

Al- Azhar University-Gaza

Deanship of Postgraduate Studies& Scientific Research

Faculty of Education

Department of Curricula &Teaching Methods



The Effectiveness of Using Guided Discovery on Developing Reading

Comprehension Skills for the Eleventh Graders in Gaza

Governorates

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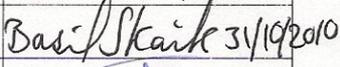
The Effectiveness of Using Guided Discovery on Developing Reading Comprehension Skills for the Eleventh Graders in Gaza Governorates

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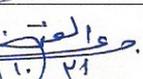
فعالية استخدام الاكتشاف الموجه في تنمية مهارات القراءة الإنشائية
لدى طلبة الصف الحادي عشر في محافظات غزة

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DEDICATION

To the soul of my father,

To my mother,

To my teachers and guides,

To my husband who tolerated and permitted me to continue my
study,

To my daughters and sons who endured a lot to let me continue.

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All praise and thanks to Almighty Allah who donated me the health and wealth to carry out this work.

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To whoever taught me a word or support me.

**The Effectiveness of Using Guided Discovery on Developing Reading
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Dr. Basil Skaik

Abstract

This study aims at examining the effectiveness of using guided discovery approach on developing reading comprehension skills for the eleventh graders in Gaza governorates. In order to achieve the aim of the study, the researcher adopted an experimental research design.

The sample of the study consists of (77) students and it was purposefully chosen from the students at the humanities stream. The experimental group includes (39) students and was taught by guided discovery the reading comprehension from the textbook *English for Palestine II* units (7-8-9-10), while the control group that includes (38) students was taught reading comprehension by ordinary way of teaching. The experiment accomplished in two months during the second term of the school year (2009-2010).

Content analysis card was designed to choose the reading comprehension skills to be developed. An achievement test was designed and served as a pre-post test. The validity of the test was refereed by the specialists and the reliability of the test was measured by Alpha Cronbach formula and Kuder Richardson 21 equation.

The results of the achievement test were statistically analyzed by using T-test paired sample measured the differences between the performance of the experiment group in the pre and the post tests. T-test independent sample was used to measure the differences in reading comprehension skills at each level of the three levels (literal, critical and inferential) for the experimental group and control group in the post test. The effectiveness of guided discovery on the levels of the reading comprehension skills was measured by "Effect Size" technique by Eta square.

The study results indicated that there are statistically significant differences at ($\alpha \leq 0.05$) between pre and post test of the experimental group in reading comprehension skills in favor of the post test. The results also proved that there were significant differences at ($\alpha \leq 0.05$) between the levels of reading comprehension skills for the experimental group compared with the control group.

Based on the findings, the researcher recommended the teacher of English to adapt guided discovery in teaching English in general and in teaching reading in particular. She also recommended the Ministry of Education to hold training courses to train teacher on using guided discovery and prepare enrichment material to activate students' role. Finally, the researcher suggested that further researches should be conducted on the effectiveness of guided discovery on different language skills and at different levels and grades.

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Chapter 1

Background of the Study

Chapter 1

Background of the Study

1.1 Introduction

English is an international language used in formal fields such as political, economic, social, and sports conferences. As a language, English has four main skills; listening, speaking, reading and writing. Reading then is a language skill that needs to be interested in especially it is firstly recommended by the Holy Qur'an as it is cited in Surah Al'Alaq Translated by Picktahall (1981, pp. 1-5) (READ IN THE NAME OF YOUR LORD WHO CREATED. HE CREATED MAN FROM A CLOT. READ AND YOUR LORD IS THE MOST HONORABLE, WHO TAUGHT TO WRITE WITH THE PEN. TAUGHT MAN WHAT HE KNEW NOT).

Moreover, reading affects and is affected by other language skills which are (listening, speaking and writing). So, human beings spend a lot of time and effort to develop this skill. Thus, any language course devotes a reasonable portion for dealing with reading in the target language, whether it is first or second language (Celce-Murcia, 1991, p. 69). This is because any educational system can not neglect this skill of language and students still practise reading even it is difficult to understand every single word.

In the same respect, Brown (1994, p. 102) reported that reading comprehension has been considered as an active process rather than a passive one where the reader interacts with the text and others before, during and after the reading task. Padesky (1995, pp.272-281) also stated that

reading comprehension is the process of readers interacting meaning from text by implementing the prior knowledge and the information found in the text. stated that "reading is seen as active process of comprehension where students need to be taught strategies to read more efficiently (e.g., guess from the context, define

expectations and make inferences about the text, skim ahead to fill in the context, etc..."

According to Stahl, et al.(1991, p. 86) reading is a matter of comprehension as reading comprehension involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. So, it involves at least two people; the reader and the writer. But the subject here is, how the reader comprehends the text.

Neumann (2008, p. 207) said that reading comprehension is basic for learning, working and enjoyment. It is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input text.

According to Grabe (1991, p. 377) reading comprehension is a psycholinguistic guessing game that involves an interaction between thoughts and language. Reading comprehension is cycles of sampling, predicting, testing and confirming. Through psycholinguistic models the reader approaches a text with expectations based on his knowledge of the subject and he or she derives meaning by relying on his /her knowledge of the language and the subject, as well as his background knowledge.

In brief, the main purpose of reading is to comprehend the text being read. If comprehension does not take place then the activity of reading becomes useless and that reinforces that reading is no longer a receptive skill where the students move from line to line without interacting with the texts but they search for achieving comprehension.

Comprehension then can be achieved as long as the reader uses his/her previous knowledge to make and tries to make sense out of the text he/she read. This is an important issue for school teacher for teaching reading in classrooms. Teachers should pay

attention to the strategies and techniques they apply in teaching reading for the purpose of comprehension in order to avoid difficulties that students face in reading comprehension. According to Hammoda (1999, p. 107) " most teachers conduct methods of teaching which mainly depend on memorizing rules and structures. Students are not given the chance to acquire language skills or to use language effectively. So, we are in a real need for new strategies and techniques that interpret language not only as sentences, vocabulary, or structures, but also as practice of thoughts and culture."

Many researchers such as Reichert (2005) and Harmer (2001) have recommended that traditional concepts related to teaching reading should be substituted by more innovative ones. Among those innovative strategies is guided discovery which based on the extent of students' involving in the classroom activities under the guidance of the teacher and how much the teacher activates reading process. "Guided discovery is one of the techniques happens when the students encounter unfamiliar situation and try to interpret the situation for understanding and comprehension. It is required flexible environment to help students participate and build their knowledge effectively" (Creemers, 1994, p. 122).

According to Mayer (2003, p. 88) "guided discovery is one of the teaching techniques represented by encouraging students to become more active in learning through answering a chain of questions or solving problems designed in order to reach the general concept."

From the above views of guided discovery, the researcher concludes that it is student-centered approach based on activating their role in the classroom activities and that leads achieving the aims of the teaching and learning process. In addition, guided discovery approach helps in achieving goals of education because success in discovery enhances students mental efficiency and helps to overcome obstacles, gaining knowledge by themselves.

Ali, (1992, p. 73) reported that "by guided discovery, the teacher helps students in keeping and storing data for a long time and transmitting from external motivation to inner ones and this leads to satisfaction and equilibration."

For teaching reading comprehension by using guided discovery, Omar's (2006, P. 12) said that guided discovery is technique used in teaching reading literature texts conducted by the teacher in the classroom by providing examples and designing educational situations and questions which lead students to deduce certain planned thoughts and new information." Suroor (1995, p. 135) stated that "Students are considered to be the centre of teaching and learning process who explain, decode, criticize and tends to have the own attitudes towards the texts they read and not only being receptive or passive learner." In other words, students comprehend and build their own knowledge by themselves if they are given the chance to do so and this practicing guided discovery in learning reading comprehension.

According to the researcher's knowledge as a teacher, a headmistress and a supervisor of English for long years, there are many difficulties and challenges in learning reading in *English for Palestine* such as: making prediction, deducing the meaning of unfamiliar word from a given text relating the knowledge to their own experience and others. So, there is a sever need for adopting new methods of teaching reading such as guided discovery. In this study, the researcher focused on the effectiveness of implementing guided discovery approach on developing reading comprehension skills for the eleventh grade where students in Palestine are studying newly designed curriculum. For this purpose, the researcher selected four texts from *English for Palestine 11* textbook for teaching reading comprehension by the guided discovery approach.

