learning environment, enhance the learning process, make education more widely available, and produce cost effective solutions for the dissemination of knowledge.

 Many educational websites have nice features such as interactive examples, animation, video, narrative and written text. These websites are designed to provide students with a "self-help" learning resource to complement traditional textbooks (Arsham, 2002).

5

They make a wonderful environment for enriching and improving educational process through interactive hypertext, collaboration and communication and dynamic content (Taylor, 1997).

According to Karisiddappa (2002), these online media sources have been viewed as valuable sources of information that can assist learners in increasing their capacity for social interaction. They are seen to promote investigation and creativity through the interaction of various forms of knowledge such as text, multimedia, graphics, photos, music, video, sound, animation, etc.

Instructors should use these websites to enhance learners' communicative skills in order to express themselves in the target language and give learners the opportunities to interact with others and effectively experience negotiation of meaning during classroom instruction (Sawadogo, 2004). Involving learners in authentic and meaningful interactions with learners worldwide via the internet may motivate learners to keep learning and support learners to become more responsible and willing to engage in their own learning, which is defined as learner autonomy (Toyoda, 2001).

Blake (2000) suggests that Instructors can encourage a greater amount of interactions by using the internet tools both inside and outside the classroom. Shield and Weininger (2004) believe that learning is no longer restrained in time and space; rather, through the internet, learners are offered opportunities to communicate and learn collaboratively with learners worldwide. This new way of learning that engages learners in authentic social interactions can greatly expose them to the target language and practice what they have learned in the classroom. According to Shumin (1997), learners can also have more opportunities to participate in the target context and learn the pragmatic knowledge, which is very difficult to be achieved in EFL cultures.

For all these reasons, EFL teachers should think of how to integrate technology in their teaching. However, in order to do that, they need, first, to possess the necessary technology competencies required to be able to use technologies in their teaching. Such competencies are important to improve the communication in the teaching and learning process (Selvi, 2010: 172).

As an English teacher, I have observed that there are many difficulties and challenges in learning reading in *English for Palestine* such as making predictions, inducing the

6

meaning of unfamiliar words from a given text, relating the knowledge to their own experience and many others. So, there is a severe need for adopting new methods of teaching reading.

Also, there are several problems facing learning English vocabulary. These include forgetting new vocabulary because learners do not use them in their daily life since they are not surrounded by English speakers (Lin: 65). This also requires looking for effective methods and strategies in order to help students improve their achievement level, acquire vocabulary and become more motivated to learning.

The researcher has recognized through his years of experience in this field of teaching that students have difficulty in retaining vocabulary, which plays an important role in the acquisition of English language. Since it is clear that most of our students have difficulties with learning vocabulary at schools, we have to find solutions for this great problem by means of making learning vocabulary and retention more interesting and easier for them. And this can be achieved by utilizing new means of technologies such as websites which facilitate teaching and learning for both teachers and students.

1.2. Need of the study

The need for this study emerged from the main aim of the Palestinian syllabus which is to develop students' competence in the four skills and to encourage them to become confident users of English language. The researcher thinks that the appropriate means of developing competences in learning a language are through acquiring reading skills and vocabulary, which forms the greater part of the language. So, new technologies like the website can be used to stimulate and develop students' reading skills and vocabulary through the use of more authentic learning environment. The activities are combined with sounds and movements just like in the real world.

1.3. Statement of the problem:

Since the learner has become the center of the teaching/learning process, his/her own learning styles and strategies should be enhanced to help establish the autonomous learning. Vocabulary learning strategies are obviously a core element of the general language learning strategies (LLSs) used by the learner to develop his/her general language

proficiency. From the researcher's experience, it has been noticed that VLSs have not been incorporated in teaching vocabulary. Most teachers and students are not aware of such strategies. Thus, it is necessary to train the students on using VLSs and to investigate their attitudes towards using such strategies for vocabulary learning. In addition, this study aims to investigate the effect of a website on developing tenth graders' reading comprehension skills .

1.4. Research major question:

The present study major question was formulated as follows:

What is the impact of using a website on 10th graders' English vocabulary, retention and reading skills?

1.4.1. Study Sub-questions:

From the above mentioned major question, the following sub-questions were derived.

1. What are the main skills used in teaching English vocabulary to tenth graders?
2. What are the main skills used in teaching reading skills to tenth graders?
3. What are the main characteristics and the structure of the website that can be used in demonstrating the meaning of English vocabulary to tenth graders?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) in the posttest results between the mean scores of students who learn vocabulary through website (experimental group) and those of students who learn vocabulary through the traditional method (control group)?
5. Are there statistically significant differences at ($\alpha \leq 0.05$) in the posttest results between the mean scores of students who learn reading skills through website (experimental group) and those of students who learn reading through the traditional method (control group)?
6. Are there statistically significant differences at ($a \leq 0.05$) in the mean scores of the experimental group between the vocabulary posttest and those of the delayed one?

1.5. Research Hypotheses:

In order to address the research questions, the following null hypotheses were tested:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the posttest results between the mean scores of students who learn vocabulary through website (experimental group) and those of the students who learn vocabulary through the traditional method (control group).

2. There are no statistically significant differences at (a ≤ 0.05) in the mean scores between the vocabulary pre and post-test of the experimental group.

3. There are no statistically significant differences at (a ≤ 0.05) in the mean scores of the experimental group between the vocabulary posttest and those of the delayed one.

4. There are no statistically significant differences at ($\alpha \leq 0.05$) in the post test results between the mean scores of students who learn reading skills through website (experimental group) and those of students who learn reading skills through the traditional method (control group).

5. There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group in the reading comprehension pre- and posttest.

1.6. Significance of the study

This study may prove significant since it seeks to achieve the following:

1. Improve the performance of the tenth graders' in their learning of vocabulary.

2. Improve the performance of the tenth graders' in their reading skills.

3. Improve teaching methods of English vocabulary as it is the language of modern technology, science, art, politics, medicine, and other subjects.

4. Help English language teachers in organizing an effective teaching-learning environment through using website.

5. Benefit supervisors while conducting training courses for English teachers to raise their awareness of the importance of using website in teaching reading and vocabulary.

6. Encourage researchers in doing more studies about using websites in developing other skills such as reading, speaking and writing.

7. Provide an experimental model to show the impact of website in developing tenth graders English vocabulary and reading skills.

1.7. Purpose of the study:

The study aimed at achieving the following objectives:

1. Identifying the impact of using website on the tenth graders' achievement in English vocabulary in North Gaza Governorate.

2. Identifying the reading comprehension skills and sub-skills intended to be developed among eleventh graders.

3. Familiarizing English language teachers with the basic principles of designing, and using websites in teaching vocabulary and reading skills.

4. Teaching English language vocabulary and reading skills in an interactive and interesting way.

5. Identifying more efficient and meaningful ways in teaching English vocabulary and reading skills.

6. Examining students' retention of English language vocabulary as a result of using the website.

7. Motivating learners and helping to facilitate their acquisition of vocabulary and Reading skills.

1.8. Limitations of the study

The current study was applied within the following limitations:

1. The sample of the study consisted of tenth graders for boys in the governmental schools in Gaza North Directorate.

2. The study will be carried out in the first term of the school year (2015-2016).

3. The study will be limited to practice English vocabulary and reading skills on the textbook of "*English for Palestine 10*" unit one from the student's book.

1.9. Operational Definition of Terms

Keys terms are those included in the title of the study.

1.9.1. Vocabulary

A group of words included in Unit One in the textbook "English for Palestine 10th grade ", which will be taught through using the website.

1.9.2. Impact:

The change in the learners' achievement level in English language that may result from implementing the suggested website.

1.9.4. Website:

A connected group of pages on the World Wide Web regarded as asingle entity, usually maintained by one person or organization and devoted to a single topic or several closely related topics to teach English vocabulary and reading skills.

1.9.5. Vocabulary Retention

Vocabulary retention is the ability to acquire some words and keep them for a long time, then recall them again in other situations, to use in contexts.

1.9.6. Reading comprehension

Badr El-Deen's (2009: 8) states that "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".

1.9.7. Reading skills:

Reading skills are specific abilities which enable a reader to read anything written with independence, comprehension and fluency. They are represented in cognitive and metacognitive processes including prediction, skimming, scanning, guessing meaning of words from context, monitoring, summarizing and making inferences.

1.9.7.1. Skimming:

11

Kiddey (2001) defines skimming as teaching pupils how to gain a general impression of the main ideas of a text.

1.9.7.2. Scanning:

The researcher adopted Kiddey (2001: 10) which is teaching pupils how to find a specific detail quickly such as a name, a date or place in the texts.

1.9.7.3. Guessing meaning of words from context:

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

1.9.7.4. Inference:

Jouini (2006: 82) reports that making inferences is reading behind the literal meaning and the superficial information of the text. It is based on primary reading processes.

1.9.7.5. Prediction:

According to Grellet (1995: 17), prediction refers to "the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues".

1.9.8. Tenth grade class:

Tenth grade class is the class which students attend after succeeding in Grade 9 while their ages are between 15 and 16.

1.10. Summary:

This chapter tackled the following issues: (1) the historical background, (2) the statement of the study, (3) the need for the study, (4) research questions, (5) the hypotheses of the study, (6) the purpose of the study, (7) the significance of the study, (8) limitations of the study and (9) the definition of the study terms. The next chapter will tackle the literature review (the theoretical framework as well as the previous studies)

Chapter II

Theoretical Framework

Chapter II

Theoretical Framework

In line with the purpose of this study, which aimed at investigating the impact of using a website on 10th graders' English vocabulary, retention and reading skills, this chapter is divided into two parts. The first part consists of three domains. The first domain is a literature review which discusses vocabulary and its retention; the second domain discusses reading skills; and the third domain discusses using website in teaching English language. The second part investigates the findings of previous studies related to the topic of the current study.

Literature Review
FIRST DOMAIN

2.1 Vocabulary and its retention

2.1.1. Introduction

Vocabulary is a fundamental requirement that influences students' achievement in studying English. Without vocabulary no communication, reading, and writing can take place. So, it is important to know what vocabulary is and how vocabulary is defined by some experts.

Part one sheds light on vocabulary and its retention, its definitions, the purposes for its using, its importance, and its relationship with reading comprehension.

2.1.2. Definition of Vocabulary

The definition of vocabulary relates to various views about the nature and use of vocabulary. For instance, Beck, et al. (2008: 1) define vocabulary as "words that a reader recognizes in print" and "learning meanings of new words". Nash and Snowling (2006: 336) describe vocabulary as "the knowledge of words and their meanings", while Sheehan (2002: 336) states vocabulary is "the ability to understand and use words to acquire and convey meaning". Oxford Dictionary (2013) defines vocabulary as "the body of words used in a particular language". In its turn, the American Heritage Dictionary defines vocabulary as "all the words of the language, which is the sum of words used by, understood by, or at

13

the command of a particular person or group." This definition is in tandem with that of Nordquist (2013: 76), who defines vocabulary as "All the words of a language, or the words used by a particular person or group."

Hornby (2000) in Oxford Advanced Learner's Dictionary of Current English states that vocabulary is all the words that someone knows or uses, the words that are typically used when talking about a particular subject or a list of words with the explanation of their meanings in a book for learning a foreign language. Moreover, Saputra (2007) gives a comprehensive definition of vocabulary and describes it as all the words that are used in a language, have meanings and consist of some parts like verbs, idioms, pronunciation, etc. Graddol, et al. (1987: 93) indicate that words can be regarded as symbols, a symbol of the mental concept that we have.

Coady (1997) states that vocabulary refers to the body of words used in a particular language. Vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Word knowledge is an essential component of communicative competence, and it is important for production and comprehension in second language.

The researcher defines vocabulary as the group of words that a person or group of people knows and uses regularly. Vocabulary usually develops with age and serves as a useful and fundamental tool for communication and acquiring knowledge. In short, different definitions and meanings which carry with them some characteristics of vocabulary exist but there is not one definition that sums up all these characteristics

From all the above mentioned definitions, it is clear that the concept of vocabulary is the most important part of learning any language. It is impossible for the learners to read, write, speak and listen to any foreign language without having enough knowledge of vocabulary. To sum up, the learner while learning the vocabulary of a second or a foreign language can come across several challenges as Přibilová (2006) mentions:

- ❖ "making the correct connections, when understanding the second language, between the form and meaning of words.
- ❖ when producing language, using the correct form of a word for the meaning intended (i.e. nose not noise)

To meet these challenges the learner needs to:

- ❖ acquire a critical mass of words for use in both understanding and producing the language.
- ❖ remember words over time and be able to recall them readily.
- ❖ develop strategies for coping with gaps in word knowledge, including coping with unknown words, or unfamiliar uses of known words.
- ❖ have to take responsibility themselves for vocabulary expansion"

2.1.3. The Importance of Vocabulary

Vocabulary knowledge is fundamental to the development of English language proficiency. It is the most important factor in academic achievement for second or foreign language learners. Schmitt (2008: 329) believes that vocabulary is an essential part in language mastery. Similarly, Knight (1994: 1) proposes that acquisition of words can be considered the most important aspect of second language acquisition.

Without vocabulary building, it is difficult to study grammar, speaking, listening, writing. etc. Studies noted that without an adequate knowledge of relevant vocabulary, students have difficulty performing the tasks, required of them in their school (Harley, 1996). Concerning the significance of vocabulary, McCarthy (1995: 312) states that "Without words to express a wide range of meanings, communication in the second language cannot happen in any meaningful way". By these statements, the researcher concludes that vocabulary is the decisive component of all uses of language

Sedita (2005) indicates that vocabulary knowledge is related to academic success because learners who have large vocabulary can understand new ideas and concepts more quickly and deeply than learners with limited vocabulary. Nichols and Rupley (2004) emphasize the importance of vocabulary stating that it is a key to reading comprehension, reading fluency, writing, and communication with others. Mastering vocabulary enables students to form sentences and communicate with others. Thus, it is impossible for the learners to read, write, listen to and speak a foreign language without having enough knowledge of vocabulary.

Therefore, Folse (2008) mentions that English language learners need a continuous knowledge of vocabulary in order to improve comprehension and production in the foreign language. He adds that while a basic level of vocabulary will allow learners to

communicate some ideas to a certain degree, better communication can happen when learners have acquired more vocabulary. Richards and Renandya (2002: 255) clarify that without extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning.

Vocabulary is also the foundation for reading comprehension. The relationship between reading and vocabulary size is a complex and dynamic one. This relationship can be viewed from two different points of view: the effect of vocabulary size on reading comprehension and the effect of reading on vocabulary size. Regarding the effects of English vocabulary size on reading comprehension, the most frequent 2000 words comprise 80 % of all words in a given English text, and a vocabulary size of the 2000 most frequent words enables learners to have "a good degree of comprehension of a text" (Nation & Waring, 2001).

Regarding the effect of reading on vocabulary, in order for learners to enlarge their vocabulary size, some scholars argue that learners need to read extensively in the second language (Krashen, 1989; Nation, 2001). By reading extensively, learners encounter the most frequent words repeatedly in meaningful contexts. A large vocabulary size can also have a positive impact on understanding the grammar of the target language. According to Ellis (1995), knowing the words in a text can have a facilitative effect on learning grammatical rules as learners understand the discourse functions better. Vocabulary knowledge may make the meaning of grammatical functions more transparent to learners.

From the above mentioned discussion on vocabulary learning and its importance, the researcher concludes the following:

 Vocabulary is very important in mastering the language.

 Vocabulary is necessary in comprehension.

 Without vocabulary learners cannot read, speak listen and write.

 Vocabulary is beneficial for learners, as they have a chance to handle L2 in both receptive and productive skills more successfully.

 Without vocabulary the message cannot be conveyed.

 Vocabulary is the basis of any language learning.

☐ Continuous enrichment and expansion of vocabulary enhances learners' knowledge of comprehension of texts in L2.

2.1.4. Types of Vocabulary:

When talking about vocabulary, it is necessary to present the types of vocabulary one needs when one wants to express one's desire, or when one listens. It is also important for English language teachers to acquaint themselves with the different kinds of vocabulary in order to be successful in presenting them to their students. There are several classifications of vocabulary. It is essential to distinguish between these different types. The types of vocabulary as discussed in different books and research articles are as follows:

2.1.4.1. Receptive and Productive vocabulary

Nation (2001) divides vocabulary according to its use into two types: receptive and productive/expressive vocabulary.

A.   Receptive vocabulary means words that learners can recognize and comprehend in the context of reading and listening material.

B.   Productive/Expressive vocabulary means words that learners can recall and use appropriately in speaking and writing to express themselves and to convey their messages.

2.1.4.2. Passive and Active vocabulary

Cairns and Redman (1986) state that receptive and productive vocabulary are often called passive and active vocabulary. Most researchers nowadays construe lexical knowledge as a continuum consisting of several levels and dimensions of knowledge, starting with superficial familiarity with a word and ending with the ability to use the word correctly in free production (Laufer & Goldstein, 2004; Nation 2001). Vocabulary on the continuum may shift from passive to active vocabulary when being properly activated. Therefore, the view of a continuum appropriately expresses the dynamic complexity of vocabulary knowledge (Zhiying, et al., 2005). It is understood that "receptive" vocabulary means language items which can only be recognized and comprehended in the context of reading and listening, while "productive" vocabulary means the language items which the

17

learner can recall and use appropriately in speech and writing (Cairns & Redman,1986: 64). Passive vocabulary knowledge involves receiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary knowledge, on the other hand, means to express a meaning through speaking or writing and retrieve and produce the appropriate spoken or written word form (Nation, 2001). Thus, passive vocabulary knowledge involves a process from form to meaning and productive vocabulary knowledge involves a process from meaning to form.

2.1.4.3. Content words and function words:

Languages make an important distinction between two kinds of words - content words and function words. Nouns, verbs, adjectives, and adverbs are the content words. These words denote concepts such as objects, actions, attributes, and ideas that we can think about like children, anarchism, soar, and purple. Content words are sometimes called the open class words because we can and regularly do add new words to these classes. Other classes of words do not have clear lexical meanings or obvious concepts associated with them, including conjunctions such as and, or, and but; prepositions such as in and of; the articles 'the' and 'a/an', and pronouns such as it. These kinds of words are called function words because they specify grammatical relations and have little or no semantic content. Function words are sometimes called closed class words. It is difficult to think of any conjunctions, prepositions, or pronouns that have recently entered the language. The small set of personal pronouns such as I, me, mine, he, she, and so on are part of this class (Fromkin, et al., 2010).

2.1.5. Intentional and Incidental Vocabulary Learning

Lexical skills are among the most fundamental components of second language reading, listening, speaking and writing. Lexical skills extend over a broad area with many dimensions as Nation (2001) and Schmitt (2002) point out. As a result, vocabulary learning is a demanding task for language learners. One goal of research on vocabulary acquisition is to find the most effective ways for language learners to learn and use the target vocabulary. Two central positions exist in the field of second language vocabulary learning: incidental vocabulary learning and intentional vocabulary learning. Incidental vocabulary learning refers to reading-based vocabulary enlargement while intentional vocabulary

learning refers to provision of support to learners by teachers, dictionaries, and some exercise types that allow students to manipulate vocabulary items.

Besides these two central positions on vocabulary learning, some scholars (Hulstijn, Hollander, Greidanus 1996; Coady 1998; Wesche & Paribakht, 2000) argue that intentional and incidental vocabulary learning should be used at the same time as they both have an important place in language learners' vocabulary development. Krashen (1989: 440) argues that vocabulary acquisition occurs when learners read extensively for meaning in the target language. He opposes explicit presentation of vocabulary items because "linguistic competence developed this way is highly limited in terms of quantity, usability and quality of learned vocabulary. According to incidental vocabulary learning, the most salient incidental vocabulary learning strategy is inferring meaning of words by using contextual clues during reading for meaning. The active derivation of meaning from context makes the vocabulary more memorable and therefore results in better vocabulary retention (Hulstijn, 1993).

However, two questions in the literature remain unresolved about incidental vocabulary learning through reading. One question concerns how many encounters to a word are needed to acquire it. Lack of conclusive results regarding this question is due to the incremental nature of the vocabulary acquisition process (Zahar, et al., 2001). Since aspects of a word such as its pronunciation, spelling, meaning, collocations, grammatical category, and appropriate use cannot be learned by language learners at one time, learners need to encounter a particular word several times in different contexts to acquire it completely (Schmitt, 2002).

The review of the literature by Zahar, et al. (2001) seems to suggest that at least six encounters of a particular word in reading texts may result in its acquisition. However, they also suggest that this number of encounters to a particular word may not be adequate for full acquisition. The second question concerns the kinds of contexts that facilitate acquisition of a new word. Natural texts may contain contexts with unsupportive or misleading clues for incidental word learning purposes (Zahar, et al., 2001, Hulstijn, Hollander, & Greidanus 1996; Coady 1998; Wesche & Paribakht 2000). For some words in unsupportive and misleading contexts, learners might need to wait for other contexts that are clear for them; otherwise they may learn the words incorrectly (Zahar, et al., 2001). Intentional vocabulary instruction holds that learners' acquisition of new vocabulary can be

facilitated by the provision of support to learners by teachers, dictionaries, and some exercise types that promote consolidation and retention of the vocabulary items (Nation, 2001; Schmitt & Schmitt,1995; Wesche & Paribackht, 2000; Zahar, et al., 2001). In an intentional vocabulary instruction environment, learners are encouraged to notice the words that are unfamiliar; they consult dictionaries, their teachers and friends in order to learn the unknown words in a text. Learners involve in these intentional vocabulary teaching activities in addition to inferring meaning of unknown words from context.

Furthermore, learners consolidate the newly learned words by repetition and vocabulary learning exercises. According to this view, learners are active processors of vocabulary knowledge since the process of vocabulary learning is a complex task and requires varied mental processing (Wesche & Paribackht, 2000). To provide that kind of processing, Wesche and Paribackht (2000) argue that besides inferring meaning from context, learners should be engaged in vocabulary exercises such as definition matching, multiple choice cloze, open cloze, semantic mapping, and negotiating meaning with peers. These exercises help learners process vocabulary knowledge in depth and can lead to successful retention (Wesche & Paribakht, 2000). According to the intentional vocabulary instruction view, an overemphasis on incidental vocabulary learning by teachers may prevent learners from checking the correctness of inferred meaning of words. Learners may not look up words in the dictionary to check if their inferred meaning is correct or not (Hulstijn, 1993). As a result, students may learn and remember some word meanings incorrectly.

Moreover, unless eighty percent of words in a reading text are known, it is difficult to infer the meaning of the unknown words from context (Nation, 2001; Sökmen, 2001), and students may then make incorrect inferences because they may think all unknown words can be inferred by using contextual clues (Hulsjtin, 1993). Additionally, an overemphasis on incidental vocabulary instruction may encourage students to ignore some unknown words in a text; thus students may not learn very many words from a reading text (Hulstijn, Hollander, Greidanus 1996). Based on these findings, some researchers (Lyman-Hager & Davis 1996; Schmitt 2002; Maera 2001; Sökmen 2001) argue that incidental vocabulary learning alone does not answer the needs of the students in an EFL context where learners do not have the chance to meet the target vocabulary as frequently as needed to reach optimal vocabulary size and quality. Another problem in an EFL context is the

limited time available for learning large and quality vocabulary, thus, the vocabulary learning process should be accelerated to meet the EFL learners' needs (Cobb, 1999). Because of time limitations and the low rate of incidental vocabulary learning, there seems to be a consensus on providing learners both with incidental and intentional vocabulary learning opportunities.

2.1.6. What vocabulary to teach?

Every language teacher must make a difficult choice on what and how much vocabulary to teach. Furthermore, they must consider what vocabulary items to teach first (during early stages of the course) and what vocabulary to leave for later on. The teacher's choice of vocabulary is influenced into some extent by the course book and supplementary materials they use. However, even here "a teacher decides on emphasis given to individual items" (Gairns & Redman, 1992: 54).

2.1.6.1. Usefulness

When making a decision about what vocabulary to teach preferentially, the teacher should take into consideration mainly usefulness of the words. Yet, which words are actually useful? To be able to answer this question, it might be helpful to look into several aspects. In the first place, the teacher should consider the learner's needs. Allen (1983) points out that it is useful to provide the learner with words for 'classroom language' just at the early stages of the course. She continues that it is important for the teacher to predict what words the student needs to know for talking about everyday life, people and things surrounding them. "When such words are learnt, the new language can immediately be put to use" (Allen, 1983: 108). One of the criteria affecting the teacher's choice is the frequency in which the particular item is used in common language. In general, "The words which are most commonly used are the ones we should teach first" (Harmer, 1993: 154). However, most frequent words do not usually convey much information, being so-called 'empty' words (i.e. grammar words) and to be able to communicate, learners need considerable amount of words bearing some meaning (McCarthy, 1992: 82). Another aspect to consider is coverage. As Harmer (1993: 154) states, the words covering more things are likely to be taught before words with only one specific meaning. For example, the word 'book' will be taught before words such as 'notebook or exercise book'.

McCarthy (1992: 84) also speculates on the range of an item. It is generally advisable to avoid the vocabulary with a restricted range, since the wider range an item has, the more useful it is likely to be.

2.1.6.2. Learnability

Besides usefulness, "learnability" is another factor influencing the order in which chosen vocabulary will be taught. There are a lot of reasons why words might be easy or difficult to learn. Of them all, let us mention that complicated spelling, pronunciation or meaning might be a reason for a word to be difficult to remember. Generally, concrete things are more learnable than abstract ones, therefore they are always taught first (McCarthy, 1992: 86).

To summarize, Duke and Moses (2003) conclude that key factors in deciding which words to teach explicitly include how easily related they are to other words children know, and how much knowing the word will help them with the texts and experiences likely to encounter in the future. They also point to the effectiveness of raising word consciousness by playing with words through games, songs and humor, and encouraging children to recognize when they have encountered new words and notice special characteristics of words. All of these studies reiterate the importance of repetition in the learning of vocabulary: children must engage with a word several times in different contexts before it is learnt.

2.1.7. How to teach vocabulary?

To get better results in the teaching of vocabulary, the teacher must consider certain principles of vocabulary development. The problems of vocabulary teaching are how to select what words to teach and how. "One forgets words as one forgets names. One's vocabulary needs constant fertilizing or it will die." Here, Waugh (1962:217) indicates how important and challenging the process of teaching vocabulary is.

Renatha (2009) also adds "The success of the students in learning English vocabulary depends on the strategy used by teachers in teaching English vocabulary because the method of English language teaching is one of the very important parts which will give influence to the children for increasing their ability." There are many traditional pedagogical methods for vocabulary acquisition. They include word-lists, dictionary use,

22

workbooks, teacher-made materials, group discussion, and visuals such as pictures and real objects.

Nation (2002) points out that teachers should also know how to present the words in a way that will be easy for the students to best remember the word. Students need to relate vocabulary with their own lives and they also need to categorize the word and to distinguish whether it is a verb , an adverb, an adjective, or a noun as this also helps some students to understand syntax.

An important vocabulary acquisition strategy which Nation (2002) calls "noticing" is seeing and recognizing using meta-cognitive skills a word as something to be learned. To do this appropriate materials are vital if students are to have some ownership of this learning and good quality learning materials also help students to study vocabulary effectively as well as growing as a self regulated learner in the following ways:

- • clearly marked vocabulary lessons.
- • a focus on vocabulary practice and recall of past vocabulary.
- • giving and studying lists of vocabulary words from context.
- • Structured vocabulary notebook exercises which are designed to make students focus on a particular set of vocabulary words are a good way of developing the idea of noticing (Nation, 2002).

Moreover, the National Reading Panel's review (2000) - as stated in Hackman (2008) - identifies five basic approaches to vocabulary instruction which should be used together:

- ❖ Explicit instruction (particularly of difficult words and words that are not part of pupils' everyday experience),
- ❖ Indirect instruction (i.e. exposure to a wide range of reading materials)
- ❖ Multimedia methods (going beyond the text to include other media such as visual stimulus, the use of the computer or sign language)
- ❖ Capacity methods (focusing on making reading an automatic activity), and
- ❖ Association methods (encouraging learners to draw connections between what they do know and unfamiliar words.)

Evidence from Apthorp (2006) supports and extends the National Reading Panel's conclusions. She concludes that there was solid evidence base supporting three key elements of vocabulary instruction:

o   defining and explaining word meanings;

o   arranging frequent encounters with new words (at least six exposures to a new word); and

o   encouraging pupils' deep and active processing of words and meanings in a range of contexts. These kinds of activities are effective for vocabulary development and improved reading comprehension.

