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The Impact of Using Written Retelling Strategy on Improving Reading Comprehension Achievement and Retention for Ninth Graders in Palestine

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Dedication

To my dear husband,

Who constantly encouraged and supported me to complete this journey.

To my parents,

Who always prayed Allah to help me in my endeavors

To my son Mohammad and my daughters Lena and Lama,

Who suffered during these years.

To my brothers and sisters,

who supported and encouraged me a lot.

I dedicate this work.

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Special thanks to my husband who encouraged and helped me a lot to finish this work.

Deep thanks and regards are due to my family and friends, especially my beloved parents and my sole dear sister, Elham.

Abstract

The Impact of Using Written Retelling Strategy on Improving Reading Comprehension Achievement and Retention for Ninth Graders in Palestine

The study aims at investigating the effectiveness of using written retelling strategy(WRS) on improving reading comprehension achievement and retention.

The study handles the following reading comprehension skills, retention of information embedded in the reading text, relating to real life experience and expressing opinions.

To answer the questions of the study, the researcher adopted the quasi- experimental approach. The researcher purposively select a representative sample of (72) ninth graders from Amena Bent Wahab Secondary School for girls in Rafah. The participants were distributed into two equivalent groups, each of which consisted of (36) students.

WRS was used in teaching the experimental group, while the traditional method was used with the control one during the second term of the school year (2011-2012).An achievement test was designed and validated to be used as a pre–post test. In addition, the researcher prepared an interview to investigate students' opinions towards the written retelling strategy as a new strategy in learning reading texts. The data of the study were analyzed by using T-test independent sample. Effect size technique was used to measure the effect size of written retelling strategy on the experimental group in each scope of the text. The results of the study revealed that the written retelling strategy was effective in improving reading comprehension achievement and retention. Taking into account this large impact that the findings showed, the researcher recommends the use of WRS to develop reading comprehension skills and retention. Moreover, she recommends the use of the same strategy to develop other English language skills and other school subjects, as well.

Abstract in Arabic

أثر استخدام إستراتيجية إعادة سرد الموضوع كتابيا في تحسين مهارات القراءة و الفهم و التذكر لدى طالبات الصف التاسع الأساسي في فلسطين

ملخص الدراسة

تهدف هذه الدراسة إلى بيان مدى فعالية استخدام إستراتيجية إعادة سرد الموضوع كتابيا على مدى التحسن المتوقع حدوثه في مهارات القراءة والفهم والتذكر لدى طالبات الصف التاسع الأساسي بمدرسة آمنه بنت وهب الثانوية للبنات بحافظة رفح. ومن الجدير بالذكر المهارات المستهدف تحسينها هي استرجاع المعلومات التي وردت في النص، و ربطها بالمواقف الحياتية الحقيقية وإبداء الرأي الشخصي للطلبة فيها. استخدمت الباحثة المنهج شبه التجريبي للإجابة على أسئلة الدراسة حيث اختارت عينة عشوائية مؤلفة من72 طالبة من طالبات الصف التاسع في مدرسة آمنه بنت وهب ووزعتها بالتساوي على مجموعتين: الأولى ضابطة و الثانية تجريبية، تتكون كل منها من 36 طالبة . ولقد تلقت المجموعة التجريبية تدريبا على استخدام إستراتيجية إعادة سرد الموضوع كتابيا في دراسة مهارات القراءة والفهم و التذكر بينما تلقت المجموعة الضابطة تدريباً تقليدياً لدراسة نفس المهارات، كما طبقت الباحثة امتحاناً تحصيلياً قبلي وبعدى، و قامت بتحليل إجابات الطالبات في الامتحانين إحصائيا للحصول علي النتائج قبل وبعد تنفيذ البرنامج. جاءت النتائج ايجابية بالنسبة للمجموعة التجريبية بينما كان مستوى التقدم ضعيفا لدى طالبات المجموعة الضابطة. كما قامت الباحثة بإعداد مقابلة للاطلاع علي آراء الطالبات حول استخدام إستراتيجية إعادة سرد الموضوع كتابيا في تعلم مهارة القراءة الفاهمة. واستناداً إلى نتائج البحث فقد أوصت الباحثة باستخدام إستراتيجية إعادة سرد الموضوع كتابيا لتطوير مهارات القراءة والفهم والتذكر كما أوصت باستخدام هذه الإستراتيجية في تحسين مهارات اللغة الانجليزية الأخرى بالإضافة إلى المواد الدراسية الأخرى.

Table of Contents

Dedication i
Acknowledgements ii
Abstract iii
Abstract in Arabic iv
Table of Contents v
List of tables viii
List of Charts ix
List of Appendixes ix
List of Abbreviations x
Chapter I Study Background 0
1.1 Introduction 1
1.2 The need and rational for the study: 3
1.3 Statement of the problem: 3
1.4 Research questions : 4
1.5 Research Hypotheses: 5
1.6 Purpose of the Study: 6
1.7 Significance of the Study: 6
1.8 Limitations of the Study: 7
1.9 Definitions of the operational terms: 7
Chapter II Literature Review 10
Section (A): Theoretical Framework 11
2.1 Retelling strategy 11
2.1.1 What is retelling? 11
2.1.2 Retelling is not recalling: 12
2.1.3 History of telling and retelling: 12
2.1.4 Variations of Retelling: 13
2.1.5 Similarities and differences between written and oral retellings: 15
2.1.6 Strategies of retelling : 16
2.1.7 Teacher's role in retelling process: 16
2.1.8 Advantages of retelling: 17
2.1.9 Advantages of retelling for the teacher: 18
2.2 Reading Comprehension 18
2.2.1 What is reading comprehension: 18
2.2.2 The relation between retelling and reading comprehension: 19
2.2.3 Reading Theories: 20
2.2.4 Reading sub -skills: 22

2.2.5 The relation between retelling, comprehension theories and reading strategies: 26
2.2.6 What is the difference between summarizing and retelling ? 27
2.2.7 Levels of Reading Comprehension: 27
2.2.8 The relation between levels of comprehension and retelling: 29
Section (B): Previous Studies 29
2.3 Studies related to the effect of written retellings on improving language skills. 30
2.4 Studies related to the effect of written retellings on improving reading comprehension 35
2.5 Studies related to the effect of written retellings on improving reading comprehension achievement and retention 41
2.6 Summary of the findings of previous studies 43
2.7 Summary: 46
Chapter III The Methodology 47
3.1 Research design: 48
3.2 Sample of the study: 48
3.3 Study variables: 49
3.3.1 The independent variable: 49
3.3.2 The dependent variable: 49
3.4 Instrumentation: 50
3.4.1 Achievement test: 50
3.4.2 Focus Group Interview: 58
3.5 Controlling the variables 59
3.5.1 Age variable: 59
3.5.2 General achievement variable: 60
3.5.3 General achievement in English language variable: 61
3.5.4 Variable of previous reading comprehension learning: 61
3.6 Statistical Analysis Procedures 62
3.7 Description of the intervention: 63
3.7.1 Content of the intervention's material: 63
3.7.2 Validity of the intervention' material: 64
3.7.3 The purpose of the intervention: 64
3.7.4 Objectives of written retelling strategy: 64
3.7.5 Steps of reading comprehension and written retelling strategy: 64
Chapter IV Data Analysis 66
4.1 The first hypothesis: 67
4.2 The second hypothesis: 70
4.3 The third hypothesis: 71

4.4 The fourth hypothesis: 72
4.5 Focus group interview Findings: 73
4.6 Summary: 75
Chapter V Findings, Discussion, Conclusion, and Recommendations 76
5.1 Interpretation of the results of the first hypothesis: 77
5.2 Interpretations of the results of the second hypothesis: 79
5.3 Interpretations of the results of the third hypothesis: 80
5.4 Interpretations of the results the fourth hypothesis: 82
5.5 Conclusions: 83
5.6 Recommendations: 84
5.6.1 Teachers are recommended to: 84
5.6.2 Supervisors are recommended to: 84
5.6.3 Course designers are recommended to: 85
5.6.4 Recommendations for further studies: 85
References 86
Appendices 95

List of tables

Table (1) Distribution of the study sample 49
Table (2) Table of test specifications..... 50
Table (3) Internal Consistency Validity..... 53
Table (4) Split half coefficients of the test domains..... 54
Table (5) (K-R20) coefficients of the test domains 55
Table (6) Difficulty coefficient for each item of the test..... 56
Table (7) Discrimination coefficient for each item of the test..... 57
Table (8) T-test results of controlling age variable..... 60
Table (9) T-test results of controlling general achievement variable 60
Table (10) T-test results of controlling English achievement variable..... 61
Table (11) T.test results of previous reading comprehension learning..... 62
Table (12) T-test independent sample results of differences between experimental and control group in the post test..... 68
Table (13) The table references to determine the level of size effect (η^2) and (d) 69
Table (14) "t" value, eta square "η^2 " , and "d" for each ability and the total degree..... 70
Table (15) T-test differences between the experimental and the control groups in the post test in retention sub- skill 71
Table (16) T-test differences between the experimental and the control groups in the post test in Relating text to personal experience sub-skill..... 72
Table (17) T-test differences between the experimental and the control groups in the post test in expressing opinions sub- skill..... 73

List of Charts

Chart (1) Variations of Retelling..... 13

List of Appendixes

Appendix (1) Achievement Test..... 96

Appendix (2) Focus group interview..... 109

Appendix (3) The study intervention's material 112

Appendix (4) Referee Committee..... 132

Appendix (5) Permission for Applying the Tools in Governorate Schools..... 133

List of Abbreviations

EFL	English Foreign Language
WRS	Written Retelling Strategy
HOTS	Higher Order Thinking Skills
PPVT	Peabody Picture Vocabulary Test
MANOVA	Multiple Analysis of Variance
NA	Normally Achieving
LD	Learning Disabilities
CR	Cooperative Retelling
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
SPSS	Statistical Package for Social Science
SSD	Speed Sound Disorders
LI	Language Impairment
ESL	English Second Language
UNRWA	United Nations Relief and Works Agency

Chapter I

Study Background

Chapter I

Study Background

1.1 Introduction

Reading is the most important key of all sources of knowledge. Many students can easily understand what they are listening to or seeing, but they cannot understand the written materials because they cannot read. So, they fail in their exams at school and cannot understand many things happening around them. In this concern, Swihart (2009, p.2) stated that "reading is a very pivotal skill in our life and it is important for the mind and the success of students' academic career as people who cannot read well, don't do well in school and lose a lot of important things in life."

Reading comprehension is the goal of reading and it is, without any doubt, one of the most lifetime useful skills that go beyond the classroom setting. Students who have excellent reading comprehension are able to succeed inside and outside the school. Unfortunately, comprehension skills are not natural skills of students, but rather must be self–taught or taught by someone else. Moreover, it is the most difficult skill to master, especially for EFL students as in Palestine since all elementary and secondary students suffer from reading comprehension skills. Consequently, teachers should teach comprehension strategies to their students to improve their reading comprehension achievement.

Retelling can be an effective reading comprehension strategy for proficient and less proficient readers where it has the added bonus of teaching comprehension, while providing a format for assessing it. When a learner retells the content of a reading selection, the reader takes responsibility for understanding and then communicating that

understanding. Accordingly, the main concern of this study will be directed to the using of written retelling strategy (WRS) for improving reading comprehension and retention, where retelling, as Rog (2003) stated, provides an opportunity for readers to process what they have read by organizing and explaining it to others. It also reinforces sequencing since it demands remembering information events, and processes, it encourages interacting with the text form; a variety of perspectives. Researches indicated that retelling increases both the quantity and quality of what is comprehended.

Moss, Leone & Dipillo (1997)stated that " Written retellings allow children to play an active role in reconstructing expository texts. They require children to reconstruct materials they have read in their own form, which requires clear understanding of what has been read. They serve as an assessment tool as teachers can see how much information was retained after reading or listening to a text. Additionally, they give teachers insights about children's knowledge of genre and their ability to organize information. Moreover, they allow children to record their thoughts about the connections between their own lives and the books they are reading". Moreover. It's thought that WRS enhances student's ability to retain previously learnt information. That is , through the written retelling activity, the student has to recognize the texts in a new form. Consequently, she/he exerts mental effort to retain the missing part of the information to fill in the gaps of the new structure of the text. In this concern, Searfoss and Readence (1994) found out that "story retelling is an appropriate assessment tool for use with ESL students. General inquiries provide more opportunities for children to express everything that they remember, which may be more than they are able to do when specific questions are asked. Children are required to do most of the talking, consider what they have read, and formulate their thoughts to express a true understanding of what they have read." So, retelling as a comprehension strategy

encourages readers to attend to the meaning of the text, reinforces elements of story structure such as characters, setting and plot, requires readers to distinguish between key ideas and supporting details and encourages communication and oral language development. Moreover, Retelling allows teachers to gain insight into what a student views as important and also how the students organize information and retain it.

1.2 The need and rational for the study:

The researcher of the current study has spent eight years in teaching English in Governmental schools. Consequently, She noticed that EFL students in Gaza faces many difficulties in reading comprehension. As a result, the researcher tried to find a useful strategy to facilitate learning reading comprehension by reviewing some previous studies in this concern. The researcher found that retelling strategy is a very pivotal one. Moreover, there is not any research deals with such topic in Gaza Governorate.

1.3 Statement of the problem:

The problem is that English as a Foreign language(EFL) ninth graders in Rafah Governorate are unable to understand reading comprehension texts. Based on the researcher's experience as a teacher in governmental schools for eight years, this weakness can be attributed to the following causes:

- Lack of reading strategies.
- Lack of higher order thinking skills(HOTS).
- Lack of vocabularies.
- Lack of the knowledge of text organization.

So, the researcher decided to utilize the new reading strategy(WRS) in order to improve the readers' ability to understand and analyze the reading comprehension texts.

1.4 Research questions :

To achieve the purpose of the study, the research addressed the following questions :

The Principal Question:

" What is the impact of using written retelling strategy on improving reading comprehension achievement and retention for the ninth graders in Amena Bent Wahab Secondary School?

The following minor questions emanated from the above principal one :

1- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of reading comprehension achievement among students who learn reading comprehension through written retelling strategy(experimental group) and those who learn reading comprehension through traditional methods (control group)?
2- Are there statistically significant differences at ($\alpha \leq 0.05$)in the level of retention of information embedded in the reading text among students who learn reading comprehension through written retelling strategy (experimental group) and those who learn reading comprehension through the traditional methods (control group)?
3- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of relating texts to personal experience among students who learn reading comprehension through written retelling strategy (experimental group) and those who learn reading comprehension through the traditional methods (control group)?
4- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of expressing opinions among students who learn reading comprehension through written

retelling strategy (experimental group) and the students who learn reading comprehension through the traditional methods (control group)?

1.5 Research Hypotheses:

To answer the questions of the study, the following non directional hypotheses were tested:

1- There are statistically significant differences at ($\alpha \leq 0.05$)in the level of reading comprehension achievement among students who learn reading comprehension through written retelling strategy (experimental group) and those who learn reading comprehension through traditional methods (control group).

2- There are statistically significant differences at ($\alpha \leq 0.05$) in the level of retention of information embedded in the reading text among students who learn reading comprehension through written retelling strategy (experimental group) and those who learn reading comprehension through traditional methods (control group).

3- There are statistically significant differences at ($\alpha \leq 0.05$) in the level of relating texts to personal experiences among students who learn reading comprehension through written retelling strategy (experimental group) and those who learn reading comprehension through traditional methods (control group).

4- There are statistically significant differences at ($\alpha \leq 0.05$) in the level of expressing opinions among students who learn reading comprehension through written retelling strategy (experimental group) and those who learn reading comprehension through traditional methods (control group).

1.6 Purpose of the Study:

The overall purpose of this study is to recognize ninth grade students' reading comprehension achievement through the use of written retelling strategy. Accordingly, related recommendations may be offered.

1.7 Significance of the Study:

The significance of this study emerges from the fact that retelling strategy has proved to be effective in different EFL contexts as it was clearly shown in the reviewed previous studies. Moreover, to the best of the researcher's Knowledge, it is the first study to utilize (WRS) in the field of teaching English in Palestine. For this reason, the study may be highly significant to the following groups:

a. The Teachers:

It may help English language teachers to teach reading comprehension through (WRS).

b. The Supervisors:

This study may stimulate specialists' and supervisors' interests in conducting training courses for their teachers to enhance using (WRS) in their classes.

c. Syllabus Designers:

Syllabus designers may benefit from this study to modify and organize English curriculum to appeal to teachers and learners using (WRS) in teaching and learning reading comprehension.