1.2 Rationale of the Study

The researcher spent more than (20) years teaching English in the Arabian countries as well as in Gaza. Consequently, it makes her aware of the problems that students encounter with reading comprehension skills. She carried out a project entitled "Summer Reading Challenges" in cooperation with the British Council in July (2009) and she noticed that the participants (students at the 5th to the 10th grades) were suffering from difficulties in reading comprehension skills.

Referring to *English for Palestine 11* textbook, it was obvious for the researcher that reading passages and lessons have clearly received a large portion in contrary with other language skills (listening, speaking and writing) where reading is considered as the base for other skills specially vocabulary and structure. Besides, when Surveying the previous studies, the researcher concluded that very few studies focused on the 11th grade such as Omar's (2006) and Khyrat and Amer's (2001). She decided to highlight this grade especially it precedes Tawjehi.

1.3 Statement of the Study

The statement of the study can be stated in the following major question:

What is the effectiveness of using guided discovery on developing reading comprehension skills for the eleventh graders?

Research Questions

The main question can be clarified through stating the following sub- questions:

1. What are the reading comprehension skills intended to be developed for the eleventh graders in *English for Palestine11* textbook?

2. To what extent is guided discovery effective on developing reading comprehension skills in *English for Palestine11*?

1.4 Research Hypotheses

The following hypotheses were generated from the main question:

- 1- There are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of each level of reading comprehension skills in the pre and post- test of the experimental group.
- 2- There are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of each level of reading comprehension skills in the post-test between the experimental group and the control group.

1.5 Purposes of the Study

This study aims at achieving the following purposes :

1. identifying the reading comprehension skills and sub- skills intended to be developed for the eleventh graders' level.
2. exploring how effective guided discovery approach is on developing the reading comprehension skills for the eleventh graders.
3. examining the effect size of guided discovery on the levels of reading comprehension suggested in this study.

1.6 Significance of the Study

This study may be significant because it

1. may improve the performance of the eleventh graders' in their reading comprehension skills.
2. may contribute in helping teachers of English by adopting the innovative approaches such as guided discovery in teaching reading and other language skills

in order to help in solving some problems in teaching and learning English in Palestine.

3. may be important to curriculum designers to consider guided discovery approach.
4. according to the researcher's knowledge, this study is the first one conducted in the Gaza Strip in English which may encourage other researchers to conduct more studies in teaching English.

1.7 Definition of the Terms

Based on the related literature, the researcher states the following operational definitions:

Guided Discovery is an instructional approach based on leading questions and problem-framing that guide students to obtain knowledge and discover relations and concepts by getting involved in the classroom interaction where the teacher helps them to be more active and more responsible for their learning.

Reading Comprehension Skills are the cognitive abilities by which students interact with a written text to construct meaning through three levels as follows:

1. Literal Level; (reading on the lines); recall information stated directly and explicitly in the text such as (make predictions about the texts, scan for specific information from texts and realia ;ads, menus, schedule, calendar, flight information and tickets, etc., identify the main idea of reading texts and skim for gist or general impression of text or graphics).
2. Critical Level; (reading between the lines); interpret information implied in the text such as (deduce meaning of unfamiliar words from a text and realia, distinguish between the main ideas from the supporting details, distinguish facts from opinion, recognize the rhetorical markers and their functions, distinguish between the main ideas from the supporting details, interpret information in

diagrammatic form, develop awareness of semantic fields word mapping and summarize reading text).

3. Inferential Level; (reading beyond the lines); apply to other situations given what is memorized and understood at the other two levels such as (relate text to personal experience, opinion or evaluation, make inferences about reading text and evaluate text for accuracy of information, soundness of argument, etc.).

English for Palestine 11 Textbook is a part of the Palestinian first curriculum designed for the first year in the secondary stage for both the academic and the vocational streams. It consists of two books (student's and workbook) with (12) units in each. It has been firstly published in (2005) and still up till now.

The Effectiveness is the degree of improvement in the students' achievement in each level of reading comprehension skills (literal, critical and inferential) in English language as a result of using guided discovery approach. It is statistically measured.

The Eleventh Graders are students aged between (16-17) and study at the governmental and in state schools. They are either in the Humanities or in scientific stream and they study *English for Palestine 11* textbook.

1.8 Limitations of the Study

This study was implemented in North Gaza Governorate where the researcher works as a supervisor of English in the second semester of the academic year (2009-2010).

The sample of the study was purposefully chosen to be of two classes of eleventh graders humanities stream; one as experimental group and the other as control one where the students are at the of (16-17) years old in Beit Hanoun Secondary School for girls.

The study was limited to the second semester units from *English for Palestine 11* textbook, lessons (7& 8) where reading passages are available.

1.9 Research Procedures

The following procedures were followed in order to answer the questions of the study and investigate the hypotheses:

1. reviewing literature and previous studies related to reading comprehension skills and guided discovery,
2. choosing the units of reading comprehension in *English for Palestine 11* textbook as a sample for the study,
3. designing the instruments of the study which are:
 - a. content analysis card for the activities (before you read, while you read & after you read) in the student's textbook to decide on what the reading comprehension skills are intended to be developed in this study,
 - b. pre & post test including the reading comprehension skills, and
 - c. teacher's guide and the lesson plan based on the guided discovery approach,
4. consulting the specialists and considering their comments and opinions for checking validity of the instruments,
5. applying the pre-test on a pilot study to find the validity and reliability of the test,
6. choosing the sample of the study that includes the experimental group and the control one,
7. applying the pre-test on the sample of the study and computing the results,
8. implementing the experiment according to the teacher's guide on the experimental group while the control one was taught by the ordinary method,
9. applying the post-test on the experimental and control groups and recording the results,
10. analyzing the data statistically by using appropriate statistical analysis,
11. interpreting the results of the study and giving suggestions and recommendations in the light of the study results.

Summary

Chapter one attempts to define the statement of the study which the seeking for examining the effectiveness of using guided discovery on developing reading comprehension skills in English for the eleventh grade in Gaza. This chapter also includes the purpose and the significance of the study, the limitations of the study and the operational definitions of the terms. Chapter two will deal with the theoretical framework focusing on the reading comprehension skills and guided discovery approach.

Chapter 2

Theoretical Framework

Chapter 2

Theoretical framework

Introduction

This chapter deals with the theoretical framework and it consists of two sections. Section one presents the definition of reading, reading comprehension skills, reading in *English for Palestine* curriculum; its purposes in general and for the 11th graders in particular. It also includes the Principles of teaching reading lessons in English and the levels of comprehension. Section two displays guided discovery, stages of a guided discovery lesson, the effectiveness of guided discovery in teaching reading comprehension, benefits of guided discovery and reading by guided discovery and other theories.

Section 1

Reading

2.1 Definition of Reading

There are many different definitions for reading either as a process or a skill. For more clarification the researcher will display some of these definitions below as follows:

The National Institute of Literacy (2009) defined reading as a complex system of deriving meaning from prints (written texts) that all of the following:

- the skills and knowledge to understand how phonemes or speech sounds are connected to prints,

- the ability to read fluently,
- the ability to decode unfamiliar words,
- the development and maintenance of a motivation to read, and
- sufficient background information and vocabulary to foster reading comprehension.

Foertsch (1998, pp. 3-7) defined reading skills as "learning to pronounce words, learning to identify words and get their meaning and learning to bring meaning to a text and to derive a meaning from it."

According to Nunan (1993, p. 82) reading is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He called this process as the 'bottom-up' view of reading which is gradually developed as the reader goes on reading.

McCarthy (1999, p. 74) has called reading 'outside-in' processing, referring to the idea that meaning exists in the printed page and is interpreted by the reader then taken in.