Following are a few methods that can be adapted to teach vocabulary in an EFL classroom as stated in Kochappilly's (2011),Yale's (2012), and Lain's (2006):

1. Brainstorming

2. Visual aids

3. Dramatization

4. Drawing Pictures

5. Playing with Words

6. Word Cards

7.Word Association

8. Matching Columns

9. Music and jazz

10. Word map

To sum up, the researcher believes that learning the vocabulary of a foreign or a second language is not just memorizing equivalent words between languages or learning the definition of the word or putting it in context, but learning the meaning relationship between the word and all other words in English within the full context of cultural life. Thus, the problem lies not just in learning foreign language words but in remembering them, and this is completely in agreement with what Richards (1976: 73) says:

> When vocabulary words are being taught to pupils, teachers need to consider how to teach these words to pupils based on the levels of age, educational background and field of interest. The teacher also ought to recognize such sociolinguistic variables in which the words will be used.

Also, there are different techniques to present vocabulary in the following table from Gairns & Redman (1986).

Table (2.1)

Techniques to present vocabulary

(adopted from Gairns & Redman (1986)

Visual techniques	Verbal techniques	Miscellaneous
Flashcards	Illustrative situation	Contextual guesswork
Miming	Contrasts	Peer teaching
Blackboards drawings	Illustrative examples	Dictionaries
Gestures	Synonyms	
Realia	Definitions	
Wallcharts	Opposites	
Scales	Translation	

Scrivener (1994: 83) points out many vocabulary practice activities as follows:

• matching pictures to words

• matching parts of words to other parts, e.g. beginnings and endings

• matching words to other words, e.g. collocations, synonyms, opposites,

  sets of related words, etc.

• using prefixes and suffixes to build new words from given words

• classifying items into lists

• using given words to complete a specific task

• filling in crosswords, grids or diagrams

• filling in gaps in sentences

• memory games

2.1.8. Principles in teaching vocabulary:

Nation (1990) concludes the following principles to be considered in teaching vocabulary:

1. Keep the teaching simple and clear. Don't give complicated explanations.
2. Relate the present teaching to past knowledge by showing a pattern or analogies.
3. Use both oral and written presentation - write it on the blackboard as well as explaining.
4. Give most attention to words that are already partly known.
5. Tell the learners if it is a high frequency word that is worth noting for future attention.
6. Don't bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

2.1.9. Making vocabulary teaching and learning effective

Vocabulary is generally a matter of remembering, unlike e.g. learning grammar, which is a system based mainly on rules (Thornbury, 2004). To be able to teach as effectively as possible, it is important to know how words are remembered and stored in students' minds and how long term memory is organized. Several authors agree that vocabulary is stored in the mind in a highly organized and complex web-like system, the so-called 'mental lexicon'. In the mental lexicon, words are stored, categorized and interconnected in many ways, according to their features such as meaning, form, collocation, syntactic properties, cultural background, etc. Consequently, a word being retrieved is looked up through several pathways at once, which is extremely economical in terms of time needed (McCarthy, 1992; Gairns & Redman, 1992). One of the important roles of the language teachers is to help their students find the easiest way of conveying new information into the already existing system of the mental lexicon. Moreover, students need to acquire the ability to store the information for as long as possible.

Thornbury (2004: 24-25) lists several techniques to follow to make vocabulary teaching as effective as possible:

Firstly repetition, yet what he means is "repetition of encounters with a word", e.g. in reading. Furthermore, he stresses the importance of retrieval and use of the new words. While practicing, learners should make decisions about words, e.g. match rhyming words or use new items to complete sentences. Moreover, personalizing vocabulary practice has proved to be beneficial for remembering along with spacing, which means that presentation

of new vocabulary is divided into more widely separated sequences followed by repeated revision later on with gradually extending periods between them, e.g. the end of the lesson, next lesson, next week and so on.

Another helpful element is motivation, which is closely linked with attention. "A very high degree of attention (called arousal) seems to correlate with improved recall" . Connected to this, emotional value of words should be considered as well. The researcher definitely agrees with Thornbury on this matter, as his conclusions correspond with the researcher's own experiences.

Finally, Thornbury advises teachers to visualize a picture for a new word or to link an abstract word with some mental image. Images drawn by students themselves have the best outcomes. Besides imaging, there are other mnemonics, such as making clues from associations with a similarly sounding word and its meaning in the mother tongue. Again, Thornsbury claims that students' own images have the best influence on remembering.

When examining this matter, Gairns and Redman (1992) stress the importance of meaningful activities in the classroom. They point out that meaningful tasks need to be analyzed in greater detail and therefore information is more likely to be retained in long-term memory. Furthermore, they as well as Thornbury reason the positive impact of personalization, imaging and retrieval mentioned above. They also suggest a good organization of written storage of vocabulary to support retention. Among other possibilities, they mention using 'word diagrams', which they claim might be very useful for "storage of lexis". To sum it up, the teacher should help students build up and use a mental lexicon in such a way that they will be capable of storing, keeping and retrieving words when needed. He or she can call on various methods to aid him or her in accomplishing this task, mainly arousing motivation and attention, engaging in meaningful activities and providing many channels for learning and practicing. Pictures represent a convenient tool to be employed in nearly all of these methods.

2.1.10. Six Steps to Better Vocabulary teaching:
Marzano (2004) mentions the following six-steps to better vocabulary teaching:
1- Provide a description, explanation, or example of the new term.
2- Ask students to restate the description, explanation, or example in their own words.
3- Ask students to construct a picture, pictograph, or symbolic representation of the term.

4- Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks.

5- Periodically ask students to discuss the terms with one another.

6- Involve students periodically in games that enable them to play with terms.

2.1.11. Aspects of vocabulary knowledge

Words are not discrete units in a language; they have strong and complicated features (Schmitt, 2002; Wesche & Paribakht, 2000). Learners may think that learning a word involves only learning its pronunciation, spelling and meaning. However, a single word is composed of different aspects which go beyond its pronunciation, spelling and meaning. In order for the learners to say they know a word, they have to have knowledge about a particular word pronunciation, spelling, word parts, meaning, grammatical properties, collocations, and contextual factors affecting its appropriate use (Nation, 2001). Knowing a word pronunciation means being able to recognize the word when it is heard and also being able to produce the spoken form. Spelling knowledge refers to learner's knowledge of a word written form. Knowing the written and spoken form of words helps learners understand what they read and hear.

Another important aspect of vocabulary knowledge for language learners is a word meaning. The meaning of a word constitutes the relationship between the word and a concept. In language, the spoken form and written form of a word correspond to a concept in the real world. Learners need to connect the written and spoken forms of words to the concepts successfully in order to communicate an intended message. The strength of this connection determines how effective language learners can remember the meaning of words when they encounter and use them in written and spoken language. Another essential issue regarding meanings of words in language is that words generally have more than one meaning. When learners look up a word in a dictionary, they may encounter many different meanings for the word. Thus, learners need to know the various meanings that may correspond to written and spoken forms of a single word (Nation, 2001).

Collocation constitutes another aspect of vocabulary knowledge. Collocation refers to typical co-occurrence of particular words more often than that would be expected by chance. Accordingly, collocational knowledge involves sequencing words in a way that is frequently observed in native speaker use of words in phrases and sentences (Nation, 2001).

Collocational knowledge is believed to affect fluency and the appropriate use of language (Pawley & Syder, 1983 cited in Nation, 2001: 323). Thus, learners need to know what words typically occur together.

Word parts are another important aspect of vocabulary knowledge. Word parts knowledge involves knowing how to form different words by using a root word with the help of derivational suffixes and prefixes. Knowing how to form new words by using derivational suffixes and prefixes in English becomes particularly important because of widespread and frequent use of derivational affixes (Carstairs-MacCarthy, 2002). In addition, according to studies on word parts (morphological properties of words), word parts knowledge is represented in our mental dictionary and has a role in how words are organized and stored in our mental dictionary (Nation, 2001). Knowledge of word parts also plays an important role in using words in phrases and sentences as learners sometimes need to consult their word parts knowledge when they are placing the words in sentences and phrase patterns (Carstairs-MacCarthy, 2002).

Words are also closely related to grammatical patterns. It is necessary for learners to know what part of speech a word is in order to place it in a grammatical pattern accurately (Schmitt, 2002). The last aspect of vocabulary knowledge deals with having information about contexts in which a given word can be used appropriately (Miller, 1999 cited in Nation, 2001). The context refers to a particular situation in which the communication is taking place. Particular words and phrases can be more appropriate for a given communication context. Thus, learners need to have knowledge about the appropriateness of a word in particular contexts in order to communicate successfully (Nation, 2001). The aspects of vocabulary knowledge indicate that learning a word involves learning a particular word pronunciation, spelling, word parts, meaning, grammatical properties, collocations, and contextual factors affecting its appropriate use. Learners need to attend to all these aspects in order to use the target language effectively and appropriately.

2.1.12. Vocabulary Instruction

Traditionally, as teachers presented new vocabulary to students, they used to focus on the meaning of the new word or the equivalent in the native language. However, many scholars have found that only knowing the meaning of the word is not enough. Knowing the definition of a word may be conducive to reading, but it does not enable students to

produce a correct or authentic sentence, for they are not familiar with how the word should be used. Consequently, vocabulary instruction that focuses on collocation developed. Stockdale III (2004) clarifies that collocation is of much higher importance, however, in terms of use, acquisition and ultimate success in language learning. When we focus on collocation, we will provide students with abundant exemplification, which will be helpful to students' analysis and production.

Based on Stockdale's studies in 2004, there are huge differences between the definition of instruction and collocation instruction. Students who were trained with the emphasis on definition would annotate the word they did not know in L1. Then, they were likely to misuse them in an unsystematic way. Nevertheless, students who were trained with the emphasis of collocation would pay more attention to the word collocating the target words. Also, their class notes generally contained fewer L1 translations.

Apart from adding collocation to vocabulary teaching, implicit and explicit learning are also another focus for English teachers. Implicit learning is the acquisition of knowledge that takes place naturally, simply, and unconsciously. Explicit learning refers to a conscious operation wherein the learner makes and tests hypotheses about the target language (Ellis, 1994). As to which approach brings better effectiveness, there is still no definite answer yet. As Benthuysen (1994) says, over the years the "pendulum" has swung back and forth in second language education between methods that emphasize explicit instruction and methods that favor implicit learning. For instance, Communicative Language Teaching (CLT), which puts more stress on contents rather than forms, is more on the side of implicit learning. Nevertheless, the Audio-lingual Method, in which reinforcement is an important element, stands closer to the side of explicit learning. In the researcher's opinion, it is easier for implicit vocabulary learning to take place with an abundant English-speaking environment. If teachers want to achieve optimal effectiveness, they could take into account using these two models alternatively.

2.1.13. Vocabulary knowledge in relation to reading comprehension

Clearly, vocabulary and comprehension are closely connected skills. Each skill is imperative to reading achievement, yet one relies heavily on the other. This intricate relationship has been documented by many researchers. "Vocabulary development is both an outcome of comprehension and a precursor to it, with word meanings making up as

much as 70-80% of comprehension" (Bromley, 2002: 528). Harmon (2002: 606) notes, "Many students continue to struggle with comprehension because of limited vocabulary knowledge and ineffective strategies". While many researchers have examined the correlation between vocabulary and comprehension, other researchers have described how a larger vocabulary contributes to other areas of school success. Manzo, et al., (2006: 615) conclude "word learning can improve the capacity to learn" and "a rich vocabulary increases comprehension and, therefore, most learning". Simply stated, Lubliner and Smetana (2005: 163) declare, "Children with larger vocabularies find reading easier, read more widely, and do better in school". Bromley (2007: 528) states "Many teachers know they need to do a better job teaching vocabulary to students who find reading difficult".

A wealth of research has emphasized the positive connection between vocabulary knowledge and reading comprehension (Al Ghafli, 2011; Baba, 2007; Gauthier, 1991; Guo & Roehrig, 2011; Mezynski, 1983; Nagy & Herman, 1988; Stahl & Nagy, 2006; Rashidi & Khosravi, 2010; Spencer, 2000). It is so fundamental a component of language learning that vocabulary knowledge determines learners' comprehension of texts (Rashidi & Khosravi, 2010). To be able to read texts effectively, adequate knowledge of high frequency and supplementary words were taken to be a prerequisite (Rashidi & Khosravi, 2010).

Although the explanation of the relationships between vocabulary knowledge and reading comprehension was seen to be complicated, the strong and positive inter-correlations found among learners' vocabulary size, depth of vocabulary knowledge and reading comprehension implied that vocabulary knowledge directly influenced reading comprehension (Qian, 1998).

The complexity of the vocabulary was a valuable factor in predicting reading comprehension. With respect to evaluating reading comprehension and vocabulary knowledge, Spencer (2000) states that of various measures available, a multiple-choice assessment is the general standardized test format. To measure the depth of learners' word knowledge, a simple test would be to ask learners to distinguish the synonyms or antonyms of the target words. For more in-depth testing, learners could be asked to decide the perfect syntax in sentences by discerning the meanings of the target words. Al Ghafli (2011) states when the participants' writing ability is not at a high enough level to demonstrate their comprehension, the receptive-skill measure would be used.

31

Reading a text in a second language (L2) can be a tough work when the reader encounters words that he/she does not know their meaning or cannot get the main idea. Therefore, researchers have been studying reading comprehension and reading strategies over the past decades (Ying-Hsuen, 2005). In recent years a lot has been learned about the relationship between vocabulary learning and reading. Vocabulary learning is a crucial aspect of education. Cunningham and Stanovich (1997) found that an extensive vocabulary background could help to build a foundation for reading acquisition, which correlates with greater academic achievement later in life. They also pointed out that there were strong correlations between reading acquisition measured in first grade and measures of academic achievement including reading comprehension, vocabulary and general knowledge measured in eleventh grade.

Being an essential component of second language learning, vocabulary has been the center of many research studies that investigated its influence in all four skills; listening, speaking, reading, and writing. The interrelationship between vocabulary and reading has received ample research attention. A number of studies during the last decades have confirmed the widespread belief that second language learners can acquire vocabulary through extensive reading (Al-Hammad, 2009: 35).

2.1.14. Vocabulary and reading effectively

Most studies in this area have looked at the learning of English, but some have looked at other languages. Laufer (1992) suggests that a vocabulary of 3000 word families of general English is enough for a good understanding of a general English text such as a novel. Other estimates have been as high as 5000 word families (Hirsh & Nation, 1992) as an adequate level for pleasure reading. The number of words needed for the reading of technical texts such as science texts or newspapers is larger than for less formal texts. There are several reasons for this. Firstly, there are higher proportions of academic and technical words in formal informative writing. Chung and Nation (2003) found that 38% of the running words in an anatomy text and 17% of the words in an applied linguistics text were technical words. Some of these words were drawn from the high frequency and academic vocabulary, but more were from what would in other texts be considered low frequency words. Secondly, because of the heavy cognitive demands of formal texts, a higher text coverage is likely to be needed. Where the text content is important we are less tolerant of

unknown words. Thirdly, if formal reading is for academic purposes, then several subject areas and topics are likely to be covered. The more diverse the range of subjects and topics, the much larger the vocabulary required (Sutarsyah, et al., 1994).

2.1.15. The Nature of Vocabulary Acquisition:

An advanced language learner knows approximately ten thousand words (Schmitt, 2002). Although there is not a consensus on how learners learn such a large amount of vocabulary, there is a general picture of vocabulary acquisition in the literature (Schmitt, 2002). Some important features of vocabulary acquisition have been revealed through research on vocabulary acquisition.

One of those features is the incremental nature of vocabulary knowledge. Schmitt (2002) points out that the incremental nature of vocabulary acquisition refers to the gradual learning of different knowledge types that belong to a single word. He also stresses that these different types of knowledge cannot be learned entirely at one time. Moreover, some knowledge types are mastered before others. For example, in Schmitt's study, learners first learned a words' spelling, then the meaning of the words. He also found that within a single type of word knowledge, there was also a continuum. In this continuum, the learners first learned a word basic meaning and then learned other meanings of the word. One conclusion that can be drawn from Schmitt's study is that complete mastery of a word takes time because of the incremental nature of vocabulary acquisition.

Another aspect of vocabulary acquisition is the distinction between receptive and productive vocabulary. The term receptive vocabulary refers to the type of vocabulary knowledge that lets learners recognize and understand a word when encountered in a written or audio piece of language, whereas productive vocabulary refers to the type of vocabulary knowledge that enables learners to produce a word (Melka, 2001). According to Melka (2001), although there are certain levels of knowledge about a particular word, such knowledge should not be considered as two separate systems. They should be considered as differing degrees of familiarity dependent on each other, so knowing a word is not an all-or-nothing proposition; some aspects may have become productive, while others remain at the receptive level.

Another important feature of vocabulary acquisition is its retention fragility. When there is learning, there is also forgetting what has been learned. Forgetting is a natural part

of learning. When it comes to second language vocabulary, according to several research studies, lexical knowledge is more likely to be forgotten than grammatical knowledge (Cohen as cited in Craik; Craik, 2002). According to Schmitt (2002: 130), the fragility of vocabulary knowledge is due to the fact that "vocabulary is made up of individual units rather than a series of rules." Forgetting the learned vocabulary can mean losing all the effort put into learning them. Thus, once the vocabulary items are partly or completely learned, they should be recycled systematically to foster successful retention.

To summarize, traditionally, words such as *go, fast, orange* were considered to be acquired when the corresponding concepts were matched successfully with the sounds and written forms (Schmitt 2002; Melka, 2001). However, recent studies on vocabulary acquisition have revealed that the knowledge of a word involves more than knowing its meaning (Nation, 2001; Read, 2000). Knowing a word means mastery of its pronunciation, spelling, relation to other words, and the other meanings it has. Once these knowledge types are learned, further effort should be put into activation of this knowledge. In addition, due to the existence of different types of knowledge about a word, the mastery of all these features cannot be developed at once (Schmitt 2002). Furthermore, vocabulary knowledge is subject to forgetting. Words should be systematically revised in order not to be forgotten (Craik, 2002). Considering all these insights, learners need to allocate a considerably long time to extend, consolidate, and retain their vocabulary knowledge (Schmitt 2002; Wesche & Paribakht, 2000).

2.1.16. Vocabulary Retention

Most language learners seem to think that once they have studied particular words, they have completed learning those words. They do not do any further systematic study to remember and use them in other contexts. However, overtime, they may forget some of the learned words either partially or completely. Thus, retention is very important in the learning process. According to Yu-Ling (2005), learning, retaining and recalling the new word meaning have always been the main concern of not only EFL learners in reading comprehension, but also those who want to learn English language outside the academic atmosphere. When EFL learners start to read a text, what comes to their minds is how to learn and recall the new vocabulary meanings.

2.1.16.1. Vocabulary Retention Definition

Vocabulary retention is an essential factor in learning English as a foreign language. Vocabulary retention has been defined as the ability to recall or remember things after an interval of time. In language teaching, retention of what has been taught (e.g. grammar rules and vocabulary) may depend on the quality of teaching, the interest of the learners, or the meaningfulness of the materials (Richards & Schmidt, 2002).

Mnemonic strategies and spaced repetition are seen effective techniques to ensure retention of newly-learned vocabulary items for a longer period of time (Ellis, 1995; Schmitt2002). In general, mnemonics are described as devices to aid the memory; a pattern of letters, ideas, or associations which assist in remembering information or facts (Oxford English Dictionary, 2005). One of the main characteristics of mnemonics is that new learning materials are learned by linking them with the existing ones (Ellis, 1995). In foreign language vocabulary acquisition, mnemonic strategies mainly include using keywords and using imagery (Ellis, 1995; Hulstijn, 1998).

Using keywords involves the establishment of an acoustic link between an L2 word to be learned and a word in L1 that sounds similar (Ellis, 1995). For instance, the Russian word *linkor* (battleship) can be learned by establishing an acoustic link with the English word *Lincoln* (Atkinson & Raugh, 1975 cited in Ellis, 1995: 115). Using imagery involves the establishment of an image link between an L2 word to be learned and a word in L2 that sounds similar. For instance, the English word *revenue* can be learned by first establishing an acoustic link with the Turkish word *revani* (a traditional Turkish dessert) and then visualizing a man who sells *revani* to earn money (Duyar, 2005).

Spaced-repetition is also regarded as an effective technique to ensure retention of newly-learned vocabulary items for a longer period of time (Schmitt, 2002). Spaced-repetition is a learning technique in which subsequent repetitions of learning material are separated by increasing intervals of time (Baddeley, 1982). Spaced repetition was developed on the basis of how human memory works.

According to studies on memory (Baddeley, 1982; Bahrick et al, 1993), dividing learning practice time equally over a period leads to better learning and remembering. The studies suggest extending the space between successive repetitions gradually since practicing items massively at one time does not result in better learning and retention. Baddeley (1982: 29) describes the spaced repetition sequence by stating "if the learner fails

an item in the learning material, it should be presented after a shorter delay; whenever the student is correct, the delay should be increased."

Although the studies on memory and spaced-repetition have resulted in positive findings, and although the findings have been widely known by language educators, spaced repetition has not been widely integrated into language learning programs (Ellis, 1995; Schmitt, 2002).When it is implemented, spaced repetition may be able to optimize the vocabulary acquisition process for second language learners as they may remember words better if the words are repeated in a spaced manner rather than in a condensed or unsystematic manner.

Thornbury (2002: 23) indicates that learning is remembering; the learner needs not only to learn a lot of words, but to remember them. Bahrick (1984) states that how well people remember something depends on how deeply they process it. Therefore, various procedures have been recommended to facilitate vocabulary retention. To retain the meaning of a word, learners must engage in a deeper analysis of the word's properties rather than simply understand its meaning in context. In the context of word learning, a deeper level of processing means a stronger connection between the word form and its meaning (Craik & Tulving, 1975).

Haycraft (1978 cited in Khabiri & Pakzad 2012) states that the words which are related to each other can be easily retained because using the meaning of words together with the whole meaning of the sentences in which they are embedded is the deepest level of processing and ensures the best retention.

Thornbury (2002, 24-25) summarizes some of the research findings that are relevant to the subject of word learning:

☐ Repetition: The time-honoured way of 'memorizing' new material is through
  repeated rehearsal of the material while it is still in working memory.

☐ Retrieval: the act of retrieving a word from memory makes it more likely that the
  learner will be able to recall it again later.

☐ Use: Putting words to use is the best way of ensuring they are added to long-
  term memory.

☐ Pacing: Learners have different learning styles, so they should be given the
  opportunity to pace their own rehearsal activities by allowing time during

vocabulary learning for learners to do 'memory work'.

☐ Cognitive depth: The more decisions the learners make about a word, and they make about a word and the more cognitively demanding these decisions, the better the word is remembered.

☐ Imaging: Best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word.

☐ Motivation: Strong motivation makes the learner likely to spend more time on rehearsal and practices, which in the end will pay off in terms of memory.

☐ Attention: Words that trigger a strong emotional response are more easily recalled than ones that do not.

2.1.16.2. Recommended procedures to facilitate vocabulary retention

Bahrick (1984) states that how well people remember something depends on how deeply they process it. Therefore, various procedures have been recommended to facilitate vocabulary retention. Concentration on features of the new word and its textual environment is supposed to facilitate retention. Learning in context depends on repeating, re-cycling, and re-presenting vocabularies as well as re-noticing them by the learner. It has been suggested (e.g. Haastrup, 1989; Modria & Wit-de Boer, 1991; Xialong, 1988, as cited in Hedge, 2000) that retention is related to the condition in which the meaning is inferred and the more analysis involved, the better the retention. There is, yet, another aspect to the condition of inferring meaning of the word which enhances vocabulary retention. That is, retention depends in some way on the amount of mental and emotional energy used in processing a word and readers have developed certain strategies that could assist emotional and mental processing such as meta-cognitive strategies. Critical reading strategies might be another series of strategies that can boost the level of mental and emotional involvement of the learners with the word meaning because readers try to analyze the author's values and beliefs and evaluate them against their own.

Research reported in Nation (1982: 18) suggests that similarities in sound, morphology or etymology can assist word memorization. Carter and McCarthy (1988: 14) point out that more memorizable still would be words which are international "loan" words

such as telephone, radio, television, which have many close cognate forms in other languages.

Schouten-Van Parreren (1989), concentrating on reading with the primary goal of vocabulary acquisition, argues that a combination of three actions of inferring, verifying, and analyzing the meaning of each new word is very effective for this purpose. She defines guessing as inferencing meaning of an unknown word from the context. The second action, which is the action of verifying the guess, is looking up words in a dictionary. The third action according to Schouten-Van Parreren comprises the recognition of the relationship between new words and already known words in the target language or the mother tongue. In spite of the fact that learners are recommended to learn words through reading texts, retention should not be confused with comprehension. Learning the word meaning implies more than comprehending it in a particular text during a reading activity. The meaning of a word has to be retained in the long-term memory.

As stated by Haycraft (1978), the words which are related to each other can be easily retained because using the meaning of words together with the whole meaning of the sentences in which they are embedded is the deepest level of processing and ensures the best retention.

To fulfill this aim, the researcher tried in his current study to facilitate learning by actively involving the learners in conscious efforts and deep mental processing through interacting with the Website to remember new words effectively and for as long time as possible in the long–term memory by using different techniques of presenting new vocabulary and by relating words with pictures, videos and sounds.

2.1.17. Why test vocabulary?

According to Thornbury (2002), the main reason for testing is that it gives teachers information about how well our students proceed in their learning of English. It gives useful feedback to both teachers and students. In general, testing helps to "recycle" vocabulary as well as to consolidate it. However, vocabulary testing does not have to be always marked; teachers can prepare a test on vocabulary which will only revise words. The ideal model is to revise vocabulary from the previous lesson at the beginning of another lesson. Testing vocabulary also occurs in placement tests or diagnostic tests to find out students´ level of knowledge or in achievement tests at the end of the school year (Thornbury, 2002: 130).

2.1.18. Vocabulary testing techniques:

There are many types of techniques used to test vocabulary. Pavlu (2009), in her thesis, shows the most used ones:

1. Multiple choice
2. Cloze test
3. Word formation
4. Odd one out
5. Dictation
6. Definitions
7. Translation
8. Sentence completion
9. Writing sentences from given words
10. Matching: match words together or with their pictures
11. Oral testing: to know a word also means to be able to pronounce it well
12. Transformation: Students have to rewrite a sentence but with the same meaning
13. Synonyms and antonyms:

2.1.19. Conclusion:

In conclusion, vocabulary should be given a high profile in the syllabus and the classroom so that students can see its importance and understand that learning a language is not just about learning grammar (McCarten, 2007). It is indeed very necessary to help our learners to acquire sufficient vocabulary for communication in the second language. The use of creative methods in teaching vocabulary enables the students to improve their word knowledge and continue to acquire more words outside formal classroom instruction. An efficient language teacher can use selected vocabulary activities according to the level of understanding and interest of the learners. There is no fixed or sure method to enhance the vocabulary of the EFL learners, but it is important to implement appropriate techniques and teaching aids. Selecting the way of teaching vocabulary is based on the class situation and the learners' condition. Therefore, the chosen technique can attract the learners' attention and help them to achieve the learning aims. The researcher presented many vocabulary learning strategies and teaching techniques that can influence learners' motivation.

SECOND DOMAIN

Reading comprehension

In second or foreign language teaching situations, reading receives a special focus. It is, in fact, in the 1980's that researchers started to consider that reading is an important skill to acquire because of the importance the English language was taking as an international means in communication, especially in academic fields where it holds a prominent place. From that period on, the view on the reading skill changed and researchers started to emphasize the fact that it is among the most important skills to teach.

2.2.1. Reading Comprehension Definition

"Comprehension" is a noun derived from the verb "comprehend", which means, "to understand" the content of a text being read. Reading is a key to comprehending a passage. Reading creates an avenue/access for a reader to know the feelings and thoughts of a writer. The aim of teaching reading comprehension is basically to teach correct pronunciation of the component words as well as to understand what they mean and possibly imply (Idiagbon & Sani, 2005).

Pinto (2009) explains that the entire process of comprehension begins with the activation of relevant prior knowledge in order to facilitate interaction with the text. If readers' prior knowledge reflects events in the text, then they assimilate new information; if their background knowledge does not agree with the text, then readers must make accommodations, but comprehension goes far beyond that. Hodges (1995: 207) defines reading comprehension as an intentional thinking during which meaning is constructed through interactions between text and reader.

Johnson and Keier (2010: 20) state that "reading is a complex process involving a network of cognitive actions that work together to construct meaning". Abu Shamla (2010: 12) defines reading as "the cognitive process of understanding a written linguistic message and a mental representation of the meaning."