1.8 Limitations of the Study:

The study was applied within the following limitations:

1- It was a ten-week study in the second term of 2011-2012 scholastic year.
2- It was confined on grade nine female students enrolled at Amena Bent Wahab secondary school in Rafah.
3- It was limited to the reading comprehension passages in the last ten units in English for Palestine 9.
4- The study will improve some of reading comprehension sub-skills (immediate retention of information embedded in the reading text and relating texts to personal experience and expressing opinions).

1.9 Definitions of the operational terms:

The following section presents the definition of the terms used in the study:

Reading comprehension:

Badr El Deen (2011, p.11) defines comprehension as "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 meta cognitive strategies".

The current researcher defines reading comprehension as the process of extracting and constructing meaning through interaction with written language, or it is a process of combining prior knowledge and the new information in the text to generate new material through which he/she can relate the author's experience to his/her own. As a result, he/she may be able to judge and express his/her own opinion towards specific issues .

Reading Comprehension skills:

Peterson (2008, p.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".

The researcher defines comprehension skills as the activities which enable learners to decode the written language into meaning and achieve the main aim of reading.

Written Retelling:

Morrow (1989, p.40) defines retelling as " post reading or post listening recalls in which readers or listeners tell what they remember either orally or in writing".

The researcher defines it as an active mental thinking process that enables the learner to re- produce the already read material in a new written form. While doing that,

a learner has to retain what she/he has read, discover relations, fill in the gaps in his/her own understanding, combine his/her previous information and adds his/her opinions to generate a newly born material.

Retention:

The researcher defines retention as the ability to recall the information embedded in the text from the short memory (immediately after reading).

Strategy:

The researcher defines the strategy as a process with specific objectives that involves many steps to solve a problem. It includes planning, executing, monitoring and modifying the target techniques to achieve the objectives.

The impact:

Impact refers to the positive effect that the researcher hopes to achieve on the level of reading comprehension achievement as a result of using retelling strategies.

Ninth graders:

Ninth graders are students aged between fourteen and sixteen years old .They have been studying English in the governmental schools for nine years.

Chapter II

Literature Review

Section (A): Theoretical Framework

Section (B): Previous Studies

Chapter II

Literature Review

This chapter consists of two sections; theoretical framework and previous studies.

Section (A): Theoretical Framework

Introduction

This section of chapter two consists of two domains; the first discusses the concept, variations, history, strategies, and advantages of retelling. Domain two discusses the concept of reading comprehension, reading comprehension theories, skills and sub-skills and the levels of reading.

2.1 Retelling strategy

2.1.1 What is retelling?

Retelling is a word that starts with the prefix "Re" which refers to doing something again. "Tell" is an ancient verb which means delivering a message to a listener. So, it is redoing or reconstructing something. This leads us to say that it is a sophisticated activity that requires the reteller to collect items, organize, find the relation among them in order to reconstruct and introduce them in a new form that keeps up the meaning and the theme. In other words, it is expressing an experience that the reteller has passed in a personal form and his/her own understanding and opinion to the core matter.

According to Rog (2003), when we read, each of us brings a unique set of background experience to the task. As reading is a matter of interaction between the reader and the text, each reader interprets a text uniquely depending on his own experience,

perspectives and understanding. When we invite readers to respond to reading, we invite them to recreate and share their understanding of the text.

According to Koskinen et al. (1988, p.892),

- Retelling encourages readers to attend to the meaning of the text.
- It reinforces the elements of story (text) structure, such as characters, setting and plot.
- It requires readers to distinguish between key ideas and supporting details.
- It encourages communication and oral language development.

2.1.2 Retelling is not recalling:

It's not mere listing events. It is a matter of analysis, reflecting, explaining and elaborating and reconstructing the text in a new form keeping up the theme and revolving around the core. Rhodes & Shanklin (1993), claim "simply recalling selected events or facts from a story or informational text is not the same as retelling. Moreover, Gambrellet al. (1991), state " when children retell stories in a comprehensive manner, they reflect on the texts and make distinction between the actual words on the page and the meaning behind them.

2.1.3 History of telling and retelling:

Retelling is an ancient process. It is as ancient as history. Retelling was the means of keeping and transmitting history and Man's civilizations before constructing symbols and a means of writing.

In Islam, retelling was the only means to transmit Koran and Sunna before starting keeping written records. To illustrate, Jibreel, the Archangel, delivered the Koran to

Prophet Mohamed (peace be upon him). In turn, the Prophet told it to Muslims to teach them. Anyway, this retelling process did not receive any intervention, change or reflection. However, Sunna and Hadeeth represented the retelling process included the explanation, the illustration of Koran, and the synthesis in the form of Hadeeth and other prophet's instructions. In addition, when Hadeeth was collected, it was collected as a series of retelling processes.

2.1.4 Variations of Retelling:

Although most retellings are verbal reproductions of what has been read or listened to, the chart below shows various forms of retellings.

Chart(1)

Variations of Retelling

Types of Retelling	Meaning
Oral to Oral	Listening to spoken material and retelling it orally .
Oral to written	Listening to spoken material and retelling it in written forms .
Reading to Oral	Reading a written material and retelling it orally
Reading to Written	Reading a written material and retelling it in written forms
Viewing to Oral	Viewing a film and retelling it orally
Viewing to written	Viewing a film and retelling it in writing

It can be clearly seen from chart(1) that all variations of retelling can be categorized under two main types: oral and written.

2.1.4.1 Oral Retelling

Oral retelling is a measure of reading comprehension assessments. That is, a reteller has to remember events, recognize them, find the connection in between, infers the theme, to deliver the text or the story in a novel, logical and meaningful form. The theory behind the retelling strategy is based upon the supposition that, as they read, readers try to make sense of the text. Goodman(1982, p.301), claim "Retelling after reading provides another opportunity for the reader to continue to construct the text".

2.1.4.2 Written Retelling

On the content level, written retellings are very similar to oral retellings except that instead of reading a story or a text and describing it aloud, students are asked to write everything they can recall after reading. This is based on the idea that reading and writing share the same components. Kutz and Roskelly (1991), state "Reading and writing share many of the same developmental components and are mutually reinforcing. That is because the two domains share such similar features and follow a common developmental process. When reading is taught, written letters, words and sentences represent the content of the material to be developed. No one can write without being able to read what has been written. That is different from listening and speaking; normal people can listen and speak even if they are illiterate. Teaching – learning reading and writing are not separated. "teaching reading and writing together may prove beneficial in making learning more efficient (Fitzgerald &Shanahan, 2000). Further, reading comprehension can be enhanced through writing techniques such as note taking. Cornelius and Owen (2008) claim "Note taking can lead to more active engagement in the learning process". Thus, written retelling is not a matter of copying the previously read material, but it is an active process that requires students to be

engaged in deep thinking to explore the relation between ideas, read between lines to find clues, explore cause and effect, add previous knowledge from his/her own schemata, and then reconstruct the ideas and events in a new form stamped with his/her personality.

To conclude, written retelling cannot be achieved without deep comprehension of texts, and mutually, it is a sign of comprehension. In this concern, Brown and Cambourne (1987), discuss the relation between written retelling and reading ability. They state "Features of text that children are asked to read and retell are internalized by children in two ways. First, written retellings contain some or all the events, characters, and meanings of original texts. Second, there is evidence of similar vocabulary and phraseology, The researcher thinks that retelling is a process that enhances deep thinking, inference behind lines, critical thinking and creative thinking. To illustrate, although a reteller revolves around the same theme, the events, the characters and the setting of the original text or story, he/she has to put his /her thumb print on the newly born body of the text, consciously or subconsciously. He/ She makes effort to generate it in an a new form, he has to judge characters, events and setting. He /She may state an opinion or hypothesize another sequence of the events suggesting another result. Doing all of that leads to a higher level of comprehension.

2.1.5 Similarities and differences between written and oral retellings:

Retelling as a reading comprehension strategy either oral or written is similar in content and procedure. That is, the reader has to go through the same steps starting from the first time reading to synthesize the newly born retold text. The differences are in discourse characteristics; spoken or written and way of performance. To illustrate, written discourse is more complex and integrated than the spoken one. This complexity

is attributed to the crucial need for producing full sentences, long forms and to create frequencies of subordinate clauses, relative clauses, participial phrases, appositive phrases and passive phrases.

Oral retelling is characterized by coordinated sentences, short forms, ellipsis, illustration and explanation. It is not only limited to the written expressions but a great part of the meaning is concluded from the situation not from the language used only.

2.1.6 Strategies of retelling :

Retellers should follow a map line to reconstruct a text or a story. The organization process should pass through beginning, middle and end, which matches the original text or story. The beginning repeats the introduction with the thesis, the middle posits the details and illustration the reteller does and the end represents the conclusion tailed with the reteller reflections.

2.1.7 Teacher's role in retelling process:

Daniel (2007) states that the role of the teacher during the retelling process is a model of good practice in storytelling and as a principal storyteller in the classroom, while the researcher sees that the teacher plays a very vital role during all the stages of retelling class as follows:

- **Pre retelling** :

A teacher should familiarize students with the retelling conventions; how to focus on the main idea, how to support them, how to work in logical order and how to connect.

- **While retelling :**

A teacher provides students with guiding questions .

- **After retelling :**

A teacher provides feedback related to students' production .

2.1.8 Advantages of retelling:

Depending on the researcher's experience of the current study and the study findings, the researcher found out that retelling is a process that involves both cognitive and meta cognitive thinking skills. That is a reader has to retain the content information and analyze to explore the relation among the components. He/ She might be in need for questioning, inferring, predicting and guessing to be able to recognize the new form of the text marked by his/her own finger prints while doing the upper mentioned processes, a reader may get the following advantages:

- Readers can develop concentration while reading or listening to a specific text because they already know that they will reconstruct or retell the text.
- Retelling develops reading sub strategies (retention of information embedded in the reading text, relating text to real life situations and expressing opinions). Otherwise, they cannot achieve comprehension which is basic for retelling.
- Retelling develops mental abilities such as visualization which is necessary to support retelling.
- Retelling is a meaning focus process which develops reader’s habit of focusing on meaning.
- Retelling supports reader's capacity to distinguish main ideas from the supporting ones.
- As retelling requires the reader to reflect on the text, it develops analysis, concluding, judging, thinking skill or critical thinking skills.
- Retelling is a synthesis skill which encourages creativity.

- Retelling requires the reader to retell the text in a systematic way, so it develops the organization ability.
- Retelling enhances retention ability as a prominent part of retelling process.
- As retelling needs more than one reading, it helps speed reading .
- Retelling is an indirect means of developing language items (vocabulary- grammar- spelling- pronunciation).
- Retelling supports reading, writing and speaking fluency.

2.1.9 Advantages of retelling for the teacher:

According to the researcher's experience of the current study, she sees that the teacher may get the following advantages:

- It helps teachers to attend to the level of retention and understanding achieved by the student.
- It reveals students' ability to recognize the structure of the text and setting items in a logical order.
- It reveals the level of linguistic advantages the students have achieved.

2.2 Reading Comprehension

2.2.1 What is reading comprehension:

Islam highlights the importance of reading comprehension in achieving learning and gaining knowledge. That is, the first word of Koran that was delivered to Mohammad "peace be upon him" is" Read". This is in Al Alaq Surah. The first word in the Surah is "Read " and the last phrase is ".....teaches man what he hasn't already known or been familiar with". What is meant in Koran by "Read" doesn't mean decoding letters, sounds

and words, but reading to achieve comprehension, learning and to expand readers' knowledge about the universe man lives in.

Reading comprehension is the evolution of thought that occurs as we read. True understanding happens when readers merge their thinking with the text, ask questions, draw inferences, think about what is important, and summarize and synthesize. This enables them to use their new understanding to ask further questions and guide new learning. This active, constructive, strategic thinking process entails far more than simply retelling, Harvey and Goudvis (2008, p.1). Abu Shamla (2010, p.19) defines reading comprehension as "the process of decoding and constructing meaning through interaction and involvement with a written text". Individuals construct meaning from a text as they read, absorbing new information, and comparing it to their pre-existing knowledge.

The researcher concludes that reading comprehension is a matter of interacting between the reader and the text. It is not a passive process, but an active one that requires readers to combine their previous knowledge with the information in the text, analyze information, assimilate it to achieve understanding and draw a mental image of the message that an author wants to convey.

2.2.2 The relation between retelling and reading comprehension:

For more illustration, retelling, either spoken or written, is a meaning-focused output. In that concern, Nation and Newten (2009) claims " The meaning focused output strand involves learning through speaking and writing using language productively. Typical activities in this strand include talking in conversation ,writing a letter…telling a story..".

Consequently, retelling is a productive process aiming at producing a new form of a previously read material. One of the main characteristics of the production process is that it incites learners to do intentional search in their previous knowledge to fill in the gaps which is needed to achieve comprehensive comprehension of the read or listened to material. This, in turn, enables learners to construct the oral or written retold material in a new form coloured with their finger prints.

It is concluded that successful reproduction or reconstruction cannot be achieved without full comprehension. So retelling is a means of achieving full comprehension of the received material and comprehension is a power that supports the retelling process.

When someone wants to retell a text or a story, he/she has to set the main idea of the text he /she wants to write. This can be achieved by skimming the target text to elicit the main idea. After that, a reteller wants to support and expand the main idea, therefore, scanning the original text for the supporting ideas is a must. In order to produce a well-organized material, a reteller has to analyze the text to find out the relation among its components. In order to judge, evaluate and to reflect, he/she should infer behind lines to read the hidden message. All of those processes are means that enable a reteller to synthesize any form of material. Anyhow, the previously mentioned processes (i.e. skimming, scanning, inference, evaluating and reflecting) are the same processes utilized to achieve comprehension.

To conclude, while the reader is trying to retell a text, he/she utilizes the same strategies utilized in achieving comprehension.

2.2.3 Reading Theories:

All branches of knowledge have two aspects; theoretical and practical. On the one hand, the theoretical aspect which posits with the principles and the plans of the target topic

and on the other hand, the practical aspect which describes methods, procedures and techniques of real application. The following are reading comprehension theories that include mental model theory, schemata theory and meta cognitive theory.

2.2.3.1 Mental model theory:

Kinstck and Van (1983) point out the mental model theory as a base for achieving reading comprehension. They claim that mental model theory describes the whole reading comprehension process from the beginning of decoding words to constructing the complete meaning in the brain or when the meaning is born complete and healthy.

Thus, according to Kinstck and Van readers build three levels of mental representation; first, verbal representation which refers to decoding word to word or what is exactly written. Second; semantic representation, in which meaning of words and meaning results from the relations among them is born, then the full model of the meaning is generated when readers combine the upper mentioned meaning with the situation. Consequently, a complete mental model of the text is created in the reader's brain and this is the point when full comprehension is achieved. It can be clearly concluded from the mental model theory that comprehension is not a sudden process but a gradual birth of meaning.

2.2.3.2 Schemata theory:

Nobody lives without background or world knowledge. Knowledge is acquired consciously or is unconsciously packed in a human being mind and operates when needed. This knowledge package is referred to as schemata. Ajideh (2003) defines schemata as an active organization of post reactions to past experiences which must always operate in any well adapted organic response". In addition, Rumelhart

(1980,pp.33-58) reports "All knowledge is packed into units. These units are the schemata or cognitive constructions which allow for organization of information in the long term memory." The researcher thinks that the schemata information paves the road to learn. understand or acquire the new pieces of information in a target text. That is a matter of adding and finding the relation between the already formed material and the new input. It is similar to a painter who adds new lines or colours to this portrait to add meaning to it.

2.2.3.3 Meta cognitive theory:

Meta cognitive theory refers to students' conscious awareness of the cognitive processes they use and any thinking related to those processes, Flavel (1976). In addition, Ulrike et al (2012) states that the term meta cognition refers to thinking about thinking or it is matter of regulating the learning steps that a learner follows to achieve solving a problem. To explain, readers utilize strategies to understand a text when they feel that they cannot understand a specific point, they change their strategies. They may reread and ask questions. In other words, it is a matter of controlling and orienting mental process towards achieving comprehension. It includes planning to choose the best approach to learn, monitoring the learning process and evaluating whether the objectives are achieved or not.

2.2.4 Reading sub -skills:

Reading is one of the main four skills of language. It is achieved in multiple sub-skills which are gradually taught to build the holistic main reading skill. Some of the reading comprehension sub-skills are as follows:

2.2.4.1 Questioning:

Martin and Pressley (1991) state that "question generation involves asking questions while reading and attempting to answer those questions. This strategy makes readers more active in the comprehension process and focuses the readers' attention, particularly on the information that will answer the self-generated questions. This makes the text content easier to understand and to remember. According to Pressley et al. (1992), question generation seems especially useful for learning material from expository text. It can be clearly concluded from the previous definitions that questioning is a reading sub-skill that keeps a reader alert and concerned with finding answer to the suggested question. Asking oneself about specific points apparent or hidden helps achieve understanding and support meaning making and critical thinking.