While Giroux (1991, p. 221) stated that reading includes a complex relationship between language and culture and political decisions influence reading pedagogy in any society or community. He added that

readers need to interpret what they read and what happens to the characters in accordance with their own lives, experience, needs, and aspirations and so on. Reading pedagogy should focus on building up knowledge, reflective as well as literate people. Consequently, decision makers have to put into their consideration the kinds of cultures their people want for themselves, their students and their community when deciding the textbooks (ibid, 1991,p.226).

It is clear from what has been mentioned above that reading is a complex process including many other processes. It is not just to let eyes physically run on the lines or to pronounce the symbols and words. Otherwise, reading is a skill which needs the reader to interact with the text deeply to be perceived and understood culturally. The researcher concludes that the ultimate purpose of reading in English is to achieve comprehension and not to read mechanically and that is comprehension.

The researcher can summarize that comprehension occurs when the reader is involved in the task of reading using his/her intellectual ability and the readiness represented in activating his/her background. The reader also has to assign his/her purpose in order to be able to comprehend according to his/her level and interests. Moreover, the researcher believes that the teacher has an essential role in helping students understand reading texts by adopting suitable strategies and creating suitable classroom environment bearing in mind that reading is a main skill that works together with other sub-skills in order to help in comprehension.

2. 2 Reading Comprehension Skills

A good reader is someone who has a purpose for reading whether it is to look for specific information or read for pleasure. Since the reader is involved in a complicated thinking process while reading, s/he should use main skills and sub skills that help her/him become purposeful and active readers. These skills make significant gains on reading comprehension lessons. The use of these skills depends on what readers are reading (Shrum & Glison 1994, pp.112-118). Below there are some of the reading skills.

2.2.1 Deduction of the Words

Naturally teachers do not expect students to know every word in the text because not all words are equally important. There are two categories of known words; an active vocabulary which the reader knows well enough to use and a receptive vocabulary that s/he recognizes and can respond to but cannot confidently use. Deduction skills are of two kinds. The first one is using context clues or using the meanings of other words such as synonyms and antonyms in the same sentence or paragraph or the meaning of unfamiliar words and phrases, for example; in this sentence, "The Indians cut their canoes out of tree trunks by using adze. " The meaning of "adze" can be deduced from the meaning of the whole sentence. It must be a kind of instrument for cutting. The second skill of deduction is using structural information. This refers to word information such as analysis of the stem and affixes of the words can help our students get the meaning of unfamiliar words (Nuttall, 1996, pp. 26-28).

2.2.2 Reading in Meaningful Units

One of the factors that determine reading speed and comprehension is the number of words the eyes can see at one glance. The more words students can see and comprehend at one glance, the greater will be their comprehension (Gajdusek & Dommelen 1993, pp. 201-215). Students should be able to read in meaningful units instead of isolated words. i.e. they should have maximum responsibilities for finding the meaning of the text as they move from concrete to increasingly abstract levels on interaction with the text.

2.2.3 Prediction

According to Nuttall (1996, p. 38) prediction will greatly reduce the reliance on visual information, increase reading speed, and enhance comprehension. Students can learn to

make predictions based on the title, subtitles, and their knowledge of the context, such as diagrams, graphs, tables, pictures and maps, which serves the same purpose as gestures and facial expressions in conversation. The teacher can help students by asking questions or giving hints or clues to arouse their ability to make prediction about what they are going to read.

2.2.4 Skimming Skill

This skill is useful when we want to determine whether a book or an article merits more careful and thorough reading. Skimming may sometimes be the prerequisite of reading for full understanding. The reader tries to get the general, overall ideas of the whole text. Therefore, the key to skimming is to know where to find the main ideas of different paragraphs and to be able to synthesize them into an organic whole by way of generalization. That is because the main idea of a well organized paragraph is in most cases, either in the first or the last sentence (Hyland, 1996, p. 107).

2.2.5 Scanning Skill

It is a useful skill to locate specific items of information that the reader needs, such as a date, a figure or a name. The focus is on the information wanted. The key to scanning is to decide exactly what kind of information the reader is looking for and where to find it. A useful way to teach this skill is to ask students to search for information such as a definition or the name of a person or a place asking them to start at the same time and see who the first to find it (Mei-yun, 1993, p. 17).

2.2.6 Distinguish between Facts and Opinion

Readers are able to judge the truth and logic of what they read by following the writer's arguments or by using their previous experiences. By doing this they can make decisions about the worth of reading materials. The teacher can help students form their own opinions towards the topics and issues they read through holding discussion and eliciting various points of view (Goodman& Watson, 1998 pp. 115-120).

2.2.7 Distinguishing General Statements from Specific Details

Omaggio (1993, p. 52) said that general statements usually contain main ideas and specific details in term of explanations and examples support the general statements. Therefore, general statements are more important for comprehension. Very often they are introduced by signal words such as "in general, above all, in conclusions" and it can be seen that students learn to direct their attention to these single words. They should also learn to identify expression of probability, frequently and quantity that indicate different levels of generality.

2.2.8 Recognizing Organizational Patterns

The logical structure of a passage is often signaled by textual connectors, which are expressions connecting ideas. Nuttall (1996, p. 38) mentioned:

The most common organizational patterns in the textbooks, for example, are cause- effect, definition, sequence of events, spatial geographic, thesis-examples, description, generalization, and hypothesis- evidence, each of which has its characteristic textual connectors. These textual connectors are the best indicators of ideas, hence most important for reading comprehension. The best way to teach this, is to let students read different passages with different organizational patterns and identify their textual connectors.

2.2.9 Interpreting Texts

Readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writer is employing or suggesting. Successful interpretation of this kind depends to a large extent on shared prior knowledge together with students' knowledge of the world. This helps the reader to get the writer's viewpoint given (Harmer, 1999, p. 202).

2.2.10 Recognizing the Rhetorical Markers and their Functions

Amer (1992, p. 10) thought that readers gain the meanings from the figurative use of language by knowing how to interpret the special meaning of many common figures of speech. Or relating information and understanding gained from reading to other experiences they have had. Some figurative forms are contextual. This means that they are understood only in a certain context and have a different meaning in another context.

2.2.11 Inferences and Conclusion

Comprehension involves understanding not only what is stated explicitly but also what is implied. That is to say, the reader has to make inferences based on what is stated to do. So it requires the ability to analyze and synthesize. Raymond (2009, p. 103) stated this example, "In the sentence, (Age affects hearing.), we can infer that with age hearing either increases or decreases. Or to read between the lines, or to conclude what the reader has to summarize stated facts." The reader can summarize the main ideas and conclude in the light of his/her understanding.

2.2.12 Evaluation and Appreciation

This is a high level of comprehension skill. The reader not only has to thoroughly understand what he/she has read, s/he also has to analyze and synthesize it so as to form his/ her own opinion, and judgments. To evaluate, the reader has to read critically. In other words; to consider what, why and who has the writer has written to, to determine the author's purpose, consider his/her intended audience, recognize his strengths and weaknesses, and distinguish his opinion from facts. Fry (1991, pp. 67-80) said that "appreciation is different from evaluation. To appreciate, the reader has to understand the author's tone and attitude and to recognize his literary devices such as the use of figures of speech. Evaluation is a useful skill for reading political and academic essays whereas appreciation is useful in reading literary works."

2.2.13 Summarizing

Summarizing is how we take large selections of text and reduce them to their bare essentials; the gist, the key ideas, and the main points that worth nothing and remembering. Raymond (2009, p. 32) calls a summary as a general idea in a brief form; it is the distillation, condensation, or reduction of a large work into its primary notions.

2.2.14 Identifying the Topic

Good reader is able to pick up the topic of a written text very quickly. With the help of their own schemata they quickly get an idea of what is being read. This ability allows students to process the text more effectively as it progresses (Harmer, 2001, p. 201).

From the researcher's point of view, the previously mentioned skills are nearly the main skills needed for students in Palestinian schools. These skills are of different levels of

comprehension and that means they reflect the needs of all students in a normal classroom. The researcher also thinks that the teachers of English should be aware of these skills to help students in achieving the objectives of teaching and learning reading in English as a foreign language.