Based on what has been mentioned so far, the researcher concludes that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with a written text; therefore, readers construct meaning by interacting with text through connecting prior knowledge, previous experience, information in the text,

40

analyze information, assimilate it to achieve understanding and the stance the reader takes in relationship to the text.

2.2.2. Levels of Comprehension

Reading comprehension is a thinking activity as the reader uses his/her mental abilities to deal with the text. It occurs when extracting meaning from the printed texts or symbols. It is expected that individuals read and get the idea at different levels of comprehension. In other words, levels of comprehension mean different depths of understanding and different analyses of meaning.

In the light of definitions put forward by Ghorab (2013), El-Kahlout (2010), Shamla (2010), Haboush (2010), Whitten (2004), and Antonio (2006), the researcher can categorize reading comprehension skills into three levels:

2.2.2.1. Literal level (Read on the lines):

It occurs when the reader is capable of reading, interacting with the written form of language in some direct straightforward manner such as recognizing the main idea, identifying supporting details, and determining the meaning of the words from a context. At this level, the reader would not have to understand the true meaning of a paragraph but s/he could memorize the information mentioned in the text. The sub-skills at this level are making predictions about the texts, scanning for specific information from texts and realia, ads, menus, schedules, calendars, flight information and tickets, etc., identifying the main idea of reading texts and skimming for gist or general impression of text or graphics).

2.2.2.2 Critical level (Read between the lines):

It happens in case the reader has the potential to read and tackle what is actually farther than the mere written language stuff of a text, such as recognizing the author's purpose, relations within sentences, and between sentences. Critical reading goes in two steps further; having recognized what a text is like, the reader analyzes the text in three types of reading and discussion; what a text says (restatement), what a text does (description) and what a text means (interpretation). The sub-skills at this level are deducing meaning of unfamiliar words from a text and realia, distinguishing between the

main ideas from the supporting details, distinguishing facts from opinion, recognizing the rhetorical markers and their functions, distinguishing between the main ideas from the supporting details, interpreting information in diagrammatic form, developing awareness of semantic fields (word mapping) and summarizing reading text.

2.2.2.3 Inferential level (Read beyond the lines)**:**

It is related to some situation or context when one can read and grasp diverse concepts entailed in deep structure of the written language text, such as drawing conclusions, interpreting information and perceiving implied meaning. In other words, the reader does not simply read the words but s/he reads ideas, thoughts that spring from the relationship of various assertions. The skills at this level are relating text to personal experience, opinion or evaluation, making inferences about reading text and evaluating text for accuracy of information, etc).

2.2.3. Reading comprehension skills

The goal of all readers should be to understand what they read. Research shows good readers are actively involved with the text, and they are aware of the processes they use to understand what they read. A good reader is someone who has a purpose for reading, whether it is to look for specific information or to read for pleasure. A good reader is involved in a complicated thinking process as she or he reads. There are skills that we can teach children to help them become purposeful, active readers. The use of these skills depends on what readers are reading.

Peterson (2008: 1) defines a comprehension skill as an activity that students complete for the purpose of learning about features of text like main idea or cause and effect. In order to achieve comprehension, reading must employ and integrate certain sub-skills since each sub-skill does not stand alone, exactly like a symphony. The importance of such sub-skills logically springs from their ability to differentiate between the "passive" unskilled readers and the "active" readers. Skilled readers do not just read, but they interact with the text. Skilled readers, for instance, predict what will happen next in a story using clues presented in text, create questions about the main idea, the message, or the plot of the text, and monitor understanding of the sequence, context, or characters (Sanders, 2001).

The researcher is going to handle some important reading skills as discussed by Abu Shamla (2009: 23-26). Some of the reading comprehension sub-skills are as follows:

2.2.3.1. Identifying the topic

Good readers are able to pick up the topic of a written text very quickly. With the help of their own schemata, they quickly get an idea of what is being read. This ability allows students to process the text more effectively as it progresses (Harmer, 1999: 201).

2.2.3.2. Skimming

Skimming is used to quickly gather the most important information or the gist. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It is not essential to understand each word when skimming (Alkhuli, 1980: 77).

Konstant (2003: 35) proposes three types of skimming. They are as follows:

1- "Skimming to overview": The purpose is to identify what a reading passage is basically about.

2- "Skimming to preview'': It is a way of re-reading a passage in order to gain as much information as possible.

3- "Skimming to review": This is used when a reader has already finished reading a text and now he needs to refresh and familiarize him/herself with its content.

2.2.3.3 Scanning

Troschitz (2005: 6) states that "scanning is the ability to extract specific information out of a text. In this case, the reader roughly knows what he is looking for. He searches for details in a text and pays no attention to any kind of other information".

Scanning is used to discover required information to complete a given task such as making a decision about what to watch on TV, or which museum to visit while visiting a foreign city. Ask students NOT to read the excerpt before they begin the exercise, but rather, to focus on completing the task based on what the question requires (Beare, 2009: 25).

2.2.3.4 Knowing the meanings of words in a spoken context.

Knowing the meanings of words in a written context is considered as one of the comprehension skills. By this skill, readers know that words may have more than one meaning and may have many functions so the listener can adapt the suitable meaning according to the context.0

2.2.3.5 Interpreting texts.

Readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writer is employing or suggesting. Successful interpretation of this kind depends to a large extent on shared prior knowledge together with our knowledge of the world to expand the pictures the writer has been given and to fill in the gaps which the writer seems to have left (Harmer, 1999: 202).

2.2.3.6 Prediction and guessing

Good readers have a purpose for reading. One skill for improving comprehension is prediction and guessing. Harmer mentioned that readers sometimes guess in order to try and understand what is being written or talked about, especially if they have first identified the topic. Sometimes they look forward, trying to predict what is coming; sometime they make assumptions or guess the content from their initial glance as they try to apply their schemata to what is in front of them. Their subsequent reading helps them to confirm their expectations of what they have predicted or just read what they thought was going to happen in the light of experience. Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text, with partners, with a graphic organizer, or using post-it notes throughout the text (Harmer, 1999: 201).

2.2.3.7 Making Inferences

Inferring is the process of taking that which is stated in text and extrapolating it to one's life to create a wholly original interpretation that, in turn, becomes part of one's beliefs or knowledge (Keene et. al, 1997: 153). It is also using one's imagination or the use of prediction. Teachers need to have their students try to make conclusions about the reading and make reasonable predications.

2.2.3.8 Summarizing

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions. (Raymond, 2009: 32)

The researcher emphasizes that a combination of skills can be effective. Readers combine skills as needed to come to a fuller understanding of the text. Skills interact with each other, overlap, and are recursive. They do not stand alone. From the researcher's

experience, he sees that modelling each skill whenever the teacher is reading a text to or with children, such as during a read aloud, guided reading, content area text or independent reading leads to good comprehension of the text.

Based on what has been mentioned about reading comprehension skills, the researcher benefited from them while constructing the check list of reading comprehension skills, one of the study tools.

2.2.4. Reading Process

Harmer (2001: 201-202) states that a reader uses a variety of clues to understand what the writer is implying or suggesting; in this way the reader is able to see beyond the literal meaning of the words. Schema, which is defined as background knowledge that enables the reader to make predictions for more successful interactions, plays a vital role in that interpretation since successful interpretation depends to a large extent on shared schemata.

According to Chastain (1988), the reading process means an active cognitive system operating on printed material in order to comprehend the text. He states that during the writing process, the writer tries to activate background and linguistic knowledge to re-create meaning; and then the reader's task is to activate background and linguistic knowledge to recreate the writer's intended meaning.

Razi (2004: 2) proposes that the readers of all written languages are getting sounds from the printed page. He describes a reader as one who encodes meaning to sound. It does not matter whether encoding is oral or silent; encoding then is carried on from sound to orthography. He describes a reader as one who first decodes from orthography to sound (oral or silent) and later on from sound to meaning.

Based on what has been mentioned so far, the researcher concludes that reading is a complex, interactive process that involves features of readers, texts and tasks. In the reading process, the reader is an active participant, constructing meaning from clues found in the printed text. In other words, meaning is not inherent in texts; rather texts have the potential for meaning. Reading is also an individual process that often entails different interpretations for different readers.

2.2.5. Models of Reading Process

Al Hosani (2005) states that there are three cognitive processes that need to be considered to understand the reading engagement fully. These three models are widely referred to as the bottom-up, top-down and interactive model.

2.2.5.1. The Bottom-up Model

Bottom-up processing takes the form of text-based decoding, in which the starting point is the text itself. The reader tends to understand each word in the text and then, gradually, he\she builds up an interpretation of the whole. However, this model is an incomplete method of teaching reading comprehension, and it cannot stand alone. This view is not shared by Wallace (1992), however, who argues that this model should indeed be used in teaching second language learners because it offers them the probability to know the linguistic and structural parts of the English language. Other theorists, for example Ekwall and Shanker (1993), disagree saying that it is possible to understand every word of a text - but still not know what it is about. The reader must have a prior sense of what could be meaningful in the text (Ekwall & Shanker, 1993); otherwise, the reader will not be motivated enough to become a good reader (Yatvin: 4). Based on these arguments, the researcher concludes that knowing the meaning of each individual word in the text increases students' vocabulary, but does not necessarily improve their comprehension skill. Therefore, using only this model with young learners is not very effective.

2.2.5.2. The Top-down Model

The top-down processing model of reading, where the starting point is within the mind of the reader, is reader driven. The reader holds his own information and background knowledge, which he\she brings with him\her when he\she reads a text. An important notion in this model is "Schemata". The schema or plural, schemata, according to Cook (2001: 89), is "the background knowledge on which the interpretation of a text depends". This theory plays an important part in the comprehension process, as Coles (1998) asserts that the schema theory does not deny that there is a meaning in the text the reader interprets with; however, he believes that the reader can make more sense of the same text by bringing new meaning to it and by depending on his prior knowledge. Taken as a whole, the top-down model is the opposite of the bottom-up model, in the way the reader interprets the text. This leads us to ask, how do the top-down processing and the bottom-up processing relate to each other? How can these two models, together, create better readers?

2.2.5.3. The Interactive Model

The need for combining the two models arose since "neither the bottom-up nor the top-down models of reading process totally account for what occurs during the reading process" (Zakaluke, n.d.: 6). The interactive model of reading came to be the new method for teaching comprehension. This model has been described by many theorists as one of the most successful models of reading that helps the student to decode and comprehend the meaning of a text (Coles, 1998). For tackling some texts that require a high level of meaning prediction, the top-down model may be used, while in situations where few ideas are presented, the bottom-up tends to be used more (Paran, n.d.). Overall, both are required, because even a high level student who can predict the meaning easily from a word or a number of phrases, needs to bring his\her syntactic and semantic knowledge "together simultaneously to facilitate word identification" (Zakaluke, n.d.). In short, part of this model is to be able to make sensible guesses as to what is coming next in a context, and the other part is to do with understanding the structure of the text and the meaning of the words. Both are essential in teaching reading in general, and in teaching comprehension specifically.

2.2.6. Reading in Islam

Reading is a cognitive process based on the dismantling of symbols called letters to form meaningful access to the stage of understanding and perception, one of the most important skills learned that achieve success and fun for everyone during his\her lifetime. Reading is the part supplementing our personal lives and the process which is the key to the gates of science and knowledge. It has been called for by Islam in the first verse revealed to the Holy Prophet, namely (Read).

Islam places great importance on reading and education and the holy Quran is the heavenly source that confirms its importance. The first verses of Quran that were revealed to Prophet Muhammad, peace and blessings be upon him, stressed this very real need for reading. Allah says, "Read! In the Name of your Lord, Who has created (all that exists), Has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous, Who has taught (the writing) by the pen" (Al-Alaq: 96: 1,2,3).

On another occasion, Allah states: "We made the Quran easy to learn. Do any of you wish to learn?" (Al-Qamar: 54-17). The message was very clear from that first day and was implemented in letter and spirit by Prophet Muhammad, peace and blessings be upon

him and his companions. The Prophet, peace and blessings be upon him, encouraged his followers to broaden their horizons by seeking out knowledge – even to the depth of China (Bukhari). He enthusiastically welcomed traders from different parts of the world to come to Medina so his followers could learn from them and their respective cultures. Most Muslims during the early years of Islam were poor and illiterate. Many of them had been purposely kept this way by the wealthy who were no strangers to discriminatory practices. When the small number of Medina Muslims triumphed against the soldiers from Mecca in battle at Badr, many of the enemy combatants were held as prisoners. Prophet Muhammad, peace and blessings be upon him, asked the prisoners to teach 10 Muslims to read and write in order to win their freedom. From the Prophet's biography, peace and blessings be upon him, we learn that the literate companion was given precedence. An example is Zaid ibn Thabit, may Allah be pleased with him, who was preferred to many other companions, and became close to the Prophet, peace be upon him, just because he mastered reading and writing skills. Moreover, we all know Abu Huraira, may Allah be pleased with him, and how he memorized and narrated 5374 hadiths when he accompanied the Prophet, peace and blessings be upon him, only for 3 years. For these situations and others, Muslims loved reading. As a result, the Islamic libraries in the Islamic history were of the greatest ones in the world and for many centuries.

2.2.7. The Importance of Reading

Reading is the most important skill which humans should acquire, as it is the means of communication, enjoyment and pleasure and it is one of the cognitive and emotional factors for humans. In addition, it has a social value where the human cultural and social heritage passes from one generation to another and from one individual to another through written or printed texts. Thus, reading is a basic language skill that any learner needs.

According to Gu (2003), reading enables students to gain exposure to the target language and receive valuable linguistic input to build up language proficiency. Moreover, students need reading to reinforce their other language skills. In addition, Rabel (2005: 1) states that "reading develops a person's creativity. Unlike movies where everything is determined by the producer, writer and director, books allow students to create in their minds how a particular character looks like or imagine how a scene plays out. Reading a book therefore, allows a student to exercise and cultivate her/his creative thinking skills".

Moreover, Abu Shamla (2010) states that reading is the most essential skill needed to acquire knowledge. It develops critical thinking and increases students' ability to concentrate. It also increases pleasure and effectiveness. Further, it helps in all the other subjects and in the personal and professional lives. Likewise, Vacca (2005: 23) reports that students need reading skills to analyze and comprehend the plethora of knowledge and facts available through the Internet and other media.

Also Kaddoumi (1995) indicates that a reading knowledge of a foreign language is often important to academic studies, professional success and personal development. Mikulecky (1986) clarifies that reading helps us learn to think in the new language and build a better vocabulary. Shoebottom (2007: 1) states that educational researchers have found that there is a strong correlation between reading and academic success. That means a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. In addition, it helps us be more comfortable with written English. It is clear that reading has a very important role in acquiring knowledge, helping one to achieve academic success and build better vocabulary.

2.2.8. Teaching strategies for comprehending

Comprehension strategies are conscious plans—sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension (Hock, 2005). Research has proved that text comprehension can be improved by instruction that helps readers use specific comprehension strategies; this means that students can be taught to use comprehension strategies (Pinto, 2009).

There are strategies that we can teach children to help them become purposeful, active readers. Research has shown that readers who receive explicit instruction in these strategies make significant gains on reading comprehension tests. All readers, no matter what their skill levels are, benefit greatly from direct instruction on how to interact with a text and process information. The rationale for the explicit teaching of comprehension skills is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to understanding what they are reading. Explicit or formal instruction in the application of comprehension strategies has been shown to be highly effective in enhancing understanding (National Reading Panel, 2000).

Research over 30 years has shown that instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read (Hock, 2005).

Effective teachers of reading comprehension help their students develop into strategic, active readers, in part, by teaching them why, how, and when to apply certain strategies shown to be used by effective readers (e.g., Duke & Pearson, 2002). Although many teachers teach comprehension strategies one at a time, spending several weeks focusing on each strategy, a study that was conducted with second graders reading informational text suggested that this may not be the best way to organize strategy instruction (Reutzel, et al., 2005). In that study, teachers were assigned at random to introduce a set of strategies briefly and then quickly move students to applying or juggling multiple strategies simultaneously, which resulted in students with stronger performance on some measures.

2.2.9. Seven Strategies to Teach Students Text reading Comprehension

Adler (2001) mentions at least seven strategies to teach reading comprehension. They are as follows:

2.2.9. 1. Monitoring comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Comprehension monitoring instruction teaches students to:

☐ Be aware of what they do understand

☐ Identify what they do not understand

☐ Use appropriate strategies to resolve problems in comprehension

2.2.9.2. Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

50

2.2.9.3. Graphic and semantic organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books. Graphic organizers can:

☐ Help students focus on text structure "differences between fiction an nonfiction" as they read

☐ Provide students with tools they can use to examine and show relationships in a text

☐ Help students write well-organized summaries of a text.

2.2.9.4. Answering questions.

Questions can be effective because they:

☐ Give students a purpose for reading.

☐ Focus students' attention on what they are to learn.

☐ Help students to think actively as they read.

☐ Encourage students to monitor their comprehension.

☐ Help students to review content and relate what they have learned to what they already know.

2.2.9.5. Generating questions.

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

2.2.9.6. Recognizing story structure.

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

2.2.9.7. Summarizing.

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

☐ Identify or generate main ideas

☐ Connect the main or central ideas

☐ Eliminate unnecessary information

☐ Remember what they read.

2.2.10. Reading Comprehension Difficulties for Palestinian EFL learners

The problems of Arab learners of English with English reading comprehension are well documented. Much of the focus has been on the "higher-level" areas such as syntactic processing and rhetorical structure, conceptual and cultural schemata, and learner attitude and motivation (O'Sullivan, n.d.: 3). Mourtaga (2008: 10) states that "… our students find reading English a very complicated skill, and therefore, they have many problems with it. The product of the Gaza schools, therefore, is poor readers who realize this fact only when they encounter big reading assignments when they enter a university." He also classifies the reading problems into four categories as follows:

1. Problems related to the misunderstanding of the reading process

2. Reading problems related to insufficient linguistic competence in general and use of English

3. Problems related to the differences between Arabic and English

4. Problems related to the English spelling/sound system

In the same concern, Dajani and Mclaughlin (2009: 1) report that English language education in Palestine today faces serious challenges. With unmanageably large class sizes, virtually no resources, unreliable Internet access and unreasonably low salaries, there are few incentives for teachers to be motivated, energetic and creative in the classroom. Teacher dissatisfaction, combined with both a traditional methodological approach focusing on rote learning and repetition, and a school leaving exam (the Tawjihi) which has neither a listening nor a speaking component, has resulted in a local population which has generally poor communication skills in English

Additionally, Abu Shamla (2010: 29) reports that the occurrence of these reading problems during the L2 learning process may not only be due to the pressure of the patterns of the mother tongue but also to imperfect learning of the new L2 reading comprehension

patterns. Therefore, if an effective teaching method for reading comprehension is achieved by activating students' prior knowledge, the problems would never be made or would be minimized. The occurrence of problems in understanding the reading passages is merely a sign of the present inadequacy of our teaching techniques. Therefore, we should change the traditional techniques of teaching reading comprehension.

Importantly, UNRWA has modified *English For Palestine* Curriculum starting from 2008-2011 for Grades 1-9. The Education Department in UNRWA in the Gaza Strip confirms that there are some problematic areas in English for Palestine: It is a well-known fact that the curricula are too long and have too many activities. Moreover, they were designed for a certain type of students as the elite. So, teachers were obliged for the lack of time to focus on quantity not quality so as to be able to cover the syllabi in the due time. As a result, students did not grasp knowledge properly in their classes and when they went home most parents could not help their children because they were not educated enough (Education Department/UNRWA, 2010-2011).

2.2.10 Solutions of those problems

Away out of these problems, Li-juan, J. (2007), Sehlaoui (2001) and Mourtaga (2008) proposed some promising and productive solutions, such as:

- Increasing students' motivation and interests.

- Exposing students to English as much as possible.

- Giving students chances to use English as much as possible.

- Following an extensive approach to reading.

- Letting students practise much writing and reading. For example, students are asked
 to summarize a certain paragraph as summary comes after reading.

- Activating students' schemata.

- Lowering students' anxiety.

- Integrating reading with other language skills.

- Creating a purpose for reading using task-based and problem-solving activities.

- Using minimal and sentence pairs. For instance, 'pad' and 'bad', and 'I bought a new van
 because my car is small' and 'I bough a fan because it is hot'.

2.2.12. Factors affecting reading comprehension:

There are different factors that affect reading comprehension. According to Lenz
 (2005), these factors are:

- Previous knowledge of target topic (schemata).

- Knowledge of language structure.

- Knowledge of text structure and genres.

- Knowledge of cognitive and meta-cognitive strategies.

- Reasoning abilities.

- Motivation.

- Level of engagement.

- The quality of the reading material in terms of organizing and the writing itself.

- Lack of ability to decode and recognize words.

 - Lack of language skills and strategies.

- The type of instructions.

These can be categorized into: linguistic knowledge, mental abilities and skills, participation and motivation, type of instruction, and quality of material; that is, teacher-related, student-related and writer-related factors.

2.2.13. English for Palestine

English for Palestine, a 12-year course in general English, was written especially for schools in Palestine to realize the aims of the Palestinian Ministry of Education as described in detail in the Ministry's English Language Curriculum for public schools (1999). The course takes learners from beginner level in Grade 1 to school-leaving level in Grade 12.

English Language Curriculum (ELC) in Palestine (1999: 16) clarifies that reading comprehension is the most important skill to be taught in school and the ability to read accurately and fluently is the most important need for the Palestinian student.

In the following part, the researcher presents reading comprehension skills purposes in general and for grade tenth in particular according to the Ministry of Education in Palestine.

2.2.14. General objectives of teaching reading comprehension in English for Palestine

The Ministry of Education (1999: 31) assigns certain purposes for teaching reading comprehension to be achieved. So, reading passages and topics were carefully chosen with different themes either global or local. In addition, the students' levels and age were taken

into consideration when choosing these topics so that they might be suitable for them. The purposes of reading comprehension which are devoted by the Ministry of Education are clarified in the following points:

1. Answer factual, infernal, judgment, and evaluation questions.
2. Read familiar material with correct pronunciation and intonation.
3. Recognize pronoun referents.
4. Generate questions about a reading text.
5. Summarize a reading text.
6. Make predictions about a reading text.
7. Make inferences about a reading text.
8. Develop awareness of synonyms and antonyms.
9. Develop awareness of semantic fields (word mapping).
10. Identify the main idea of a reading text.
11. Identify supporting details.
12. Distinguish main idea from supporting details.
13. Recognize rhetorical markers and their functions.
14. Comprehend visual survival martial.
15. Deduce meaning of unfamiliar words from context.
16. Skim for gist or general impression of text or graphics.
17. Distinguish fact from opinion.
18. Infer mood and author's attitude or tone.
19. Understand different types of letters.
20. Scan for specific information from texts.
21. Interpret information presented in diagrammatic display.
22. Relate text to personal experience, opinion, or evaluation.
23. Analyze components of text.
24. Extract and synthesize information from different sources.

2.2.15. Objectives of teaching reading comprehension to tenth graders in English for Palestine

English for Palestine 10 is for the first year in the secondary stage, where students are aged 16. It consolidates language and skills from earlier years and teaches practical language skills that are relevant to all students.

The brief summary below lists the main objectives of teaching reading comprehension to 10th Graders.

1. Identify and summarize the main ideas and supporting details.
2. Distinguish fact from opinion.
3. Understand inferred meaning.
4. Give personal and critical responses to texts, ideas and arguments.
5. Make predictions about content.
6. Skim texts for general meaning.
7. Scan texts for specific information.
8. Use context to guess meanings of unknown words.
9. Recognize reference words.

2.2.16. How to teach reading?

Teaching reading has certain phases , which teachers should follow in teaching. In order to efficiently achieve and improve students' reading comprehension, three stages of classroom teaching should be applied to EFL reading instruction. According to Li-juan (2007: 20-21), these stages are:

a- Pre-reading stage:

At this stage, teachers should provoke students' interests and motivation through discussing pictures, titles and some key words. Students predict and talk about possible ideas of what the text might be about. Teachers are requested to establish a purpose for reading within students and activate their schemata as well. At this stage , students:

• use prior knowledge to think about the topic.

• make predictions about the probable meaning of the text.

• preview the text by skimming and scanning to get a sense of the overall meaning.

b- While-reading stage:

As the name suggests, reading activities take place during the actual reading. It focuses on developing students' reading skills through answering multi-level comprehension questions such as general understanding questions, detailed-answer questions and high-order thinking questions. At this stage, they monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text.

c- Post-reading stage:

The activities of this stage take place after the reading has been done. Here, teachers check students' understanding of what they have read, relate the text to their personal experience and lives and relate and integrate reading to other language skills. For example, students can be asked to summarize in writing what they have read, discuss or debate over certain issues latent in the reading text.

Although these procedures are considered as models for teaching reading and they are commonly used by a lot of teachers who used the communicative approach in teaching reading comprehension but they are not perfect. So the best teacher is the one who adapts and adjusts the techniques and procedures being used with the level of the students, the reading material, and the classroom environment.

2.2.17. Conclusion

Part two shows that reading is fundamentally related to meaning, particularly with the transfer of meaning from mind to mind (the transfer of a message from writer to reader). Reading comprehension is commonly known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic. In the setting of English as a Foreign Language (EFL), it is frequently supposed that reading comprehension is the fundamental way of learning new information and it is the most significant skill required for the students' success.

Comprehension relies on two kinds of information: that which is received from the text and that which is retrieved from reader's memory. The schemata of the past experiences and prior knowledge that are contained in the readers' memory are critical in assisting readers to construct meaning from the text. By relating new ideas encountered in the text to familiar ideas and mental constructions, readers construct an understanding of the text material, and comprehension occurs. Nevertheless, reading comprehension can be

simply defined as the capability to perceive and understand the meanings communicated by texts. While reading, the reader is viewed as an equal and active partner with the text in the meaning-making process of comprehension. In accordance with schema theory, comprehension is the result of the interaction between the background knowledge of the reader and the text.

In part three that follows, the researcher will present the website.

THIRD DOMAIN
Website

2.3.1. Introduction

In a fast-paced technological world, global and multicultural issues are in the forefront of every-day life. Students need to develop a more global understanding, acceptance, and knowledge of themselves and others. Web-based learning is becoming an even more powerful interactive source that increases learners' knowledge and that guarantees quantity and quality of language input and output. Moreover, the changing role of the teacher is more responsive to students' self-directed learning. It has also been found that the implementation of different web activities develops students' skills in the use of language. Web activities may increase learner motivation so the resulting effects could be beneficial to both teaching-learning processes; additionally, they offer opportunities for teachers to explore content resources on the net in order to integrate them in classroom instruction at a low cost. Teachers with few skills in Information and Communication Technology (ICT) can make use of web-based activities cognitive brainstorming, identify real world activities, examine resources, define the task available on the web or adapt existing ones to their purposes.

According to Kenny (2003), flexible e-learning has already happened, and the Internet has already changed how teaching and learning are being delivered and processed. Mason(1999) indicates that Web based learning is here to stay. Web-based learning is currently one of the major applications of the internet. The World Wide Web offers a global database of authentic materials that can enhance language learning and teaching. Murray and McPherson (2004) and Son (2005) argue that the web offers a global database of authentic materials that can enhance language learning and teaching. There is thus a need for developing ways of using the web effectively and efficiently.

The researcher's goal was to create a learner-centered approach, so he created a Website as a learning tool to give his students a chance to develop their own skills and to practice their language learning skills, especially in vocabulary and reading skills.

2.3.2. Definition of Website:

A 'website', also written as 'web site', or simply 'site', is a set of related web pages typically served from a single web domain. A website is hosted on at least one web server, accessible via a network such as the Internet or a private local area network through an Internet address known as a uniform resource locator (URL). All publicly accessible websites collectively constitute the World Wide Web .

A website is a collection of web pages (documents that are accessed through the Internet). A web page is what you see on the screen when you type in a web address, click on a link, or put a query in a search engine. A web page can contain any type of information, and can include text, color, graphics, animation and sound.

2.3.3. Theory of Web-Based Learning

A web-based learning theory can be described as education that occurs only through the Web, that is, it does not consist of any physical learning materials issued to students or actual face to face contact. Purely online learning is essentially the use of e-learning tools in distance education mode using the Web as the *only* medium for all student learning and contact. The importance of communication technologies, e-learning and flexible education cannot be denied (Çavuş, 2008). The questions about web-based learning have become how, why and with what outcomes.