2.2.4.2 Making connections:

Connections are links that readers can make between what they are reading and things they already know about. Good readers use their own background knowledge and prior experiences to make connections.

There are three different ways that a reader can use to make connections: Text-to-self, text-to-text and text–to-world. Duckworth (2009, p.2) confirms that good readers connect what they know to what they are reading. Furthermore, Mckown and Barnett (2007, p.5) state that students can connect texts to self through drawing, making a chart or writing.

2.2.4.3 Skimming:

Harmer (2001, p.202) defines skimming as the ability "to take in a stream of discourse and understand the gist of it without worrying too much about the details …it means

running your eyes over a text to get a quick idea of the gist of a text)". Bielby (1999, p. 155) confirms that "Skimming is the process of flipping through the pages fairly fast, trying to locate the sort of places where you might find what you are looking for". In order to identify a main idea, two questions should be asked:"what is this about?" and "what does the writer want to say about this?" Mikulecky (1986, p.2). Moyle (1972, p. 8) believes that skimming is the most useful skill for locating specific information, for classification of material and for revision purposes .

2.2.4.4 Scanning:

Scanning means that a reader's brain is seeking specific information, such as words, names and answers to specific questions, that is meaningful to him faster than he can consciously pay attention to" Bielby (1999, p. 155). According to Harmer (1991, p. 183),scanning is the ability of students to read a text for particular bits of information they are searching for.

2.2.4.5 Distinguishing facts from opinions:

Audaini (2011)states "Students can differentiate facts from opinions when they understand the text".

2.2.4.6 Summarizing:

Fountas and Pinnell (1948) state " Being able to summarize information effectively is an invaluable skill for good readers of all ages". According to Pearson Education Incorporation (2009a, p.1of 2), summarizing refers to a reader's ability to put a written or spoken text in a shortened version using his own words. To do this, a reader should focus on the main points of the text and some major supporting details as well. Similarly, Riverside Unified School District (2004, p. 2) reports that summarizing is a

skill that involves selecting the most important information and restating it in a brief, synthesized manner. Accordingly, summarizing means that a reader is capable of pointing out the main ideas of the target text overriding unnecessary and extra information and keep them in logical order.

2.2.4.7 Inference:

Inference means using clues from the text combined with readers' previous knowledge to find out about something that is not directly stated. It is a matter of reading between lines or eliciting a hidden message. It is one of the higher order thinking skills that requires readers to question and to go through the whole mental image of the text to clarify the author's message which is not stated clearly. The meaning produced is subjective and personal that it may differ from one to another because each has a different schemata. In this concern, Keene and Zimmerman (1997, p. 147) state that "When we read, we stretch the limits of the literal text by folding our experience and belief into the literal meaning of the text, creating a new interpretation and inference ." Likewise, Harvey and Goudvis (2008, p. 4) identify inferring as the bedrock of understanding. It involves taking what you know, your background knowledge, and merging it with clues in the text to come up with some information that isn't explicitly stated. Inferential thinking helps readers to figure out unfamiliar words, draw conclusions, develop interpretations, make predictions, surface themes, and even create mental images.

2.2.4.8 Prediction:

Prediction is a skill of expecting what the text is about through examining titles and pictures or through following the series of events and predicting the following ones. In this context, Fountas and Pinnell (2006)state "Good readers anticipate words, phrases,

and sentences and use their knowledge about how language works to narrow possibilities when solving words. This anticipation both propels reading forward and makes decoding more efficient. As a result, readers are able to focus more attention on meaning".

2.2.4.9 Sensory images:

Sensory images refers to the reader's mental ability to form images gradually while and after reading a text.

2.2.4.10 Fix-up option:

During reading comprehension processes, a reader may stump or face problem in achieving comprehension, then he/she stops to think, reads ahead, tries to visualize, asks new questions, makes prediction, figures out unknown words, connects to background knowledge and reads illustrations. A reader may use one or all of those options to solve the difficulty he/she faces in understanding.

2.2.5 The relation between retelling, comprehension theories and reading strategies:

The core of the comprehension theories revolves round mental processes involved in achieving comprehension by assembling ideas in the text relating them to the reader's schemata to achieve full comprehension of the already read material. If those reading comprehension theories are applied as strategies to achieve reading comprehension, a reader has to skim to get the main ideas, predict, question, scan for specific information, judge and evaluate. Similarly, when a reader is asked to retell a text or a story, he/she has to use the same reading comprehension strategies. It is necessary to announce that without achieving reading comprehension, a learner cannot retell the material in a

logical order. He/ She is forced to elicit the main idea through skimming the text, scan the text, to provide consequent details starting from the beginning, the middle and the end. Moreover, learners have to connect the text to their personal experience and recognize characters, setting and main events. Learners also have to answer several referential and inferential questions. All those cognitive skills are needed to reconstruct the target material in a new form on one hand and to achieve reading on the other hand.

To conclude, no effective retelling takes place without passing through systematic use of reading comprehension strategies. In addition, deep comprehension of a text can be represented in a piece of retold material.

2.2.6 What is the difference between summarizing and retelling ?

Summarizing means picking the main ideas of a text, sequencing them in a logical order. On the other hand, the reader overrides unnecessary information. Retelling means recognizing and sequencing all the details in a logical order and relating them to the reader's own experience.

2.2.7 Levels of Reading Comprehension:

Nuttall (1996) points out four levels of comprehension; conceptual meaning, Contextual meaning, pragmatic meaning and propositional meaning.

-Conceptual meaning:

The literal meaning of words.

-Contextual or Inferential (interpretative) meaning:

Contextual meaning refers to the meaning of words and sentences that can be understood from the context.

-Pragmatic meaning:

The meaning which is generated as a result of interaction between the text and the reader's own schemata, beliefs and understanding.

-Propositional meaning:

The meaning of each separate sentence according to its components (literal).

White (2004,pp.1-3) adds another level which is the applied level in which a reader adopts the literal and the interpretive material in a process of synthesizing the information in a new form.

According to Zintz (1978, p.269)comprehension skills are classified into three levels: Literal comprehension or the pre interpretive skills, interpretive skills and critical reading comprehension.

Literal (Pre interpretative) comprehension:

The first level as Zintz (1978, p.269)states is literal comprehension which requires getting meanings from the context through such abilities as finding the main idea, putting ideas in proper sequence to tell a story or finding pertinent information in paragraphs to answer questions.

Interpretative level

Zintz (1978, p.270)clarifies that the second level (interpretive level) includes learning to anticipate meanings, drawing inferences, drawing generalizations, and selecting and evaluating.

Critical reading ability:

The third level, as discussed by Zintz (1978, p.280) is the critical reading ability. He reports that one does not believe everything one reads. If one tried, he/she would be hopelessly confused. One relates new ideas that he bears, sees, or reads with his previous knowledge, or prejudice, and accepts or rejects the new idea. Critical reading cannot be done without knowledge. Through knowledge, the reader is able to make comparisons and judge the relevance.

2.2.8 The relation between levels of comprehension and retelling:

Retelling process provokes a reader to practice all levels of comprehension; otherwise, he /she cannot produce the new material. That is, he/she has to decode the text literally, relate it to his/her schemata, infer and interpret and then comes to the synthesis phase. It is the summit phase when readers produce the production or the retold material.

Section (B): Previous Studies

Introduction

This section investigates the findings of the previous studies relevant to the problem of the current study and the strategy utilized to achieve development in students' achievement in reading comprehension. These studies are twenty studies divided into three domains:

The first domain includes seven studies confirmed the effectiveness of using written retelling strategy in improving language skills.

The second domain includes ten studies which affirmed the impact of using written retelling on improving reading comprehension.

The third domain includes three studies proving that written retelling improves reading comprehension achievement and retention.

2.3 Studies related to the effect of written retellings on improving language skills.

Morrow(1986), study titled as **'Effects Of Structural guidance in Story Retelling on Children's Dictation of Original Stories'** sought to determine if frequent story retellings with structural guidance could improve kindergarten children's use of structural elements in dictations of original stories and increase the oral language complexity of the stories. Treatments were administered to children once a week for eight weeks. After a story was read, the control group children (n = 44) drew a picture about it and the experimental group children (n = 38) retold the story individually to a research assistant. Story dictation pre- and posttests were administered. Analysis of covariance indicated significant improvement among the experimental group in dictation of original stories and in oral language complexity. Retelling proved to be an instructional strategy capable of improving children's dictations of original stories and oral language complexity within those stories.

De Temple and Tabors (1996) carried out a research titled **''Children's story retelling as a predictor of early reading achievement''**. This study was conducted to explore the relationship between early language experiences and later literacy and school

achievement. They investigated the relationship between early book reading experiences and later narrative skills and whether these narrative skills were related to school measures of literacy and language. Results indicated that book reading experiences at home at age 3 ½ were positively related to storytelling ability at age 5 ½. Mothers' reactions to texts were positively associated with story sense and non-pictured information. Story retelling was associated with first grade reading and language skills. Story sense, emergent literacy and PPVT were found to be useful predictors of first grade reading abilities. The researchers stated that the best single kindergarten predictor of reading is emergent literacy. And the best model for first grade reading achievement combines emergent literacy, story sense, and a positive home literacy environment.

Gudwin (2002) study titled **'' A qualitative study of the perceptions of six pre services teachers [microform]: Implementing Oral and Written Retelling Strategies in Teaching Reading to Students with Learning Disabilities''** discusses a case study that explored how an oral and written retelling strategy in teaching reading comprehension to students with learning disabilities was used. A qualitative research design was used in the form of a descriptive case study approach. The study was implemented in four elementary schools, one middle school, and one senior high school. Data included written surveys, weekly audio taped and transcribed focus group sessions, written samples of retells, analysis of scores, checklists, surveys, and rubrics, as well as observation/debriefing. Findings showed that oral and written retelling strategy is a positive and productive strategy to increase reading comprehension skills, writing proficiency, vocabulary experiences, and oral language; encourage risk-taking and positive social interactions; and increase self-esteem.

Clanton and Geist (2002)conducted a study titled " **The effect of using written retelling as a teaching strategy on students' performance on the TOWL-2**".The purpose of this study was to determine if practice in written retellings that focused on the structural framework of narratives would enhance second grader's writing development as tested by the TOWL-2. This investigation used a Multiple Analysis of Variance procedure to examine the interaction effect of Teaching style (Traditional / Skill Based or Language / Whole Language based) and the use of a written retelling strategy to teach grammar. The main questions to be discussed are:

1) Do students who are taught reading using the written retelling strategy score better on the Test of Written Language?

2) Does the written retelling strategy work better in a traditional classroom or a language based classroom?

The study involved a total of 118 children from four writing process and four traditional classrooms. The classes were randomly assigned to treatment and control groups so that there were two traditional classrooms and two writing process classrooms in each of the control and treatment groups. A written retelling instructional strategy was conducted with the treatment groups over a 12-week period. Pre and post scores on the Test of Written Language-2 were analyzed by using a multiple analysis of variance (MANOVA).

Results show that the traditional classrooms using the written retelling strategy did not show significant gains over the traditional classrooms that was a control group. Therefore, the written retelling strategy in this environment was not particularly effective. However, the author attributed this deficiency to the traditional teaching environment. He states " The Literature based / whole language classrooms that used

the written retelling strategy did show a significant improvement over the control group. This is the basis for the interaction effect of teaching style and written retelling.

Stoicovy (2004) carried out a study titled **''Using Retelling to Scaffold English Language for Pacific Island Students ''**.The study aimed to explore the role that retelling plays in scaffolding English as a second language for Pacific Island students. The participants were grade five students. For intervention, the teacher read stories. At the end of the reading, he distributed individual copies of the legend and asked the children to read and retell to another one. The results showed that learners overcame limitations in expressive abilities in terms of vocabulary, syntax, and idiomatic use of language. The target students found retelling strategy as so appealing and nonthreatening and at the same time helped them to learn their new language. As to tasks of written retelling, students told complete stories which reflects comprehension of the original story, knowledge of story structure and internalization of vocabulary and sentence structure, mechanics of writing such as spelling and punctuation. The present researcher can point out that retelling either written or oral is a successful strategy that helps developing not only comprehension skills but other language skills as well.

Larcy (2008) study titled **''Language Learning Through Retelling: The Reading-Writing Connection'** was carried out to present a sample retelling of a traditional tale to engage and help students respond to literature and make the reading-writing connection. Retelling of stories modeled by the teacher can inspire critical thinking and sound decision-making among students as they attempt to write their retelling. The written retelling task can motivate students to take a closer look at the text features, and offer new insights to the original material. Even if reading, modeling, interactive activities, and discussions in class are valuable, the teacher can go a bit further to

broaden the students' choices, deepen their grasp, and sharpen their thoughts for their own writing. Thus, language learning becomes fruitful, fulfilling, meaningful and enjoyable. Both the teacher and students benefit from the activity as they explore innovative ideas, connect reading and writing in the context of the story, and create versions of their own.

Aslan (2011) conducted a study titled "**The Impact of Direct Instruction and Cooperative Retelling on the Narrative Writing Skills of Upper Elementary School Children in the Inclusive Classroom**" to address the writing challenges experienced by many normally achieving students (NA) and students with learning disabilities (LD) in the inclusive classroom. This quasi-experiment study examined the outcomes of two technology-supported instructional interventions and an untreated control group with pretest and posttests, and posttest only, aimed at improving the narrative writing skills of cycle 3 (Grades 5 and 6) students. The first intervention was focused on the development of oral retelling skills using a direct instruction and a cooperative retelling (CR) method. The second intervention employed a direct instruction (DI) method. Embedded within each intervention was an additional weekly remediation session given to the LD students. Both interventions required participants to listen to podcasts of folktales hosted on the Internet site Voice Thread. The same site was used by the CR group to facilitate the cooperative retelling process.

A total of 131 students, 57 Grade 5 and 74 Grade 6 students participated in the study, which lasted for 5 months. While the treatments differed in their theoretical foundations and instructional interventions, both involved four cycles of folktale retelling written production.

Two-way ANOVAs conducted on gain score data indicated that students in the CR conditions at both the Grade 5 and Grade 6 levels outperformed students in the DI and the Control groups on most variables. The impact of the Cooperative Retelling intervention was evident for both normally achieving and students with learning disabilities. The direct instruction (DI) intervention did not have a significant impact on participants' narrative writing skills.

2.4 Studies related to the effect of written retellings on improving reading comprehension

Bligh (1989) conducted a study titled **''The influence of the story impression method on narrative comprehension of junior high school remedial reading students''** to determine whether the use of story impression clues would be successful in developing schema and involving students in active reading in order to increase comprehension of narrative texts. Story impression clues are words or phrases taken from the story that reflect the characters, plot and setting. Subjects were 46 seventh, eighth and ninth grade remedial reading students. In a training session, students in the experimental group were shown how to use story clues to write hypothesized story, use it to confirm and revise their predictions and to write a retelling using the clues. The control group hypothesized orally using the title, read the story and then wrote a retelling of the story. Over a period of six weeks both groups read four short stories, completed retellings and took a five statement inference quiz on each story. The Degrees of Reading Power (1983) test was used as a blocking variable. Analysis of variance revealed that students in the experimental group performed significantly better on the written retellings and the inference quiz than did the control group. Results suggest that using the "story impression" method does improve comprehension. So, the use of written retellings, the

engagement in reading and writing is responsible for the improvement in comprehension.

Kuldanek (1998) conducted a study titled "**The Effects of Using a Combination of Story Frames and Retelling Strategies with Learning Disabled Students to Build their Comprehension Ability''.** The study employed retelling techniques and incorporated direct instruction of story grammar to allow students to identify major story elements while strengthening oral language skills. Its purpose was to improve learners' written language ability and ultimately increase their comprehension. This strategy was reinforced through story framing which was modeled and practiced with 10 learning disabled students (ranging in age from 6 to 7 and ranging in ability from beginning first grade to beginning second grade reading levels) to improve their written language ability and ultimately increase their comprehension. The participants achieved great success in written language ability and increased their comprehension.

Flynn (2002) conducted a study titled **''Dialogic Approaches Toward Developing Third Graders' Comprehension''** to investigate the impact of written retelling on grade three students' comprehension. The students were asked for a written retelling of both narrative and expository forms to assess comprehension growth. Written and oral surveys were conducted to determine if any change had occurred. Data collection included transcripts of audio tapes made during the sessions, written response journals of the students. Results indicated that the students with special learning needs improved the most. Students' questions and the level of higher order thinking statements increased. The students made more inter textual connections with narrative text than with expository passages. They gradually took a greater role in constructing their own questions and indicated that they saw themselves as leaders empowered in and by the

process. In regard to student attitude, 61.1% of the class believed that making a mistake was all right and a way to learn.