2.3 Reading in *English for Palestine* Curriculum

As a main skill, reading takes the priority over the other language skills (listening, speaking and writing) in *English for Palestine* curriculum. In the following part, the researcher presents reading comprehension skills purposes in general and for grade eleventh in particular according to the Ministry of Education in Palestine.

2.3.1 The Purposes of Reading Comprehension Skills in *English for Palestine* Curriculum

Reading comprehension is the most important skill to be taught in our schools from grade (5to12). The ability to read accurately and fluently is the most important need for the Palestinian students. According to the researcher's knowledge and the Ministry of Education Handbook(1999), the English Language National Team took into consideration the following points to train students for:

1. Information and understanding: collect data, facts, or ideas; discover relationships, concepts, or generalizations; and use knowledge generated from text.
2. Aesthetic Response: Enjoy and appreciate texts, relate texts to self and respond sensitivity to texts with diverse social, historical, and cultural dimensions.
3. Critical Analysis and Evaluation: Use personal and/or objective criteria to form opinions or to make judgments about ideas and information in written texts.

According to the Ministry of Education Handbook (1999, pp. 16-17)), the students will read a variety of text types for the following purposes:

- Comprehend basic facts in the text.
- Obtain information from a text and to use this information for summary, study and other purposes.
- Discover relationships, concepts, or generalizations in written texts.
- Use knowledge generated from text in relevant real-life situations.
- Access background information necessary for proper text comprehension by using the appropriate strategies and skills.
- Read critically, i.e. to form opinions and make judgments about text.
- Identify the organizational pattern of text.
- Recognize the rhetorical devices used in the text.
- Enjoy and appreciate target language literature.
- Recognize special linguistic features of texts.
- Identify intention, attitude, and bias in texts.
- Respond sensitively to texts with diverse social, historical and cultural dimensions.
- Project the reader's personal experiences and knowledge of the world onto the text.

It is clear that information and knowledge are needed as well as enjoyment through reading texts with different aspects. It is noticeable that the mentioned purposes are ordered gradually from the lowest levels of objectives to the higher ones. In other words, students read gradually getting knowledge from the text, critically interpreting then personally projecting the knowledge in their own life. Moreover, evaluation and judgment are also

essential for training students. Those are the main factors to be considered for any effective programme of reading. This will never happen unless the purposes of reading comprehension texts are clarified to both teachers and students. In order to make the matter more specific, the researcher classified the levels of comprehension into three gradual levels; literal, critical and inferential. These levels in the reading lessons in *English for Palestine 11* textbook are used in designing the instruments of this study.

2.3.2 Reading Lessons in *English for Palestine 11* Textbook

In the eleventh grade, reading takes five lessons in each unit. So, reading lessons have 50% comparing with other skills; listening, speaking and writing. The first two lessons of each unit introduce the unit topic and focus on issues for everyday life which refer to students' own living such as the matter of pollution, recycling and global warming. The texts also provide a meaningful context for new vocabulary to be practiced by students later in other lessons. The activities allowed for each lesson consist of four stages as follows:

1. Focus: oral tasks to introduce the topic and some vocabulary.
2. Before you read: practice pre-reading skills.
3. While you read: tasks to aid and check general comprehension while reading.
4. After you read: more detailed comprehension work and discussion for a topic arising from the text.

Lessons seven and eight in each unit are always reading but the texts are longer, more academic and more challenging than the texts in the first part of the unit in lesson one and two. The main focus of this double lesson is on comprehension and vocabulary. The fifth reading lesson is in the work book. It is literary work presented in the form of short story

followed by comprehension activities just to check comprehension and achieving enjoyment for student's (Ministry of Education Handbook, 2006, pp. 5-6).

2.3.3 Purposes of Reading Comprehension in *English for Palestine 11*

In grade eleven, the Ministry of Education(1999) assigned certain purposes for reading to be achieved. So, reading passages and topics were carefully chosen with different themes either global or local. In addition, the students' levels and age were taken into consideration when choosing these topics so that they might be suitable for them. The purposes of reading comprehension which devoted by the Ministry of Education are clarified in the following points:

- Answer factual, inferential, judgment or evaluation questions.
- Read familiar material with correct pronunciation and intonation.
- Recognize pronoun referents.
- Generate questions about reading text.
- Summarize reading text.
- Make inferences about reading text.
- Make predictions about reading text.
- Develop awareness of semantic fields (word mapping).
- Identify the main idea of reading text.
- Identify supporting details.
- Distinguish between the main ideas from the supporting details.
- Recognize rhetorical markers and their functions.

- Comprehend visual survival materials.
- Deduce meaning of unfamiliar words from context.
- Skim for a gist or general impression of text or graphics.
- Distinguish fact from opinion.
- Infer mood and author's attitude or tone.
- Scan for specific information from a text and realia (ads, menus, schedule, calendar, flight information and tickets, etc)
- Interpret information presented in diagrammatic display.
- Relate text for personal experience, opinion, or evaluation.
- Analyze text for setting, theme, characters, etc.
- Extract and synthesize information from several sources.
- Evaluate text for accuracy of information, soundness of argument, etc.
- Interpret information in diagrammatic for (Ministry of Education, 1999, pp. 37-38).

The researcher adopted the above mentioned purposes as a source of constructing the content analysis card as one of her study instruments (Appendix 1).

2.4 The Principles of Teaching Reading Lessons in English

Day & Bamford, (1998, pp. 7-8) suggested the following principles to be taken into consideration in any English reading comprehension lesson:

- Students read as much as possible in and out of the classroom.
- A wide variety of material is available to encourage reading.

- Students select what they want to read due to their interest and level of comprehension.
- The purposes of reading are usually related to pleasure, information, and general understanding.
- Dictionaries are rarely used while reading because it makes fluent reading difficult.
- Reading speed is usually faster than slower as students read texts that they find easily understandable.
- Teachers orient students to the goals of the program, explain the methodology, keep track of what students read, and guide students in getting the most out of the program.
- The teacher is a role model of a reader, an active member of the classroom community, and demonstrating what is meant to be a reader.

It becomes clear to the researcher that a reading comprehension lesson has certain factors represented in the teacher, the students, the objectives, methodology and facilities. These factors are preferable to interact together in order to achieve the objectives of the program.

- For the teacher, s/he is supposed to be a guide and facilitator who directs the students towards the objectives.
- For the students, they are expected to select what they are going to read according to their interests in order to get information, knowledge and pleasure. Through reading session, the teacher has to provide the students with the reading material and help.

- For the objectives, the researcher thinks that they must be clarified by the teacher. In addition, the curriculum designer must take into consideration that what suits certain age does not suit another.

- For methodology, a good teacher should be able to adapt the best method to lead students straight forward to their purposes.

This study adopted guided discovery to activate reading comprehension lessons because she noticed that most teachers in Gaza are teaching reading comprehension by ordinary methods which is teacher-centered approach.

2.5 Levels of Comprehension

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

Nuttall (1996, p. 21) reported that there are four kinds of meaning the reader is supposed to get through reading comprehension.

- conceptual meaning; the meaning that the word can be on its own.
- contextual meaning; the meaning that the sentence can form only in a context.
- pragmatic meaning; the meaning a sentence is only as part of the interaction between the writer and the reader and
- propositional meaning; the meaning that the sentence can convey on its own.

In the same context, Manzo (1995, p. 85) divided reading comprehension into three levels:

- reading the lines,
- reading between the lines and
- reading beyond the lines.

Whitten (2004, pp. 1-3) sorted out the reading comprehension into three levels. They are presented in the following hierarchy from the least to the most sophisticated level of reading comprehension:

- Literal level, what is actually stated in terms of facts and details, rote learning and memorization and surface understanding only.
- Interpretive level, what is implied or meant, rather than what is actually stated in forms of drawing inferences, tapping into prior knowledge / experience, attaching new learning to old information, making logical leaps and educated guesses and reading between the lines to determine what is meant by what is stated.
- Applied level, taking what was said (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation in forms of analyzing synthesizing and applying. In this level the reader is analyzing or synthesizing information and applying it to other information.