Web-based learning allows students and teachers for flexibility of access, from anywhere and usually at any time essentially; it allows participants to collapse time and space. However, the learning materials must be designed properly to engage the learner and promote learning. According to authors online learning must be done right because it has many promises but it takes commitment and resources. "Doing it right" means that web-based learning materials must be designed properly, with the learners and learning in focus, and that adequate support must be provided (Çavuş, 2008).

2.3.4. Advantages of Using the Internet in the Classroom

Using the internet has many advantages. Gülçin Nagehan and Nadire Çavuş (2008) list these advantages as follows:

❖ Ability to link resources in many different formats

❖ An efficient way of delivering course materials

❖ Resources can be made available from any location and at any time

❖ Potential for widening access

❖ Encouragement of more independent and active learning

❖ Provision of a useful source of supplementary materials to conventional

2.3.5. Barriers to Using Internet in the Classroom

The barriers to using internet in the classroom can be summarized as follows:

1. Both students and teachers must be computer-literate because using the internet means being good at computers in order for a user to give commands to a computer and respond to it.

2. Sometimes available internet resources are difficult to use despite the fact that a good manual is provided. No matter how simple computers and the internet are, students need to learn a lot in order to use them properly.

3. Internet resources have limitations regarding their memory, speed, methods of input and output, etc. Internet resources for language acquisition are still imperfect.

4. Processing information takes time.

5. Information is usually input by typing it in, so to use a computer efficiently, it I necessary to know how to type. Nowadays there are a few internet resources with voice recognition but they are not very popular for not being well-developed.

6. Some internet resources may not be able to do exactly what a user wants them to do.

7. In addition to the all the aforementioned barriers, Gaza has a special problem which is electricity.

2.3.6. Learning English on the Internet

Since learning English is very popular in non-English speaking countries, developing modern technology assisted-learning tools that support effective English learning is a critical issue in the English-language education Learning English as a second language is the process by which students learn it in addition to their native language. Today, the Internet is an important part of our lives as is English. For this reason, it can be said that learning via internet is an alternative way to learn English. Web-based technologies and powerful internet connections provide various new possibilities for the development of educational technology.

Technology-based foreign language teaching has provided many effective strategies in the learning process. The use of technology in teaching leads to a good command of the target language with ease. Learners stand a better chance of improving their foreign language skills if learning is strengthened with technology; therefore, technology-aided learning environment is a key factor that motivates the learners to accomplish better. My study puts forward how technology-based instruction helps learners achieve success in foreign language learning process.

Some sites provide a large amount of English language learning and information, such as listening, speaking, reading, writing, grammar, testing, and background knowledge. That information, including some audio and visual information, can be downloaded.

Nowadays Internet-based Language Learning (IBLL) is the most innovative area in the practice of English language teaching and learning. Keeping students interested and engaged in current topics or activities is a daily challenge for teachers in the classroom. Currently, the internet is gaining immense popularity in English language teaching and more and more educators and learners are embracing it.

The role of the internet in language learning is continuing to grow as it provides students with interactive learning resources (Cox et al., 2004; Crystal, 2001; Somekh et al., 2002). Internet has become so widespread in educational institutions and homes and its uses have expanded so dramatically that the majority of English language teachers have started to realize the implications of the internet for language learning. Therefore, EFL learners can improve their language skills and reach real learning experiences. The Internet provides them with an opportunity to access useful language resources and communicate

directly with native English speakers; they can learn listening, speaking, reading and writing English through real-world situations (Yang & Chen, 2007).

Learning English on the Internet can create efficient and high-quality achievement in personal or mass English learning. More and more people start to pay attention to it and study how to make a full use of it. English learning needs an English environment, but we cannot always communicate with the native speakers of English face to face. What teaching of traditional English adopted is one-way teaching mode from teacher to student, which violates the essence of language teaching that is cultivating students' language communication competence. Now, we could say that the Internet shrinks and bridges the distance between the people of the world in space, and makes a globalized communicational stage. The way using the Internet to learn English can compensate for the lack of general approach with no real English environment, which will greatly enhance English autonomy learning.

English language teachers are now taking innovative steps to integrate technology into their teaching environments. Teachers have a wide variety of choices for integrating technology into their classes. One of these choices is the use of Web tools. With these tools, if integrated properly into language lessons, teachers can create a more engaging, interactive and motivating learning environment in their lessons. On the Internet, language teachers can find a great many Web tools that can be used in language teaching. These tools can bring dynamism and interactivity to the language teaching and learning environments. If Web tools are used properly by the teacher in line with the objectives of the language lesson, after a careful planning, it may support the language learning process of the students (Başal & Aytan 2012).

Wappel (2010: 51) asserts that "technology has made a huge impact on the teaching and learning of English as a Second Language in the U.S.A." She notes that teachers now have a vast array of technology resources to help students move from their native language to English. Further, Wappel (2010) contends that through the use of laptops, video cameras and especially the internet, students are making notable advances in their learning. Technology improves the quality and impact of the lessons, helping students perform better. Additionally, many students are able to enroll in regular college classes more quickly. She states that technology is a key component to the success of English language learner.

Using technology in foreign language learning and teaching is useful for both teachers and students. There is a great tendency among teachers to use technological tools in language learning classrooms. Uluc (2012: 38) argues that the Internet influence "has permeated into all facets of our lives, including educational settings". In today's schools, information technologies (IT) are more powerful tools to teach, to motivate, and to make the subjects more interesting. Also, internet is getting more common for people to communicate with each other. Cetto (2010: 93) puts forward the following: "In my experience, technology has broadened the spectrum of interaction while empowering the students' learning process by providing better opportunities for language usage".

Teachers, especially language teachers, are becoming more and more interested in and enthusiastic about integrating ICT into their teaching environments. Web tools can create a more student-centered language learning environment since they allow students to become creators of their own knowledge rather than passive recipients. Language teachers have started to realize that Web tools are providing opportunities to enrich and support their students' learning.

2.3.7. Benefits of using internet In learning and teaching :

Internet is a facilitating tool of education which teachers and students get a great deal of benefit from. According to Davies (1997), there are many benefits of using the Internet in education as follows: (1) the Internet provides us with an easy access to information and databases on the web extending over the boundaries of the classroom. In this way, it gives the learners many learning opportunities and resources; (2) using the Internet can promote improved tools; (3) it enables teachers to adopt new instructional models based on the web; (4) the Internet enables Computer-Mediated Communication (CMC) in its different forms to take place.

2.3.7.1. Benefits for Students

Learning becomes self-paced. Students have more control over their learning. They can repeat exercises as they choose, or move on to the next items. They can determine which activities are most important to their needs and focus on those. Beare (1999) says Internet "can increase motivation, decrease anxiety, foster more student-centered activities, provide students with authentic materials and audiences" effectively.

63

2.3.7.2. Benefits for Teachers

When used for warm-up activities, the web helps instructors guide the classroom activities, as teachers can adjust the organization and content in accordance with the students' current knowledge (Juang, 2008). Instructors can review and check students' work.

2.3.8. Reasons for using the Internet in English classes.

In the field of English Language Teaching (ELT), there are many reasons for using the Internet in English classes. First of all, using computers in general and using the Internet in particular, provide a strong extrinsic motivation for learning English (Muehleisen, 1997). This means that when students are exposed to the Internet technology, it is likely that they will feel motivated for learning English, and consequently, their achievement will improve. Students may be familiar with the Internet at home, and therefore, when they are involved in using it in learning at school, they will feel more motivated (Huitt, 2001).

A second possible reason is that learning computer skills is essential to students' future success (Warschauer, 1997). Using the Internet has been recently regarded as an important computer skill that should be mastered by students. English majors, as prospective teachers of English, need to master the computer skills in general and the Internet skills in particular, so as to be able to face many challenges in their future careers.

A third reason is related to developing literacy skills. In the 21st century, students need to develop their basic literacy skills, namely, "the ability to read, write, communicate, research, and publish on the Internet" (Warschauer, et al., 2000: 7).

A fourth reason is that the Internet places English in an international context (Muehleisen, 1997). Throughout the Internet, students find a great number of documents and texts written in English. This encourages them to read information written on many websites and communicate with other foreigners in English. As a result, they can develop their English language proficiency.

A fifth reason is that the Internet "increases the personal power of teachers and students. It allows them to become autonomous lifelong learners" (Warschauer, et al., 2000: 7). This is very important because one of the educational goals of education is to promote the students' ability of independent, lifelong learning. Such type of learning can be carried

out with the use of many modern technologies, such as distance learning (Cropley, et al., 2000: 28-30).

2.3.9. The importance of using the Web

It is almost inevitable to ignore the necessity of the Internet in educating the new generation who utilize it in every aspect of their life. In other words, technology lets us teach all the four skills - reading, writing, listening and speaking - simultaneously. According to Boldt, et al., (1995), the Internet is a great tool that can be used to enrich students' learning habits and experiences

The Internet has a unique potential to assist people to develop the ability to build and maintain relationships and knowledge. Accessing the information easily, sharing the information and the sources of information are important factors during this process. In a learning context, the Internet can provide effective feedback to the users, enabling pair and group work, enhancing student achievement, providing access to authentic materials, facilitating greater interaction and individualizing instruction (Kabilan & Rajab, 2010).

The web also serves as an instructional delivery medium. Numerous web sites provide digital educational activities and network based courses for all grade levels in a large number of subjects. Web-based learning is an important medium for designing and delivering instruction by addressing a variety of learning strategies (Khan & Vega, 1997). The learners in web are generally responsible for their own process of learning and results (Reeves & Reeves, 1997). This gives them the freedom of moving everywhere all over the world whenever they want. Web-based learning, then, is often referred to as those delivery modalities that seek to reduce the barriers of time and space to learning, thus the frequently used phrase 'anytime, anywhere learning'

Lee (2000), while considering the motivational aspects of tasks that involve the Internet, describes creating and publishing web pages as a task that is ''one of the most potentially valuable and energizing''. Furthermore, there is solid research supporting the use of internet and web-based learning in various forms, including motivational and psychological aspects of networked and collaborative learning processes in ESL/EFL classrooms (Belisle, 1996; Krajka, 2000; Tan, et al., 1999).

Research on web literacy for novice internet users suggests that web page reading might often result in hasty and random choices with little thought and evaluation, resulting

from individual reader preference, ability to process information, language skills, and need for comprehension or task completion (Eagleton, 2001). Aydin (2007) found out that foreign language learners in Balikesir University had positive attitudes towards the Internet. Positive attitudes would contribute to foreign language learning via the Internet

In English language learning, the web can be used to provide extra reading for learners, as online learner journals that can be read by the other learners, to guide learners to online resources appropriate for their level, to increase the sense of community in a class, to encourage participation from shy learners, to stimulate out of class discussion, to encourage a process writing approach, as an online portfolio of learners' written work and to help build a closer relationship between learners in a large class (Stanley, 2005). In addition, weblogs provide language learners opportunity to practice using the language that they have learned in class (Pinkman, 2005), raise language awareness and promote learner development (Kavaliauskiené, et al., 2006), practice writing (Tu, et al., 2007), help create a collaborative class environment where learners can give and receive feedback (Barrios, 2003; Kavaliauskiené, et al., 2006; Kennedy, 2003; Laitner, 2007; Minugh, 2008; Tan et al., 2005b) and present learners with a space to reflect on their language learning (Mynard, 2007)

Also, the web has brought new dimensions and opportunities to foreign language learners in the aspects of communication. EFL learners can improve their language skills and reach real learning experiences. The Internet provides them with an opportunity to access useful language resources and communicate directly with native English speakers; they can learn listening, speaking, reading and writing English through real-world situations (Yang & Chen, 2007). Web materials have a pedagogical value in the sense that they foster opportunities for richer interdisciplinary content learning and allow the development of skills to deal appropriately with information. For instance, web tasks help students to think, analyze, and use information and resources to solve problems through collaborative work (Angrill, 2002).

2.3.10. Conclusion

The purpose of this study is teaching English vocabulary and reading skills through internet. Learning through the web is an alternative, even very useful way of English learning. In recent years, students have had the chance to learn English on their own by

66

using the web. This opportunity should be taken into account by teachers because new technologies and changing learning styles are forcing teachers to change their teaching styles, as well. Learning by using the web was quite positive. Increasing opportunities for students on the web could positively influence students. So, teachers should use more technological tools in their courses than before. Moreover, students expect to learn or use web technologies in their classrooms and courses. In this study some helpful pieces of guidelines and recommendations will be given to students and teachers. By the way, the internet with its unlimited resources, will never replace language teachers, but it can make the English language teaching more interesting and fruitful for both teachers and students.

SECTION "B"
Previous Studies

This section of Chapter II investigates previous studies relevant to the problem of the current study. This chapter includes three domains of previous studies. The first one deals with studies related to vocabulary achievement and retention, the second domain deals with studies related to reading comprehension skills, whereas the third domain presents studies related to the impact of using website on English vocabulary learning, retention and reading skills**.**

The researcher presented related studies in the light of methodology criteria which are (purpose, place, sample, instruments, statistical analysis, results and recommendations). There are some studies which do not include all the previous criteria, but the researcher cited them because they are very relevant to the nature of the current study.

2.4.1. Studies related to vocabulary achievement and retention.

Al Farra, (2014)

Al Farra's (2014) study aimed at investigating the effectiveness of using the smart board in developing tenth graders' vocabulary achievement, retention and attitudes towards English. The researcher adopted the experimental approach with both experimental and control groups. The study sample was 85 male students from Khalid El-Hassan School

randomly selected from the original population of 1743 students in West Khanyounis Directorate of Education in the scholastic year 2013-2014. The experiment lasted for five weeks. After three weeks, the researcher administered a delayed test to the experimental and control group to test retention.

The results of the study revealed that the smart board was effective in improving students' achievement in English vocabulary. The study also showed that there were no significant differences in the mean scores between the posttest and retention test of the experimental group. The study recommended teachers to use the smart board in teaching English, training courses and workshops for teachers in general and for teachers of English in particular. It also recommended using the smart board to enrich the teaching learning process and develop students' achievement level.

El-Kurd (2014)

The study aimed at investigating the effectiveness of using computerized educational songs on developing Palestinian third graders' achievement in English vocabulary and structures and improving their motivation towards learning English. To achieve the aim of the study, the researcher adopted the quasi-experimental approach. The researcher purposively selected a representative sample of (80) third graders from Rafah elementary "B" boys' school. The participants were distributed into two equivalent groups, each of which consisted of (40) students.

The researcher designed (13) computerized songs which were used in teaching the experimental group while the conventional method was used with the control one during the first term of the school year (2013-2014). The researcher prepared four tools to collect data: a vocabulary achievement test and a structure achievement test were designed and validated to be used as pre-post tests. In addition, the researcher prepared a questionnaire and an observation card. The data of the study were analyzed using T-test independent sample and T-Test paired sample. Effect size technique was used to measure the effect size of computerized educational songs on the experimental group. The results of the study revealed that the computerized songs strategy was effective in improving students' achievement in English vocabulary and structures and in enhancing their motivation towards learning English

Abdal Rahim (2015)

This study aimed at investigating the effectiveness of KWL(Know,Want,Learn) strategy on Palestinian eleventh graders' reading comprehension, vocabulary and its retention and attitudes towards English. To achieve the study aims, the researcher adopted the experimental approach on a sample of (64) eleventh graders purposively chosen from Al Manfalouti Secondary School for Boys. The participants were divided into two equivalent groups: a control group consisting of (32) students and an experimental group consisting of another (32) students. The researcher used 5 instruments to achieve the study aims: 1) a checklist for teachers to determine the most important five reading comprehension skills, 2) a pre and post reading comprehension test, 3) a pre and post vocabulary test, 4) a delayed retention test, and 5) a pre and post attitude scale towards English language. The researcher used the KWL strategy in teaching the experimental group, while the traditional method was used in teaching the control one in the second term of the scholastic year 2013-2014. The experiment lasted for five weeks (2 lessons per week) in which the researcher implemented the study tools to investigate the effect of the strategy.

The results of the study revealed that the KWL strategy was effective in developing reading comprehension, vocabulary and its retention and in enhancing the attitudes of students towards English language.

Wafi (2013)

Wafi's (2013) study aimed to investigate the effectiveness of using an animated pictures program in learning English vocabulary among the fifth graders in Gaza. The sample of the study consisted of (64) students distributed into two groups. The groups were randomly chosen from a purposive sample from Haifa Primary School for Girls in the second term of the school year (2012-2013). An achievement vocabulary test was designed and validated to be used as a pre and posttest in acquiring English vocabulary for the fifth graders. The results indicated that there were statistically significant differences between both groups in favor of the experimental one in receptive, productive vocabulary and the total score due to the animated pictures program.

Demir (2013)

Demir's (2013) study sought to provide insight into the understanding of teaching and learning vocabulary and to explore if the vocabulary instruction through in-class vocabulary strategies developed by the researcher were helpful for Turkish 8th grade EFL students' English vocabulary retention in comparison to traditional vocabulary instruction. The experimental group consisted of 66 students from two different classes and the control group comprised of 63 students from two classes. From the data collected through the post-test and retention-test design, it was concluded that both in the short and medium term, there was a significant difference between the vocabulary retention scores of the students who were instructed with in-class vocabulary strategies (Experimental Group) and those of the students who were given traditional instruction (Control Group) in favour of the experimental group.

Kieffer, et al. (2012)

Kieffer, et al.'s (2012) study was designed to test a multi-dimensional model of English vocabulary knowledge for sixth-grade students from linguistically diverse backgrounds (n = 584). Participants included language minority students learning English as a second language (L2) and students who learned English as a first language (L1). Students were assessed on 13 reading-based measures tapping various aspects of vocabulary knowledge, using multiple-group confirmatory factor analysis.

It was found that vocabulary was comprised of three highly related, but distinct dimensions -breadth, contextual sensitivity, and morphological awareness. This three-dimensional model was found to hold for L2 learners as well as L1 speakers. Although the L2 learners were statistically significantly lower than the L1 students on all three dimensions, the magnitude of the difference for morphological awareness (d = 0.37) was somewhat smaller than that for vocabulary breadth (d = 0.52) and contextual sensitivity (d = 0.49). Results were similar for a sub sample of Spanish speaking L2 learners and for the full sample of L2 learners from various home language groups. Findings support a distinction between word-specific and word general knowledge in understanding individual and group differences in vocabulary.

70

Al-Nassir (2012)

Al-Nassir's (2012) study compared the effectiveness of the translation method and pictorial method in teaching English vocabulary for EFL learners at the elementary level. The total number of participants was 36. All participants were from a secondary school in Saihat, Saudi Arabia. A repeated measures ANOVA was used to compare the effectiveness of both methods. The results indicated that there was a significant difference between the translation method group and pictorial method group for the pictorial method participants on all the immediate recall tests and the delayed posttest. The results showed that the pictorial method is more effective than the translation method for EFL learners at elementary level. The author of this study suggested the use of several methods for teaching EFL and ESL learners at elementary level instead of using one method.

Khairi & Pakzad (2012)

Khairi and Pakzad's (2012) study aimed to investigate whether teaching critical reading strategies had any significant effect on intermediate EFL learners' vocabulary retention. To fulfill the purpose of this study, 72 male and female students within the age range of 17 to 32 years studying at Farzan and Farzanegan language schools in Tehran at intermediate level were selected from a total number of 114 participants based on their performance on a piloted PET and a piloted teacher-made vocabulary recognition test and assigned to the experimental and control groups of 36 participants each. The same content was taught to both groups throughout the 19-session treatment with the only difference that the experimental group was taught critical reading strategies while in the control group the common comprehension-based approach was applied. At the end of the instruction, the piloted vocabulary retention post-test was administered to the participants of both groups after an interval of two weeks. Finally, the mean scores of both groups on the post-test were compared through an independent sample t-test, which led to the rejection of the null hypothesis. Thus, teaching critical reading strategies proved to have a significant effect on intermediate EFL learners' vocabulary retention.

Aghlara (2011)

In Aghlara's (2011) study, the effect of using a digital computer game and its role on promoting Iranian children's vocabulary learning was investigated. In the experimental group, the SHAIEx digital game was used whereas in the control group English vocabulary

was taught through traditional methods. At the end of the teaching period, the participants' performances were compared. The results indicated that the mean score of the children in the experimental group was significantly higher than that in the control group, indicating the positive effect of using digital games on teaching English vocabulary to children.

Al-Zahrani (2011)

Al-Zaharani's (2011) study aimed at investigating the effectiveness of keyword-based instruction in enhancing English vocabulary achievement and retention of intermediate stage pupils with different working memory capacities. The study adopted a quasi-experimental design employing two groups. The study tools were achievement vocabulary test and working memory tasks. The sample of the study consisted of 3rd intermediate grade pupils from two intermediate schools in Taif (N = 96). The two group's scores were analyzed using Two-way ANOVA.

The study results revealed that the keyword method had a positive effect on the learners' vocabulary achievement and retention. Also, results showed that pupils with high WMC were better than pupils with medium and low WMC in both vocabulary achievement and retention.

Lin, et al. (2011)

Lin et al.'s (2011) study was intended to explore EFL students' perceptions of learning vocabulary collaboratively with computers. The study recruited 91 eighth-graders from three intact classes in a junior high school in Taiwan . All participants took pre-post and delayed tests of vocabulary exercises in three periods.

The computer group also completed a questionnaire and six students were interviewed. The quantitative data showed that students learning collaboratively with computers did not outperform in vocabulary tests designed for individual study; however, they showed better retention, outperforming the others in the delayed posttest. From the qualitative data, more than 70% of the participants in the computer group reported a positive attitude and anticipation to learning vocabulary in such an environment. A further analysis found the nature of tasks, sharing of computers and grouping, effective to their approaches to learning.

Hall (2010)

Hall (2010) investigated the importance of vocabulary development in kindergarten. The purpose of this qualitative case study design was to explore and describe how

kindergarten teachers in 1 Midwestern U.S. suburban school district perceive and value the task of teaching vocabulary. The results were based on data collected from 2 focus group interviews and 8 follow-up 1-on-1 interviews from kindergarten teachers in the district. The teachers specified that vocabulary instruction does definitely exist in their classrooms.

One significant finding was the acknowledgment by the core searchers that socioeconomic status is not a consideration for children's abilities to increase vocabulary capacity. There was no distinction in children's learning curve related to vocabulary between children who were poor or children who were wealthy.

Endo (2010)

Endo's (2010) study examined the effects of topic interest on the vocabulary learning and retention in third grade students with and without learning disabilities. All students learned 12 unfamiliar vocabulary words in three different vocabulary learning conditions: High-interest topic vocabulary, low-interest topic vocabulary, and vocabulary words without a thematic topic. Harry Potter represented the high-interest topic condition, Ancient Mesopotamia represented the low-interest topic condition, and the No Topic condition consisted of unassociated words without a thematic topic. Two studies were conducted. Both studies used the same methodology, but were conducted on a different student population. The first study involved third grade students without learning disabilities, and the second study compared the same students from the first study to third grade students with learning disabilities. Students without learning disabilities (NLD) who showed high ability in reading comprehension on pretest showed effects of topic interest on vocabulary retention. These students learned vocabulary items better in the high-interest condition, and performed equally in the low-interest topic and No Topic conditions.

However, students with low reading comprehension on the pretest showed no effect of topic interest on vocabulary retention, and students with learning disabilities (LD) demonstrated a similar lack of effect. The low comprehension students and LD students demonstrated a superior performance on the No Topic condition compared to the high or low interest condition, suggesting a less clear cut relationship between topic interest and vocabulary learning in these groups. In addition, reading comprehension and word knowledge were significantly correlated in NLD students, and each was significantly correlated with their vocabulary retention. These results gave evidence to the strong relationship between reading comprehension and word knowledge, and demonstrated that

these two factors played a significant role in students' vocabulary learning. Also, the type of task significantly affected how topic interest impacted students' vocabulary retention. In conclusion, results showed that topic interest can be an important factor in determining how well students retain vocabulary words, but this tends to be true for students with higher reading comprehension ability and is dependent upon the type of task given.

Stager (2010)

The purpose of Stager's (2010) study was to investigate the effects of using flashcards on developing automaticity (rapid word recognition) with key vocabulary words and phrases in order to improve fluency and reading comprehension skills for participants with and without diagnosed learning disabilities enrolled in a high school Spanish course. Eighty-seven students without learning disabilities and six students with learning disabilities (n = 93), all between 16 and 18 years of age, (sample of convenience) were given single-word and phrase training within the context of the curriculum. Participants learned to decode key words and phrases quickly and accurately in Spanish using flashcards. Once training was determined to be sufficient, as measured through Curriculum-Based Measures (CBM's), reading comprehension scores were then obtained through end-of-unit exams.

One-Way Within Subjects ANOVA/Mean analysis was conducted to explore the differences between rapid word decoding rates and reading comprehension scores. ANOVA (p less than 0.05) analyses comparing the CBM's of automaticity (administered just prior to the exams) with end-of-unit comprehension exams found no statistically significant differences between the two. Results suggest that an emphasis on the development of automaticity (rapid word recognition), within the context of the curriculum, benefits all students of foreign language study. The findings indicated that students with learning disabilities were able to achieve comprehension rates comparable to students without learning disabilities as a result of the intervention.

Alshwiah (2009)

The Alshwiah's (2009) study aimed to investigate the effects of a proposed blended learning strategy on teaching medical vocabulary at Arabian Gulf University (AGU) on pre-medical students' achievement. The study sample consisted of 50 students who scored less than 60% in AGU English Language Entry exam. The sample was randomly divided into two groups; (22) students in the control group and (28) in the experimental group. The

research instrument was the AGU English language unit exams in English 151. Data analysis revealed that there were no statistically significant differences between the experimental and the control group. The results also indicated that the experimental group members demonstrated a high degree of satisfaction toward the online unit in three dimensions of the scale and medium satisfaction in one dimension. It was argued that though students were satisfied with the online unit, lack of vocabulary improvement was due to lack of administrative support.

Robson (2009)

The purpose of Robson's (2009) study was to examine the effects of four instructional methods - context clues, definition, elaboration technique, or word parts and word families - on the vocabulary growth and acquisition of adults enrolled in a community college developmental reading course. The study investigated whether performance in any or all of the four instructional methods was moderated by age or language. Seventy three respondents participated in the study. Participants were enrolled in one of five sections of College Reading Preparatory II (REA0002) offered in the Spring of 2009 at Indian River State College in Fort Pierce, Florida. All five sections of REA0002 were taught by the same professor, a tenured faculty member, chair of the developmental reading department and Associate Professor of Developmental Reading at Indian River State College. The instruction and tests in all five sections of REA0002 were consistent with the research design which insured continuity and consistency in the use of the four instructional methods. All participants received the same treatment and quizzes. During the course of the study, participants first received a pretest, then the treatment or instruction, followed by an instructional quiz, and a delayed post-test was administered at the end of the study.

An analysis of the data, which included the pretest, instructional quizzes with four quizzes independently and then combined for an aggregate score for an immediate post-test, and the delayed post-test, yielded mixed results. The four instructional quizzes independently showed definition instruction to have the highest positive impact on student learning. In a measure of gains from pretest to instructional quizzes immediately after treatment, significant improvement in student learning was found only with word parts instruction. In a measure of performance from pretest to immediate post-test (aggregate score of instructional quizzes) there was a significant gain in students' vocabulary competence, and from pretest to delayed post-test there was a significant decrement in

students' vocabulary competence. Age and language moderated vocabulary competence. Further tests of equivalency were mixed and should be interpreted cautiously, as there were a very small number of students in the group of 25 years or older and non-native English speakers.

Zhang (2009)

In Zhang's (2009) study of language learning, three presentation modes (varying from providing or not providing example sentences by the teacher and by the students themselves) were utilized to examine the effectiveness of using example sentences in vocabulary presentation and learning activities. The study was of 58 English majors as the subjects and two tests were performed one hour and one week after the relevant presentations, utilizing one of three presentation modes. Supported by the two major findings from data analysis, the study reached the conclusions that: 1) using example sentences in vocabulary learning promoted learners' vocabulary learning and retention; 2) the ways of using example sentences influenced learners' vocabulary learning and retention effects as well. Generally, the effect was better when learners made their own example sentences than when the sentences were randomly provided by the teacher. The conclusions indicated that example sentences did work in direct vocabulary learning in ESL and EFL contexts.