Alviar (2002) carried out a study titled **'Reading Comprehension of Cause-Effect Expository Text for Students with Language Learning Disabilities''** to examine the effects of retelling strategy on achieving comprehension of cause-effect expository text for students with language learning disabilities. Modes of presentation included oral and written retelling followed by Graphic organizer, and graphic organizer followed by oral and written. Analysis was quantitative, descriptive and qualitative in nature. Frequency of identification of main idea, cause and effect were measured. The study findings in this study highlighted the positive effect of retelling, both written and oral, on comprehension of expository text.

Donna (2008) experimental study titled'' **The effects of substituting retelling for basal reader comprehension instruction on students in a sixth grade reading program**'' was designed to examine the value and ease of use of written and oral retellings in a contemporary classroom setting. Students in two intact sixth grade reading groups, one made up of proficient readers and the other of less- proficient readers, participated in the study. The purpose of the study was twofold. First, it endeavored to determine if replacing existing group comprehension instruction and individual comprehension workbook assignments with retelling instruction and oral and written retelling practice would significantly impact the reading comprehension achievement of middle school students. Second, it sought to discover how retelling would affect the reading comprehension achievement of students at different levels of reading capability (proficient and less- proficient).

The retelling intervention lasted for five weeks with each group of students. Pre and post test reading comprehension achievement data were collected using three instruments: a standardized reading test, a curriculum-based measure, and a scale evaluating the quality of written retellings. An analysis of the data revealed that retelling was indeed an effective reading comprehension strategy. While statistical significance was not reached on all measures used, effect sizes reflected the practical significance of the retelling strategy. Both proficient and less-proficient readers benefited from the retelling instruction. The effects observed are particularly important because the strategy was implemented within an existing program without additional materials, costs, or disruption to the classroom schedule of either the students or the teachers.

Schisler (2008) conducted a study titled **'' Comparing the Effectiveness and Efficiency of Oral and Written Retellings as Strategies for Improving Reading Comprehension Performance'**. It examined effectiveness and efficiency of three reading comprehension interventions on students represented in cumulative number of comprehension questions answered correctly, passage review condition, oral retelling condition, and a written retelling condition on reading comprehension performance. That is, the study examined the effects of oral and written retellings as a strategy for improving both literal and inferential comprehension performance. The participants were five elementary-aged students. The results indicated that comprehension gains were made for all five of the students who participated in the study. The oral and written retelling procedures led to similarly greater gains in overall comprehension when compared to the passage review procedure. The oral and written retelling procedure was found to be the most efficient in terms of increasing comprehension performance.

Brack (2008) presented an Action Research Project titled as **''The Impact of Instructional Retelling on the Reading Comprehension Tests of At-Risk Readers''.** The purpose of this project was to determine if the use of instruction of retelling strategies would increase the comprehension scores of intermediate at-risk students. The participants were twelve students. They were given a pretest in autumn 2007 with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)reading comprehension and a number of vocabularies were measured. For intervention, they received specific retell strategy instruction modeled by the teacher in expository materials including Coding Strategy, Paragraph Shrinking, and Active Reading Strategy. They practiced these retell strategies utilizing visual cues and scoring rubrics to monitor their progress. They were post tested in the winter of 2008 to determine if their word gain would surpass the pretest in 2007. The results showed that the average word gain of the students of 2008 test was projected to be at least five words greater than the test of 2007. In addition, retelling strategy instruction in expository articles resulted in an increase of reading comprehension as measured by the DIBELS**.**

McGee (2009) implemented a case study titled " **Shifting from a Developmental Retelling Framework to Independent Reading and Retelling**' This study used a qualitative case study design to explore how second grade students transferred a retelling for comprehension framework into their independent reading for understanding, with particular attention to the steps employed and support evidenced for higher level thinking. Theoretical concepts included transfer of learning and scaffolding. Study participants, selected using purposeful sampling, included 12 second grade students from two classes in a K-5 public school in Arizona. Data was collected through focus group interviews and documents that included student work in the form of graphic Organizer (GO!) journal and shape GO! map worksheets, which revealed student

thinking about stories. Interpretational coding was used to uncover important themes. Study findings indicate that student responses changed after retelling instruction suggesting that students were able to transfer the framework. Findings also indicate that students engaged in higher level thinking through connections, comparisons, and assertions made within the framework's elements. Implications for social change include change in teaching practice, which could provide second grade students a tool that builds reading comprehension and is transferable to individual reading.

Wellman, Rachel Lipscomb (2009) conducted a study titled "**Narrative Ability of Children with Speech and Language Deficits and its Potential to Predict Later Literacy Skills**". The first objective of this study was to examine how three groups of children aged 3.25 to 6.5 years differ in narrative ability during the years of emergent literacy. These groups included children with co-morbid speech sound disorders (SSD) and language impairment (LI), children with isolated SSD, and typically developing children. The second objective was to determine if early narrative ability predicts reading and written language ability at school age (8 to 12 years). For intervention, the children were given a narrative retelling task before formal literacy instruction. The early narratives were analyzed and compared for group differences. Reading decoding, reading comprehension, and written language ability were later tested at school age, and regression was used to compare the results with the children's early performance on the narrative task. The results showed that significant group differences were found between the group of children with co-morbid SSD and LI and the other two groups. Specifically, these differences included the ability to answer questions about the story, use of story grammars, and number of correct and irrelevant utterances. Syntactic and semantic measures such as mean length of C-unit, number of C-units, number of words, and number of different words were not significantly different. The early narratives

were predictive of literacy skills at school age. Measures of story structure and accuracy proved to be the best predictors of reading comprehension, written language, and the decoding of real words. Measures of syntax and lexical diversity were the best predictors of decoding nonsense words. To conclude, these results suggest that LI, and not SSD, interferes with a child's ability to retell a narrative and answer comprehension questions. The results also suggest that narrative retelling is a useful task for identifying children who may be at risk for later academic problems in the areas of reading and written language.

Gomwalk (2010) conducted a study titled "**Developing Junior Secondary School Students' Reading Comprehension and Written Composition Performances through Story Telling and Retelling ''** to investigate the impact of storytelling and story retelling on secondary school students' and composition performance. Two hundred and forty (240) junior secondary school students from three selected schools in Pankshin Local Government Area of Plateau State were surveyed. A pretest-posttest design was used to gather data from the respondents. The mean test and Standard deviation analyses showed that story telling and retelling as teaching strategies can enhance or facilitate the performance of students in both reading comprehension and written composition. The findings thus revealed that story telling and retelling can enhance the language performance of secondary school students.

2.5 Studies related to the effect of written retellings on improving reading comprehension achievement and retention

Gambrell, Pfeiffer and Wilson (1985)study titled **''The Effects of Retelling upon Reading Comprehension and Recall of Text''** investigated the effects of retelling (free recall) upon the comprehension and recall of text information for 93 fourth-grade

students. Subjects were assigned randomly to one of two generative learning strategy treatment conditions: retelling illustrating. Subjects participated in four training sessions and one test session. For each of the four training sessions, subjects silently read a passage and then, according to treatment condition, either retold the important parts of the passage or illustrated the important parts of the passage. For the test passage all subjects silently read the passage, and then rendered a free recall. Two days later all subjects rendered a delayed free recall and answered 10 literal and 10 inferential questions about the test passage. Statistically significant differences were found on all measures of reading comprehension and recall (immediate free recall, two-day delayed free recall, and responses to literal and inferential questions) in favor of the subjects who received practice in retelling. The results suggest that retelling is a highly potent generative learning strategy and that retelling has direct, beneficial consequences for children's processing of subsequent texts.

Moss, Leone and Dipillo (1997) stated in their study " **Exploring the Literature of Fact: Linking Reading and Writing Through Information Trade Books''** that written retellings allow children to play an active role in reconstructing expository texts. They require children to reconstruct materials they have read in their own form, which requires clear understanding of what has been read. They serve as an assessment tool as teachers can see how much information was retained after reading or listening to a text. Additionally, they give teachers insights about children's knowledge of genre and their ability to organize information. Moreover, they allow children to record their thoughts about the connections between their own lives and the books they are reading. Responding to stories can help develop problem solving and critical thinking skills essential to student's survival in the information age.

Lin (2012) conducted a study titled **'The Impact of the Retelling Technique on Chinese Students' English Reading Comprehension'** to examine the impact of the retelling technique on English reading comprehension for 126 Chinese students from a Taiwanese university. Sixty five students were assigned to the experimental group and 61 to the control group. Both groups received the same learning content, but the technique differed; the experimental group had the retelling technique, while the control group had conventional techniques. All participants took reading comprehension pre- and post-tests, as well as a reading comprehension strategy questionnaire. The experimental group also wrote self-reports to describe their perceptions of using the retelling technique. The results show that retelling significantly improved the participants' text comprehension at the level of overall meaning. It also helped them to learn general concepts during reading and to retain a synopsis of the story in their memory after reading. The participants using retelling could distinguish better than control participants between overall and specific ideas. They also performed better in drawing connections between pieces of information introduced at different parts of the text. However, retelling did not improve the ability of participants to remember details of expository texts. Based on these results, the study makes recommendations to integrate retelling in L2 reading comprehension instruction.

2.6 Summary of the findings of previous studies

Having reviewed the previous studies, the researcher acquired valuable knowledge to enable her to reveal the written retelling strategy effects on developing reading comprehension achievement and retention. Concerning the first domain comprising the impact of written retelling on language skills in general, all the studies clearly indicated that the written retelling enhances all language skills. The majority of these studies

affirmed the strong effects of written retelling strategy on writing skill where there is a strong relation between reading and writing skills. In this concern, Morrow(1986) asserts that " story retelling proved to be an instructional strategy capable of improving children's dictation". De Temple and Tabors (1996) reveals that "retelling is the best model for first grade reading achievement". Denis and Gudwi (2002) proves that oral and written retelling strategy is a positive and productive strategy to increase reading comprehension skills, writing proficiency, vocabulary experiences and oral language. Stoicovy (2004) points out that "retelling either written or oral is a successful strategy that helps develop not only comprehension skills but other language skills as well".

Aslan (2011) states that "the impact of the cooperative retelling intervention evident on participants' narrative writing skills". On the contrary, Clanton (2002) disagrees with the others when he stated that written retelling strategy was not particularly effective in improving writing skill and he attributed this deficiency to the traditional teaching environment.

As regards the second domain concerning the impact of written retelling on reading comprehension in particular, the results of the studies of Bligh (1989), Kuldanek (1998), Flynn(2002), Donovan (2002), Johnson (2008), Schliser et al. (2008), Brack (2008), McGee (2009), Wellman (2009) and Lawti (2010) show that the use of written retelling enhances reading comprehension achievement among all ages and for all students whether they are good or impaired students.

In the third domain concerning the results of the studies tackling the effect of written retelling strategy on improving reading comprehension and retention, five studies agreed upon the great role of written retelling strategy in empowering the students' abilities to retain (Free recall) the information of the text in order to use it to reconstruct

the text and comprehend it effectively. These studies are Gambrel et al. (1985), Moss et al. (1997 and Lin (2012).

Concerning the participants of the studies, the previous studies were applied to all ages. Some of them were in kindergarten such as Morrow (1986), De Temple (1996) and Wellman (2009), others were conducted in elementary schools such as those of Clanton and Geist (2002) Johnson (2008), Schisler et al. (2008), Gambrell et al. (1985), and Moss et al. (1997), other studies were conducted in Junior Secondary schools such as those of Bligh (1989), and Gomwalk (2012).The only study that was on University students was that of Lin (2012).

In addition, the previous studies applied retelling strategies for all students whether they are impaired students such as those of Gudwin (2002), Kuldanek (1998), Donovan (2002) and Brack (2008).

All the previous studies agreed on the effectiveness of using written retelling strategies on improving reading comprehension and they were applied to all ages and for all levels. Therefore, the researcher was encouraged to conduct this research and was motivated to use an achievement test and interview as tools for her study.

Different tools were used in these studies, which helped the researcher to choose the used two tools to conduct the current study. Some of the suitable tools used in the mentioned studies include achievement test such as those of Morrow (1986), Clanton and Geist (2002), Aslan (2011), Johnson (2008), Brack (2008), Gomwalk (2010) and Lin (2012) and focus group interview such as that of Mc Gee (2009).

2.7 Summary:

To conclude, this chapter was divided into two parts: theoretical framework and previous studies. The theoretical framework was concerned with issues related to reading (such as definition, variations, strategies and advantages of retelling strategy and history of telling and retelling), and other issues related to reading comprehension (such as definition, theories, sub-skills and levels of reading comprehension).

The second part cited some previous studies that earlier researchers conducted in relation to WRS and reading comprehension or other skills. Finally, the researcher commented on these previous studies.

Chapter III

The Methodology

Chapter III

The Methodology

Introduction

The purpose of this study was to examine the impact of using written retelling strategy on improving ninth graders' reading comprehension. This chapter introduces the methodology followed throughout the study: the methods, the population, the sample, and the instruments used to answer the questions of the study.

3.1 Research design:

The researcher adopted the quasi-experimental design. Two groups were chosen as the participants of the study, an experimental group and a control one. The experimental group was taught reading comprehension by using written retelling strategy, whereas the control group was taught through the traditional methods.

3.2 Sample of the study:

The sample of the study consisted of (72) students distributed equally into the experimental group and the control one as shown in table (1). The two groups were randomly chosen from a purposive sample from Amena Bent Wahab Secondary Girl School in Rafah where the researcher has been working as a teacher.

Table (1)

Distribution of the study sample

Group	Experimental	Control
Students' number in each group	**36**	**36**

The participants were almost similar in the economic, cultural and social level. They were almost equal in their general achievement as the statistical treatment of their results in the first term of the school year (2011-2012) revealed. They were nearly at the same level in their English language achievement in accordance with the statistical treatment of their results in the first term- final exam of the school year (2011-2012). Moreover, they were equal in their previous learning in the reading comprehension skills. The age variable of the sample was also controlled before carrying out the experiment as they were around 15 years old.

3.3 Study variables:

The study included the following variables:

3.3.1 The independent variable:

The independent variable of the study is the new teaching strategy represented by the written retelling strategy.

3.3.2 The dependent variable:

The dependent variable is ninth graders' comprehension achievement and retention.

3.4 Instrumentation:

To achieve the aims of the study, the researcher used two tools: an achievement (pre – post)test and a focus group interview.

3.4.1 Achievement test:

A pre-post achievement test was prepared by the researcher according to the criteria of the test specifications as shown in (table 2). Moreover, below the test was refereed by a group of specialists to measure its validity.(See appendix1).

Table (2)

Table of test specifications

Comprehension sub skills	No. of items	%
Retention	5	42%
Relating texts to personal experience	5	42%
Expressing opinions	2	16%
Total	12	100%

The table of specifications was designed according to the general objectives of the test, the content analysis and the weight of each skill.

3.4.1.1 The general aims of the test:

The test aimed at measuring the impact of written retelling strategy on the subjects' achievement in reading comprehension achievement. The objectives of the test were to examine the students' ability to:

- retain information from the text while the books are closed,
- relate text to personal experience and
- express opinions.

3.4.1.2 Test materials and items:

Two passages were used in the test. Those were selected from The Oxford Primary Skills series "Reading and writing", which is designed to be used as supplementary materials with the main course book to develop reading and writing skills, and uses a balance of familiar and new language in different contexts. The first passage talks about the different kinds of food and the customs of eating around the world, while the second talks about one of the most famous composers in the world "Mozart ".Every text has about 100 words. The texts are similar to those in grade nine Palestinian curriculum in their length and difficulty.

The test contains twelve items distributed among the four reading comprehension skills that the study aimed to investigate (See appendix 1). Students were generally familiar with such topics and vocabularies. Six items were assigned for each text and the instructions and explanations relevant to the test were given to students by their teacher-researcher who assured the students that the test was carried out just for research purposes.

3.4.1.3 The pilot study

To maintain the validity and reliability of the pre and post test, a pilot study was conducted; a text was administrated on a random group consisting of (36) grade 9students in Amena Bent Wahab Secondary school other than the experimental one. The results were recorded and statistically analyzed to measure its validity and reliability. The items of the test were modified in the light of the statistic results (See appendix 1).

3.4.1.4 Test Validity:

Content validity addresses the adequacy and representativeness of the items to the domain of testing purposes. In this context, Mackey and Gass (2005, p.107), state'' Content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information". To make sure that the test was valid, the researcher used referee validity and internal consistency validity.