San Antonio College (2006, p. 11) divided the levels of comprehension into four levels as:

- Literal level: Stated facts-Data- Specifics-Traits-Setting-Timeline/process steps.
- Inferential level: Builds on facts: prediction-Drawing conclusions-perceiving meaning.
- Evaluative level: Judgment based on; Reality or Fantasy, Fact or Opinion, Validity-Appropriateness-Worth: acceptable, desirable ideas-comparisons - Cause-Effect.

- Appreciative level: Response based on; Author's use language –Emotional reaction to author's ideas, language- Author's values-imagery, Style-Author's purpose.

Abu-Shamla, (2009, p. 23) classified reading comprehension skills into four levels as:

- Literal level; read and understand exactly what is on the page. The teacher can ask students to find information and ideas that are explicitly stated in the text.

- Interpretive level; read between the lines. Students read critically and analyze carefully what they read.

- Critical level; read beyond the lines. At this level students can differentiate between facts and opinion, recognize persuasive statements and judge the accuracy of the given information in the text.

- Creative level; read beyond the lines and create new ideas. This level occurs after the students have understood the text and started to draw new ideas about the text.

In the light of the above mentioned divisions, the researcher categorizes reading comprehension skills into three levels:

- Literal level: (Read on the lines) It occurs when the reader is capable to read, interact with the written form of language in some direct straightforward manner such as, recognizing the main idea, identifying supporting details, and determine the meaning of the words for a context. At this level, the reader would not have to understand the true meaning of a paragraph but s/he could memorize the information mentioned in the text. The sub-skills at this level are as (make predictions about the texts, scan for specific information from texts and realia ,ads, menus, schedule, calendar, flight information and tickets, etc., identify the main idea of reading texts and skim for gist or general impression of text or graphics).

- Critical level: (Read between the lines) It happens in case the reader has the potential to read and tackle what is actually farther than the mere written language stuff of a text, such as recognizing the author's purpose, relations within sentences, and between sentences. Critical reading goes in two steps further, having recognized what a text is like and the reader analyzes the text in three types of reading and discussion; what a text says (restatement), what a text does (description) and what a text means (interpretation).

The sub-skills at this level are(deduce meaning of unfamiliar words from a text and realia, distinguish between the main ideas from the supporting details, distinguish facts from opinion, recognize the rhetorical markers and their functions, distinguish between the main ideas from the supporting details, interpret information in diagrammatic form, develop awareness of semantic fields (word mapping) and summarize reading text.

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

The researcher has also benefited from these levels when she designed the analysis card, the reading comprehension test, and teacher's guide as a instrument for her study.

Section 2

Guided Discovery

This section deals with guided discovery. It is not an attempt to provide an exhaustive review of theorists' work on language acquisition rather it offers a discussion of some selected topics that are more relevant to this study. In addition, the main features of guided discovery and its effectiveness on reading comprehension have been discussed in this section and the role of the guided discovery in motivating students. The theories that explained guided discovery such as the schema, Brunner and Bloom's cognitive domain of objectives, have been discussed as well as suggested lesson plan by other researchers. The role of group work and the questions guided discovery and the problem with guided discovery.

2.6 Definition of Guided Discovery

Many definitions were given to guided discovery. Here are some definitions according to different points of view.

Mabrook, (1990, p. 35) defines guided discovery as a process that the teachers use to introduce new materials, explore centers or areas of the classroom, and prepare learners for various aspects of the curriculum. This process gives students an opportunity to creatively and appropriate choices with regard to the focus of the discovery.

Nierenberg, (1998, pp. 115-122) reported that guided discovery learning combines didactic instruction with more student-centered and task-based approaches. It can be characterized by giving framework for student learning, student responsibility for exploring content

needed for understanding, provision of study guides, and application to experimental problems.

For him, "Didactic" means that the task is kept under the control of the teacher who works as a guide in each step of the lesson.

Goodyear, et al., (1991, pp. 263-304) presented guided discovery in the term of constructivism and summarized that guided discovery is a constructivist instructional design model that combines principles from discovery learning and with principles from cognitive instructional domain. They also added that students discover knowledge with the teacher's guidance developing their own understanding. The role of instruction is merely to provide a suitable environment. For them, "Constructivism" means that students build their own knowledge relying on their prior knowledge and gradually move from the low level of thinking to a higher one.

De Jong, et al., (1998, pp. 179-201) viewed that guided discovery is a reasoning process saying that "Generally, one can say that successful discovery learning is related to reasoning from hypotheses, to a systematic from discovery process (like systematic variation of variable values), and to the use of high quality heuristics for experimentation." They explained "heuristics" as a method of teaching allowing students to learn by discovering things themselves and learning from their own experiences rather than by telling them things.

According to Mayer, (2003, p. 88) "guided discovery is one of the teaching techniques represented by encouraging students to become more active in learning though answering a chain of questions or solving problems designed in order to reach the general concept."

Omar's (2006, p. 12) defined it as "a technique used in teaching reading literature texts conducted by the teacher in the classroom by providing examples and designing educational situations and questions which lead students deduce certain planned thoughts and new information."

In conclusion, the above mentioned definitions focus on that:

- guided discovery is a process and that means interaction in the classroom.
- the role of instructions provided by the teacher and on the role of the students. The role of the teacher is to prepare suitable environment for discovery by giving the chance for the students to explore the texts and to be more active.
- the nature of questions is very important as Mayer(2003) said in his definition as the questions are in the form of chain; one leads to another.

Consequently, the researcher defines guided discovery operationally as an instructional approach based on leading questions and problem-framing that guide students to obtain knowledge and discover relations and concepts by getting involved in the classroom interaction where the teacher helps them to be more active and more responsible for their learning.

2.7 Features of Guided Discovery

learning how to learn through the process of discovery and the exploration of knowledge coupled with the responsibility of the learner are the main features of guided discovery. This helps the learner to master the content needed for understanding. According to Spencer, (1999, p. 186) the key features of guided discovery are:

- A context for students' learning is chosen to suit the learning outcomes.
- Students have responsibility for exploration of content necessary for understanding through self-directed learning.
- Study guides are used to facilitate and guide students during their learning.
- Understanding is reinforced through application in problem-oriented; task-based, and work related experiences.
- Guided discovery can be enhanced with various tools. One of these tools is simulation. Simulation happens when the teacher provides students with examples and hints help them understand certain and continue in following the instructions and reaching discovery.

Moreover, Westwood, (2008, p. 28) assumed that discovery learning has the following features:

- Students are required to investigate a topic, issue or problem by active means, obtain pertinent information, interpret causes and effects and arrive at conclusions or solutions. This method is particularly appropriate for achieving important objectives in social studies, science, geography, history, health, environmental education and mathematics.
- The general consensus regarding discovery learning is that it is most effective when the process is carefully structured.
- Students have prerequisite knowledge and skills and teachers provide any necessary support during the investigations.

Reichert (2005, p.174) suggested that scaffolds must be included in a discovery lesson. For him, "scaffolds" mean the necessary support and guidance provided by the teacher to the students as they engage in learning activities in order to reach the discovery in the form of conclusions and principles. For example, the teacher gives instructions, provide hypotheses, gives hints and advice, encouraging prediction and leads students to a conclusion and principles.

The researcher thinks that scaffolding gives students the necessary help and support that motivate them, help them to take the initiative, think, reason and be confident to explore and exchange ideas with others. This will lead to enjoyable learning. But without the teacher's support and guide, the students may mislead their way to discovery and become unmotivated and in despair.

2.8 Benefits of Guided Discovery

Linton (1998, pp. 216-222) said that in guided discovery, learning and developing depend on students' experiences as they are cognitively (the levels of thinking) active in their attempts to make sense of those experiences. Social interaction is used to analyze the data and that helps to guide students towards more nature understanding. He also suggested the following benefits gained through learning by guided discovery:

- Students are encouraged to explore the content through the use of concrete experiences.
- Students are allowed to use their own skills to generate content information.
- The teacher is released from the role of authority and giver of knowledge to become a facilitator and fellow investigator.
- The notion that the teacher must know all the answers is replaced.