Sun & Dong (2004)

This study examined the effects of multimedia on supporting English vocabulary learning in a multimedia context. Sixty-seven grade 1 and grade 2 Chinese students (31 girls and 36 boys) were chosen from a primary school in urban Beijing. Participants were at the beginning level of learning English as a second language and their average age was 7 years and 3 months, and having low exposure to the L2 language in their daily lives. A pre-test was conducted to assess whether the children knew the meanings of the L2 target words in the cartoon to be used. The results of the pre-test showed that none of the children could correctly identify the meaning of any target word. The results indicated that learning L2 vocabulary in an animation based context without any learning support was inefficient for the young beginners. The findings also indicated that learning L2 vocabulary in an animation-based context was too difficult for young beginners when no learning support was provided.

Alshamrani (2003)

The researcher conducted a study that explored the attitudes and beliefs of ESL learners regarding vocabulary development through extensive reading of authentic materials. The participants consisted of two groups of advanced and low-advanced ESL learners who attended an ESL extensive reading course which lasted for 3 months and aimed at improving their academic reading ability. Different qualitative methods were used including interviews, document analysis, notes, and email follow-ups. The participants showed a positive attitude towards learning vocabulary through extensive reading of authentic texts. The findings also indicated that extensive reading improved their vocabulary, in addition to other language skills.

Commentary

The researcher clearly recognized from the previous studies that all of them concentrated on the great importance of vocabulary learning as the root of learning any second or foreign language. Moreover, there was emphasis in all these studies that the retention of the vocabulary was very important, which concurs well with the aim of this study.

2.4.2. Studies Related to Reading Comprehension
Al Udaini (2011)

Al Udaini's (2011) study aimed at investigating the effect of a computerized program on developing ninth graders' reading comprehension skills and students' attitudes towards reading. The researcher purposively chose a representative sample of (60) ninth graders. The researcher used four tools: a questionnaire for teachers to determine the most important reading comprehension skills for ninth graders, an achievement test (Pre & Post), the suggested computerized program for the reading texts included in the second-term of English for Palestine 9, and an attitude scale (pre & post) to determine the students' attitudes towards reading.

The results of the study revealed that the computerized program was effective in developing the reading comprehension skills for ninth graders. In addition, the study findings confirmed that the technological environment develops and enhances the students' attitudes towards learning in general and towards reading via computers in particular. The

researcher recommended that EFL Palestinian teachers should use computers as a tool of enhancing students' reading comprehension and developing their attitudes towards not only reading but also learning.

Bataineh (2010):

This study investigated the effects of using instructional technologies (audio- visual videos) on improving reading comprehension skills. The researcher studied 25 students as an experimental group for the academic year 2005-2006 from the Isra University at the Pharmacy Department. A number of procedures were followed: First, test papers of students of pharmacy were analyzed to identify the linguistic difficulties. Certain instructional technologies (audio– visual videos) were suggested to help students overcome these difficulties. A posttest was conducted at the end of the experiment in order to measure the progress. The findings of the study revealed that the suggested instructional technologies adopted in the experiment were effective in improving students" comprehension of scientific texts.

Haboush (2010)

Haboush's (2010) study aimed at investigating the effectiveness of a suggested program based on Multiple Intelligences theory on eighth graders' English reading comprehension skills. The researcher employed a representative sample of (65) EFL. The participants were divided into two equivalent groups: a control group, (32) students, and an experimental one, (33) students. The researcher used a variety of tools: a checklist of reading comprehension skills; an achievement test (pre and post test) to measure any possible differences between the target groups; an MI-based analysis of the reading texts; a suggested program and weekly quizzes for the purpose of formative evaluation. The collected data were analyzed and treated statistically through the use of SPSS.

The findings indicated that there were statistically significant differences between both groups in favor of the experimental one. The study revealed that the program had a medium effect size in favor of the experimental group. The researcher recommended the re-use of the program on the same reading skills. Moreover, he recommended the use of MI theory on other language skills and other school subjects as well.

El Kahlout (2010)

El Kahlout's (2010) study examined the effectiveness of using a guided discovery approach on developing reading comprehension skills among the eleventh graders in Gaza strip governorates. In order to achieve the aim of the study, the researcher adopted an experimental research design. The sample of the study consisted of (77) students who were chosen from the students at the humanities stream. The experiment was accomplished in two months. A content analysis card was designed to choose the reading comprehension skills to be developed. In this study, the researcher used the critical level as a high level of comprehension. An achievement test was designed and served as a pre-post test.

The results of the study revealed that guided discovery strategy was effective in improving students' reading comprehension achievement. Based on the findings, the researcher recommended that the teacher of English should adapt guided discovery in teaching English in general and in teaching reading comprehension in particular.

Fan (2010)

The purpose of Fan's (2010) study was to investigate the effect of Collaborative Strategic Reading (CSR) on Taiwanese university students' reading comprehension with reference to specific types of reading comprehension questions. The participants were 110 students from two intact classes which had low-intermediate to intermediate level of English. This study adopted a pre-test and post-test design with a control group. The data mainly came from statistical results of One-Way ANOVA, but would be triangulated by multiple data sets including the questionnaire responses and transcripts of group discussions during CSR.

The findings indicated that CSR had a positive effect on the Taiwanese university students' reading comprehension particularly in relation to the comprehension questions on getting the main idea and finding the supporting details. The findings of the study suggest that implementing comprehension strategy instruction for one semester may help learners adopt some degree of strategic reading behaviors, but it takes long-term efforts and practices for EFL learners to fully develop their strategic reading abilities.

Chen, et al. (2010)

Chen et al.'s (2010) study aimed at developing an online Tag-based Collaborative Reading Learning (TACO) system designed both to improve English reading comprehension and aid teachers in accurately evaluating English literacy. The researchers

tested their system both ability to improve reading comprehension and aid teachers in accurately assessing literacy by conducting a three-month trial with 56 participating Taiwanese high school students from February to May 2009. During this period, post-testing results showed a significant improvement in reading scores among participants in the tag-based system, and survey feedback from teachers suggested an improved capacity for literacy assessment. This study used both quantitative and qualitative methods of data analysis

The results of this study showed clear improvement of the reading comprehension skills of participating EFL learners through computer based learning. This study indicated that the computer with all its software programs as multimedia and online programs enhanced students' reading competency, literacy, and other reading difficulties.

Abu Shamla (2009)

Abu Shamla's (2009) study examined the effectiveness of a suggested program based on prior knowledge to develop eighth graders' reading comprehension skills. In this study, the researcher used four tools; a checklist to determine the suitable reading comprehension skills for the eighth graders, a questionnaire to determine the degree of importance of reading comprehension skills, an achievement test and the suggested program. The sample of the study was purposively chosen by the researcher of about (40) students as an experimental group and another (40) students as a control one. The results were statistically analyzed using T-test to find the differences between the experimental and the control group in the pre- and the posttest.

The findings revealed that there were significant differences between the two groups in favor of the experimental one due to the use of prior knowledge activation before reading. The researcher recommended that it was important for the teachers to activate prior knowledge the students have before reading comprehension activities.

Badr El-Deen (2009)

Badr El-Deen's (2009) study tested the effectiveness of the assisted extensive reading program on developing reading comprehension strategies for ninth graders in Gaza strip governorates. The sample of the study was three groups, two groups as experimental groups and the third group as a control one. The study examined the improvement of reading comprehension strategy for the first experimental group who received training with comparison with group two who received treatment with the strategy training and extensive

reading program. The control group received no treatment. The experiment lasted for nine weeks of an extensive reading program. An achievement served as pre-and posttests and a statistical analysis was conducted on collected data.

The results of the pre and post tests revealed that the assisted extensive reading program proved to be efficient in developing reading comprehension strategies. 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 group two who received both strategy training and extensive reading program was always superior to the other two groups, and group one who received strategy training only achieved some program aims but it was not significant when compared with the scores of the control group. The researcher recommended that extensive reading program should be conducted in schools and training courses should be held for teachers.

Hamdan (2009)

Hamdan's (2009) study investigated the effect of using linguistic games on seventh graders' reading comprehension skills. The targeted skills were translation, extrapolation and interpretation. The sample of the study consisted of 140 students divided into 4 groups, 2 male groups and 2 female ones studying at preparatory schools in the middle area of Gaza. Two of them represented the experimental groups and the others represented the control ones. Through a pretest, the researcher proved group equivalence; and any possible differences in achievement among the groups were measured through a posttest. Analysis of the collected data revealed that both groups, male and female, demonstrated more achievement than the control ones in terms of translation, extrapolation and interpretation skill. Based on the positive findings, the researcher recommended the implementation of linguistic games on other language skills. The study highlighted the importance of linguistic games on developing reading comprehension skills.

Hollingsworth (2007)

Hollingsworth's (2007) study investigated the effect of cooperative learning on reading comprehension for the first and second grade. The sample of the study was (51) students form the first and the second graders, (28) elementary teachers. Participants of (184) were chosen from the families of the (51) second graders. The tools of the study were

81

survey for the students, a comprehension checklist for a narrative text and a comprehension checklist for an expository text. The researcher implemented specific reading comprehension strategies through the use of cooperative learning groups, guided reading, and reader's theater.

The results showed that cooperative learning, as a method of teaching, proved to be valuable in helping students learn comprehension strategies and encouraging positive interactions among peers. Moreover, the students achieved academic success by increasing their levels and knowledge of comprehension skills. Hollingsworth recommended that increasing enthusiasm and motivation helped create positive attitude towards reading.

McKown & Barnett (2007)

McKown and Barnett's (2007) study was conducted to improve reading comprehension for second and third grade students by using higher-order thinking skills such as predicting, connections, visualizing, inferring, questioning and summarizing. The researchers used three tools to assess the changes in their students' learning. The tools were: Meta comprehension strategy, State Snapshots of Early Literacy Test, Ready's Practice, Reading Comprehension Test, and the Teacher Observation Checklist. The sample was (65) students divided into two groups; (33) from the second grade and (32) students from the third grade. The strategies of Meta comprehension were first modeled by the researchers through the think-aloud process and the use of graphic organizers. Next, the strategies were practiced by the whole class, then small groups, and finally independently. The strategies were introduced and practiced over a sixteen weeks' period ending with an assessment.

The results showed a significant increase in students' knowledge of reading comprehension strategies. The study recommended that implementing different strategies would raise students' reading comprehension skills. It is clear that McKown and Barnett's (2007) moved gradually in teaching reading comprehension skills from thinking aloud to graphic organizer to class practice and finally independent practice. This gradual movement was a necessity to develop critical reading skills.

Ahmadi (2007)

Ahmadi's (2007) study investigated the effects of linguistic simplification and content schemata on reading comprehension and recall. The participants, 240 Iranian male

82

students of English as a foreign language, were divided into 4 homogeneous groups, each consisting of 60 participants (30 with high proficiency and 30 with low proficiency). To elicit data, the study used 2 types of texts: content-familiar and content-unfamiliar. Each type appeared in 4 versions: original, syntactically simplified, lexically simplified, and syntactically lexically simplified. The results of two separate one-way ANOVAs confirmed the homogeneity of the subgroups within the high and low proficiency levels. Two types of instruments were used. The first type included an NELT and eight reading comprehension tests. NELT was chosen based on a pilot study with a representative sample of participants. The second type of instrument included eight reading comprehension tests based on two texts. One of the texts, an extract from the biography of the Prophet Muhammad (P. B.U.H), had content related to Islam. The other text was an extract from the biography of Joseph Smith, a non-Muslim religious figure. The content of the first text was supposed to be much more familiar to the Muslim participants than that of the second one. For each of the texts, 14 MC test items were developed. The tests were piloted and pre-tested with a sample group of participants.

It was found out that content schemata had a greater effect on both EFL reading comprehension and recall than that of lexical or syntactic simplification. Also, language proficiency had a significant effect on both reading comprehension and recall, whereas linguistic simplification (syntactic or lexical) showed no significant effect. Language proficiency showed a significant positive correlation with both reading comprehension and recall regardless of content.

Gabl, et al. (2007)

Gabl, et al.'s (2007) study examined the effect of a program on increasing student's reading comprehension and fluency through the use of guided reading. The targeted sample consisted of the second and the fourth grade students in a northwest suburban area of a large city. The instruments were a teacher survey and a comprehension test measuring fluency. The researcher hypothesized that guided intervention using leveled texts was effective in solving the problem of reading comprehension and fluency for the second and fourth graders.

The results showed an increase in students' reading fluency and comprehension throughout the course of the intervention. The study recommended that guided reading in

the classroom as a method helped teachers to meet the individual needs of each student. The researcher suggested some solutions to improve reading comprehension and fluency as increasing family involvement, teaching thinking skills, creating flexible groups in the classroom, utilizing a meaningful reading curriculum, improving teacher education, and setting up a positive environment.

Murphy (2005)

Murphy's (2005) study aimed to examine the effect of a custom-designed English language proficiency and interaction on developing reading comprehension skills for university students who were learning English as a second language in Japan. The students were divided into groups; some students worked in pairs and some alone. The interaction was promoted through pair work at a single computer program and providing elaborative feedback in the formative hints about incorrect answers as means of stimulating discussion. The students were enhanced by online material to promote interaction between them as they completed multiple choice reading comprehension exercises.

Quantitative results showed that the interaction between type of feedback and manner of study (Individual or Pair work) was statistically significant. Students performed better on follow-up comprehension exercises in pairs and having been provided with elaborative feedback. Furthermore, qualitative analysis of transcribed interactions also showed that elaborative feedback was conducive to quality interaction. The study recommended that the designer could cater for different levels of language proficiency by providing feedback that may promote both reading comprehension and interaction. They could also offer different forms of feedback to promote preferences. The researcher used the same language skill but different sample and she agreed that interaction inside classroom helped develop reading comprehension skills.

Alghazo (2005)

Alghazo's (2005) experimental study was conducted to examine the effect of background knowledge on reading comprehension. The study sample consisted of four sections of fifth grade students in Jordan. A total of 115 students participated in the study. The purpose of the study was to show that when Arab students read culturally relevant material in English they are more likely to comprehend it better than when they read texts that are quite foreign to them. The study was experimental in which two passages were

selected, one was culturally familiar to students and the other was unfamiliar to students. Two tests and observation tools were used.

The results indicated that the students were more interactive with the culturally familiar passage than with the unfamiliar one. Students also tended to have more to say on topics they already had previous knowledge of. This study concluded that students achieved better reading comprehension if they knew something about what they were reading.

Caposey & Heider (2003)

Caposey and Heider's (2003) action research aimed at investigating the effect of cooperative learning on English reading comprehension. The targeted students, a 4th grade and a 7th grade classes in western Illinois, USA, were divided into groups as to be ready for cooperative learning strategy. The treatment continued for 10 weeks. The after-treatment data were collected through parents' survey to identify parents' views about students reading behavior, students' survey in order to identify their views toward reading and vocabulary posttest.

The results of the tools mentioned above were compared to the results of the same type of tools administered previous to treatment. Analysis of the results showed that students of both groups achieved vocabulary mastery; and thus significant higher scores were obtained. Additionally, the teachers of both groups observed good cooperative work among students and an improvement in student reading comprehension. In conclusion, the researchers recommended the use of cooperative learning in other school subjects.

Mahmoud (2001)

Mahmoud's (2001) study examined the effect of pre-reading activities on tenth graders' reading comprehension in Tulkarem District, the West Bank, Palestine. The sample of the study was selected according to pre-determined criteria consisting of (294) students divided into 4 male and 4 female sections. Three male and three female sections were assigned to the three experimental groups, while the remaining two male and female sections were assigned to the control group. The results were statistically analyzed using paired t-test and Sheffee post-Hoc test to find the differences between the experimental and the control group in the pre- and the posttest.

The findings revealed that there were significant differences between the two groups in favor of the experimental groups taught by using the pre reading activities. The researcher recommended that teachers should give more attention to the preparation stage by using appropriate pre-reading activities.

Stahl, et al. (1991)

Stahl, et al.'s (1991) study aimed to examine the effect of both prior topic knowledge and vocabulary knowledge on reading comprehension. In this study, the researchers used a newspaper article about a ceremony marking the retirement of baseball player. The target passage was a 1,100-word article. The population of the study consisted of 159 10th graders, 85 from a rural community and 47 from a suburban one. Many measures were used to assess the students' achievement; two measures were used to assess the students' vocabulary knowledge: The Nelson-Deny vocabulary sub-test and a checklist. Three other measures were used to assess the subjects' baseball knowledge; a free association task, 17 terms used exclusively in baseball were added to the vocabulary checklist and a short questionnaire. Comprehension was assessed using a written free recall. Three measures were also derived from the recall.

The results suggested that both domain knowledge and vocabulary have independent effects on comprehension and that those effects were on what was comprehended as well as on how much was comprehended.

2.4.3. Studies related to impact of Using Website on teaching English
Altun (2015)

Altun's (2015) study aimed to investigate the effect of using integration of technology into foreign language teaching. The sample of the study consisted of 99 students at English language teaching department at Ishik University. In this study the descriptive method was applied. Survey data collection technique was used. The data in this research was analyzed through qualitative research data analysis. The researcher concluded that there was not a great difference between students who advocated traditional methods and those who advocated technology-based instruction.

Ahangar (2015)

This experimental research investigated EFL learners' experiences of vocabulary learning while surfing and text processing. In this small-scale study, two homogeneous

groups of EFL learners (N =19), after taking a vocabulary test to ensure that their vocabulary knowledge differences were not significant, were randomly assigned to attend Interchange 3 class in two different groups – one as the experimental and the other as the control group. In each session, there was a free discussion on special topics. While the experimental group surfed the internet, processed the online texts, shared and discussed their findings and beliefs on the internet, the control group did not use the internet and simply shared their opinions and discussed their personal beliefs. The results of the vocabulary pre- and post-tests indicated that the "internet users" significantly outperformed the "non-internet users"; that is, the control group. Based on the findings, the internet created a stimulating environment which helped learners effectively boost their vocabulary knowledge.

Zourob (2014)

This study aimed at investigating the effectiveness of using Webinar on improving speaking skills for the Rafah UNRWA seventh graders and their anxiety in speaking. To achieve this aim, the researcher adopted the experimental approach. The sample of the study consisted of (48) female students from Rafah Prep (B) Girls' School. The researcher designed three tools: an achievement test, an observation card, and an anxiety scale. The researcher also used the Web-based seminar for implementation and the content analysis as helping tools. The experiment was applied during the first term of 2013-2014 scholastic year and used grade seven speaking functions in English for Palestine, using webinar. The data were analyzed statistically by using Mann Whitney. The results of the study revealed that the webinar positively affected students' English language speaking skills. It also reduced students' speaking anxiety. The researcher recommended that Palestinian teachers should keep abreast with the latest technology tools to get benefit from their advantages.

Bataineh (2014)

This study aimed at investigating the effect of using web-site games on the route and the rate of Saudi pupils' reading comprehension, vocabulary acquisition, and motivation quantitatively and qualitatively. The sample of the study consisted of forty male pupils from Madinah Directorate of Education. Anwar Al-Faihaa' School was randomly chosen from the total number of basic schools in that directorate in the first semester of the academic year 2011-2012. Data were collected with twelve weeks via a pre-posttest design for equivalent group. The results of the study indicated that students who were taught using

web-site games had better results than those who were taught using the traditional method. The researcher concluded that web-site games could facilitate pupils' reading comprehension and vocabulary acquisition since they motivated students and made them involved in the teaching process.

Ta'amneh (2014)

The purpose of Ta'amneh's (2014) study was to investigate the effect of using educational websites on the first year students' achievements in English Grammar in Badr Community College to improve the quality of teaching English language. To achieve the aim of the study, a pre/post-test assessment was constructed to measure students' achievement in English grammar. The participants of the study consisted of 52 students distributed on two groups enrolling in Taibah University (Badr Community college) during the academic year 2013/2014. Descriptive statistical methods were used (means and standard deviations) for pre and post- tests of students' achievement in English grammar to experimental and control groups.

Results revealed that there were statistically significant differences in the achievement mean scores of the learners of the experimental group and the control group in favor of the experimental group. Accordingly, the researcher recommended integrating the new technologies in the syllabi and citing websites relevant to language skills and encouraging English instructors to vary their methods, techniques and ways of teaching according to students' interests

Al-Mudallal (2013)

Al-Mudallal's (2013) study aimed at investigating the effect of using the weblog as a teaching and learning tool supportive to the process writing approach on enhancing Palestinian eleventh graders' English writing performance in general and writing product skills and writing processes in particular and improving their attitudes towards writing in English. To achieve this aim, the researcher followed a quasi-experimental approach so she chose a purposive sample of 40 EFL female students studying at Dallal Al Mughrabi Secondary "A" Girls' School in the Directorate of Education-East Gaza. The researcher used three tools. The first tool was a writing attitudes scale, the second tool was a process writing questionnaire, and the third tool was a writing achievement test. The collected data were analyzed and treated statistically through the use of SPSS.

The findings of the study revealed that there were statistically significant differences between the mean scores attained by the experimental group and those by the control group in the post writing achievement test in favor of the experimental group. In light of those findings, the researcher recommended the necessity of using the weblog in teaching English writing to attain better results in students' English writing achievement, to enable them to use the writing processes and to develop their attitudes towards English writing. Also, the researcher suggested that further research should be conducted to explore the effect of the use of the weblog on different English language skills and other school subjects.

Nomass (2013)

This paper aimed to highlight the role of using modern technology in teaching English as a second language. It used some techniques as online English language learning web sites, computer assisted language learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, listening CD-players, and learning video-clips. A case study was done to appreciate the response of typical English language classroom students for using technology in the learning process.

In order to collect data the researcher used questionnaire. The form was given to arbitrary samples of students at the department of English language, College of Arts, Al-Jabal Al-Gharbi University in Libya. The results of the case study showed that most of the students preferred the use of technology, especially computers, in developing their second language skills. English language teachers should encourage their students to use technology in developing the language skills.

Srichanyachon (2013)

This study investigated attitudes toward using the Internet as a learning tool among students at Bangkok University; students' expectation of social networks and search engines in learning English, as well as their perceived usefulness. It also examined their use of the Internet for learning English. The samples were 198 undergraduate students enrolled in Fundamental English course at Bangkok University. The instrument in this study was a questionnaire. Results from the study indicated that the levels of attitudes toward using the Internet as a learning tool and Internet use for learning English in general were moderate. The students had positive attitudes toward using the Internet as a learning tool. The Internet was viewed as the best method to communicate.

Tsou et al. (2013)

This study investigated the effects of implementing a multimedia storytelling website on foreign language learning. The researchers in this study developed a multimedia Storytelling Website to study how web based technology can assist overcoming the learning obstacles. In order to demonstrate the effectiveness of this Website in significantly facilitating teachers' storytelling and children's story recall processes in EFL classrooms, it was implemented in one elementary school to test its effectiveness in instruction and in resultant student learning. The sample of the study consisted of 70 students from primary school. The researchers adopted the experimental approach with both experimental and control groups. The researchers' tools were pre-post test, questionnaire and interview. The results of the study supported the significance and the education value of the multimedia Storytelling Website on EFL teaching and learning. If the website could be applied within elementary EFL classrooms, the quality of teaching and learning could be improved and students' enjoyment and success in EFL learning may increase.

Terre Haute (2012)

Terre Haute's (2012) study explored the potential language learning value of applying Twitter as a tool for English as a Foreign Language (EFL) reading and writing in a college setting in Taiwan. The participants in this study were 56 college students in a four-year program. Participants were randomly assigned to two equal-size groups: a Twitter and non-Twitter group. Participants completed pretests and posttests to assess reading and writing. During this two-month investigation, both of the groups experienced the same learning materials and teaching methods. The students' pretest and posttest results were analyzed by independent and dependent sample *t*-tests. The study indicated that Twitter-assisted learning had a significant positive influence on the experimental group's learning.

El khateeb (2012)

El khateeb's (2012) study aimed to investigate the impact of using WebQuests on the Palestinian seventh graders' English reading comprehension skills. The researcher adopted the experimental approach. The sample of the study consisted of (88) students distributed into two groups. One of the groups represented the control group of (44) students; and the other represented the experimental one of (44) students from UNRWA Maghazi Prep. Girls School (A) in the Gaza Strip in the second term of the school year (2010-2011). To collect data, the researcher used an achievement reading comprehension

90

test, a scale and the third tool was an observation card. The data of the study were analyzed using T-test independent sample and effect size technique. The results indicated that there were statistically significant differences between both groups in favour of the experimental one due to the use of the WebQuest programme. Based on those findings, the study recommended the necessity of implementing the WebQuest method in teaching English language to bring about better outcomes in students' achievements of English language.

Alwehaibi (2011)

This study aimed at researching the impact of integrating YouTube technology into English as a foreign language (EFL) instruction. For the purpose of the study, a quasi experimental design was adopted. Based on such design, two groups of second year college students at the Department of Curriculum and Instruction in the Faculty of Education at Princess Noura University in Riyadh, Saudi Arabia were chosen. There were forty-five students in the control group and fifty-one in the experimental group. The researcher used a pre-posttest as a tool and a t-test to obtain the data, It was recommended that YouTube should be considered as an effective instructional tool for enhancing content learning of EFL college students and as an important teaching resource in classrooms.

Tuan (2011)

Tuan's (2011) case study aimed to examine if the implementation of WebQuest helped enhance the reading skill and to explore the students' attitude towards WebQuest-based teaching of reading. The participants were (44) second-year students (26) females and (18) males, who were attending the third course of reading (Reading 3) at the Faculty of English Linguistics and Literature of the University of Social Sciences and Humanities in Ho Chi Minh City. Participants were invited to take part in this newly-designed WebQuest-based reading course. The instruments included pretest, posttest, and questionnaire that helped to collect quantitative data.

The findings displayed that the students who received the WebQuest-based program made considerable improvement in their reading comprehension skills. The findings were also enhanced by the positive feedback of the students towards the use of WebQuest through the online survey carried out after the course. It was also suggested that further

research should be conducted on the effect of the WebQuest on different dimensions of learning English language and other school subjects.

Kocoglu (2010)

Kocoglu's (2010) study aimed to explore whether or not using WebQuests was effective in enhancing writing and reading performance of EFL students. A total of (34) first-year ELT students enrolled in a Turkish university participated in the study. One class, as the experimental group consisting of 13 students, 4 male and 16 female, used WebQuest tasks. The other class, as control group consisting of 14 students, 2 male, 13 female, received traditional teacher-led reading/writing tasks. The data came from reading performance test, writing performance test and reading and writing scores. The reading performance test was given as a pre-and post-test in which students were asked to read a passage and answer reading comprehension questions. Another test, which was on the same topic was given as the post-test at the end of the semester. The writing performance test consisted of pre-test and post-test in which students performed a writing task. The variables WebQuest use, reading performance and writing performance were analyzed via descriptive statistics and independent sample t-test. The findings indicated that the experimental group scored higher on reading scores than did the control group. On the other hand, both groups scored equally on writing scores.

Al-Sobh (2010)

Al-Sobh's (2010) study aimed to investigate the effectiveness of a web-based instructional program on Jordanian secondary students' performance. The researcher also investigated the students' opinions and their linguistic behaviors about a web-based instructional program. Results revealed that there were significant differences in the students' mean scores of the overall English writing achievement post-test in favor of experimental group. Moreover, they revealed that students who used the web-based instructional Journal of Emerging Trends in Educational Research and Policy Studies program had positive opinions towards using the internet in learning the skill of writing.

Baturay, et al. (2009)

The aim of this study was to examine the effects of web-based supplementary material on intermediate level English language learners' vocabulary retention by presenting the

vocabulary items to them through spaced repetitions. The researchers adopted the experimental approach. Three modules and their repetitions, consisting of texts and exercises such as multiple choice, gap-filling and cloze tests, were made accessible to learners on the web. The study consisted of 69 participants, and it was implemented during the spring semester of 2006-2007. Participants were given vocabulary retention tests to measure their vocabulary development. Based on the results of the study, it could be concluded that WEBVOCLE proved to be effective in increasing the retention of participants' vocabulary through spaced repetitions. Data was collected via pre-posttest. In the study, media was just a mode for instruction to be delivered, and the applied method and pedagogical principles played prominent roles. It was recommended that future designs of computer-mediated language projects should utilize language teaching and learning strategies, methodologies and principles in their instructional design process with the necessary inquiry and precedence over simple technological learning.