A. Referee Validity:

The test was refereed by a jury of experts in English language and methodology in Gaza Universities, in addition to experienced supervisors and teachers in UNRWA and Governmental schools. The items of the test were modified according to their recommendations.

B. Internal Consistency Validity:

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

Table (3)

Internal Consistency Validity

Item	Pearson Correlation	sig. level
1. The text is about	0.371	sig. at 0.05
2. Chinese food is delicious because	0.688	sig. at 0.01
3.In China, people don't think it's rude to…….,but they don't think it's rude to…	0.637	sig. at 0.01
4.Chinese food is different from Palestinian in	0.402	sig. at 0.05
5.Complete the following schedule	0.757	sig. at 0.01
6.The most delicious food in my opinion is (Chinese food / Palestinian food). That's because	0.663	sig. at 0.01
7.Complete	0.482	sig. at 0.01
8. Complete the fact file	0.766	sig. at 0.01
9.Who is your favorite musician? Why?	0.817	sig. at 0.01
10.What would you like to be in the future? why?	0.387	sig. at 0.05
11.Who is your model in life? why?	0.680	sig. at 0.01
12. Do you like Mozart? Why?	0.588	sig. at 0.01

*r table value at df (28) and sig. level (0.05) = 0.361

**r table value at df (28) and sig. level (0.01) = 0.463

Table (3) shows that correlation coefficient of each item within its question is significant at less than levels (0.01) and (0.05). It can be concluded the text is highly consistent and valid as a tool for the study.

3.4.1.5 Reliability of the test

Mackey and Gass (2005, p.128) assert that the test is reliable when it gives similar results if it is administrated twice within similar condition. So, a pilot test was applied on a random sample of (36) students from Amena Bent Wahab Secondary Girl School. The results were recorded and statistically analyzed to measure its reliability. The items of the test were modified in the light of the statistical results. To make sure that the test was reliable, the researcher used Kooder Richardson test and the split-half method.

A-Split Half Method:

Abu Hattab and Sadeq (1980, p.14) stated that split half method depends on splitting the test in two parts and calculating the correlation between the parts then making a correlation for the correlation coefficient by Spearman Brown Prophecy Formula. Table (4) describes Split half coefficient of the test domains.

Table (4)

Split half coefficients of the test domains

Test Domains	**Split half coefficients of the test domains**
Total	0.848

From Tables (4), the test is proved to be reliable. The Spilt- half coefficient is (0.848), which indicates that the test is reliable to be used in the study.

B-Kooder Richardson (K-R20) relies on calculating the percentages of the correct answer to the items on the variance of every item. Table (5) describes (K-R20) for the test domains.

Table (5)

(K-R20) coefficients of the test domains

Test Domains	(K-R20)
Total	0.801

The results show that the reliability coefficients of the achievement are acceptable because they are 0.80. This means the test is reliable and valid to apply.

Difficulty Coefficient:

This represents the percentage of the failing student to the total student who answered the test. The difficulty factor of a test was computed according to the following equation (O`dah, 2002, p.125):

$$\text{Difficulty Coefficient} = \frac{\text{No. of failing student}}{\text{the total students who answered the test}} \times 100$$

Table (5) shows the difficulty coefficient of each items of the test.

Table (6)

Difficulty coefficient for each item of the test

No.	Difficulty coefficient
1	0.41
2	0.24
3	0.25
4	0.26
5	0.41
6	0.28
7	0.37
8	0.27
9	0.34
10	0.30
11	0.37
12	0.33
Total difficulty coefficient	0.32

Table (6) shows that the difficulty coefficient wobble between (0.25-0.41) with total average (0.32). This means each item is acceptable or in the normal limit of difficulties according to the view point of specialists' assessment and evaluation.

Discrimination coefficient:

Discrimination coefficient means that the test has the ability to differentiate between the high achievers and the low ones. The discrimination factor of a test item is computed according to the following equation (O'dah, 2002, p.127):

$$\textbf{Discrimination Coefficient} = \frac{\text{No. of the students who have correct answer among the high achievers}}{\text{No. of high achieving students}} - \frac{\text{No. of the students who have the correct answer among the low achievers}}{\text{No. of low achieving students}}$$

Table (7) shows the discrimination coefficient for each item of the test.

Table (7)

Discrimination coefficient for each item of the test

No.	Discrimination coefficient
1	0.69
2	0.33
3	0.29
4	0.44
5	0.69
6	0.53
7	0.47
8	0.34
9	0.50
10	0.56
11	0.63
12	0.47
Total Discrimination coefficient	0.49

Table (7) shows that the discrimination coefficient wobbles between (0.29 –0.69) with total average (0.49). The results indicate that each item is acceptable or in the normal

limit of discrimination according to the viewpoint of specialists' assessment and evaluation(See appendixes 1).

3.4.2 Focus Group Interview:

The researcher carried out a focus group interview with the experimental group students. This interview took place after the experiment had been completed. The purpose of the interview was to explore students' opinions towards the written retelling strategy. In addition, it aimed at eliciting the positive and negative sides of this strategy. The researcher also used the information she got from the interview to boost the pre-post test results.

3.4.2.1 Content of the interview:

The interview handled the following points:

1. The participants' feelings and impressions towards using the written retelling strategy in learning reading comprehension.
2. The aspects that the participants liked and/or disliked about utilizing written retelling strategy in learning reading comprehension.
3. The participants' attitudes towards keeping using written retelling strategy in the future.
4. The effects of using retelling strategy learning reading comprehension on the participants' learning, thinking, personality and co-operation with peers.

3.4.2.2 Steps of conducting the interview:

The researcher divided the participants in the experimental group into six groups, each including six participants. Then, the researcher interviewed each group separately to elicit their reflections on utilizing WRS in learning reading comprehension text. After that, the researcher classified the answers of the interview questions into domains according to the research questions.

3.4.2.3 Validity of the interview:

To ensure the validity of the interview questions, the researcher distributed it to (12) juries from the Islamic University, Al Aqsa university, UNRWA and Government English Supervisors and teachers. All agreed on the suitability of the questions in the interview card (See appendix 2**).**

3.5 Controlling the variables

To assure the accuracy of results and avoid any marginal interference, the researcher tried to control the following variables before conducting the experiment.

3.5.1 Age variable:

The researcher recorded the students' ages from their school files at the beginning of the school year (2011-2012). The mean and the standard deviation were calculated for each group, and then a T-test was used to measure any statistical differences. Table (8) shows the comparison between the two groups of the sample concerning the age variable.

Table (8)

T-test results of controlling age variable

Variable	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Age	Control	36	14.421	0.260	0.962	0.339	not sig.
	experimental	36	14.476	0.226			

"t" table value at (70) d f. at (0.05) sig. level equal 2.00

"t" table value at (70) d f. at (0.01) sig. level equal 2.66

Table (7) indicates that there are no statistically significant differences at (0.05) level between the experimental and control group due to the age variable .

3.5.2 General achievement variable:

A T-test was used to measure the statistical differences between the groups due to their general achievement. The study subjects' scores in all subjects in the first term examination of the school year (2011-2012) were recorded and analyzed.

Table (9)

T-test results of controlling general achievement variable

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
general achievement	Control	36	781.778	165.798	0.661	0.511	not sig.
	experimental	36	755.583	170.446			

"t" table value at (70) d f. at (0.05) sig. level equal 2.00

"t" table value at (70) d f. at (0.01) sig. level equal 2.66

Table (9) shows that there are no statistical differences at (0.05) between the experimental and the control group due to the general achievement variable**.**

3.5.3 General achievement in English language variable:

T-test was used to measure the statistical significant differences between the groups due to their general achievement in English language. The subjects' scores in the first term test of the school year (2011-2012) were recorded and analyzed.

Table (10)

T-test results of controlling English achievement variable

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
General achievement	Control	36	15.972	1.920	1.080	0.284	not sig.
	experimental	36	15.472	2.007			

"t" table value at (70) d f. at (0.05) sig. level equal 2.00

"t" table value at (70) d f. at (0.01) sig. level equal 2.66

Table (10) shows that there are no statistical differences at (0.05) between the experimental and the control subjects due to the English general achievement variable**.**

3.5.4 Variable of previous reading comprehension learning:

To make sure that the sample subjects are equivalent in their previous reading comprehension achievement, the researcher applied the pre-achievement test. The results of the subjects were recorded and statistically analyzed using the T-test. Table

(11) below shows the mean and the standard deviation of each group in reading comprehension previous learning. The analysis of the results indicates that there are no statistical significant differences between the experimental and the control groups at (0.05) level.

Table (11)

T. test results of previous reading comprehension learning

Group	N	Mean	Std. Deviation	T	Sig. valve	sig. level
Control	36	13.569	5.277	0.735	0.465	not sig.
experimental	36	14.583	6.370			

"t" table value at (70) d f. at (0.05) sig. level equal 2.00

"t" table value at (70) d f. at (0.01) sig. level equal 2.66

3.6 Statistical Analysis Procedures

The pre and post test data were collected, computed, and analyzed by using Statistical Package for Social Science (SPSS). The significance level used was 0.05. The following statistical tests were used:

1. **Spearman correlation** was used to determine the internal consistency validity of the evaluation criteria of the test.

2. **Kooder Richardson:** (K-R20)and Split Half Method were used to test the reliability of the test items.

3. **T. Test independent samples** was used to control the interferential variables and to measure the statistical differences in means between the two groups due to the study variables.

3.7 Description of the intervention:

The researcher designed a material titled "written retelling strategy material" to be implemented in grade 9 in Amena Bent Wahab Girl school in Rafah .This intervention is a combination of reading comprehension strategy training and written retelling activities. The intervention lasted for 10 weeks. During the first week, the participants were familiarized with the new reading strategy and trained how to use it. Then, students were taught the last ten reading comprehension texts in English For Palestine grade 9 by using the new strategy. Students were organized in groups to share ideas and to achieve social interaction. The teacher-researcher role was to facilitate any difficulty the students faced.

3.7.1 Content of the intervention's material:

The content of the material was chosen, organized and modified according to the nature of retelling strategy and the students' abilities and level. Ten reading lessons from English For Palestine 9 were chosen for conducting this experiment. Each lesson needed forty five minutes. The intervention was implemented in the second semester of the scholastic year 2011-2012 as from 4th, March to 4th, May 2012. The researcher used two external texts which equivalent to the texts of the English For Palestine 9 student book in their difficulty and level to be applied as pre- posttest.

3.7.2 Validity of the intervention' material:

The material was refereed by a group of specialists, including professors of English language teaching(EFL) methodology, supervisors of English language and some experienced English teachers. Moreover, the researcher implemented a pilot study to decide on the most suitable way in teaching written retelling strategy, as well as to observe the students' motivation towards using a new strategy of learning reading comprehension.

3.7.3 The purpose of the intervention:

The general aim of using the intervention is to enrich learners' reading comprehension skills and retention which is represented in skimming and scanning information from the text, relating text to real life and expressing opinions.

3.7.4 Objectives of written retelling strategy:

The objectives of written retelling strategy were as follows:

1) Skimming for gist or general idea in the text.
2) Scanning for specific information or notes from the text and remember them.
3) Relating text to personal experiences or real life situations.
4) Expressing opinions towards people or situations in the texts and similar real situations.

3.7.5 Steps of reading comprehension and written retelling strategy:

The reading comprehension and written retelling strategy comprised the following phases.

3.7.5.1 Pre reading phase:

a- The researcher asked students general questions about the text making use of the title and the accompanied pictures. The purpose of this activity was to help the students predicting the content of the texts and to provoke their relevant schemata.

b- The researcher explained the new words to reduce the level of obstacles that face students in achieving reading comprehension.

3.7.5.2 While reading phase:

a-The researcher asked students to skim the whole text silently in order to get the main idea.

b -The researcher asked students to answer questions about specific details using scanning and writing the answers down. It is worthwhile noting that these activities were done while books were closed to investigate students' immediate retention ability.

3.7.5.3 Post reading phase:

a-The researcher asked students to close their books and notebooks.

b-The researcher asked students to answer questions prepared according to retelling strategy individually (See Appendix 3).

Chapter IV

Data Analysis

Chapter IV

Data Analysis

Introduction:

This chapter includes the study findings concerning the research hypotheses.

4.1 The first hypothesis:

The first hypothesis is stated as "There are statistically significant differences at ($\alpha \leq 0.05$) in the level of reading comprehension achievement among students who learn reading comprehension through written retelling strategy(experimental group) and those who learn reading comprehension through traditional methods (control group)."To examine this hypothesis, the researcher calculated the mean and standard deviation of the experimental group's results on the post-test of reading comprehension skills. Independent samples T-test to measure whether there were statistically significant differences between the experimental and control group in the post-test concerning student's ability to retain information, relate information to their real life and express opinion.

The results as outlined in table (12) below show that the mean and the standard deviation of the experimental group are (26.00) and (9.292) but those of the control one are (15.931) and (6.547) and (t) computed value is (5.315) while tabulated (t) value at (0.01) is (2.66). This means there are statistically significant differences at (0.01) between the control and experimental group in all abilities and the total degree of each ability in favor of the experimental group. This means that teaching reading texts by utilizing written retelling strategy is effective.

Table (12)

T-test independent sample results of differences between experimental and control group in the post test.

Ability	GROUP	N	Mean	Std. Deviation	T	Sig. value	sig. level
Retention	Experimental	36	12.181	4.253	5.134	0.000	sig. at 0.01
	Control	36	7.681	3.094			
Relating to real life	Experimental	36	10.486	4.656	5.283	0.000	sig. at 0.01
	Control	36	5.472	3.278			
Expressing opinions	Experimental	36	3.333	0.765	3.149	0.002	sig. at 0.01
	Control	36	2.778	0.731			
Total	Experimental	36	26.000	9.292	5.315	0.000	sig. at 0.01
	Control	36	15.931	6.547			

"t" table value at (70) d f. at (0.05) sig. level equal 2.00

"t" table value at (70) d f. at (0.01) sig. level equal 2.66

To calculate the size effect the researcher used Eta square "η^2 " by using the following equation. Affana (2000, p.42):

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

Also the researcher calculated "d" value by using the following equation:

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

The size effects of these two tests are outlined in table (13).

Table (13)

The table references to determine the level of size effect (η^2) 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 outlined shown in Table (14) below assure the effectiveness of using written retelling strategy in reading comprehension texts. Implementing the effect size equation, the researcher found that the effect size of retention and relating to real life is large but medium in the ability to express opinions.

Table (14)

"t" value, eta square "η^2 " , and "d" for each ability and the total degree

Ability	t value	η^2	D	Effect volume
Retention	5.134	0.274	1.227	**Large**
Relating to real life	5.283	0.285	1.263	**Large**
Expressing opinions	3.149	0.124	0.753	**Medium**
Total	5.315	0.288	1.271	**Large**

4.2 The second hypothesis:

The second hypothesis is stated as follows:

"There are statistically significant differences at($\alpha \leq 0.05$) in the level of retention of information embedded in the reading text among students who learn reading comprehension through written retelling strategy(experimental group) and those who learn reading comprehension through traditional methods (control group)".To answer this hypothesis, the researcher used T-test to measure the significance differences. Table (15) below shows that the mean and the standard deviation of the experimental group are(12.181) and (4.253) and that of the control one are (7.681) and (3.094) and (t) computed value is (5.134). This means that there are statistically significant differences at (0.01) between the control and experimental group on the level of retention.

Table (15)

T-test differences between the experimental and the control groups in the post test in retention sub- skill

Ability	GROUP	N	Mean	Std. Deviation	T	Sig. value	sig. level
Retention	Control	36	7.681	3.094	5.134	0.000	sig. at 0.01
	experimental	36	12.181	4.253			

4.3 The third hypothesis:

"There are statistically significant differences at ($\alpha \leq 0.05$) in the level of relating texts to personal experiences among students who learn reading comprehension through written retelling strategy(experimental group) and those who learn reading comprehension through traditional methods (control group)".To answer this hypothesis, the researcher used T-test to measure the differences. The results outlined in table (16) below show that the mean and the standard deviation of the experimental group are (10.486) and (4.656) whereas those of the control one are (5.472) and (3.278) and (t) computed value is (5.283). This indicates that there are big differences between the control and experimental group on the level of relating text to personal experiences in favor of experimental group.