Akerson, et al., (2007, pp 14-16) reported other benefits of guided discovery as:

- Students are actively involved in the process of learning and the topics are usually intrinsically motivating.
- The activities used in discovery contexts are often more meaningful than the typical classroom exercises and textbook study.
- Students acquire investigative and reflective skills that can be generalized and applied in other contexts.
- New skills and strategies are learned in dealing with contexts.
- The approach builds on students' prior knowledge and experience.
- Independence in learning is encouraged.
- Students are more likely to remember concepts and information if they discover them on their own.

According to the researcher, the benefits of guided discovery are obvious either for the teachers or for the students because they are the human beings in the classroom who interact in doing the tasks. In a reading lesson, comprehension is supposed to be the ultimate goal of reading. This will never happen unless the students are actively engaged in the classroom activities. So, the researcher suggested guided discovery for improving reading comprehension skills based on the assumption that students enjoy reading by exploring the texts by themselves. So she chose the eleventh grade students because she thinks they are mature enough to practise discovery and they have the ability and the courage to inquire if their teachers encourage them to do so.

2.9 The Role of the Teacher in Guided Discovery

Nowadays, teaching and learning process becomes student-centered. Despite that, the teacher still plays a great role in the process of interaction either it is between the teacher and the students or between students-students or the students and the classroom environment. Hardy, et al. (2006, pp. 307-326) argued that students will often have misconceptions (wrong previous concepts students have about something) and do not know they have them. It becomes the teacher's job to draw these out and make them visible to the students. Without guidance, students will be unable to relate their discovery activity to their misconception and thus give up.

In a reading lesson, clarifying concepts is very essential for comprehension. If the teacher gives the student no guidance during the activity, students may solve the particular problem. Knuth (1993, pp. 163-187) said that

The role of the teacher is to provide opportunities for students to reflect upon their own thinking. One of those opportunities arises when it is time for the students to evaluate their own discovery against scientific ideas. Without teacher's guidance, this would not happen. The teacher must intervene at the end of each activity and provide the students with appropriate source material or at least guide them to seeking said material so that the students can compare their own results with others. Then there are those students who are completely lost and have no prior knowledge let alone misconceptions about the particular idea that they must “discover”.

As concluded by Padesky, (1995, pp. 372-9251) English Language students sometimes do not integrate new situations comfortably into existing knowledge because of the language barrier. The students need a lot of scaffolding (support and help) and discovery activities can easily lend themselves to this with teacher's guidance. Often it is necessary for teachers to intervene during discovery learning when students need a bit of background knowledge for topics that may be completely new to them. Teachers should anticipate

possible roadblocks (difficulties) to discovery learning a head of time and prepare well constructed questions that can help students connect the activity to prior knowledge or lead them to a path towards the solution.

Mayer,(2004, pp. 14-19)claimed that "to hold students' interest, the teacher can allow the students to take part in choosing the purpose of the activity. In fact, to have a class discussion that is carefully facilitated by the teacher regarding, the purpose of a discovery activity can yield wonderful results. The key is to provide a context that students can operate within and give them a goal or a purpose for their activity. As long as the purpose holds the students' interest, they will be driven enough to continue with the discovery process."

In the light of what mentioned above, the researcher summarized the role of the teacher in three points:

- clarifying the wrong concepts for the students,
- framing well activities and questions which lead students to discovery and
- giving necessary support and help.

2.10 Guided Discovery and Motivating Students

In this respect, Adkisson & McCoy (2006, pp. 1-6) suggested that guided discovery is generally regarded as a motivating method, enjoyed by students. They suggested students are motivated by total participation in the lesson as in the following example:

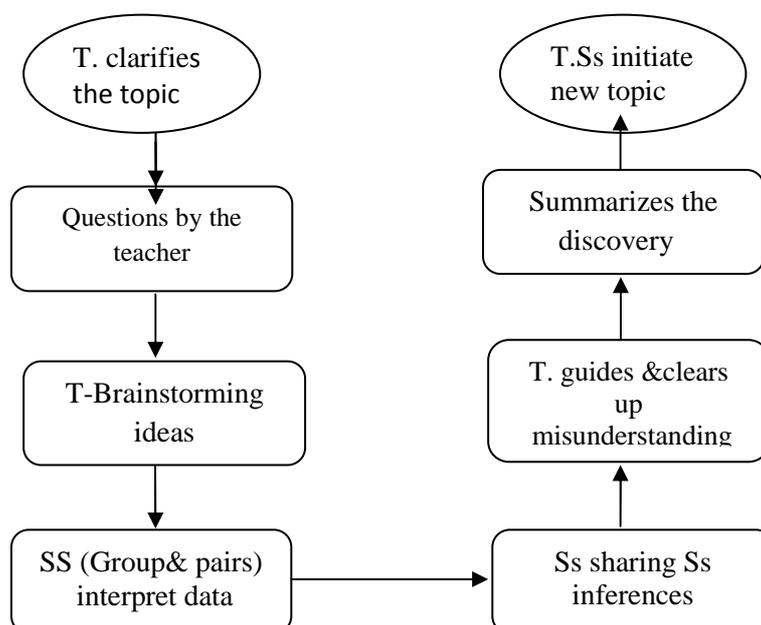
- A topic is identified or an issue is posed; for example a reading passage about magnets, the teacher asks (What can we find out about magnets?)

- Teacher and students work together to brainstorm ideas for ways of investigating the topic; (Generating ideas about magnets, its properties, place, types and benefits)
- Students work individually or in small groups to obtain and interpret data; (classifying the types of magnets, the metals that accept and attract magnets etc.)
- Inferences and tentative conclusions are drawn, shared across groups and modified if necessary;(students conclude that magnets attract metals and accept electricity).
- Teacher clears up any misconceptions, summarizes the findings and helps to draw conclusions.(iron is the only metal that accept magnet, the properties and the uses of magnets).
- Students reach the conclusion about the topic and initiate a new topic. By doing so, the students feel satisfied and motivated.

The following diagram summarizes how the teacher motivates the students in a guided discovery session by Adkisson & McCoy (2006).

Diagram (1)

Teacher Motivates Students in Guided Discovery Lesson



To sum up, guided discovery is characterized by the necessity of using motivation which helps in exploring of the knowledge and creating an enjoyable classroom atmosphere. The researcher thinks that most teachers in our schools are acting as lectures and that reflects on the low achieving in our schools especially in reading. Unfortunately, the teachers still apply ordinary methods thinking that it is easier for them and their students as they themselves read the texts and translate for their students. In the contrary, the researcher thinks that in the guided discovery lessons the students get more benefits because they are the center of the learning process. Also learning becomes useful, enjoyable and meaningful as long as it guides the students straightforward to a certain aim. When the students work together under the guidance of the teacher who gives helps and hints, they will be involved and work purposefully. This will lead to social interaction which results in enjoyment.

2.11 Stages of a Guided Discovery Reading Lesson

The teacher in a guided discovery should pay a great intention to the appropriate order of the components of his/her lesson. Otherwise, mess will dominate the session. Blackburn, et al., (2001, p.132) summarized six stages in which teachers engage and that students will be successful as follows:

1. Introduction: The students and teacher work to generate excitement about the material or area to motivate a productive session of exploration.
2. Generating Ideas: The students list various uses for the item or area. Some may be traditional uses and some may be less obvious and more creative. The teachers demonstrate appropriate uses as they are suggested.

3. Learners Explore: The students experiment with the material or area under the guidance of the teacher, thus allowing them to be active participants in the learning and affording them an opportunity to formulate any questions.
4. Sharing: The students have an opportunity to share the fruits of their exploration and point out aspects that they feel would be of interest to the group.
5. Clean-up and Care: The students suggest ways that the material or area should be handled and maintained. This provides a framework for future classroom expectations.
6. Extensions: The students work alone, in pairs, or in groups to further explore the material or area and begin to put its use into practice.

The above suggested lesson plan mainly concentrated on the role of the students and on the importance of the group and pair work and this is a point of agreement with the current study. In the same context, Honebein, et al.,(1993, pp. 11-12) designed seven stages for the teachers to apply in a guided discovery lesson as follows:

1. Provide experience with the knowledge construction process: Students take primary responsibility for determining the topics or subtopics in a domain they pursue, the method of how to learn, the strategies or methods for solving problems. The teacher's role is to facilitate his process.
2. Provide experience in and appreciation for multi perspectives: Problems in real world rarely have one correct approach or one correct solution. Students must

engage in activities that enable them to evaluate alternative solutions to problems as means of testing and enriching their understanding.