Mostafa (2009)

Mostafa's (2009) study aimed to investigate the effectiveness of integrating internet resources into EFL curricula, using the WebQuest model, to enhance graduate students' reading and writing skills for research purposes in the Faculty of Education. The study attempted to exploit both the constructivist and cooperative approaches through the use of project-based teams. It adopted an eclectic approach to enhance reading and writing for research purposes through training graduate students to design EFL instructional materials for teaching English at different design EFL instructional materials for teaching English at different levels and reflect upon this experience. The instruments used were: A) A pre and post-test to measure students' research reading and writing skills; B) A rubric to evaluate the appropriateness of the tasks used in the pre- and posttest; C) Teacher logs to evaluate the different activities of the program and D) A teacher's observations. The sample consisted of forty-five male and female students post-graduate students. The findings indicated that integrating web resources into EFL curricula, using the WebQuest model, was effective in enhancing students' reading and writing skills for research purposes and provided a positive learning experience. It was thus recommended that EFL teaching practitioners adopt the WebQuest model in making use of web resources for their instruction.

Tanyeli (2008)

Tanyeli's (2008) study aimed to figure out how effective the web assisted reading skills in Eastern Mediterranean University (EMU), Faculty of Law were. There were two groups of students. The experimental group students practiced reading skills activities on the web. The students in control group practiced the same activities using the traditional methods, guided by the teacher in class. Both groups were given a pre-test at the beginning and a post-test at the end in order to compare their achievements. The experiment took place in one month. The population under investigation were second year students, who were taking English IV Course in Fall 2007-2008 academic year in the Faculty of Law at EMU. The data was collected through a questionnaire, interviews, and observations. The results showed that web assisted instruction was more successful for law students. Also, the results showed that the experimental group outperformed the control group, and therefore the curriculum was revised and web assisted reading skills would create the main part of the curriculum.

Barros & Carvalho (2007)

Barros and Carvalho's (2007) study investigated the impact of a learning environment based on the WebQuest, a ReadingQuest, and on student engagement in an extensive reading task. The sample was constituted by two groups belonging to two different classes attending the 8th grade. Class F was the experimental group (n=26), who worked on the ReadingQuest, mainly due to the timetable that allowed the use of the computer lab. Class D was the control group (n=27). These students read the same story under the guidance of the teacher and did the same worksheet as the experimental group. The researchers adopted the experimental approach with both experimental and control groups. Data was collected via a pre-post test and a questionnaire. The results showed that the ReadingQuest was a valuable environment for teaching extensive reading, in contrast to traditional reading classes, as it could enhance motivation and promote constructivist learning.

Madden, Slavin & Chambers (2005):

Madden, Slavin and Chambers' (2005) study investigated the claim whether embedded multimedia or computer-assisted tutoring could improve the students' reading performance. The students were 159 first grade students, who were divided into two groups. A pretest was used for the two groups to ensure the validity of using computers'

animation in the experiment of all group. Results showed that students who learned reading comprehension through computer outperformed the students who learned through using the traditional way. The researchers recommended that future investigations should also focus on understanding the motivational processes by which embedded multimedia enhances learning.

Noytim (2003)

This study investigated the potential of the internet to support students' English reading development. The sample of the study consisted of 50 students in the third year in English education at NPUR in the first semester 2003. The research revealed that the internet was potentially powerful resource for English teaching. Moreover, it revealed that students had high levels of interest, enthusiasm, and a belief that the internet could play a positive role in supporting English language learning.

Young (2003)

This study investigated the potential impacts of integrating the Internet into an English as a second language class in a vocational senior high school in Taiwan. The participants in this study were 29 third-year high school students: fall semester, from September 2000 to January 2001, and spring semester from February 2001 to June 2001. To take the elective course 'Internet and English', certain prerequisites were required. The study employed both qualitative and quantitative methods. The researcher used a multimethod approach to document and evaluate the process of integration of the Internet in the English learning settings. A post-class questionnaire was administered to the participants at the end of this class. Data collected for the studies included authentic email messages, questionnaires, classroom observations, formal and informal interviews, and student logs.

Chuan Kung (2002)

Chuan Kung's (2002) study was to investigate (1) how teachers could effectively help students learn English through ESL websites already available on the Internet and (2) how students perceived learning English through these teacher-selected websites through WebQuest . The participants were a class of 49 (10 male, 39 female) students majoring in French and minoring in English at a technological college of languages in Southern

Taiwan. The tool of the study was anonymous questionnaire in their native language inquiring about their computer u abits. The findings revealed that despite some difficulties encountered, students had an overall positive attitude to using the teacher-selected websites in their learning of English. The students found that learning English through ESL/EFL websites was interesting and effective. sage h

Whattananarong (2002)

The purposes of this study were to investigate and compare the effects of Internet-based teaching and learning systems and traditional instruction on learners in the areas of quality of students' term papers, homework, reference sources, analytical ability, synthesis and summarization of information, the costs of learning through the Internet (tuition fees not included), and time used for study. The samples were 80 graduate students randomly selected from the class of 4 subjects registered from the second semester of academic year 2000 to the first semester of academic year 2002. The instruments used in this study were two evaluation forms, an on-line test, and questions posted on the Internet-based systems. Data were analyzed by using a one-way t-test for independent samples. The results indicated that there was no negative effect on the learners. They suggested that the teacher's role changed for the Internet-based instruction did not change the learning outcome of the students.

Having reviewed the previous studies, the researcher widened and enriched his background about the problem of the current study which deals with the impact of Using a Website on 10th graders' English Vocabulary, Retention and Reading skills The researcher found the previous studies very beneficial as they were conducted by different researchers all over the word (e.g. Palestine - U.S.A- Taiwan- China- Malaysia…etc.) and on different levels from kindergarten to school levels. This proves the importance of the topic of the current study as it has been investigated in different contexts worldwide.

It was clear that the pre-mentioned studies were divided into three main domains. The first and the second tackled studies related to teaching and learning Vocabulary, Retention and Reading skills . The researcher enriched his background of general approaches and techniques in teaching English vocabulary and reading . Also, these studies revealed how vocabulary and reading skills teaching process represent a major matter in learning English language. In Palestine, no similar research in this regard has been

conducted to the researcher's best knowledge. Thus, it is critical to investigate the effective methods for learning vocabulary among Palestinian EFL learners to take a step into developing our teaching methods in the field of teaching and learning English.

As mentioned before, vocabulary and reading skills play a pivotal role in enabling students to communicate effectively and without them instruction learners frequently fail to achieve advanced levels of communicative competence. However, opinions vary regarding the effective ways of teaching vocabulary and reading. Thus, this study was conducted to find out whether or not the Website was an effective instructional tool in developing vocabulary and reading .

The third domain tackled studies related to using Website in teaching English vocabulary, retention and reading skills. The majority of the studies affirmed the positive effects of using a Website in teaching and learning in general and English language in particular. In this concern, Ta'amneh (2014), El Khateeb (2012), Tuanl (2011), Chun kung (2002), Bataineh (2014), Tanyeli (2003), Mudden (2005), Al Sobh(2010), Baturay (2009) proved the effectiveness of using Website in developing the participants' vocabulary and reading skills. Other studies like those of Al tun (2015), Mostafa (2009), Al-Mudallal (2013), Scrichanyachon (2013), Noytim (2003), Nomass (2013), Lin (2011), Tsou (2013) and Yaung (2003) investigated the effectiveness of using the internet in teaching and learning English language. The researcher concluded that using the website in teaching English language and its skills as well as other school subjects has positive results on students' achievement

The previous studies also showed that using the website could increase motivation, decrease anxiety, foster more student-centered activities, and provide students with authentic materials and audiences effectively. Moreover, all of the previous studies showed that by using a Website in the teaching/learning process creates student-centered classes. Also, it can make the English language teaching more interesting and fruitful for both teachers and students.

It is very important to admit that the researcher benefited a lot from reviewing the related studies which, serving as a guide, helped in:

- choosing and designing the tools of the study,
- writing the outlines of the theoretical framework,
- choosing the proper treatments for the study, and

- justifying, explaining and discussing the study results

The topics and purposes in the previous studies were different. There were some studies focusing on developing vocabulary and reading teaching and learning based on various methods and techniques such as those of Alfara (2014), AbdalRahim (2015), El Kurd Arikan (2014), Wafi (2013) Demir (2013). Other studies like those of Ta'amneh (2014), El Khateeb (2012), Tuanl (2011), Chun kung (2002), Bataineh (2014), Tanyeli (2003), Mudden (2005), Al Sobh (2010), Baturay (2009) used website in teaching languages. This current study focused on using Website in teaching/learning vocabulary and reading among tenth graders.

Concerning the methodology implemented, most of the studies used the quasi experimental approach such as those of, Ta'amneh (2014), El Khateeb (2012), Tuanl (2011), Chun kung (2002), Bataineh (2014), Tanyeli (2003), Mudden (2005), Al Sobh(2010), while some adopted the descriptive one such as those Altun (2015), even Bataineh (2014) used both approaches.

The different instruments used in the previous studies provided the researcher with clear insights to conduct the present study efficiently. The most commonly used tools to conduct these studies included pre-posttests, surveys, questionnaires and interviews. However, this study used pre-post achievement test to measure the effect of using Website on developing 10th graders' vocabulary and reading skills.

The samples of the previous studies were different from one study to another in number, gender and age. Studies such as those of El-kurd (2014), Kieffer (2012) and Wafi (2013) focused on elementary schools, while those of Demir (2013), Al vdaini (2011) and Nomass (2013) focused on high schools from grade 7, 8 and 9. The majority of studies focused on secondary schools as those of AlFarra (2014), Abdel Rahman (2015), and Nassir (2012). There were a number of studies tackling samples from university as those of Bataineh (2010), Fan (2010), Al Sobh (2010), and Tanyeli (2008). The researcher conducted this study on tenth graders from Osama Bin Zaid Secondary Boy School.

The previous studies used various statistical treatments to measure the results. These treatments included: T-test, ANOVA and others. In this study, the researcher utilized T-test, Means, Standard Deviations, Spearman Correlation, Alpha Cronbach Technique,

and Split-half Technique, which are included in the Statistical Package for Social Sciences (SPSS).

The results of these studies revealed that most students perceived that the Internet was an interesting and useful tool in the English class. The use of information communication technology in an EFL class could motivate student learning and provide students with a less stressful environment to express their opinions and thoughts freely on the Internet and thus students transformed learning from a traditional, passive experience to one of discovery, exploration, and excitement in a less stressful setting

The previous studies support the idea that technology and Internet facilitate students' English learning. In addition, all researchers asserted the importance of technology and web-based language learning. It is clear from the studies that using the technology and web-based curriculum is more beneficial and helpful than using traditional methods. It is hoped that this study would lead to increasing and improving students' achievement in English through using the educational websites in their learning process.

Chapter III

Methodology

<center>**Chapter III**

Methodology</center>

3.1. Introduction

This chapter covers the procedures followed throughout the study. It also introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study and the research design. Moreover, it introduces the statistical methods used in chapter four .

3.2. Methods of research design:

The researcher used the experimental research design which requires an experimental group and a control one. A website was used in teaching English reading skills and vocabulary to the experimental group, while the traditional method was used with the control group.

The study includes four variables. The first variable is a website, the second is reading comprehension, the third is vocabulary, and the fourth is vocabulary retention . The experiment lasted for five weeks. Both groups were taught by the same teacher, the researcher.

3.3. Study Population

The population of the study consisted of all male tenth graders at the governmental schools in the Directorate of Education, North Governorate enrolled in the first semester of the scholastic year (2015-2016). According to the records of the Directorate of Education, North Governorate (2015),The number of male tenth graders was (1743) .

3.4. Study Sample

The sample of the study consisted of (84) students distributed into two groups; the experimental group, which consisted of (42) students and the control group, which included (42) students as shown in Table (3.1) below. The sample of the study was chosen purposively from Osama Bin Zaid Secondary School for Boys in Jabalia - Directorate of Education, North Governorate. The sample was randomly assigned into two groups, experimental and control.

<center>104</center>

<div align="center">

Table (3.1)

Distribution of the sample according to the groups

</div>

Group	Experimental	Control	Total
No. of Sample Participants	42	42	84

Both groups were in the tenth grade and aged nearly 14-15 years old. They were equivalent in their general achievement in accordance with the statistical treatment of their results in the first term exam of the scholastic year 2015 – 2016. All school classes were equivalent in their achievement as they were distributed according to their achievement in equivalent classes by the school administration beforehand. A pre-test was used to check the equivalence of achievement between the two groups.

3.5. Study Variable

The study included the following variables:

1. The independent variable is the website.

2. The dependent variables are reading comprehension, vocabulary and vocabulary retention.

3.6. Instrumentation

The researcher used three different instruments to achieve the aims of the study:

1. A reading comprehension skills checklist.

2. Reading comprehension test (Pre & post).

3. Vocabulary test (pre, post and retention).

3.6.1. Reading comprehension skills checklist

The reading comprehension skills checklist was prepared by the researcher based on reviewing related literature, previous studies, the teacher's guide to tenth grade *English for Palestine* students' book and the aims of the reading comprehension skills for the tenth grade highlighted in the Palestinian English Language Curriculum Document (1999).

3.6.1.1. The aim of the reading comprehension skills checklist

The checklist aimed at determining the most important five reading comprehension skills for tenth graders to be used in the pre- and posttests.

3.6.1.2. Sources of the reading comprehension skills checklist

The researcher used the aims of the reading comprehension skills for the tenth grade as a reading comprehension skills checklist put forward by the Palestinian Ministry of Education for teachers and supervisors to choose the five most important reading comprehension skills for tenth graders.

3.6.1.3. Description of the checklist

A twelve-item checklist was used in this study in order to rate the degree of importance of the five most important reading comprehension skills for tenth graders. Respondents were asked to rate each item of the reading comprehension skills as follows : (3) = very important, (2) = important, and (1) = slightly important.

3.6.1.4. Validity of the checklist

To test the validity of the checklist, the researcher consulted a group of specialists including supervisors of English, university professors. methodology experts, and qualified teachers of English whose comments were taken into consideration to referee the checklist.

3.6.1.5. Application of the checklist

The checklist was applied on (3) English language supervisors and (14) expert teachers to rate the degree of importance of the five most important reading comprehension skills for the tenth graders. Afterwards, the percentage weight was calculated and the five most important skills were chosen which got more than (90%). The results showed that there were (5) important skills out of the (12) reading comprehension skills included in the original checklist as shown in Table (3.2) below.

Table (3.2)
Most important five reading comprehension skills and their percentage weight

No.	Skill	Percentage weight %
1.	Skim texts for general meaning.	94.67
2.	Scan texts for specific information.	93.88
3.	Make predictions about content.	93.33
4.	Recognize reference words.	92.01
5.	Make inferences.	92.00

3.6.2. Reading comprehension test

The reading comprehension test was prepared by the researcher to measure the students' achievement in the five following reading comprehension skills: [1] prediction, [2] scanning, [3] skimming, [4] inference, and [5] recognizing reference words. It was used as a pretest, applied before the experiment and as a post-test, applied after the experiment.

3.6.2.1. The aim of the reading comprehension test

The reading comprehension test was one of the study instruments, which aimed at measuring the impact of using website on developing reading comprehension skills for the 10th graders. The objectives of the test were to examine the students' ability to:

1. Skim texts for general meaning.
2. Scan texts for specific information.
3. Make predictions about content.
4. Recognize reference words.
5. Make inferences.

3.6.2.2. Sources of designing the reading comprehension test

The researcher constructed the reading comprehension test depending on his own experience and English for Palestine 10 textbook. In addition, the researcher consulted English supervisors and experienced teachers.

3.6.2.3. Items of the test

A reading comprehension passage was used in the pre-posttest. The passage was selected form the tenth grade students' book (English for Palestine 10). The passage was about "How to feed people in 2050?". It was selected from the reading text in unit 1, period 5 , page 9. The items of pre- and posttests were distributed into five questions as follows:

1. A multiple choice exercise in which students were required to anticipate what the text was about and to choose the correct answer form a-c. It consisted of two items; one mark was given to each correct answer. (Prediction)
2. (A) A multiple choice exercise in which students were required to read the passages flipping through the pages fairly fast to choose the correct answer from a-c. (Skimming)

(B) a complete exercise in which students were required to read the passages flipping through the pages fairly fast and complete the spaces. It consisted of three items; one mark was given to each correct answer. (Skimming)

3. A multiple choice exercise in which students were required to read the passages looking for specific information and to choose the correct answer form a-c. It consisted of three items; one mark was given to each correct answer. (Scanning)

4. Answer-the-questions exercise in which students were required to use clues from the text combined with readers' previous knowledge to find out about something that was not directly stated and to answer the questions. It consisted of three items; one mark was given to each correct answer. (Making Inferences)

5. A multiple choice exercise in which students were required to read the passages in order to determine certain items of language which have the property of reference and choose the correct answer form a-c. It consisted of five items; one mark was given to each correct answer. (Recognizing reference words).

3.6.2.4. The pilot study

The test was applied on a random sample of (40) tenth graders from Osama Bin Zaid Secondary School for boys, who had the same characteristics of the sample of the study. The results were recorded and statistically analyzed to assess the validity and reliability of the test as well as the time needed. The items of the test were modified in the light of the statistical results.

3.6.2.5. Test Validity

Al Agha (1996: 118) states that "a valid test is the test that measures what it is designed to measure". The study used the referee validity and the internal consistency validity.

3.6.2.5.1. Referee validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in governmental schools. The items of the test were modified according to their recommendations (See Appendix 5).

3.6.2.5.2. Test Internal Consistency Validity

Al Agha (1996: 121) asserts that the internal consistency validity indicates the correlation of the score of each item with the total average of the test. It also indicates the correlation of the average of each domain with the total average. This validity was calculated by using Pearson Formula. Table (3.3) shows the correlation coefficient of every item of the reading comprehension test.

Table (3.3)
Correlation coefficient of every item of the reading comprehension test

No.	Pearson Correlation	No.	Pearson Correlation
1	*0.386	9	**0.862
2	**0.665	10	**0.730
3	**0.812	11	**0.594
4	**0.685	12	**0.941
5	**0.783	13	**0.533
6	**0.651	14	**0.654
7	**0.375	15	**0.900
8	**0.870	16	**0.798

*r table value at df (38) and sig. level (0.05) = 0.304
**r table value at df (38) and sig. level (0.01) = 0.393

Table (3.3) shows that correlations of the test items were significant at (0.05), which indicates that there was a consistency between the items. This means that the test was highly valid for the study.

Table (3.4)
Pearson Correlation coefficient for every skill in the reading comprehension test

Skill	Pearson Correlation
Prediction	**0.686
Skimming	**0.832
Scanning	**0.782
Inference	**0.892
Recognize reference words	**0.892

*r table value at df (38) and sig. level (0.05) = 0.304
**r table value at df (38) and sig. level (0.01) = 0.393

As shown in the Table (3.4), there is a correlation between the domains and the total degree and each domain with the other domains at sig. level (0.01). This shows a high internal consistency of the reading comprehension test, which reinforces the validity of the test.

109

3.6.2.6. Reliability of the test

The test is regarded reliable when it gives the same results in case of applying it again for the same purpose in the same conditions (Al-Agha, 1996: 120). The reliability of the test was measured by the Spilt- half technique.

3.6.2.6.1. Split-Half Method

The reliability of the test was measured by KR20 and the Spilt- half techniques. Table (3.5) shows (KR20) and Split half coefficients of the reading comprehension skills test.

Table (3.5)
(KR20) and Split half coefficients of the reading comprehension test domains

Split half coefficient of the test domains	KR20	No. of Items	
0.880	0.919	16	**Total**

The results showed that the Spilt-half coefficient is (0.880) and KR20 is (0.919) and this indicates that the reliability of the test was high and strong.

3.6.2.7. Analysis of the items of the reading comprehension test
3.6.2.7.1 Difficulty coefficient

Difficulty coefficient is measured on the pilot study by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994: 308). The coefficient of difficulty of each item illustrated in Table (3.6) was calculated according to the following formula for the pilot study comprised (40) students.

Difficulty Coefficient =	**No. of students with wrong answers**	**X 100**
	Total number of students	

Table (3.6)
Difficulty coefficient for each item of the reading comprehension test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.73	9	0.61
2	0.64	10	0.68
3	0.68	11	0.50
4	0.70	12	0.68
5	0.55	13	0.55
6	0.64	14	0.27
7	0.68	15	0.50
8	0.61	16	0.45
Total difficulty coefficient		**0.59**	

Table (3.6) shows that the difficulty coefficient wobbled between (0.27 – 0.73) with a total average of (0.59). This means that each item is acceptable or in the normal limit of difficulty according to the viewpoints of assessment and evaluation specialists.

3.6.2.7.2 Discrimination coefficient:

The discrimination coefficient means that the test is able to differentiate between the high achievers and the low achievers. The discrimination coefficient was calculated according to the following formula:

Discrimination Coefficient =	No. of students with correct answers among high achievers	-	No. of students with correct answers among low achievers
	No. of high achievers		No. of low achievers

Table (3.7) shows the discrimination coefficient for each item of the test:

Table (3.7)
Discrimination coefficient for each item of the reading comprehension test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.55	9	0.68
2	0.73	10	0.64
3	0.64	11	0.64
4	0.59	12	0.64
5	0.73	13	0.73
6	0.73	14	0.55
7	0.64	15	0.64
8	0.77	16	0.73
Total Discrimination coefficient		**0.66**	

Table (3.7) shows that the discrimination coefficient wobbled between (0.55 – 0.77) with a total average of (0.66). This means that each item is acceptable or in the

normal limit of discrimination according to the viewpoints of assessment and evaluation specialists.

3.6.3. Vocabulary test

The test was prepared by the researcher to measure the students' achievement in vocabulary. It was used as a pretest applied before the experiment, a posttest also applied after the experiment and as a delayed retention test applied three weeks after the posttest application.

3.6.3.1. The general aim of the test

The test aimed at measuring the impact of using a website in developing the tenth graders' vocabulary and its retention in English language.

3.6.3.2. Sources of constructing the test

The researcher depended on "English for Palestine 10" textbooks to construct the vocabulary test. Furthermore, the researcher depended on his experience as a teacher of English. Moreover, the researcher consulted the English supervisors in the Directorate of Education, North Gaza Governorate and some colleague teachers. The test consisted of (30) items (See Appendix 5).

3.6.3.3. Test items

The items of the test were distributed into six questions as follows:

1. **Complete the following by using a suitable word from the box.** This question included five items which evaluated students' ability to choose words according to context. One mark was given to each correct answer. Students had to read the words from the box and then use them to complete the sentences.

2. **Write each word in the box next to its definition below.** This question included five items which evaluated students' ability to match words with their definitions. Students had to read the words and the definitions to match them with the appropriate ones. One mark was given to each correct answer.

3. **Replace with new words that have the same meaning of the underlined words**. This question included five items which evaluated students' ability to recall and identify word synonyms of the underlined words. One mark was given to each correct answer.

4. **Complete the sentences with a suitable word from the same word family**. This question included five items which evaluated students' ability to use the appropriate form of words. One mark was given to each correct answer. Students had to read the words between brackets and then derive a word from the same word family to complete the sentences.

5. **Match the words in the box to words below to make word pairs.** This question included five items which evaluated students' ability to use word collocations. Here the students had to match pairs of words to make one meaningful pair. A mark was given to each one.

6. **Match the words in the box with their opposites below**. This question includes five items which evaluated students' ability to match words with their antonyms correctly by writing a word from the given box next to its antonym. A mark was given to each one (See Table 3.8).

Table (3.8)

Distribution of the items of vocabulary achievement test

Question	Type	No. of items	Marks
Question 1	Complete the following by using a suitable word from the box.	5	5
Question 2	Complete the following by using a suitable word from the box.	5	5
Question 3	Complete the sentences with words from your own that have the same meaning of the underlined words.	5	5
Question 4	Complete the sentences with a suitable word from the same word family.	5	5
Question 5	Match the words in the box to words below to make word pairs.	5	5
Question 6	Match the words in the box below with their opposites below.	5	5
Total		30	30

3.6.3.4. Pilot study

The test was administered to a random sample of (45) tenth graders from Osama Bin Zaid Secondary School, who had the same characteristics of the sample of the study. The results were recorded and statistically analyzed to assess the validity and reliability of the test as well as the time needed. The items of the test were modified in the light of the statistical results.

113

3.6.3.5. The validity of the test

Al Agha (1996: 118) states that "a valid test is the test that measures what it is designed to measure". The study used the referee validity and the internal consistency validity.

3.6.3.5.1 Referee validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in governmental schools.

3.6.3.5.2. The internal consistency validity

Al Agha (1996: 121) asserts that the internal consistency validity indicates the correlation of the score of each item with the total average of the test. It also indicates the correlation of the average of each domain with the total average. This validity was calculated by using Pearson Formula. Table (3.9) shows the correlation coefficient of every item of the vocabulary test. According to Table (3.9), it can be concluded that the test is highly consistent and valid as a tool for the study.

Table (3.9)
Correlation coefficient of every item of the vocabulary test

No.	Pearson Correlation	No.	Pearson Correlation
1	**0.724	16	**0.763
2	**0.406	17	**0.760
3	*0.327	18	**0.813
4	**0.577	19	**0.596
5	**0.800	20	**0.813
6	**0.810	21	**0.735
7	**0.744	22	**0.818
8	**0.729	23	**0.740
9	**0.821	24	**0.784
10	**0.927	25	**0.682
11	**0.535	26	**0.900
12	**0.684	27	**0.748
13	**0.890	28	**0.647
14	**0.813	29	**0.705
15	**0.938	30	**0.802

*r table value at df (38) and sig. level (0.05) = 0.304
**r table value at df (38) and sig. level (0.01) = 0.393

114

The results illustrated in Table (3.9) shows that the values of these items were suitable and highly consistent and valid for conducting this study.

3.6.3.6. Reliability of the test

The test is regarded reliable when it gives the same results in case of applying it again for the same purpose in the same conditions (Al-Agha, 1996: 120). The reliability of the test was measured by KR20 and the Spilt-half technique.

3.6.3.6.1. Split-Half Method

Table (3.10) shows the results of using (KR20) and split half coefficients of the vocabulary test domains.

Table (3.10)

(KR20) and Split half coefficients of the vocabulary test

Split half coefficients of the test domains	KR20	No. of items	
0.967	0.971	30	**Total**

The results showed that the Spilt-half coefficient is (0.967) and KR20 is (0.971) and this indicates that the reliability of the test was high and strong.

3.6.3.7. Analysis of the Items of the Vocabulary Test
3.6.3.7.1. Difficulty coefficient

Difficulty coefficient is measured on the pilot study by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994: 308). The coefficient of difficulty of each item was calculated according to the following formula for the pilot study whose sample consisted of (45) students:

Difficulty Coefficient =	No. of students with wrong answers	X 100
	Total student answering the test	

Table (3.11) shows the difficulty coefficient for each item of the vocabulary test.

Table (3.11)
Difficulty coefficient of each item of the vocabulary test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.64	16	0.68
2	0.27	17	0.64
3	0.32	18	0.55
4	0.32	19	0.32
5	0.45	20	0.36
6	0.55	21	0.64
7	0.32	22	0.64
8	0.36	23	0.59
9	0.64	24	0.68
10	0.55	25	0.45
11	0.27	26	0.68
12	0.27	27	0.32
13	0.59	28	0.45
14	0.36	29	0.27
15	0.73	30	0.64
Total difficulty coefficient		**0.48**	

Table (3.11) shows that the difficulty coefficient wobbled between (0.27 – 0.73) with a total average of (0.48), which means that each item was acceptable or in the normal limit of difficulty according to the viewpoints of assessment and evaluation specialists.

3.6.3.8.2. Discrimination coefficient:

Discrimination coefficient means the test ability to differentiate between the high achievers and the low achievers.

Discrimination Coefficient =	No. of students with correct answers among high achievers	**-**	No. of students with correct answers among low achievers
	No. of high achievers		No. of low achievers

Table (3.12) shows the discrimination coefficient of each item of the vocabulary test:

Table (3.12)
Discrimination coefficient for each item of the vocabulary test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.73	16	0.64
2	0.36	17	0.73
3	0.27	18	0.55
4	0.64	19	0.45
5	0.73	20	0.73
6	0.55	21	0.73
7	0.64	22	0.73
8	0.73	23	0.64
9	0.55	24	0.64
10	0.55	25	0.73
11	0.36	26	0.64
12	0.55	27	0.64
13	0.64	28	0.73
14	0.73	29	0.55
15	0.55	30	0.73
Total Discrimination coefficient		**0.61**	

Table (3.12) shows that the discrimination coefficient wobbled between (0.27 – 0.73) with a total average of (0.61), which means each item was acceptable or in the normal limit of discrimination according to the viewpoint of assessment and evaluation specialists.

3.7. Controlling the variables

The researcher tried to control some variables that might affect the results of the research to ensure valid results and avoid any possible external interference. Mackey and Gass (2005: 128) emphasize that "it would be important that each group of students be relatively homogeneous. Were they not homogeneous, one cannot be sure about the source of the results".