Table (16)

T-test differences between the experimental and the control groups in the post test in Relating text to personal experience sub-skill

Ability	GROUP	N	Mean	Std. Deviation	T	Sig. value	sig. level
Relating text to personal experience	Control	36	5.472	3.278	5.283	0.000	sig. at 0.01
	experimental	36	10.486	4.656			

4.4 The fourth hypothesis:

"There are statistically significant differences at ($\alpha \leq 0.05$) in the level of expressing opinions among students who learn reading comprehension through written retelling strategy (experimental group)and those who learn reading comprehension through traditional method (control group)." To answer this hypothesis, the researcher used T-test to measure the differences. Findings in table (17) below show that the mean and the standard deviation of the experimental group are (3.333) and (0.765) while those of the control one are (2.778) and (0.731), and (t) computed value is (3.149), which assures that there are a no big differences between the control and experimental group on the level of expressing opinions in favor of the experimental group.

Table (17)

T-test differences between the experimental and the control groups in the post test in expressing opinions sub- skill

Ability	GROUP	N	Mean	Std. Deviation	T	Sig. value	sig. level
Expressing opinions	Control	36	2.778	0.731	3.149	0.002	sig. at 0.01
	experimental	36	3.333	0.765			

4.5 Focus group interview Findings:

In the participants' answers to the first question of the interview which is stated as "How did you feel while learning reading comprehension through retelling strategies?" all the groups assured that learning reading comprehension by using WRS is an amazing and a very useful experience. Some students said that "We are very interested and WRS enable us to understand the text as a whole then answer questions without returning to the text ". Most of the students assured that using WRS in learning reading comprehension helped them to get rid of their fear of learning English, especially the reading skill. Consequently, the results of this question assure the effectiveness of using WRS in teaching reading comprehension.

In their answers to the second question of the interview which is stated as "What things did you like most about retelling strategy on learning reading comprehension?", the majority of the students agreed that the things they liked most were:

- Answering the questions while the books were closed.
- Co-operative work.
- Relating the new information with their real life.

These results support the validity and efficiency of using WRS in teaching reading comprehension.

In their responses to the third question of the interview which is stated that "What things you didn't like about WRS as a technique of learning reading comprehension?" all the students asserted that there is no any negative thing in WRS as a strategy in teaching reading comprehension. This result confirms the effectiveness of using WRS in teaching reading comprehension.

The fourth question of the interview which is stated as "Would you prefer that your teacher keep using this technique while teaching you reading texts? If yes why?", in their responses all students answered positively and agreed that they prefer using WRS in learning English because it enabled them to:

- distinguish between the main ideas and the supportive ones.
- relate what they have learnt with their real life situations.
- express their opinions.
- retell the paragraph effectively.
- retain the information from the text in order to ask the questions.
- relate the new information with their real life.
- Improve their imagination and creativity.
- activate their brains.

The findings of this question prove the effectiveness of using WRS in teaching reading comprehension.

Finally, in their answer to the fifth question of the interview which is stated as "How did the experience of using WRS to learn reading comprehension affect your learning? thinking? Personality, cooperation with peers?

- Learning:

  The students' responses were as follows:

  -WRS improved their level of learning English.

  -WRS enriched their vocabulary.

  -WRS improved their ability to write.

- Thinking:

  -WRS activated their brains and memory.

  -WRS enabled them to think chronologically.

  -WRS strengthened their creativity.

  -WRS enabled them to synthesize the information of the texts and judge it.

- Personality:

  - WRS empowered their personality.
  - WRS Strengthened their self –confidence.
  - WRS enables them to express chronological and correct opinions.

- Co-operation with peers:

  - WRS creates a very strong relationship between the learners.
  - WRS helped them overcome fear and shyness problem.

The findings of this question affirm that WRS is an effective strategy in teaching reading comprehension.

4.6 Summary:

In conclusion, this chapter shows the results of the four questions of the study and the results of the interview.

Chapter V

Findings, Discussion, Conclusion,

and

Recommendations

Chapter V

Discussion of the findings, Conclusion, and Recommendations

Introduction

This chapter discusses and interprets the results of this study. It summarizes the conclusions that were drawn in the light of the study findings. Moreover, the researcher suggests some recommendations which can be valuable for syllabus designers, supervisors, teachers and researchers.

5.1 Interpretation of the results of the first hypothesis:

"There are statistically significant differences at ($\alpha \leq 0.05$) in the level of reading comprehension achievement among students who learn reading comprehension through written retelling strategy(experimental group) and those who learn reading comprehension through traditional methods (control group)."

The results concerning hypothesis one indicated that the (t) computed value was greater in all skills in the total degree of the post test than the tabulated (t) value in the pretest. This means that there are significant differences at ($\alpha \leq 0.01$) and (0.05) between the experimental group and the control one in favor of the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group, whereas the mean of the experimental group was (26.000) and to the total degree of the test and the mean of the control group was (15.931). According to eta square "η^2", and "d" values, it was observed that the effect size of the two sub-skills named retention and relating to real life is large while in the third skill, expressing opinions, is medium. This may be attributed to the fact that this skill is a high-order thinking skill.

The researcher has attributed these findings to the students' attitudes towards written retelling strategy as the students confirmed in the interview that they were very interested in learning reading text through written retelling strategy. That is because it gave them the chance to think of the information in the text and decide which the most important ideas are and why. Then they can relate the information in the text to their real life situations. Finally, they can form their opinions and express them freely.Moreover, this strategy put students in the position of responsibility as they feel that they have to generate the whole issue in a new form coloured with their own thoughts and understanding. This feeling heightens their concentration and analytical thinking.

In addition, WRS is a productive means of learning. These findings are in line with Nation's ideas (2009, p.2) that language learning occurs through four strands. These strands are(A) meaning focused input (B) meaning focused output (C) language focused learning (D) fluency development. He explained that when a learner wants to produce a certain material, he fill gaps in his production by utilizing his previous knowledge and deep thinking in addition to using language productively. In the same concern which highlights the role of learning through output activities(writing and speaking),Swain (1995) suggests three functions of output "(1) the noticing function (2) the hypothesis testing function (3) the meta linguistic (reflective) function." The noticing function refers to the stage when learners observe gaps in their production. The hypothesis testing function refers to the stage when learners try out something then confirms or modifies it on the basis of feedback. It is concluded that using written retelling strategy has positive effects on language learning in general and on reading comprehension achievement. The results of this hypothesis conform to the findings of the previous studies whose results proved the effectiveness of WRS on improving reading

comprehension achievement and performance. Some of those studies were conducted by Goodman (1982), Bligh (1989), Kelly (1998), Flynn (2002). (See pages 35-42).

5.2 Interpretations of the results of the second hypothesis:

"There are statistically significant differences at ($\alpha \leq 0.05$) in the level of retention of information embedded in the reading text among students who learn reading comprehension through written retelling strategy(experimental group) and those who learn reading comprehension through traditional methods (control group)".

The findings of hypothesis two show that the (t) computed value was greater in retention sub skill in the degree of the post test than the tabulated (t) value in the pre test. This means that there are significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in favor of the experimental group. Moreover, the mean and standard deviation of the experimental and the control groups' results indicated that there were significant differences between both groups in favor of the experimental group, whereas the mean of the control group was (7.681) and in relation to the score of the questions related to retention and the mean of the experimental group was(12.181) . The effect size in this domain is large.

To explain this positive result, the researcher raises the idea that retention means keeping information in mind and recalling it when needed and as students are aware of their urgent need to recall the information to manage the task of written retelling without opening the books, they give more attention and concentration to keep everything in mind. In addition, as students worked in groups, each could fill in the gaps of the missing points from his classmate who might be able to retain different points. All these interpretations were highly supported by the students' answers to the

interview items in which they announced that using written retelling strategy challenged them to remember the important information in the text, so they concentrated to understand everything in order to keep it in their minds. Therefore, using written retelling strategy in teaching reading texts improved student's ability to retain the information they had already learned in the text and consequently it improved reading comprehension.

The hypothesis results agree with those of many studies such as that of Gambrell, Pfeiffer and Wilson (1985), which investigated the effects of retelling (free recall) upon the comprehension and recalling of text information. The results of this study showed that there were statistically significant differences on all measures of reading comprehension and recalling (immediate free recall, two-day delayed free recall, and responses to literal and inferential questions) in favor of the subjects who received practice in retelling. The results suggest that retelling is a highly potent generative learning strategy and that retelling has direct, beneficial consequences for children's processing of subsequent text.

Similarly, Lin's (2012), study results showed that retelling significantly improved the participants' text comprehension at the level of overall meaning. It also helped them to learn general concepts during reading and to retain a synopsis of the story in their memory after reading.

5.3 Interpretations of the results of the third hypothesis:

"There are statistically significant differences at ($\alpha \leq 0.05$) in the level of relating texts to personal experiences among students who learn reading comprehension through

written retelling strategy (experimental group) and those who learn reading comprehension through traditional methods (control group)".

The findings concerning hypothesis three indicate that the (t) computed value was larger in relating texts to personal experiences skill in the total degree of the post test than the tabulated (t) value in the pre test. This means that there are significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in favor of the experimental group. Moreover, the mean and standard deviation of the experimental and the control group's results indicated that there was a significant difference between the means and standard deviation of both groups in favor of the experimental group whereas the mean of the control group was (5.472) and the score of the questions related to relating texts to personal experiences skill and the mean of the experimental group was (10.486).

The effect size in this domain is large. The researcher attributed these findings to the nature of written retelling strategy which means reproducing a previously gained input in a new form combined with one's own schemata product or the previous experience of learners. It is not only a matter of recalling, summarizing or paraphrasing. Consequently, students found themselves in need of fulfilling this task and activating their brains to link what they had read with things they had already known or available in their own world. It is an active mental process to reconstruct the text that supports full comprehension of the already read material. This explanation is supported by students' opinions in the interview who assured that using written retelling strategy in learning reading texts let them think about every idea and try to connect it to what they had already known about this issue. They also pointed out that the task increased their understanding of the text and consequently achieved better comprehension.

The result of this study conform with the findings of the study titled **''Retellings of literature and the comprehension process** conducted by Goodman, Y"(1982) in which the researcher found that differences among retellings stem from varying schemata and experiences brought to the reading. The more relevant the text is to the reader, the more accurate the retelling will be. In addition, retelling provides an opportunity for the reader to present his/her ideas to the world and to rehearse, integrate, modify and add to comprehension.

5.4 Interpretations of the results the fourth hypothesis:

"There are statistically significant differences at ($\alpha \leq 0.05$)in the level of expressing opinions among students who learn reading comprehension through written retelling strategy (experimental group)and those who learn reading comprehension through traditional method (control group)."

The results concerning hypothesis four indicate that the (t) computed value was larger in expressing opinion skill in the total degree of the posttest than the tabulated (t) value in the pre-test. This means that there are significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in favor of the experimental group. However, the attained difference between the results of the experimental and the control group low; it did not exceed (0.5). Adding to that, the effect size in this domain is medium. The researcher has attributed this to the consideration that expressing opinion is one of the higher order thinking skill or critical thinking skills which requires students to judge what they read on levels of language and thoughts and to express their opinions in all issues. This sub-skill is not always mastered by low achievers or average achievers. Consequently, students faced difficulties when putting together the facts and information found in the text or illustrations and coming to a conclusion about what it

means. However, the students asserted in the interview that using written retelling strategy empowered their personality and enhanced their ability to express their opinions without fear or hesitation.

The result of this study conform with the findings of the study conducted by Flynn (2002), which investigated the impact of written retelling on grade three students' comprehension**.** Results indicated that the students with special learning needs improved and students' questions and the level of higher order thinking statements increased**.**

5.5 Conclusions:

WRS is a very potent and pivotal strategy in teaching language and reading comprehension skills in English as a foreign language in Palestine. Learners' ability to retain information from the text, to relate texts to their knowledge and experiences and to express their opinions of what they read was notably increasing through the written retelling strategy. Moreover, class environment was highly motivated and full of students' participation, co-operation and production. The development that the target learners achieved is an indicator for teachers to utilize written retelling strategy in their reading classes to get benefits.

The researcher of this study concluded that WRS has unlimited benefits in raising the level of reading comprehension. These benefits are as follows:

- It had the superiority over the traditional method of teaching reading comprehension.
- It created a very active and co-operative learning environment.
- It empowered the students' ability to retain information from the text.
- It activated students' brains and enhanced their thinking skills.

- It enabled students to use their own background knowledge and experiences to make connections.
- It improved the students' ability to judge the texts and express their opinions.

5.6 Recommendations:

In the light of the current study findings, the researcher offers the following recommendations to the different parties concerned in the teaching of English, namely teachers, supervisors, course designers and researchers.

5.6.1 Teachers are recommended to:

- Familiarize themselves with such a strategy and train their students to use it,
- Pay more attention to the different means and strategies to develop comprehension skills, and
- Attend the training courses that enable them to use modern and effective methods and strategies in teaching reading comprehension.

5.6.2 Supervisors are recommended to:

- Prepare and distribute instructional materials that increase teachers' awareness of written retelling strategy and highlights the importance of using this strategy in teaching reading comprehension,
- Hold training courses to the teachers in order to enable them to utilize WRS in
- their classes, and
- Include written retelling questions in the exams so as encourage teachers and students to focus on this strategy.

5.6.3 Course designers are recommended to:

- Provide the text books with written retelling activities, and
- Produce guiding material to equip teachers with the needed knowledge to use written retelling strategy and other new strategies and techniques.

5.6.4 Recommendations for further studies:

In the light of the study findings, the researcher also suggests the following :

- Conducting studies based on using written retellings to develop the other English language skills.
- Conducting studies based on using oral retelling strategy to develop all English language skills, especially speaking.

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Appendices

Appendix (1)

Achievement Test

The Islamic University of Gaza

Faculty of Education

Department of English Teaching Methods

MA Program

Consultation Form of an Interview Card

Dear Dr. , …….

The researcher Reem Al manyrawi is carrying out an M.ED thesis entitled

The Impact of Using Written Retelling Strategy on Improving Reading Comprehension Achievement And Retention For Ninth Graders In Palestine

The purpose of the pre – post test is to examine the effectiveness of using retelling strategy on enhancing reading comprehension achievement .

I would be so grateful if you could provide me with comments on :

1- the suitability of the questions to the purpose of the pre – post test .

2- the comprehensive and clarity of the questions .

Any modifications , additions , or omissions will be taken into consideration .

Comments :

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……
……

Referee's name :

…….

Thanks in advance

The researcher „„

Reem Al manyrawi

Operational Definitions of the Terms :

1.Written Retelling :

Morrow (1989, p.40) defines retelling as " post reading or post listening recalls in which readers or listeners tell what they remember either orally or in writing".

The researcher defined it as an active mental thinking process that enables the learner to re produce the already read material in a new written form. While doing that, a learner has to retain what she/he has read, discover relations, fill in the gaps in his/her own understanding, combine his/her previous information and adds his/her opinions to generate a new born material.

2.Retention:

The ability to recall or recognize what has been learned or experienced.

It included skimming and scanning activities .

3.Strategy:

The researcher defined the strategy as a process with specific objectives that involves many steps to solve a problem. It includes planning, executing, monitoring and modifying the target techniques to achieve the objectives.

Research questions:

To achieve the purpose of the study, the research addressed the following questions:

The Principal Question:

" What is the impact of using written retelling strategy on improving reading comprehension achievement and retention for the ninth graders in Amena Bent Wahab Secondary School?

The following minor questions emanated from the above principal one :

1- Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of reading comprehension achievement among students who learn reading comprehension through written retelling strategy (experimental group) and those who learn reading comprehension through traditional methods (control group)?

2- Are there statistically significant differences at ($\alpha \leq 0.05$)in the level of retention of information embedded in the reading text among students who learn reading comprehension through written retelling strategy (experimental group) and those who learn reading comprehension through the traditional methods (control group) ?

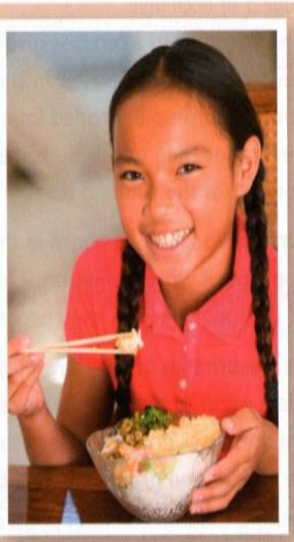
3-Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of relating texts to personal experience among students who learn reading comprehension through written retelling strategy (experimental group) and those who learn reading comprehension through the traditional methods (control group) ?

4. Are there statistically significant differences at ($\alpha \leq 0.05$)in the level of expressing opinions among students who learn reading comprehension through written retelling strategy (experimental group) and the students who learn reading comprehension through the traditional methods (control group)?

1.1.Pilot Test

Reading

Eating in China



Hi. I'm Lin, I'm eleven and I'm from China. Chinese food is really delicious. We eat a lot of rice, noodles, vegetables and meat. We fry or steam a lot of our food. It is very healthy.

In China, people don't usually eat with knives and forks. Instead we use chopsticks and we sometimes use spoons.