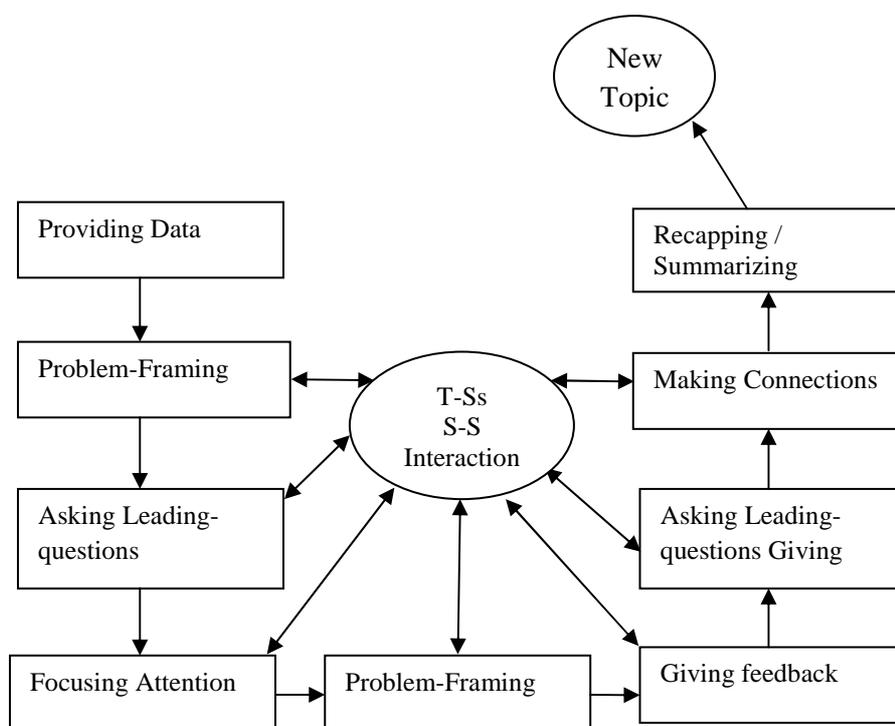
3. Embed learning in realistic and relevant contexts: Most learning occurs in the context of school whereby educators remove the noise of real life from learning activities. To overcome this problem, curriculum designers must attempt to maintain the authentic context of the learning task.
4. Encourage ownership and voice in the learning process: This illustrates the student-centeredness of learning. Rather than the teacher determining what students will learn, students play a strong role in identifying their issues and directions, as well as their goals and objectives.
5. Embed learning in social experience: Intellectual development is significantly influenced through social interactions. Thus learning should reflect collaboration between both teachers-students and students-students.
6. Encourage the use of multiple models of representation: Oral and written communication is the two most common forms of transmitting knowledge in educational settings. Curricula should adopt additional media, such as video, computer, photographs, and sound, to provide richer experiences.
7. Encourage self-awareness of the knowledge construction process: It is the students' ability to explain why or how they solved a problem in a certain way, to analyze their construction of knowledge, ledge and processes.

The two suggested lesson plans mentioned above introduce guided discovery lessons and claimed that the students build their own knowledge and the students learn when they get

involved in the classroom tasks. Additionally, this truly generates excitement about learning while allowing students a safe environment to explore. It is based on the premise that we should not take for granted that students will automatically know how to use things right away unless they are guided by their teachers. The researcher have made use of the suggested lesson plan and she designed a diagram to show the stages of guided discovery lesson. In this diagram, she shows the stages of guided discovery and the interaction between the teacher and the students in each stage and the relationship between each stage and the other stages.

Diagram (2)

The Stages of Reading Comprehension Lesson Based on Guided Discovery



2.12 The Role of Group Work in a Guided Discovery Reading Lesson

The current study reading lesson interaction is mainly based on pair/group work. In the following review, the researcher highlights this technique. The interest in the role of social

interaction refers to Lev Vygotsky (1934) who is one of the constructivists and his theory is based on three principles:

1. Meaningful learning takes place within a social context.
2. Knowledge is co-constructed as more knowledge others interact with and share their expertise with others
3. The culture that a person grows up in provides "cultural tools" or ideas that help make the sense of the world (Eggen, 2001, p. 8).

Michael & Patricia, (1995, p. 207) stated that "The use of group work in classroom second language learning has long been supported by sound pedagogical arguments. Provided careful attention is paid to the structure of tasks students work on together, the negotiation work possible in group activity makes it an attractive alternative to the teacher-led, "lockstep" mode and available classroom substitute for individual conversations"

Rivera & Smith. (1997, p. 210) summarized the pedagogical importance of group work in five points as follows:

- Group work helps individualize instructions.
- Group work improves the quality of students' talk.
- Group work increases language practice opportunities.
- Group work promotes a positive affective climate.
- Group work motivates students.

Since this study is based on guided discovery approach, the researcher have planned her lesson activities to be carried out through group work and she designed worksheets in order to let students work in pairs or in groups while and after reading.

However important group work is, it might be of negative influences without careful attention of the teacher during students' work. The biggest problem of the tendency of students to drift off the task on their work of the activities. For that case, Gillies & Ashman (1998) suggested the following techniques in order to organize the students' work as follows:

- Introduce group work with short simple task.
- Give students a clear and specific task for the group work activity.
- Have students practice moving into and out of group; seat partners together.
- Specify an amount of time students are allowed to complete the task and keep it short.
- Require students to produce a written product during group work activity.
- Monitor the students while they work (Gillies, & Ashman, 1998, p. 757).

When the researcher designed the worksheets for group work, she used clear and careful instructions for students in simple language to follow.

2.13 The Importance of Questions a in Guided Discovery Reading Lesson

Bearing in mind the assumption that engaging the students is essential in motivating and helping them to establish their own personal connection to the intended learning, the researcher paid a great attention to the questions which lead students to certain points and at the end to discovery.

In this respect, Dillon,(2000, p. 141) mentioned that "guided discovery also allows the teachers to employ good "coaching" skills as they determine how best to guide the students to understand or apply new learning where the main tools of assessment are questions." So

the aim of the questions is not to test but to guide the students, direct their attention to the important points in the text.

In a reading lesson, Nuttall, (1996, p. 160), stated that "Questions are similar to 'signpost' at a crossroads that show travellers where to go. Questions lead students particularly when the reading lesson is based on silent reading. It is helpful to give students a question or a task before they read. This gives a specific reason for reading. They read more purposefully in order to answer or complete the task.

Kidman, (2001, pp. 118-130) concluded that the teacher asks questions requiring the students to think, read, study, ponder and reason. When the students respond, the teacher expands, develops and enlarges, and illustrates the point. Discussion is the important technique. However, it is not "open" discussion where you are soliciting everyone's opinion. The teacher, who is a guide, a facilitator, and a leader through questions, achieves the target. The teacher is accountable to keep the class on track toward specific objectives of the lesson.

Thornbury, (2004, p. 27) assumed that "the teacher must be clever in the art of "asking meaningful questions." This will give students the opportunity to practice problem-solving and will help them to become more capable of solving problems that arise in learning sessions. The use of low-order and high-order questions is necessary during learning sessions. It is important for teachers to understand both types of questions and to apply them appropriately. Use of high-order questions will provide students more opportunities for self-evaluation."