3.7.1. Controlling the reading comprehension test variable

To make sure that the sample participants were equivalent in their previous English language achievement, the researcher applied a pre-reading test. The results of the participants were recorded and statistically analyzed using T-test. Table (3.13) shows the mean and the standard deviation of each group in the pre-reading comprehension test. The results analysis indicates that there were no statistically significant differences between the experimental and the control groups at (0.05) level.

Table (3.13)

T.test results of controlling reading comprehension test variable

Scope	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Prediction	Experimental	42	1.143	0.814	1.477	0.144	not sig.
	Control	42	0.905	0.656			
Skimming	Experimental	42	0.881	0.861	1.275	0.206	not sig.
	Control	42	0.643	0.850			
Scanning	Experimental	42	0.667	0.721	0.450	0.654	not sig.
	Control	42	0.595	0.734			
Inference	Experimental	42	0.024	0.154	0.823	0.413	not sig.
	Control	42	0.071	0.342			
Recognize reference words	Experimental	42	0.143	0.521	0.456	0.649	not sig.
	Control	42	0.095	0.431			
SUM	Experimental	42	3.476	1.851	1.645	0.104	not sig.
	Control	42	2.810	1.864			

"t" table value at (82) d f. at (0.05) sig. level equal 2.00
"t" table value at (82) d f. at (0.01) sig. level equal 2.66

3.7.2. Controlling vocabulary test variable

To make sure that the sample participants were equivalent, the researcher applied the pre-vocabulary test. The results of the test were recorded and statistically analyzed using T-test. Table (3.14) shows the comparison between the two groups of the sample in the pretest.

Table (3.14)

T.test results of controlling vocabulary variable

Domain	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
SUM	Experimental	42	3.429	2.431	1.338	0.185	not sig.
	Control	42	2.738	2.296			

"t" table value at (82) d f. at (0.05) sig. level equal 2.00
"t" table value at (82) d f. at (0.01) sig. level equal 2.66

118

Tables (3.14) indicates that there were no statistically significant differences at (0.05) level between the experimental and the control groups in the pre-vocabulary test and this indicates the equivalence of both the experimental and control groups.

3.7.3. Age variable

The researcher recorded the students' ages from the school's files for the scholastic year (2015-2016) and made sure that they were all of the same age ranging between [15-16] years old, which in turn indicates that both the experimental and the control groups were equivalent in the age variable.

3.8. Designing the Website:
3.8.1 Aims of the website:

The general aim of the website was to improve the students' reading comprehension skills and develop their vocabulary.

3.8.2 preparing stage:

a- The researcher gathered information from various sources as surfing the net, reviewing literature, reading many books and references related to the present study.

b- These sources were helpful as they helped in designing and identifying the website project objectives, content, resources, activities, techniques and evaluation.

c- The project was based on the use of the website as a teaching and learning tool supportive to the reading process.

d- The number of the experimental group was (42) tenth grade students.

f- The researcher made sure that all the students in the experimental group had a computer device connected with the Internet before implementing the experiment.

h- The computer lab has (30) computers connected with Internet .

i- The researcher employed the (LCD) and smartboard available in the computer lab.

3.8.3 Design stage:

a. At this stage, the researcher illustrated the specific objectives of the website project. At the end of the lessons, students should be able to:

1. Make predictions about a reading text.

2. Make inferences about a reading text.

3. Develop awareness of synonyms and antonyms.

4. Develop awareness of semantic fields (word mapping).

5. Skim for gist or general impression of text or graphics.

6. Scan for specific information from texts.

7. Recognize pronoun referents.

8. Identify the main idea of a reading text

9. Acquire a critical mass of words for use in both understanding and producing the language.

10. Remember words over time, be able to recall them readily.

11. Develop strategies for coping with gaps in word knowledge, including coping with unknown words, or unfamiliar uses of known words.

12. Be responsible for vocabulary expansion.

b. The website was used as a teaching and learning tool supportive to reading comprehension in teaching reading lessons in *English for Palestine 10*, first term from Unit 1 to Unit 2.

c. The researcher considered the students' levels and abilities.

d. The researcher prepared a teacher's guide (a lesson plan for each lesson). The lesson plan of each lesson purposely explicated and clarified the genuine classroom procedures and activities happening among the elements of the classroom environment such as the teacher, students, teaching and learning aids, procedures, and evaluation.

e. It also determined the role of each element of the learning environment as well as organizing the time among the activities. The lesson plan helped the teacher to progress effortlessly from one activity to another.

f. The content of the website was selected, arranged and modified according to the skills that students should acquire and improve. Also, the opinions and suggestions of a group of specialists including professors of teaching methodology, supervisors of English language in addition to highly qualified and experienced teachers of English language and technology were taken into account in selecting, arranging and changing the content of the website.

g. The researcher used some software programs in designing the program as: Microsoft PowerPoint, Internet explorer, Microsoft Word, Video Maker as well as Picasa, Pictures, sounds, movements and real videos are used in the design in order to activate the students' interest, attitudes, attention and understanding of the text. In

addition, the researcher added related activities to each lesson so as to improve the reading comprehension skills.

h. The content of the website could be seen once students either clicked on it or downloaded on their own computer devices. In addition, some related links were provided. Students clicked these links to open them and read them to get more benefits. For example some dictionaries such as:

*www.**oxforddictionaries**.com,*www*Dictionary.com*/www.ectaco.co.uk/English-Arabic-Dictionary

i. Moreover, the researcher added related activities and quizzes to each lesson and asked students to answer them and post them.

j. Then, the researcher introduced the website to the participants.

k. The researcher employed student-centered techniques as well as co-operative and collaborative learning.

l. The researcher moved around the students to follow up their work. However, he followed up students' interaction, comments, and feedback.

m. Individual differences among students were taken into account by varying the ways of introducing information and activities as well as using different learning and teaching aids

n. The activities were gradually presented in terms of ease and difficulty.

o. The website was student-centered, and the teacher was a facilitator, guide and director.

p. At the end of the implementation stage, the researcher implemented the post reading and vocabulary achievement test.

3.8.4 Designing Steps

The researcher used google site to create his site as follows:

1. Write the email and password.
2. Press on 'Create' and fill in the blanks.
3. Identify the form you need.
4. Name the website : https://sites.google.com/site/ahmadbakheet2015/.
5. Identify the shape related to colors & characteristic.
6. Press on 'Create' at the top of the page.
7. Create the main and sub pages.
8. Provide pages with various educational materials.

3.8.5 Implementation stage:

a. The researcher implemented pre achievement test as a diagnostic test in order to find out the weakness points students faced.

b. The researcher gave students a training session about how to use the website correctly in English vocabulary and reading skills .

c. Then, the researcher introduced the website and process reading approach to participants. Next, students became familiar with how both the use of the website and process reading approach could be beneficial in developing and enhancing their
 skills.

d. The researcher employed students' center techniques as well as co-operative and collaborative learning . Participants were allowed to work in pairs, the researcher moved around the students to follow up students' work. However, he followed up students' interaction, comments, and feedback and assignments on the website .

e. The researcher made sure that the steps of process writing approach were applied in all of the weblog's project classes.

f. The students were provided with immediate feedback from the researcher and their classmates .

g. Individual differences among students were taken into account by varying the ways of introducing information and activities as well as using different learning and teaching aids in addition to the website.

h. The activities were gradually presented in terms of ease and difficulty.

i. The activities presented a variety of questions dealing with and revealing the target reading skills.

j. The project was a student-centered, and the teacher was a facilitator, guide and director.

k. The researcher used three categories of interactions: student to teacher, student to student as well as student to the website's visitors.

l. Much focus should be provided to the assessing skills.

m. The implementation should meet students' needs, school's timetable and the English Language Curriculum.

n. In fact, the researcher managed to assign three school classes a week for teaching English vocabulary and reading skills . Each class period was (45) minutes.

o. The content of the website could be seen once students either clicked on it or downloaded on their own computer devices. In addition, some related links were provided. Students clicked these links to open them and read them to get more benefits

p. At the end of the implementation stage, the researcher implemented the post reading and vocabulary achievement test to explore the progress in students' performance after intervention.

3.8.6 Evaluation Stage:

We must keep in our mind that the use of technology does not replace the role of the teacher in the classroom. But it focuses on that the basic role of the teacher in the age of technology is to be facilitator, director and evaluator of the educational process.

Evaluation is defined as a systematic and organized process to collect and analyze information to determine the extent of achieving objectives specified for a certain semester, lesson, and training project. In addition, it indicates a judgment process or a qualitative or quantitative description of the degree or level of performance. Thus, evaluation is significant as it enables teacher to take a decision about student's performance. (AlNabhan: 2004:.38-39) .In this study, it was an activity planned to judge the advantages of the website . It was used to assess the effect of the website in terms of the benefits to the students. It was the process of gathering results to decide if the website project was effective. The researcher used two types of evaluation as follows:

3.8.6 .1 Formative Evaluation:

AlNabhan (2004:43) states that formative evaluation is a diagnostic and an ongoing process aimed at ensuring the occurrence of the requested learning with the provision of feedback as well as improving the outcomes of the both the learning and teaching processes. It indicates the quality and the level of the achievement to certain goals within a certain period of time. In addition, formative evaluation can be used to evaluate the effectiveness of a training program in the process of implementation and experimentation or to evaluate the efficacy of learning materials and teaching methods. It aims at giving data that helps in developing the program before being finished as well as it aids modifying, re-restructuring, and developing the program before being used in the field. It also aims at developing measurement tools before being used in gathering data from the field.

In this study, formative evaluation aided the researcher to realize if the objectives were achieved in the formative stages of the experiment. It also helped the researcher to

gather information to evaluate how to make the website project improved. Therefore, the researcher carried out some activities and quizzes after every lesson in order to evaluate students' improvement in vocabulary and reading skills via the experiment. The researcher used immediate feedback ,as some activities were designed, comments that students posted and by emails.

3.8.6 .2 Summative Evaluation:

AlNabhan (2004: 44) mentions that summative evaluation aims at issuing a final judgment on the whole program, learning materials and the procedures followed in a program after being finished. It also aims at giving the final judgment on the program in terms of its validity for the future uses or for the purpose of replacing it or giving guidelines about how it can be applied in the future uses.

In this study, summative evaluation was employed at the end of the program. It aimed at examining the effect of using the website as a teaching and learning tool supportive to the process reading and vocabulary approach on the development of the students' reading skills. The post- reading and vocabulary achievement test were used for this purpose. This was to provide an obvious illustration of the level of progress through the implementation of intervention bit by bit

3.8.7. Validity of the program

The researcher presented the program to a group of specialists; including professors of teaching methodology and technology, supervisors of English language in addition to highly qualified and experienced English and technology teachers in order to referee the program. The researcher modified the program according to their precious advice.

3.9. Procedures

The study progressed according to the following steps:

1. Reviewing literature and previous studies related to the effects of website on reading comprehension. In addition, the researcher reviewed previous studies related to vocabulary and its retention.
2. Preparing the theoretical framework through reviewing the literature concerned.
3. Deciding on the instruments of the study: An achievement test and A checklist of reading comprehension skills.

124

4. Designing a checklist of reading comprehension skills and introducing it to specialists, including professors of teaching methodology, supervisors of English language and experienced teachers.

5. Preparing the pre-posttest, worksheets and quizzes and also introducing them to specialists, including professors of teaching methodology, supervisor of English language and experienced teachers (See Appendix 2 & 10).

6. Conducting a pilot study to measure the test and scale suitability to the study.

7. Making sure that both groups were equivalent and then conducting the experiment.

8. Designing the website and also introducing it to specialists.

9. Checking the validity and reliability of the test.

10. Checking the validity and the reliability of the checklist of reading comprehension skills.

11. Applying the vocabulary pretest to the control and the experimental groups in the first term of the scholastic year (2015-2016).

12. Recording and statistically analyzing the results.

13. Implementing the experiment using website according to the plan on the experimental group while the control one was taught by the traditional one.

14. Applying the post-test on the sample of the study and computing the results.

15. Administering the delayed vocabulary test to the experimental and control groups after three weeks of the experiment. The results were recorded and statistically analyzed.

16. Analyzing the collected data and giving interpretations.

17. Presenting the summary, the suggestions and the recommendations in the light of the study conclusions.

3.10 Statistical analysis procedures

The data was collected and computed by using Statistical Package for Social Sciences (SPSS). The following statistical techniques were used:

1. T. Test Independent Samples: to control the intervening variables and to measure the statistical differences in means between the two groups due to the study variables.

2. T. Test Paired Sample to measure the differences in the total average scores between the post-test and the delayed test of the experimental group.

3. Spearman correlation: to determine the internal consistency validity of the test.

4. Pearson correlation coefficient: to identify the correlation the items of the test and the scale.

5. Guttman Formula: for the odd items of the scale.

6. Split-half and Alpha Cronbach techniques: to test the reliability of the test and the scale items.

7. Eta square: to assess the effect size.

3.11. Summary

This chapter outlined the procedures of designing and applying the instruments, the participants and the statistical analysis that the researcher adopted in analyzing the results of the pre-post reading and delayed vocabulary test. The next chapter presents the data analysis and results of the study questions and hypotheses.

Chapter IV

Findings: Data Analysis

Chapter IV

Findings: Data analysis

4.1. Introduction

The study aimed at investigating the impact of using a website on 10th graders' English vocabulary, retention and reading skills. This chapter tackles the findings of the study regarding the research questions. The researcher used different statistical tests of the statistical program (SPSS) to analyze the collected data. Tables were also used to present these data followed by data analysis.

4.2. Data Analysis

4.2.1. Answer to the first question

The first question was formulated as follows: **Are there statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group on the reading comprehension posttest and that of the control group subjects?** To answer this question, the researcher tested the following null hypothesis: **There are no statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group subjects on the post reading comprehension test and those of the control group.**

To examine the first hypothesis, the means and standard deviations of both groups' in on the reading comprehension posttest were computed. The independent Samples T-test was used to measure the significance of the differences. Table (4.1) describes those results.

Table (4.1)
T.test independent sample results of differences between the experimental and
the control group in the reading comprehension posttest

Scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Prediction	experimental	42	2.000	0.000	4.528	0.000	sig. at 0.01
	control	42	1.667	0.477			
Skimming	experimental	42	2.595	0.701	4.202	0.000	sig. at 0.01
	control	42	1.762	1.078			
Scanning	experimental	42	2.071	0.463	3.739	0.000	sig. at 0.01
	control	42	1.452	0.968			
	control	42	3.857	1.458			
Inference	Experimental	42	1.500	0.862	3.933	0.000	sig. at 0.01
	Control	42	0.738	0.912			
Recognize reference words	experimental	42	1.357	0.656	9.130	0.000	sig. at 0.01
	control	42	0.190	0.505			
SUM	experimental	42	14.429	2.529	8.250	0.000	sig. at 0.01
	control	42	9.429	3.005			

"t" table value at (82) d f. at (0.05) sig. level equal 2.00
"t" table value at (82) d f. at (0.01) sig. level equal 2.66

As shown in table (4.1), the T. computed value (8.25) is larger than T. table value (20.6) in the test, which means that there are significant differences at ($\alpha \leq 0.01$) in the total average score of the posttest between the experimental control and control group in favor of the experimental group. The mean of the posttest in the experimental group was (14.429), whereas the mean of the control group was (9.429). This result indicates that using the website is more effective than the traditional method in developing the students' reading comprehension skills.

To show the extent of website strategy effect on the experimental group achievement in the reading comprehension skills, the researcher applied the "Effect Size" technique (Affana, 2000: 42). The researcher computed "η^2" using the following formula:

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

128

And "d" value using the following formula:

$$D = \frac{2t}{\sqrt{df}}$$

Table (4.2)
Level of Size Effect (²η) and (d)

Test	Effect volume		
	Small	**Medium**	**Large**
η ²	0.01	0.06	0.14
D	0.2	0.5	0.8

The results of "²η" and "d" values shown in Table (4.2) indicate the large effect size of using website (0.454) on the posttest.

Table (4.3) shows the effect size of website on the different reading comprehension sub-skills.

Table (4.3)
The Effect Size of the website on the Experimental group in the Posttest

Skill	t value	η²	d	Effect Size
Prediction	4.528	0.200	1.000	Large
Skimming	4.202	0.177	0.928	Large
Scanning	3.739	0.146	0.826	Large
Inference	3.933	0.159	0.869	Large
Recognize reference words	9.130	0.504	2.016	Large
Total	8.250	0.454	1.822	Large

As shown in table (4.3) the effect size of website on students' reading comprehension skills is large.

4.2.2. Answers to the second question

The second question was formulated as follows: **Are there statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group subjects on the vocabulary posttest and those of the control group?** To answer this question, the researcher tested the following null hypothesis: **There are no statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group on the vocabulary posttest and those of the control group.**

To test the second hypothesis, the means and standard deviations of the experimental and control groups' results were computed. T-test Independent Samples

was used to measure the significance of differences. The results were as tabulated in Table (4.4) below.

Table (4.4)
T.test independent sample results of differences between the experimental and the control group in the vocabulary posttest

Scope	group	N	Mean	Std. Deviation	T	Sig. value	sig. level
SUM	experimental	42	21.143	4.688	10.643	0.000	sig. at 0.01
	control	42	9.571	5.260			

"t" table value at (82) d f. at (0.05) sig. level equal 2.00
"t" table value at (82) d f. at (0.01) sig. level equal 2.66

As shown in Table (4.4), the T. computed value (10.64) is larger than T. table value (2.66) in the test, which means that there are significant differences at ($\alpha \leq 0.01$) in the total average score of the vocabulary posttest between the experimental and control group in favor of the farmer group. The mean of the posttest in the experimental group reached (21.143), whereas the mean of the control group was (9.571). This result indicates that using website is more effective than the traditional method in teaching the students' vocabulary.

To measure the effect size of website on the experimental group achievement in vocabulary, the researcher used "η^2" test, whose results are shown in Table (4.5) below.

Table (4.5)
The effect size of the website on the experimental group in the vocabulary posttest

Scope	t value	η^2	D	Effect volume
Sum	10.643	0.580	2.351	Large

According to table (4.5) above, the effect size of using website is large on students' vocabulary achievement (0.580). In other words, means that the effect of website strategy in teaching vocabulary is significant.

4.2.3. Answer to the Third Question

The study third question was formulated as follows: **Are there statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group in the reading comprehension pre and post test?** To answer this question, the researcher tested the following null hypothesis: **There are no statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group in the reading comprehension pre- and posttest**.

To test the third hypothesis, the means and standard deviations of the experimental group results were computed. T. Test Paired Sample was used to measure the significance of the differences as shown in Table (4.6) below.

Table (4.6)

T.Test paired sample results of the differences between the pretest and the posttest of the experimental group in the reading comprehension skills test

Scope	group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Prediction	Pre test	42	1.143	0.814	6.827	0.000	sig. at 0.01
	post test	42	2.000	0.000			
Skimming	Pre test	42	0.881	0.861	10.655	0.000	sig. at 0.01
	post test	42	2.595	0.701			
Scanning	Pre test	42	0.667	0.721	10.993	0.000	sig. at 0.01
	post test	42	2.071	0.463			
Inference	Pre test	42	0.024	0.154	10.749	0.000	sig. at 0.01
	post test	42	1.500	0.862			
Recognize reference words	Pre test	42	0.143	0.521	8.762	0.000	sig. at 0.01
	post test	42	1.357	0.656			
SUM	Pre test	42	3.476	1.851	27.166	0.000	sig. at 0.01
	post test	42	14.429	2.529			

"t" table value at (41) d f. at (0.05) sig. level equal 2.02
"t" table value at (41) d f. at (0.01) sig. level equal 2.70

Table (4.6) shows that the T. computed value (27.16) is larger than T. table value (2.70) in the test, which means that there are significant differences at (α ≤ 0.01) in the total average score of the posttest of the experimental group in favor of the posttest. The mean of the posttest reached (14.29), whereas the mean of pretest was (3. 476). That is to say there are statistically significant differences between the pre and post application of the test on the experimental group in favor of the posttest, and

hence using website is very effective in the achievement of tenth graders' reading comprehension skills.

Table (4.7)
The effect size of website in the pre- and the posttest of the experimental group

Scope	t value	η^2	D	Effect volume
Prediction	6.827	0.532	2.132	Large
Skimming	10.655	0.735	3.328	Large
Scanning	10.993	0.747	3.434	Large
Inference	10.749	0.738	3.357	Large
Recognize reference words	8.762	0.652	2.737	Large
SUM	27.166	0.947	8.485	Large

With reference to table (4.7) the effect size of website (0.947) is large on students' reading comprehension skills is large . Therefore, website is significant in teaching reading skills .

4.2.4. Answer to the fourth question

The Fourth question was formulated as follows: **Are there statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group subjects in the pre and post vocabulary test?** To answer this question, the researcher tested the following null hypothesis: **There are no statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group in the vocabulary pre and posttest**.

To test the fourth hypothesis, the means and standard deviations of the experimental group results were computed. T. Test Paired Sample was used to measure the significance of differences. The test results are shown in Table (4.8) below.

Table (4.8)
T.Test paired sample results of the differences between the vocabulary pretest and posttest of the experimental group

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
SUM	Pre test	42	3.429	2.431	23.193	0.000	sig. at 0.01
	post test	42	21.143	4.688			

"t" table value at (41) d f. at (0.05) sig. level equal 2.02
"t" table value at (41) d f. at (0.01) sig. level equal 2.70

Table (4.8) shows that the T. computed value (23.1) is larger than T. table value (2.70) in the test, which indicates that there are significant differences at (α ≤ 0.01) in the total average score of the post-test of the experimental group in favor of the post test. Also, the mean of the post-test in the experimental group reached (21.143), whereas pre-test mean was (3.429). This implies a statistically significant differences between the pre and post application of the vocabulary test of the experimental group in favor of the post test. Website was very effective in the tenth graders' vocabulary achievement accordingly.

To measure the effect size of the pre and post application of the vocabulary test on the experimental group, the researcher used "²η" test, whose results are shown in Table (4.9) below.

Table (4.9)
The effect size of website in the vocabulary pre and the posttest of the experimental group

Domain	t value	η²	D	Effect Size
Total	23.193	0.929	7.244	large

Table (4.9) shows that the effect size (0.929) of website on students' vocabulary achievement is large. This means that the website effect is significant.

This means that the effect of Website is significant and this is due to the fact that it left some impact on learning the new vocabulary better than the traditional method applied on the control group.

4.2.5. Answer to the fifth question

The fifth question was formulated as follows: **Are there statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group in the post vocabulary test and delayed vocabulary retention test**. To answer this question, the researcher tested the following null hypothesis: **There are no statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group in the vocabulary posttest and delayed vocabulary retention test.**

To test the fifth hypothesis, the means and standard deviations of both the vocabulary posttest and vocabulary delayed retention test results were computed. Paired sample T-Test was used to measure the significance of the differences. The results of this test are presented in Table (4.10) below.

133

Table (4.10)
T.Test paired sample results of the differences between the vocabulary posttest
and the delayed vocabulary retention test of the Experimental Group

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
SUM	Post test	42	21.143	4.688	0.908	0.369	not sig.
	Delayed test	42	22.048	4.669			

"t" table value at (41) d f. at (0.05) sig. level equal 2.02
"t" table value at (41) d f. at (0.01) sig. level equal 2.70

Table (4.10) shows that the T. computed value (0.908) is less than T. table value (2.70) in the delayed vocabulary retention test. That means there are no statistically significant differences at ($\alpha \leq 0.05$) in the total average score between the vocabulary posttest and the delayed vocabulary retention test of the experimental group. The mean of the post vocabulary test was (21.143), while the mean of the delayed vocabulary retention test was (22.048). This result indicates the long-term effect of using website on the vocabulary retention of the experimental group.

Summary:

This chapter dealt with the study data analysis. The results of each hypothesis were statistically analyzed using different statistical techniques. The results of the first hypothesis showed differences of statistical significance between the experimental and the control one in the post application of the reading skills achievement test in favor of the experimental group. The results of the second hypothesis indicated significant differences between the two groups in the post application of vocabulary achievement test in favor of the experimental group. The results of the third hypothesis indicated significant differences between the pre and post application of the experimental group in favor of the posttest. The results of the fourth hypothesis indicated differences of statistical significance between the two groups in favor of the experimental group. The results of the fifth hypothesis showed that there are no statistically significant differences between the post vocabulary test and the delayed vocabulary retention test of the experimental group.

In the next chapter, the researcher will discuss and interpret the results before drawing some conclusions and putting forward some suggestions and recommendations.

Chapter V
Discussion of Findings, Conclusions, Implications and Recommendations

Chapter V

Discussion of Findings, Conclusions, Implications and Recommendations

5.1. Introduction

This chapter discusses the results of the study. It also summarizes the conclusions and the pedagogical implications induced from the study results. In addition, it involves suggestions and recommendations for further studies. Such suggestions are expected to be beneficial for course designers, English teachers of tenth grade, supervisors, students and educators. They could help improve teaching English language in general and reading comprehension, vocabulary and its retention in particular.

5.2. Study Findings

Based on the data analysis of this study, the following findings were observed:

1. There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group on the reading comprehension posttest and those of the control group in favor of the experimental group.

2. There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group on the vocabulary posttest and those of the control group in favor of the experimental group.

3. There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group in the reading comprehension pre and posttest in favor of the posttest.

4. There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group in the vocabulary pre and posttest in favor of the posttest.

5. There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group in the vocabulary posttest and delayed vocabulary retention test.

6. There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group in the delayed vocabulary retention test and those of the control group in favor of the experimental group.

5.3. Discussion of Findings

This current study aimed at investigating the impact of using a website on Palestinian tenth graders' reading comprehension, vocabulary and its retention. So, the experiment was designed to determine if using the web would develop the students' reading comprehension and if it would increase their vocabulary and if they would retain it longer. Based on the findings of this study, the results showed that using website had a significant effect on the students' levels of reading comprehension skills, vocabulary and its retention in favor of the experimental group, which was taught via using a website compared with the results of control group, which was taught by the traditional method. Following is a more detailed discussion of the study findings.

5.3.1. Discussion of the first question findings

The researcher investigated the first question, which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group on the reading comprehension posttest and those of the control group. The results indicated that the T. computed value (8.2) was greater than T. table value (2.00) in the test, which means that there were statistically significant differences at ($\alpha = 0.05$) in the total mean score of the posttest between the experimental and control groups in favor of the experimental group, which learned by website.

There was also a statistically significant difference between the means of both groups in favor of the experimental group. The mean of the experimental group was (14.4), whereas the mean of the control group was (9.4). In addition, the researcher found that the effect size of website was large in the total scores of the reading comprehension posttest which indicated that the effect of using website was statistically significant.

This large effect can be attributed to the activities, techniques, the suitability of different and various teaching aids used in the Website which aimed at developing vocabulary, retention and reading comprehension skills. Furthermore, these results can be attributed to the effectiveness of the Website as it positively affected both students' affective and cognitive domains. Concerning the affective domain, the Website was practiced through the Internet which provided students with multimedia advantages. Any piece of information a student studied was accompanied by sound,

movement, pictures and coloures. These advantages of multimedia seemed to have provoked students' interests and motivation. Consequently, a motivated student can learn easier than other less motivated students. In addition, Website provides different resources of information in different contexts. Multimedia aided learning is reported to be beneficial in many disciplines, including foreign language learning (Miller, 1998; Trollip & Alessi, 1988; Tsou, Wang, & Li, 2002). The study results related to the first question indicated that using website is more effective than the traditional method in developing students' reading comprehension skills.

As a matter of fact, the finding of investigating this question was in agreement with the findings of the most of the previous studies such as those of Bataineh (2014), Noytim (2003), Güttler (2011), Tanyeli (2008), Farreny, n. d., Miyazoe and Anderson (2010), and Wu (2005), which indicated that the website had an effective and significant improvement in students' achievement, interest and motivation.

5.3.2. Discussion of the second question findings

The researcher investigated the second question, which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group on the vocabulary posttest and those of the control group. The results concerning this question indicated that the T. computed value (10.64) was greater than T. table value (2.00) in the test, which means that there were significant differences at ($\alpha = 0.05$) in the total mean score of the posttest between the experimental and control groups in favor of the experimental group, which learned by the website.

There was also a statistically significant difference between the means of both groups in favor of the experimental group. The mean of the experimental group was (21.14), whereas the mean of the control group was (9.57). In addition, the researcher found that the effect size of website was large in the total scores of the vocabulary posttest. which indicated that the effect of using a website was significant. This large effect can be attributed to the use of the website.