We usually eat from big serving dishes. We put them in the middle of the table, but we sometimes serve portions of rice in small bowls. In China, we don't think it's rude to reach across the table to take food from serving dishes.

We do think it is rude to take the last piece of food from a serving dish for yourself. We offer it to another person instead. That is very polite.

When your bowl is empty, someone gives you more food. When you are full, you put your hand over your bowl or leave some food in your bowl. We don't put our chopsticks on top of our bowls. We put them on the table next to us when we finish eating. We don't use napkins, but we usually clean our hands with hot towels at the end of the meal.

Do you like Chinese food? Is it very different from food in your country?

Depending on Your understanding of the text titled " Eating round the world " answer the following questions

1. The main idea is

……...

2. What are the ideas that you admire in?

……....
……....

3. What do you know about Palestinian food ?

……....
……....

4. What have you learnt about Chinese food ?

……....
……....

5. Which in your opinion is more delicious ,the Palestinian or Chinese food Justify ?

……....

……....

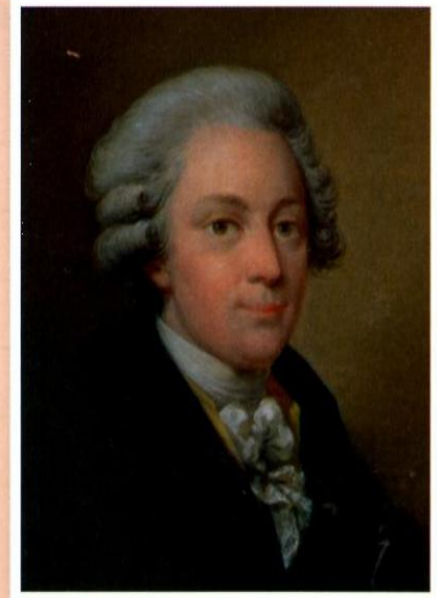
6. Complete the following schedule :

Chinese food	**Palestinian food**
Use chopsticks and sometimes Spoons .	
Put the serving dishes in the Middle of the table.	
When your bowl is empty, Someone gives you more food.	
When you are full , you put your hand On your bowl.	

Reading

Mozart

Wolfgang Amadeus Mozart is probably the most famous composer in the world. He was born in Austria in 1756. He was very clever and he loved music from a very early age. His father, Leopold, was a musician. Leopold was Mozart's music teacher. Mozart learned to play the piano when he was only four years old. He wrote his first music when he was five. He played the violin, too. As a young boy, Mozart travelled around Europe with his father and his sisters. He played music for some very important people. He played in front of royal families in different European countries.



When Mozart was eight, he started to write music for the flute and the piano. After that he wrote music for a whole orchestra. He was a great composer, musician and conductor. He wrote lots of music and operas and he became very famous. One of his most famous operas is '*The Magic Flute*'.

When Mozart grew up, a lot of people loved his music, but he didn't make a lot of money. He was often ill and it was difficult for him to work. He was married and he had two sons. The youngest son, Franz Xaver Wolfgang, was a musician like his father. Mozart died in Vienna when he was only thirty-five, but people all over the world still love his wonderful music.

Depending on Your understanding of the text titled '' Making music '' answer the following questions

1. Complete:

   Title :……..

   Main idea :……..……

2. Complete the factfile :

   Name……. Father's name ……...……..

   Place of birth……. Date of birth……...…

   Country ……. Family……...…….

   Played……. Wrote…….……..…..

   Travelled……. Died……..…...……..

3. Do you like Mozart ? Why ?

……....

……....

4. Who is your favorite musician ? Why ?

……....

……....

5. What's your Father's job ?

……....

6. Would you like to work as your father? Why ?

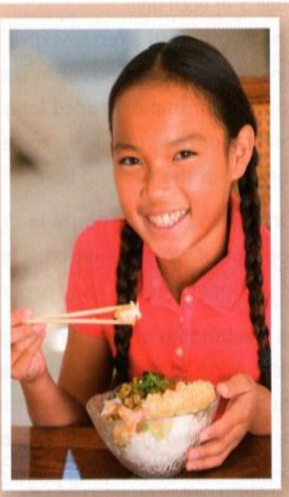
……....

……....

1.2.Pre/Post

Reading

Eating in China



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Do you like Chinese food? Is it very different from food in your country?

Depending on Your understanding of the text titled " Eating round the world " answer the following questions

Retention

1- The text is about:

……

……

……

……

2- Chinese food is delicious because:

1) ……
2) ……
3) ……

3- In China, people don't think it's rude to ……..…….

……

but they do think it's rude to ……...……

……..……

Relating to own experience:

4- Chinese food is different from Palestinian food in:

1)……

2)……

3)……

5- Complete the following schedule :

Chinese food	Palestinian food
Use chopsticks and sometimes Spoons .	
Put the serving dishes in the Middle of the table.	
When your bowl is empty, Someone gives you more food.	
When you are full , you put your hand On your bowl.	

<u>Expressing opinions :</u>

6- The most delicious food in my opinion is (Chinese food / Palestinian food).That's because……..……
….……..…..……

Reading

Mozart

Wolfgang Amadeus Mozart is probably the most famous composer in the world. He was born in Austria in 1756. He was very clever and he loved music from a very early age. His father, Leopold, was a musician. Leopold was Mozart's music teacher. Mozart learned to play the piano when he was only four years old. He wrote his first music when he was five. He played the violin, too. As a young boy, Mozart travelled around Europe with his father and his sisters. He played music for some very important people. He played in front of royal families in different European countries.

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When Mozart grew up, a lot of people loved his music, but he didn't make a lot of money. He was often ill and it was difficult for him to work. He was married and he had two sons. The youngest son, Franz Xaver Wolfgang, was a musician like his father. Mozart died in Vienna when he was only thirty-five, but people all over the world still love his wonderful music.

Depending on Your understanding of the text titled '' Making music '' answer the following questions :-

Retention:

1- Complete :

a)The title of the text is:

……

b)The text is talking about :

……

2- Complete the fact file :

Name: ……..……

Father's name: ……..…

Place of birth: ……..….

Date of birth:……

Country:……. .

Family:……..

Played:……..…….

Wrote:…….……

Traveled:……..

Died:…….

Relating to own experiences:

3- Who is your favorite musician ?

……

Why? ……..……..……

……

4- What would you like to be in the future ?

……

why? ……

……

5- Who is your model in life ?

……

Why? ……

Expressing opinions

6- Do you like Mozart ?

……

……

Why? ……

……

……

Appendix (2)
Focus group interview

The Islamic University of Gaza

Faculty of Education

Department of English Teaching Methods

MA Program

Consultation Form of an Interview Card

Dear Dr. , …….

The researcher Reem Al manyrawi is carrying out an M.ED thesis entitled

The Impact of Using Written Retelling Strategy on Improving Reading Comprehension Achievement And Retention For Ninth Graders In Palestine

The purpose of the interview is to check the students, opinions and attitudes towards their experience of learning reading texts through retelling strategy .

I would be so grateful if you could provide me with comments on :

1- the suitability of the questions to the purpose of the interview .

2- the comprehensive and clarity of the questions .

Any modifications , additions , or omissions will be taken into consideration .

Comments :

……
……
……
……

Referee's name :

…….

Thanks in advance

The researcher „„

Reem Al manyrawi

Focus group interview

1-How did you feel while learning reading comprehension through retelling strategies?

……
……
……
……

2- What things did you like most about retelling strategy while learning reading comprehension?

……
……
……
……
……

3- What things didn't you like about retelling strategy as a technique of learning reading comprehension ?

……
……
……
……

4- Would you prefer that your teacher keep using this technique while teaching you reading texts ? If yes why ?

……
……
……
……

5-How did the experience of using retelling strategy to learn reading comprehension affect your:

1.learning

……

……

2.thinking:

……

……

3. personality:

……

……

4. co-operation with peers :

……

……

Appendix (3)

The study intervention's material

Unit 7

Salah Al-Din: a leader ahead of his time

Salah Al-Din (1138–1193) was famous. Everywhere, people told stories about him, and even today, we remember his name.

Why? Well, first, this very religious man did many great things. However, we also remember his special personal qualities. He was brave, fair, intelligent and generous. He was a great human being.

Salah Al-Din was born in modern Iraq but grew up in Damascus. At that time, the Muslim World had started to divide, and Salah Al-Din became determined to stop this. His work began in Egypt, and in 1169, he helped win Cairo back for Damascus. Two years later, he became Egypt's ruler and extended his power along North Africa and south to Yemen. In 1174, he took over Syria, too. With this, he had united much of the Muslim World in just a short time.

Next came Jerusalem. This had been in Christian hands since 1099 and the First Crusade. In 1187, Salah Al-Din finally liberated it just after he had beaten the Crusader army at the Battle of Hattin.

This led to the Third Crusade in 1189. However, the war went badly for the Christians. By summer 1192, most of them had died or gone home. Only King Richard of England and just 2,000 men were still approaching Jerusalem. Then Richard became ill, and this has given us a famous story. Salah Al-Din did not attack. Instead, he sent Richard fruit, snow to make cool water, and even his own doctor.

Salah Al-Din was generous to the weak and the poor, too. When, for example, a Christian woman's baby was stolen, he used his own money to buy the child and give it back to her. Stories like this made people love the name of Salah Al-Din. They show a leader who was ahead of his violent and cruel time.

* * * * *

He and Richard never met, but they respected each other greatly, and they made peace in 1192. They opened the country from Jerusalem to the Mediterranean for both Christians and Muslims to travel freely.

As we remember this now, in another violent and cruel time, we must hope that there will soon be another return to peace,

.and that Jerusalem will be again open to all.

Retention

Complete :

1. The story is about .....
2. Salah El-Deen was born in .....
3. Salah Eldeen was fighing against ……
4. The most famous battle Salah El Deen led against the crusades?

Relating to own experience

1. If you had been in Salah ElDeen's position ,What would you have done ?
2. Suppose that one day you found an enemy of you I need of your help what would you do ? why?

Expressing own opinion

1.What do you think of Salah Eldeen's behavior towards the ill king Richard?Why?

……

……

……

2- Choose:

Salah Eldeen was a great leader because

a-he united the Muslim people.

b-he won Hitten battle.

c-both (a) and (b) are right.

A great man and a great Muslim

For over 1,400 years, Muslims all over the world have remembered Abu Bakr Al-Siddiq as Islam's first Caliph. Many stories have come down to us, and it is clear from them that he was a great man and a great Muslim.

From the earliest age, the future Prophet Mohammad (pbuh) could see that Abu Bakr was a very good and honest person, and they became close friends. Later, after Mohammad had received his revelation, Abu Bakr became the first man to believe. Because he believed so strongly, Mohammad gave him the name 'Al-Siddiq' after the night journey to Jerusalem.

As a young man, Abu Bakr was a successful trader, but he was very generous, too, and he used to give away most of his money. Later, he often paid to free Muslims who were slaves, and these slaves included Bilal, Islam's first *muezzin*.

Abu Bakr was also very brave. In the early days, Mecca's leaders hated Islam. Once, one of them saw the Prophet while he was praying at the Kabaa. This man, Abu Jahl, said to his friends, 'I've been waiting to kill him for a long time, and now I'm going to do it!' He then attacked Mohammad violently.

When Abu Bakr saw this, he ran to rescue the Prophet. He succeeded, but then Abu Jahl and the others attacked and nearly killed him. This meant nothing to Abu Bakr, however. When he finally opened his eyes, his first words were, 'Is the Prophet safe?'

Through his actions and his words, Abu Bakr stood at the heart of the new religion. Alone with the Prophet, he made the difficult journey from Mecca to Medina (Al-Hijra). Then, after the Prophet's death, he became the first Caliph. And as Caliph, he began spreading the message of Islam much farther across the world.

Retention

1.The text is about .....

2. Mohammad (peace be upon him) gave Abu Baker the name "Al-Siddiq"

Because .....

3. What did Abu Baker do when Abu Jahl attack Mohammed ?

5. Complete:

a- Bilal was Islam's first ……

b- After Mohammad's death,Abu Baker became …….

Relating to own experience

1.Suppose that one day you see someone attacks your friend. what would you do ? why?

2. What are the features of real Muslim?

Expressing own opinion

1-What do you think of Abu Baker's behavior towards Muslims who were slaves? why?

……
……
……

2- Abu Baker Al Siddiq was a great man and a great Muslim because …….

……

3- Do You think that

Abu Baker is a brave Muslim? Why?

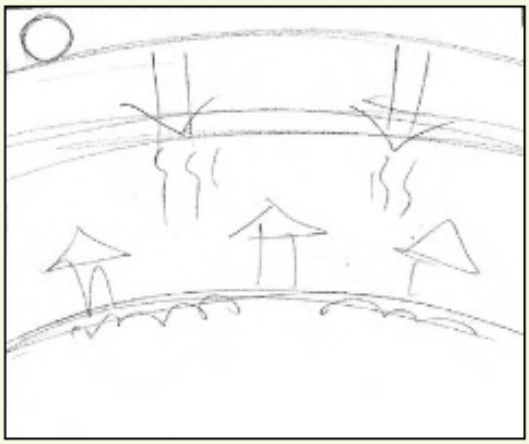
……

……

Our friends, the forests

Everybody loves trees and flowers. But plant life is not just beautiful: it is essential to us and to every animal on Earth. Without plant life, we die.

This is because of the carbon cycle. Plant and animal life are partners in the cycle. Animal life breathes in oxygen (O_2) and breathes out carbon dioxide (CO_2). And when plant life takes in CO_2, it gives out O_2. Plants and trees use light from the sun to break down the CO_2 and use the carbon to grow. Their waste product, oxygen, is essential for animal life. The world's billions of forest trees produce the most oxygen of all. Just one tree produces enough oxygen for four people.



However, this ancient carbon cycle balance is breaking down. The amount of CO_2 in the atmosphere is rising. And it is rising partly because we are destroying the tropical rainforests of South America, central Africa and South-East Asia.

Industry is taking trees to produce everything from paper to houses. Farmers are cutting and burning more trees to create land for crops. Every year, people destroy an area the size of Palestine, Lebanon and Syria. If this continues, nearly all the world's forests will disappear by 2050.

Is this important? Yes, it certainly is.

First, rising CO_2 levels are causing global warming. If we do not control them, temperatures will soon rise even faster. Land ice will melt, and the sea will flood cities like Alexandria and Tokyo.

Many living things will become extinct if the forests die. Forests contain 60% of all plant life. They are also the habitat of 80% of all insects and thousands of bird and larger animal species.

That is not all. Many plants have important uses. Some produce chemicals that can help fight disease, for example. Scientists believe that there are many more useful plants to discover, and these will become extinct if we do not save the forests. We will lose them before we even find them!

Madagascan periwinkle – a cure for cancer

The forests are our friends. Do we really want to kill them?

Retention

1.The text is talking about …….

2. Complete:

a- Animal life breaths in ……and breaths out ……..

b- Plants and trees use …….from the sun to break down the ……..

and use …….to grow .

c- …….. is essential for animal life.

3.How much does one tree produce oxygen ?

……

4. What is the effect of rising CO2?

……

……

Relating to own experience

5. Do people in Palestine use plants to cure when someone is sick? Name some and their uses.

……

……

Expressing own opinion

6. "The forests are our friends". Do you agree or disagree. Why?

……

……

Quiz: Could you look after your home and family?

Imagine that your parents are out, and you are looking after your young brothers and sisters. What would you do if these things happened?

Situation 1:

Imagine that you are cooking dinner for everybody, but then a pan of hot oil starts burning. What would you do?

If that happened, I would …

a turn off the cooker and pour cold water on the oil. ☐

b turn off the cooker and cover the pan with a lid. ☐

Situation 2:

Imagine that your brother has badly stained his shirt with strawberry jam. What would you do?

If that happened, I would …

a first try cold water and soap and then, if necessary, use a gentle chemical cleaner. ☐

b quickly attack the stain with the strongest chemical cleaner in the house. ☐

Situation 3:

Imagine that your sister has broken a neighbour's window with her football. The neighbour often gets angry, but he did not see the accident. What would you do?

If that happened, I would …

a tell her that she has done something wrong, but say nothing to the neighbour. ☐

b go with her to say sorry to the neighbour and promise that the family would pay for a new window. ☐

Situation 4:

Imagine that the children are playing noisily and asking you to play with them. However, you have to finish some homework. What would you do?

If that happened, I would …

a explain my homework problem, ask them to play quietly now, and promise to play with them later. ☐

b put them in front of the TV, and go to a friend's house to finish my homework there. ☐

Retention

1. The text is a ……. .
2. The first situation is ……
3. The second situation is ……
4. The third situation is …….
5. The fourth situation is …….