All the abovementioned results indicate that using the website was more effective than the traditional method in developing students' vocabulary skills. The researcher attributed this result to the fact that using website with the experimental

group raised their interactivity and participation as well as their motivation to learn, which in its turn raised their enjoyment and love for using the website in learning vocabulary. This also positively reflected on their achievement towards English vocabulary.

This large effect can be attributed to the activities, techniques and the variety of teaching aids used in Website which aimed at developing vocabulary. Consequently, a motivated learner can learn easier than other less motivated students. In addition, the Website provide different resources of information in different contexts.

Moreover, the experimental group students were asked to interact with the computers through working out some computer activities which provided them with immediate feedback about their answers instead of the traditional paper and pencil activities which students do not like as they may cause boredom and embarrassment for them. In addition, they took the responsibility of their learning and the practiced active learning. They felt that their role was more central and important compared to the tradition way of teaching learning process

Additionally, the findings were in agreement with the findings of all the previous studies such as Bataineh (2014), khateeb (2012), Barros and Carvalho (2007), Al Farra(2014), El Kurd (2014), Abdal Rahim (2015), Ahanger (2013), Noytim (2013)and Madden(2005). Also, Tanyeli (2008) and Alahmadi (2010) revealed that the experimental group did better than the control group.

5.3.3. Discussion of the third question findings

The researcher investigated the third question, which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group in the reading comprehension pre- and posttest. The results indicated that the T. computed value (27.1) was greater than T. table value (2.70) in the test, which means that there were statistically significant differences at ($\alpha = 0.05$) in the total mean score of the experimental group in the reading comprehension pre- and posttest in favor of the posttest.

There was also a statistically significant difference between the reading comprehension pre and posttest in favor of the posttest. The mean of the pre test was (3.48), whereas the mean of the post test was (14.4) and this means that there were statistically significant differences between the reading comprehension pretest and

posttest of the experimental group in favor of the posttest. In addition, the researcher found that the effect size of website was large in the total scores of the reading comprehension pre and posttest, which indicated that the effect of using the website was significant. This large effect could be attributed to the nature of the Website which provided a sequence of activities, techniques with sound, movement, pictures and colours. It also provided suitable different and various teaching aids, which could contribute to developing students' reading skills.

This result can be attributed to the technological learning environment students were involved in. Every student worked on his own computer where he could watch and listen to the texts as many times as he needed to be able to answer the online activity that followed each text. Thus, the students were more self-confident and interested.

The technological learning environment also helps the students to take the responsibility for their learning. In addition, it provides sources of information more than the text book does. Moreover, it takes the advantages of the multimedia and the advantages of online materials. All those advantages contributed to these favorable results of the Reading posttest in comparison with those of the pretest. As it is known from the literature review that websites enhance students' higher thinking skills and improve their understanding of the reading text. As a result, the students felt motivated as they could achieve their comprehension objectives.

Additionally, these findings were in agreement with those of all the previous studies such as Tuan (2011), Mostafa (2009), Al Udaini (2012), Bataineh (2010), El khateeb (2012), Al Mudalal (2013), Tsou (2003), Terre Haule(2012), Barros and Carvalho (2007), Chuan Kung (2002), Nomass (2013), Alwehaibi (2011) which proved that the technological environment developed and enhanced students' reading comprehension. Furthermore, Bataineh (2014) concluded that web-site could facilitate pupils' reading comprehension and vocabulary acquisition since they motivate students and make them involved in the teaching process. All these results indicate that using the website was more effective than the traditional method in developing students' reading comprehension skills.

5.3.4. Discussion of the fourth question finding

The researcher investigated the fourth question, which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group in the vocabulary pre- and posttest. The results concerning this

question indicated that the T. computed value (23.1) was greater than T. table value (2.70) in the test, which means that there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores of the experimental group in the vocabulary pre- and posttest in favor of the posttest. There was also a statistically significant difference between the vocabulary pre- and posttest in favor of the posttest. The mean of the pretest was (3.4), whereas the mean of the posttest was (21.14) and this means that there were statistically significant differences between the vocabulary pre- and posttest of the experimental group in favor of the posttest. In addition, the researcher found that the effect size of website was large in the total scores of the vocabulary pre- and posttest, which indicated that the effect of using website was statistically significant. This large effect may be due to the use of website.

These findings could be attributed to the nature of the Website which provides a sequence of activities, techniques with sound, movement, pictures and coloures, the suitability of different and various teaching aids used in the Website which aimed at developing vocabulary and retention. All the abovementioned results indicate that using the Website is more effective than the traditional method in developing students' vocabulary.

The researcher concluded that using Website played a basic role in developing vocabulary achievement. This may be attributed to the use of the website. Website helped in the acquisition and learning of new words as well as increasing students' familiarity with them in terms of meaning. Websites change the atmosphere of the class, add excitement to the learning environment, and create a naturalistic setting for language learning. Learners have the opportunity to use language in order to convey meaning and use their knowledge to do something. This result agreed with the results of many previous studies. The experimental group students were satisfied with their ability to control their learning and be independent learners similar to those learners in Ahangar (2013) study. In a similar vein, Chuan Kung (2002) found that learners could enjoy themselves, release stress and have an open mind to learn and perceive words. Besides, learners could benefit a lot from widening communication expressions and phrases.

As a matter of fact, the findings of investigating this question were also in agreement with the findings of most of the previous studies such as those which used different online materials to develop vocabulary acquisition like Aludini (2011), Alwehaibi (2001), Nomass (2013), Young (2003) , Young (2003), Alwehaibi (2011),

Phillips (2013), and Noytim. These studies provided the experimental group with online support and multimedia in learning L2 vocabulary and students in those studies achieved significant growth in vocabulary. Also, Nicolae (2005) findings indicated that the created website designed to support vocabulary acquisition and contained dictionary, hypertext, and interactive self quizzing feature offered input and language deeper processing among the L2 learners.

However, the findings of the current study related to the fourth question were in disagreement with Iddings, Ortmann, and Pride's (1999) findings which showed that there was no significant growth in vocabulary development and reading comprehension through the use of multiple instructional strategies and computer technology in teaching. Similarly, Altun (2015) concluded that there was not a great difference between students who advocated traditional methods and those who advocated technology-based instruction.

5.3. 5. Discussion of the fifth question findings

The researcher investigated the fifth question, which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group in the vocabulary posttest and vocabulary delayed retention test. The results indicated that the T. computed value (0.90) was less than T. table value (2.02) between the vocabulary posttest and delayed vocabulary retention test, which means that there were no statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores of the experimental group between the vocabulary posttest and vocabulary delayed retention test.

There were also no statistically significant differences between the vocabulary posttest and vocabulary delayed retention test. The mean of the vocabulary posttest was (21.17), whereas the mean of the delayed vocabulary retention test was (22.04), and this means that there were no statistically significant differences between the vocabulary posttest and vocabulary delayed retention test of the experimental group.

The mean score of the delayed (retention) test was a little larger, which could be due to the administration of the test three times, which in its turn had some impact on the students. However, this difference in the results between the vocabulary posttest and those of the vocabulary delayed retention test was not statistically significant. The findings of investigating this question were in agreement with the those of the most of the previous studies such as those of Baturay, et al. (2009), Al

Farra (2014), Abdal Rahim (2015), Al-Harbi (2010), Aghlara (2011), and Endo (2010).

5.4. Study Conclusions

Based on the findings derived from this study, the following conclusions were drawn:

1. Students were clearly more engaged in learning with the website than with the traditional way as the web was more interesting and draw their attention longer.
2. Using the website increased the students' interaction in class as it was a new technology for them and very easy to use.
3. Using the website improved the teacher's instruction.
4. Using the website saved a lot of time.
5. Using the website increased the variety of techniques used in the lessons, which reduced students' boredom.
6. Using the website also increased students' motivation and involvement in the classroom.
7. Using the website was suitable for all types of students.
8. Using the website was easy to use in presenting the lessons.
9. Using the website considers the individual differences among learners with its various activities and techniques that are suitable for all ages and students.

5.5. Pedagogical Implications

In the light of the study results, the following suggestions are put forward:

1. Using the internet in the teaching-learning process encourages students to be active and motivated when getting involved an activity.
2. Teachers should be aware of the importance of the internet in developing students' vocabulary as it is rich with pictures, videos and sounds.
3. Using a website is effective in developing vocabulary and its retention.
4. Using a website helps to reduce the gap between teachers and learners when interacting together.
5. Using a website is suitable for normal and even disabled learners and also for all ages.
6. Website instruction provides students with immediate feedback and different types of reinforcement.

7. Websites present a unique opportunity to combine a wide range of effective instructional practices in one activity, integrating technology, scaffolding, collaborative learning, critical thinking, authentic assessment and constructivism, all in one seamless bundle.

8. Websites create an opportunity for collaboration as students need to work together to complete the given task, a vital element of the learner-centered approach.

9. English teachers should be aware of the importance of the internet as a teaching and learning tool in developing students' language.

10. Using the internet enables students to develop positive attitudes towards learning in general and English in particular.

11. Students feel relaxed and motivated when using the website as the website takes into consideration the individual differences among themselves, so teachers should be aware of their students' needs and abilities in order to include appropriate activities that go in harmony with students' abilities.

12. Using the website makes students get interested in the target subject because it enhances and increases their motivation through the use of various activities and techniques which lead to improving students' achievement. Also, this diversity creates a suspense element within students and captures their attention.

5.6. Study Recommendations

In the light of the study findings and conclusions, the researcher provides the following recommendations for curriculum designers and stake-holders, school administrators and supervisors, teachers of English, students and parents, as well as recommendations for further research.

5.6.1. Recommendations to curriculum designers and decision makers

The researcher suggests the following recommendations to the curriculum designers and decisions makers due to the great role they play in activating the methods of teaching:

1. Developing teacher's abilities in teaching English by holding training courses to motivate the use of innovative strategies like websites.

2. Decreasing the number of the students in the classroom to enable teachers to care for individual differences among students and implement modern technology in teaching .

3. Modifying the system of assessment and evaluation in the schools to suit the use of websites.

4. Taking account of new methods in teaching English for Palestine depending on the web-based learning environment such as the website, weblog, web quest, etc.

5. Providing the syllabus with autonomous learning strategies and activities using the web-based learning environment in order to get students learn independently at home.

5.7.2. Recommendations to school administrators and supervisors

The researcher recommends the following for school administrators and supervisors:

1. Providing teachers with modern technologies for teaching different skills in their lesson.

2. Encouraging teachers to exchange visits and hold periodical meetings to discuss using modern technology such as websites in teaching.

3. Facilitating teachers' missions through providing them with worksheets needed for their lessons and using the available services of the internet to search for methodology issues.

4. Re-designing the curriculum based on modern technology such as websites.

5. Equipping schools with well-equipped computer laboratories in terms of up-dated computer devices connected to the internet access. This helps teachers to activate and employ modern technology and techniques in teaching.

6. Supplying teachers with instructional materials for raising their awareness of the website and its importance and necessity to be employed in teaching the four skills and areas of English language.

7. Involving teachers in training courses related to the implementation of the website in their classes.

8. Encouraging teachers to computerize the lessons to fit the students' abilities and enable them to interact with the lesson effectively as well as to be ready for being published online via the web.

5.6.3. Recommendations to teachers of English

The researcher recommends the following to the teachers of English:

1. Providing support for the students to be able to learn on their own through using modern technology like the website.

2. Implementing modern technology that activates students' prior knowledge utilizing website.

3. Having training sessions on how to use and build up the website in teaching various skills.

4. Increasing their positive feelings towards reading comprehension skills as interactive skills and not as receptive ones.

5. Adopting websites to improve students' reading comprehension skills fairly and satisfactorily.

6. Using the website with all English skills, listening, speaking, reading and writing.

7. Considering students' individual differences and learning styles in the website activities.

8. Selecting efficient methods and techniques to motivate students' participation in the classroom.

9. Transferring their role from being instructors who dominate the class into educators whose role is to organize, help, guide, coordinate, lead, and support the students to communicate and acquire the necessary language.

5.6.4. Recommendations to the Students

The researcher recommends the following to the students:

1. Using a website can make students' learning become self-paced.

2. Using a website helps students to have more control over their learning. They can repeat exercises as many times as they choose, or move on to the next items. They can determine which activities are the most important to their needs and focus on those

3. Websites can increase students' motivation, decrease their anxiety, foster more student-centered activities, provide them with authentic materials and audiences.

5.6.5. Recommendations for Further Studies

1. Conducting studies based on websites not only on reading comprehension skills but also on other skills as listening, speaking and writing and other language areas such as structure, pronunciation and functions.
2. Conducting studies to investigate the impact of websites on other variables such as creative thinking, critical thinking, and self conception.
3. Conducting studies based on other meta-cognitive strategies to develop reading comprehension skills
5. Integrating technology into pre-service education through websites
6. Conducting studies to investigate difficulties facing teachers and students when using the web-based-learning or the website
7. Conducting studies to investigate the effect of the web-based-learning on self learning
8. Conducting studies to explore how learners' attitudes towards using web-based learning affect their language learning
9. Conducting studies to investigate the effect of the website on the achievement and attitudes of the prospective teachers

This means that using website is considered effective in improving students' reading comprehension skills since it leads to activating previous knowledge of students and leads to enhancing the students' ability to interpret the reading texts and adapting it to cope with their cognitive background. Furthermore, using website is considered effective in developing students' vocabulary and its retention since it indicates the long-term effect of using website in developing students' vocabulary and its retention.

The study revealed that the experimental group showed an increase in their performance in reading comprehension skills, vocabulary and its retention in all achievement posttests.

The findings of this study concur with many previous studies conducted by Bataineh (2014), Noytim (2003), Güttler (2011), Tanyeli (2008), Farreny, n. d., Miyazoe and Anderson (2010), Wu (2005), which indicated that website had effective and significant improvement in student's achievement, interest and motivation.

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Appendix (1)

The Islamic University of Gaza

Deanery of Graduate studies

Faculty of Education

Curriculum & Instruction Department

A Checklist of Reading Comprehension Skills

Checklist for 10th Graders

Dear referee,

The researcher is conducting an MA thesis entitled **"The Impact of Using Website on 10th graders' English Vocabulary, Retention and Reading skills"**. One of the study requirements is to identify the most important reading skills so as to build an achievement test.

Because of the importance of your opinion and experience, you're kindly requested to look carefully at the items of the list so as to determine the degree of importance for tenth graders' English reading comprehension skills.

Thanks for your kind help and cooperation

The Researcher/ Ahmad S. Bakheet

Please, tick (√) in front of the suitable degree of importance for tenth graders' reading comprehension skills using the scale below.

3 = very important   2 = important   1 = Slight important

No.	Items	Degree of importance		
		1	2	3
1.	Identify the main ideas of a reading text.			
2.	Summarize the main ideas of a reading text.			
3.	Make predictions about content.			
4.	Make inferences.			
5.	Identify supporting details.			
6.	Distinguish main idea from supporting details.			
7.	Use context to guess meaning of unknown words.			
8.	Skim texts for general meaning.			
9.	Distinguish fact from opinion.			
10.	Scan texts for specific information.			
11.	Recognize reference words.			
12.	Give personal and critical responses to texts, ideas and arguments.			

The Islamic University of Gaza
Deanery of Graduate studies
Faculty of Education
Curriculum & Instruction Department

Vocabulary Pre-posttest for Palestinian tenth Graders

Dear referee

 The researcher is conducting a study entitled **"The Impact of Using Website on 10th graders' English Vocabulary, Retention and Reading skills"** to obtain the Master's Degree in curriculum and instruction.

As the aim of the study is to examine the effect of using website in learning English vocabulary and   reading skills on tenth graders in Gaza, the researcher has designed a pre-posttest in the light of the table of specifications.

Because of the importance of your opinion and experience, you are kindly requested to referee the attached test and show the appropriateness of its different items .

Your notes and responses will be highly appreciated and will remain confidential.

Thanks for your kind help and cooperation

The Researcher/ Ahmad S. Bakheet

Vocabulary Pre-Post- & Retention

Name:…………………………….   Class:……….

30

1) Complete the following using a suitable word from the box.   **(5 marks)**

appointment - project- condition - warehouse - junior- delayed

1. Belal is young, so he is in the ………………..football team.

2. Our plane was ………………. from 8:00 to 10:00

3.. I have an …………………..with Dr Rania Badawi

4. The company keeps the products in the…………………… .

5. Dr. Yassin and Mr. Scott are going to work on one ……………………..

2) Write each vocabulary item in the box next to its definition below :   **(5 marks)**

put up -   put down   - put on -   put away - take out - take off

1. _____ to take clothes from your body, for example when you are too hot.

2. _____ to take something from a place where you usually keep it.

3. _____to put in a specified location such as a table or the ground.

4. _____ to put something in the place where you usually keep it.

5. _____ to cover a part of your body with clothes or jewelry.

3) Replace with new words that have the same meaning of the underlined words: (5 marks)

1. It's now **certain** _____ that the school trip will be on 15th March.

2. This **area** _____ is famous for producing excellent fruit.

3. The train **leaves** _____ at 7:15 this evening.

4. I'm too young for our first team, but I'm in the **under-15** _____ team.

5. Because of the heavy rain, they **stopped** _____ the match just before it started.

167

4). Complete with a suitable word from the same word family. (5 marks)

1.	Little Amer is getting big! How much does he _____ now?	(weight)
2.	We haven't got much _____ in the house..	(feed)
3.	What do you _____ in this factory?	(product)
4.	we've _____ in producing several better kinds of vegetables.	(success)
5.	Today, I've an _____ with Dr Badawi at 9:00 p.m.	(interview)

5) Match the words in the box with words below to make word pairs: (5 marks)

land - ware - lab - research - making

1. science _____   2. _____ house

3._____ center   4. _____ contact

5. farm._____

6) Match the words in the box below with their opposites (5 marks)

depart - consume - large - different - lead

	Tiny
arrive	
	Same
Produce	
	Follow

Thank You

Appendix (3)

<u>Pre- Post Reading comprehension</u>
<u>Test for Palestinian tenth Graders</u>

Dear referee

The researcher is conducting a study entitled "**The Impact of Using Website on 10th graders English Vocabulary, Retention and Reading skills** " to obtain the Master's Degree in curriculum and instruction.

As the aim of the study is to examine the effect of using Website in learning Reading comprehension on tenth graders in Gaza, the researcher has designed a pre-post test in the light of the table of specifications.

You are kindly required to examine and referee the attached test, and I would be so grateful for your comments on its suitability, relevance, linguistic correctness and the importance of each procedure.

All your contributions are highly valued. If you have any comments, please write them down in the space below.

_____

_____

_____

_____

_____

Thanks for your kind help and cooperation

The Researcher/ Ahmad S. Bakheet

Reading Comprehension Skills pre- Test   **20**
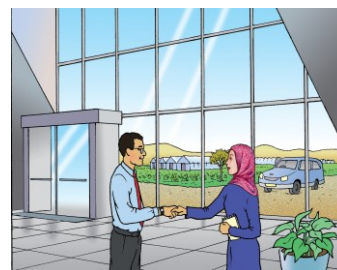
1) Look at the pictures below and choose the best answer: (2 marks)

A. The text is about :
        a- feed the world.
        b- teach the world.
 B. Say what you think the woman is going to do:
        a- buy the car
        b-interview Dr. Maqdisi
        c- work on the farm

 Read the following text and then answer the questions below :

     Today, I have an appointment with Dr Adnan Maqdisi, Director of the Jericho Farm Research Centre. I'm going to interview him about their work. I drive past fields of fruit and vegetables to reach the Centre. There, Dr Maqdisi welcomes me and immediately says, 'First, I'm going to show you around. Let's go.' I can see this is going to be a busy day.

     Soon, we're in a large science lab and I see scientists in white coats hard at work. Then, we pass through a warehouse and I notice various farm products – onions, tomatoes, bananas, figs, lemons, oranges, beans and carrots. Next, we visit the fields. 'Let's stop and I'll show you something,' he suddenly says. 'We're experimenting with different kinds of tomato here. We're developing new kinds that will grow well in hot, dry conditions. When we pick them, we're going to test them in different ways. We're going to weigh them and check for quality and also for diseases.

     Later, in his office, I ask Dr Maqdisi why they are doing all this. He points to a human population chart on the wall. 'Look,' he says, 'in 1900, there were 1.5 billion people, but then the **world went mad**. Now there are over seven billion and by 2050 we predict that there'll be over nine – nine billion **mouths to feed** every day.' 'And,' he goes on, 'Earth's climate is changing. We're certain now that many regions will become too dry for traditional crops. We'll have to produce more food with less good farmland.' Now I understand. 'So you're developing new crops to help farmers produce in harder conditions – and produce more.

1. Choose the correct answer for general meaning: (4 marks)

   A) The main idea of the text is:
    a- Increasing of human people
    b-. Interview with Dr. Maqdisi.
    b- Developing new kinds of food in hard conditions.

   B) Complete the following sentences:

170

www.manaraa.com

a- Dr. Maqdisi is a ……………………….. of Jericho Farm Research Centre .

b- crops grown…………………………... , ………………………………….. ,

…....……………………………….

3. Choose the correct answer :   (3 marks)

 A. Scientists make experiments in ………………………….. :

   a- school

   b-farm

   c- lab

 B. New kinds of ……………………………are being developed in hard conditions.

   a- tomatoes

   b-bananas

   c- onions

 C. People are over 7 billion in:

   a-1900

   b-2015

   c-2050

4. Find from the passage: (4 marks)

   a. **The meaning of** :   1- types ……………….. 2- different …………………

   b. **The opposite of** :   1- easy…………………….2- early…………………..

5) Answer the following question : (3 marks)

   1- What is happening to the world's population?

……………………………………………………………………………..…………

   2- What is happening to the world's farmland?

…………..…………………………………………………………………………………

   3- What does the Centre therefore have to do?

 ……………………………………………………………………………………………

7. Say what the underlined expressions mean.:   (2 marks)

A)

 1 Line 15: '…, but then the world went mad.'   _____

 2 Line16: '… – nine billion mouths to feed every day.' _____

Appendix(4)

Reading Comprehension Pre-Posttest

Name:................................   Class:..........

20

1) Look at the pictures below and choose the best answer: **(2 marks)**

A. The text is about :
      a- feed the world.
      b- teach the world.
B. Say what you think the woman is going to do:
      a- buy the car
      b-interview Dr. Maqdisi
      c- work on the farm

Read the following text and then answer the questions below :

Today, I have an appointment with Dr Adnan Maqdisi, Director of the Jericho Farm Research Centre. I'm going to interview him about their work. I drive past fields of fruit and vegetables to reach the Centre. There, Dr Maqdisi welcomes me and immediately says, 'First, I'm going to show you around. Let's go.' I can see this is going to be a busy day.

Soon, we're in a large science lab and I see scientists in white coats hard at work. Then, we pass through a warehouse and I notice various farm products – onions, tomatoes, bananas, figs, lemons, oranges, beans and carrots. Next, we visit the fields. 'Let's stop and I'll show you something,' he suddenly says. 'We're experimenting with different kinds of tomato here. We're developing new kinds that will grow well in hot, dry conditions. When we pick them, we're going to test them in different ways. We're going to weigh them and check for quality and also for diseases.

Later, in his office, I ask Dr Maqdisi why they are doing all this. He points to a human population chart on the wall. 'Look,' he says, 'in 1900, there were 1.5 billion people, but then the **world went mad**. Now there are over seven billion and by 2050 we predict that there'll be over nine – nine billion **mouths to feed** every day.' 'And,' he goes on, 'Earth's climate is changing. We're certain now that many regions will become too dry for traditional crops. We'll have to produce more food with less good farmland.' Now I understand. 'So you're developing new crops to help farmers produce in harder conditions – and produce more.

1. Choose the correct answer for general meaning: **(4 marks)**
  B) The main idea of the text is:
  c- Increasing of human people
  b-. Interview with Dr. Maqdisi.
  d- Developing new kinds of food in hard conditions.

172

B) Complete the following sentences:

c- Dr. Maqdisi is a ………………….. of Jericho Farm Research Centre .

d- crops grown…………………………... , ………………………………….. ,
………..……………………………

3. Choose the correct answer :   (3 marks)

A. Scientists make experiments in …………………………. :
   a- school
   b-farm
   c- lab

B. New kinds of ……………………………are being developed in hard conditions.
   a- tomatoes
   b-bananas
   c- onions

C. People are over 7 billion in:
   a-1900
   b-2015
   c-2050

4. Find from the passage: (4 marks)

   a. **The meaning of** :   1- types ………………..   2- different …………………
    b. **The opposite of** :   1- easy……………………..2- early…………………..

5) Answer the following question : (3 marks)

   1-What is happening to the world's population?
……………………………………………………………………………..…………

   2-What is happening to the world's farmland?
…………..………………………………………………………………………………

   3- What does the Centre therefore have to do?
 …………………………………………………………………………………………

7. Say what the underlined expressions mean.:   (2 marks)

 1 Line 15: '…, but then the world went mad.'   _____

 2 Line16: '… – nine billion mouths to feed every day.'_____

Appendix (5)

Referee Committee

This list includes the names and titles of the referees who refereed the pre-post achievement test and the attitude scale , where **(1)** refers to those who refereed the pre-post vocabulary achievement test and retention ,**(2)** refers to those who refereed pre-post Reading comprehension achievement test and **(3)** refers to those who refereed A Checklist of Reading Comprehension Skills**.**

List of referees

No.	Name	Field	Degree	Institution	1	2	3
1.	Prof. Izzo Afana	Faculty of Education	Ph.D.	IUG	√	√	
2.	Prof. Awad Keshta	Faculty of Education	Ph.D	IUG	√	√	√
3.	Dr. Saeed Farhat	Faculty of Education	Ph.D.	Al-Aqsa University		√	√
4.	Dr. Jaber Abu Shawiesh	Faculty of Education	Ph.D.	Al-Aqsa &QOU	√	√	√
5.	Dr. Hassan Nabeeh	Eng. Dep	Ph.D.	IUG	√	√	√
6.	Dr. Basil Skeik	Faculty of Education	Ph.D.	Al-Azhar University	√	√	√
7.	Mr. Khaled Jaber	Supervisor of English	M.A.	MOEHE	√	√	√
8.	Mrs. Yousra El-Kahlou	Supervisor of English	M.A.	MOEHE	√	√	√
9.	Mrs. Khadra Jahjooh	Supervisor of English	M.A.	MOEHE	√	√	√
10.	Mrs. Iatedal Abu Sada	Supervisor of English	B.A	MOEHE	√	√	√
11.	Mr. Moen Kuhail	Supervisor of English	B.A	MOEHE	√	√	√
12.	Mr. Montasir Bahja	Teacher	M.A.	MOEHE	√	√	√
13.	Dr. Ismael Abu Jarad	Teacher	M.A	MOEHE	√	√	√
14.	Mr. Sameer Saqer	Teacher	M.A	MOEHE	√	√	√
15.	Mr.Basim Mohra	Teacher	B.A	MOEHE	√	√	√
16.	Mr.Samy Alush	Teacher	B.A	MOEHE	√	√	√
17.	Mr.Basam Hawila	Teacher	B.A	MOEHE	√	√	√

IUG stands for the Islamic University of Gaza

MOEHE stands for Ministry of Education and Higher Education

QOU stands for Quds Open University

Educational website
Ahmad S. Bakheet

Home | C.V | OBJECTIVES OF TEACHING READING | READING | VOCABULARY | EXAMS | ENRICHMENT MATERIAL | DICTIONARY | PICTURE

Home

Home
C.V
Enrichment material
Exams
Objectives of teaching Reading
picture
* Reading
  lesson 1
  lesson 2
  lesson 3
  lesson 4
  lesson 5
  Quizes
* Vocabulary
  lesson 1
  lesson 2
  lesson 3
  lesson 4
  lesson 5
  Quizes
* Vocabulary
  lesson 1
  lesson 2
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Site owners
Ahmad Salih

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North Gaza Governorate

welcome in the Educational website for tenth grade

easy ways to learn ENGLISH

This website aimed to develop English Vocabulary, Its's Retention and Reading skills on tenth graders

A Website designed as a practical part in Partial Fulfillment of the Requirements for the Master Degree in Education

Designed by: Ahmad Saleh Bakheet

Supervised by Dr. Sadek Salem Firwana

2015

You do not have permission to add comments.

contact me
Ahmad Saleh Bakheet
Email: ahmadbakheet1985@gmail.com

176

177

179