Relating to own experience

6. Has ever a fire broken out in your or in a neighbor's house ?

……

7. How did you behave?

……

8. When you do something wrong,do you tell your parents / teacher ?Why?

……

……

9. When you face aproblem, do ask others for help or you try to manage ?Why?

……

……

Expressing opinions

10. What would you do in each situation ?Why ?

……

……

……

……

Reaching out to others

Hello, and welcome to *Young World*, the news programme for teenagers. You know, a lot of adults think that kids don't care about other people, but that just isn't true. To start with, lots of you look after family members who are ill or disabled. Many young people also volunteer to help in the wider community. Let's hear from some of them.

(a) Rosa, a volunteer from Brazil.

(b) Hanan and other volunteers from Saudi Arabia.

(c) Ben and another volunteer from Britain.

1 ___ 'At our school, we have a choice at the end of the week. We can do extra work in the library or sports training or, like me, we can do voluntary work. We do local community projects, and we recently finished one at a primary school near here. Before, there was just an ugly old wall outside. Now, they've got a bright new mural. The children helped design it, we painted it, and everybody loves it! That feels good, and we had lots of fun, too.'

2 ___ 'On Saturday mornings, I help at the local library. There are various jobs for volunteers. You can take books to the homes of disabled or elderly people who can't get to the library. You can also help children with their homework. And my favourite thing is my little reading group of children who I meet every week. They really love the stories and poems that I read, and I really love the look on their faces The library doesn't pay me, but they let me borrow CDs and DVDs for free, and that's very nice.'

3 ___ 'There always seems to be a big natural disaster somewhere in the world. If it isn't an earthquake, it's a flood or a hurricane. Well, I can't go and help, but there is something else that I can do. I belong to an organization which sends help to disaster victims. It collects money to buy things that these victims need to survive – things like food and medicine. After that, volunteers like me pack everything into boxes ready to send. At Eid Al-Fitr, we also sent boxes of toys for children in Africa, and that was nice. It feels right to give to people who have very little.'

Retention

Match the names with the activity

No	Name	Activity
1	Hanan and other members	built the school wall
2	Rosa	Packs food and medicine
3	Ben and others	Reads for children

Relating to own experience

Have you or your family ever supported any people in the war on Gaza?

……

……

Expressingownopinion

Do you think that people who help others are good Muslims? Why?

……

……

The United Nations at work

Eight million people were killed in World War 1 (1914–18). World War 2 (1939–45) was even more terrible. By the end of it, another 32 million had been killed. Clearly, a strong international organization to prevent future wars was badly needed.

So, while that war was still being fought, plans for a new and better organization were made. The new United Nations was created in San Francisco in April 1945 by its first 51 members. This was done while thousands were still being killed every day.

Soon after peace had been made, construction of the new UN Building in Manhattan, New York, began. The new organization was given its own flag, and everybody had high hopes for it.

Today, there are 191 UN members and six official languages are used: Arabic, Chinese, English, French, Russian and Spanish. The aims are:

- To keep peace all over the world;
- To develop friendship between countries;
- To help improve people's lives through better health and education;
- To work for the rights and freedom of people everywhere.

Member countries meet regularly to decide the UN's future actions. Under its Secretary General, the UN then carries out those actions.

Sadly, it often does not act as strongly as we might want. This is because it cannot do anything that has not been agreed by the members, and the members often strongly disagree with each other.

Caption

However, the UN has done many good things. It has often helped stop wars and keep peace. Much good work has also been done through its various agencies. UNESCO (The United Nations Educational, Scientific and Cultural Organization) has helped educate millions of children, for example. Through the hard work of WHO (the World Health Organization), the horrible disease of smallpox finally disappeared in 1979. In Palestine, important work is being done by UNRWA. UNICEF (the United Nations Children's Fund) also works in Palestine with, for example, many learning centres. Here, teenagers can learn music, do sports and study IT and life skills.

The UN is not perfect: nothing human ever is. However, the world is a much better place with it than without it.

Retention

1. Complete:

a-…….. people were killed in World War 1 (1914- 1918), while ……people were killed in World War 2 (1939 – 1945).

b- United Nations was created …… city in …….. 1945 by its first …… members.

c-Today, there are ……UN members and ……..official language are used:……..., ……., ……..., ……., ……, …… .

d- UN carries action under its ……. .

e- UN aims at:

……

……

……

f- Some of the agencies in the UN are :

……. , ……, …… .

Relating to own experience

2. Which UN agencies Support Palestinian refugees?

……

……

3. How do UN agencies Support Palestinian refugees?

……

……

Expressing own opinion

4. Do you think that the UN organization support Palestinian people? Why?

……

……

HELP, WORLD!

Bring your personal problem to Help, World!
We're all here to help each other!

Dear All
I'm the oldest son, and I've got four younger brothers and sisters. I get lots of chores to do: they get all my parents' attention. Although I love my family very much, I feel bad about this. I mean, Mom and Dad often ask about my school grades, but they never ask about *me*. When they aren't asking me to do another chore, they just ignore me. I sometimes want to scream or run away from home. Instead, I just keep quiet, and I go away to my room alone. But what do you think? Would it help if I did something dramatic? If I don't do *something* soon, I'll explode!

Upset

Dear Upset
Even though I feel sorry for you, I don't think you should scream or run away – or explode! Just think about your parents! They must be very busy with the younger ones, and they probably feel you can look after yourself. So don't do anything selfish or dramatic. If you did, it would only make your parents feel bad.

Carrie M
Melbourne, Australia

Dear Upset
You say you feel ignored, and I know the feeling because I've got *six* brothers and sisters! But I disagree with screaming or running away. Why not do the same as me? I talked quietly to my parents, and I said, 'I know that you love me, but I feel that you give me less attention than the others.' It worked! They said they were sorry, and now they pay me just as much attention as they give the little ones.

Fuad C
Manama, Bahrain

Dear Upset
Even though I agree that there's a problem, I don't agree that your parents are the whole of it. You're part of the family, too, and you're also part of the problem. Although it's right to control your feelings, it's wrong to go away to your room alone. That seems very negative, and you need to be more positive. I think you should try to help your parents look after the younger ones. If you do that, I'm sure they'll be really happy – and you'll get much more attention from them!

Rosa B
Madrid, Spain

Retention:

1. The title of the text is ……
2. The Upset's problem is……..
3. What are the solutions ?

……

……

……

Relating to own experience

4. Have you manage if you have the same problem with your family ?

……

……

Expressing opinions

5. What is the best solution in your point of view ?

……

……

……

6. What is your opinion about the parent's behavior towards Upset? why ?

……

……

……

Unit 14:

Subj: Lucy goes to China
From: schmidtfamily53@aol.com

Date: 06/06/20.. 17:10:42
To: yasadhaifawi@palnet.pa

Dear Yasmeen

I meant to contact you ages ago, but I've been so busy, and I haven't been in touch with anybody! Sorry about that, but here's an email – at last!

Well, you're not the only one who has moved half-way round the world! We arrived here in China six months ago, and we didn't know anybody at first, but we're slowly getting used to our new life here.

I guess Palestinian culture is very different from American culture, but I'm sure Chinese culture is even more different. This country is really something!

Most of the time I like living here, and I love going to traditional events like Chinese New Year. (The fireworks light up the sky and the parties and dancing in the streets are very noisy and exciting.) But sometimes there are bad days, and I really miss seeing everybody. Once or twice, I've really felt like going home. Do you ever get homesick, too?

We live in Shanghai now. It's a very big city – about 13 million people – and it's getting bigger all the time. Everybody is busy all the time, and the streets are always crowded. People in shops and restaurants talk very loudly and they don't smile much, so they often seem to be rude or angry. But it's just the Chinese way. In fact, people here are fine when you get to know them, and I've finally managed to make several good friends.

I'm learning to speak Chinese now, but it's very hard! I'm also trying to learn to read and write, and that's hard work, too. But I don't mind doing it because I'd really like to understand the culture better.

We're hoping to get home to Orlando in early July. Will you be back from Palestine by then? I'd really love to see you in the summer. Write soon!

Love
Lucy

Retention :

1. Complete :

Text is an email from …….

Lucy's email address is …….

Yasmeens' email address is …….

Yasmeen travelled to ……..but Lucy travelled to ……

Lucy's family arrived China since ……..and lived in …….. . It is a very …… city about…… millions people.

Relating to own experience

2. Have you ever travelled abroad ?

……

3. If yes, have you enjoyed it ?

……

Expressing opinions

4. Do you like to live outside your country? why ?

……

……

5. What is your opinion in the nature of the Chinese ?

……

……

SCIENCE MAGAZINE TALKS TO …

This month, *SCIENCE MAGAZINE* reporter Mark Brigg talked to Dr Julia Way, Professor of Medicine at the International Medical College in Sydney, Australia.

I asked Dr Way to describe some of the new developments in medicine. 'The speed of development is huge,' she said, 'and it's happening in every area.' She explained that this included not just amazing new medical operations. It also included powerful new types of medicine to fight the world's worst diseases. 'There's much better basic health care around the world, too,' she went on. 'As a result, people are living longer, healthier lives than their parents and grandparents did.'

I then asked Dr Way if medicine was doing anything to help disabled people. I wondered whether there were any important developments in this area. 'Many,' she replied. 'We're now able to do things that were not possible just a few years ago.'

I asked her to explain. She said, 'Some people can now recover from their disabilities. For example, medical science is finding new ways for people to see and hear again.'

Then I asked when doctors would be able to do the same for all disabled people. 'Sadly, that's impossible,' Dr Way said. 'But here's another important development: disabled people today are being helped to live like everybody else. For example, many modern buildings don't just have stairs. They also have special ramps for people in wheelchairs.'

I asked Dr Way how she felt about the new 'cheetah legs' that some disabled athletes had started using. 'They're fantastic,' she said. 'These people can run almost as fast as able-bodied athletes.'

'But,' she said, 'I'm more interested in new 'body parts' that connect with our brains. I asked Dr Way what she meant, and she started explaining some of medical science's most recent work.

'If somebody loses an arm in a road accident, for example, we can now make a new bionic arm. It looks, bends and turns like a normal arm. It can also understand messages from the brain – messages that make it move.'

'So the great thing is this,' she said. 'Disabled people could not live normal lives in the past, but today more and more can and do.'

Retention

1. Complete:

This text is taken from ……..

This month, *Science Magazine* reported …….. talked to Dr. ……, Professor of …… .

2. List some of the new developments in Medicine mentioned in the text ?

……

……

Relating to own experience

3. If you were disabled. How do you manage ?

……

4. How do you behave with the disabled ?

……

Expressing opinions

5. What is your opinion in the bionic arms invention. Why ?

……

6. Do you think that you would be helpful to disabled?why ?

……

Unit 16:

BEAUTIFUL NEW WESTHILL COMMUNITY GARDEN OPENS

Yesterday, the new Westhill Community Garden was opened by Councillor Susan May. It was a beautiful day, and the garden looked lovely. Over 200 people, young and old, came to the big event.

The Councillor arrived at 2 p.m. and spoke for a few minutes. She said, 'A small group of volunteers has been working hard for three months to create this garden. They started with a piece of waste ground which was full of horrible rubbish. And now we have this! Look around you, everybody. It really is a wonderful place, isn't it?'

She then said, 'I'm sure all of you will want to come here often, and so will I. We can meet our friends here, or we can just sit quietly and enjoy looking at the garden. Best of all, the volunteer group have created a children's area. That means our little ones can come and play safely here. She turned to a group of children and asked what they thought of it, and they all said they loved it.

Councillor May then promised that the Council would pay to look after the garden, but she asked everybody to help keep the place tidy and beautiful. 'Although the city's park gardeners will do the hard work, the garden belongs to the local community. And so,' she explained, 'all of us should try to help.'

She went on, 'I think I'm speaking for everybody when I say a big 'thank you' to the volunteers who have made this dream come true. It must certainly be our finest local community project of the year.' Finally, she said, 'If everybody everywhere did something similar, our world would be a much more beautiful place!'

Retention

1. Complete:

   The type of the text is ……..

   The story appeared in the ……..

2. What are the main characters of the story ?

……

……

3. Retell the story ?

……

……

Relating to own experience

4. Describe the place around you?

……

……

5. Have you ever been a member of any group of volunteers?Explain

……

……

6. If you lived in a dirty street, what would you do to change it ?

……

……

Expressing opinion

7. What is your opinion in the principal's situation ?

……

8. The principal says " If everybody everywhere did something similar , our world would be a much more beautiful place".

Do you agree with the principal's words ?justify your answer ?

……

……

Appendix (4)

Referee Committee

Prof. Abed Al Moatee Al-Agha	Islamic University **of Gaza**
Dr. Sadek Firwana	Islamic University of Gaza
Dr. Awad Kishta	Islamic University of Gaza
Dr. Rafat Abu Ghali	Al-Aqsa University of Gaza
Dr. Maha Barzag	Alqattan Center
Mrs. Zulfa Bader El Deen	Gaza University
Miss. Sanaa Affana	English Language Supervisor in UNRWA schools
Mrs. Suha Dawood	English Language Supervisor in UNRWA schools
Mr. Mohammad Abu Nada	English Language Supervisor in Governmental schools
Miss. Jihan Higazi	English Teacher - Governmental schools
Mrs. Ola Abu Rahma	English teacher Governmental schools
Mrs. Reham Musa	English teacher - Governmental schools
Mrs. Iman Al Kurd	English Teacher - UNRWA schools

Appendix (5)

Permission for Applying the Tools in Governorate Schools

السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
الإدارة العامة للتخطيط التربوي

Palestinian National Authority
Ministry of Education & Higher Education
General Directorate of Educational planning

الرقم: و ت غ/ مذكرة داخلية (٢٧٥)
التاريخ: 2012/3/12م
التاريخ: 19/ ربيع ثاني/ 1433هـ

2012
عام التعليم الفلسطيني

السيد/ مدير التربية والتعليم- رفح حفظه الله،

السلام عليكم ورحمة الله وبركاته،

الموضوع/ تسهيل مهمة بحث

نهديكم أطيب التحيات، ونتمنى لكم موفور الصحة والعافية، وبخصوص الموضوع أعلاه، يرجى تسهيل مهمة الباحثة **"ريم يحيى المنيراوي"** والتي تجري بحثاً بعنوان:

" The Impact of Using Retelling Strategy on Improving Reading Comprehension Achievement and Retention for Ninth Graders in Palestine"

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير من الجامعة الإسلامية بغزة.

في تطبيق أدوات البحث على عينة من طالبات الصف التاسع بمديريتكم الموقرة، وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام والتقدير

د. علي عبد ربه خليفة
مدير عام التخطيط التربوي

نسخة لـ:
- السيد/ وزير التربية والتعليم العالي.
- السيد/ وكيل وزارة التربية والتعليم العالي
- السيد/ وكيل الوزارة المساعد للشؤون الادارية والمالية
- السيد/ وكيل الوزارة المساعد لشؤون التعليم

غزة هاتف (2883824 – 08 فاكس (2883824 – 08)
Gaza (08 – 2883824 Fax : (08-2883824)

Palestinian National Authority
Ministry Of Education & Higher Education
Directorate Of Education –Rafah

السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مديرية التربية والتعليم ــ رفح

قسم التخطيط والمعلومات
الرقم: م . ت . ر 27/ أ
التاريخ: 2012/03/15

السيدة/ مديرة مدرسة أمنة بنت وهب الثانوية للبنات المحترمة

السلام عليكم ورحمة الله وبركاته ,,,

الموضوع/ تسهيل مهمة بحث

نهديكم أطيب التحيات, ونتمنى لكم موفور الصحة والعافية, وبخصوص الموضوع أعلاه, يرجى تسهيل مهمة **الباحثة: ريم يحيى المنيراوي**, والتي تجرى بحثاً بعنوان:

" The Impact Of Using Retelling Strategy On Improving Reading Comprehension Achievement and Retention for Ninth Graders in Palestine"

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير من الجامعة الإسلامية بغزة.

في تطبيق أدوات البحث على عينة من **طالبات الصف التاسع** بمدرستكم الموقرة, وذلك حسب الأصول

وتقبلوا فائق الاحترام والتقدير,,,

السلطة الوطنية الفلسطينية * وزارة التربية والتعليم العالي * مديرية التربية والتعليم - رفح

مدير التربية والتعليم

أ. أشرف عبد العزيز عابدين

نسخة/
- نائبي مدير التربية والتعليم المحترمين
- رئيس قسم التخطيط والمعلومات المحترم
- الملف

رفح - هاتف (2141850) فاكس: (2140125)
Rafa Tel: (2141850) Fax: (2140125)