The researcher points that the teacher has to carry out questioning carefully and at the suitable time during the lesson to achieve the purpose successfully. The art of questioning

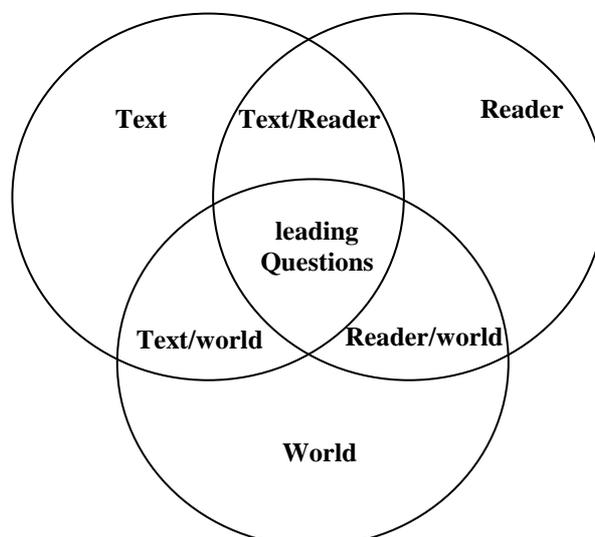
is considered to be the main factor in a reading discovery lesson. So, the researcher designed the lesson plan for reading comprehension based on leading-questions. By "leading questions" the researcher means those questions that suggest the answer or contain the information which the examiner is looking for. She thinks that leading questions are important because they:

- activate students and keep them active all the time,
- response with evidence from the text,
- checks and gives feedback which helps building new knowledge about the world,
- comprehend the message that the writer wants to convey and
- transfer the knowledge gained from the text and connect it with the world around.

In other words, the leading questions in the guided discovery reading lessons help in connecting the reader with the text and the text with world around the reader and the reader. The researcher designed the following diagram to clarify to what extent the leading questions in the guided discovery reading lesson important for the reader, the text and the world around

Diagram(3):

The Importance of Leading Questions in a Guided Discovery Reading Lesson



2.14 Reading by Guided Discovery Approach and Related Theories

Reading comprehension as mentioned in the earlier parts of this chapter, is related to the levels of thinking when dealing with the text. The students first read for finding information on the lines then between the lines and at last go beyond the lines. The students can not do so unless they have prior idea or knowledge that help them to interpret the text. The following display deals with three theories that explain the relation between reading comprehension and guided discovery (Schema theory, Bloom Taxonomy and Bruner's constructivist Theory).

2.14.1. Teaching Reading and Schema Theory

Closely related to the comprehension of the text is schema theory. The researcher explains the points of view of the language specialists such as Nuttall (1996), Landa (1999) and Pressley(2002) who assured that schema (the reader's pre-existing concepts about the world and about the text to read) has been tied to comprehension since they both (schema & comprehension) are meeting together in the cognitive domain of the learning process. In other words, the reader gradually builds his/her knowledge basing on previous knowledge and moving from the lowest level of thinking until reaching the highest one.

Dadour, (2004, p. 35) stated that "Schema theory refers to the process in which the readers activate their schemata by calling on their previous knowledge for the scale of interacting with a given text."

Omaggio & Hadley (1993, p. 134) explained that schema theory implies that any given text does not carry meaning in itself. According to them, it only provides directions for the reader in order to construct the meaning depending on his/her previously acquired cognitive structure. In addition, Pearson and Stephens,(1998, p. 88) believe that a reader

comprehends a text when s/he manages to find a schema home to place the elements s/he encounters in such a text.

Moreover, Anderson & Pearson, (1998, p. 107) stated that "The way reader interprets a text depends on the schemata activated by that text. Thus, a reader's success in comprehending a text depends on how far his/her schemata are sufficiently similar to the writer's."

Cohen, (1990. pp. 663-686) classified sources of background knowledge, known as schemata, into three types:

- content schemata which refers to the reader's background knowledge of the cultural orientation of a text. It is sometimes referred to as knowledge of the world.
- language (or linguistic) schemata which are concerned with one's knowledge of the target language code; vocabulary, grammatical infections, spelling, punctuation and so on, and
- textual schemata which refer to one's knowledge of discourse structure; letters, science, textbooks, research paper, and so on.

This type of schemata is sometimes called 'formal schemata' which deals with the reader's expectations of how pieces of textual information will relate to each other and what order details will appear.

Therefore, in a reading comprehension lesson, the teacher can make use of students' background about the text. When the teacher asks about the meaning of vocabulary or about some grammatical points they have already known, new knowledge will be easier and enjoyable. In addition, the three types of schema mentioned above are very necessary for the teacher who teaches reading lessons. This is because reading comprehension text

includes factual, conceptual and cultural aspects. The mission of the teacher in reading lessons is to help students to elicit and extract the relations between concept and ideas in the text and students' prior knowledge. By doing this the students will learn and comprehend the texts.

2.14.2 Teaching Reading and Bloom Taxonomy

Bloom (1969) had classified the learning objectives into six levels in the cognitive domain. They are Knowledge, comprehension, application, analysis, synthesis and evaluation. Guided discovery as a cognitive approach (cognitive refers to the levels of thinking) is fundamentally based on learning objectives levels of Bloom's Taxonomy whereas the students perform initially from the lowest level to the highest one. As a result, this tends to help students gradually go through these levels in order to reach the discovery (Blackburn, et al., 2001, p. 132).

In the same context, Landa, (1999, pp. 341-369) explained the process of obtaining knowledge by guided discovery in the levels of cognitive domain. In addition students experience reading comprehension in an integrated process using guided discovery throughout the cognitive domain of Bloom as follows:

a. Knowledge/comprehension is an ability to be aware of, and draw on, knowledge that

guided discovery usually consists of four steps:

1. Asking questions to uncover relevant information outside the student's current awareness.
2. Accurate listening and reflection by the teacher.
3. Summarizing the information discovered to the original belief.

4. Forming a synthesizing question that asks the students to apply the new information discussed.

b. Application /analysis is an ability to make effective use of questioning techniques (e.g. Socratic questions) aimed at helping the student to discover useful information that can be used to help him/her to discover alternative meanings and gain a better level of understanding. This ability helps the students develop an alternative perspective based on information provided by the teacher. On the other hand, Sayed, (2001, p. 165) defined application and analysis levels as "an ability to adopt an open and inquisitive style aimed at helping the learner draw his/her own conclusions which help the learner develop hypotheses regarding his/her current situation and to generate potential solutions for him/herself."

Whereas Kepler, (1998, p. 94) claimed that "In this level the learner has the ability and the opportunity for re-evaluation and new learning to occur by using guided discovery to create doubt in place of certainty. At this stage the student has the ability to refrain from imposing a particular point of view by reliance on debate or persuasion."

c. Synthesis/ evaluation(Maintaining a flexible and responsive style) which is the ability to employ a flexible and responsive questioning technique which flows from the general to the specific, and back again. Or the ability to frame and to phrase questions in a way which is consonant with learner's likely current level of understanding. In addition to rate things and move knowledge from one's point of view.

It is clear that the above mentioned taxonomy that there is a close relation between reading guided discovery lesson. That is because the students passed through the levels of thinking and skills starting from the literal levels passing through critical till inferential level. So, when the researcher decided on the skills of reading, she devoted (15) skills to

be developed in this study distributed among three levels; literal, critical and inferential (Appendix 126).

2.14.3 Teaching Reading and Bruner's Constructivist Theory

Bruner is considered as the father of guided discovery. Bruner's research revolves around "how the young child acquires the uses of his native language and how by using language first for limited ends the child comes finally to recognize its more powerful, productive uses" (Allen, 2002, p. 17).

There are two major research questions in Bruner's work; the first is "how does a child acquire language, and what may facilitate this learning?"

Kearsely, (1994, pp. 87-201) reported that "Bruner's constructivist theory is based upon the study of cognition. A major theme in this theory is that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge." According to Bruner, as summarized in Honebein & Duffy (1993.p. 87) "The teacher should try and encourage students to construct hypotheses, make decisions, and discover principles by themselves. The teacher's task is to "translate information to be learned into a format appropriate to the student's current state of understanding and organize it in a spiral manner so that the students continually build upon what they have already learned." Adding that Bruner's constructivist theory can be applied to instructions which concerned with the experiences and contexts which make students willingly learn or instructions which are structured in spiral organization. In addition, instructions should be designed to facilitate extrapolation and or fill in the gaps (going beyond the information given).

According to three theories showed above, the students learn to read and comprehend in the light of their schema which means the existed knowledge and readiness. The students

can build their own knowledge easily if they are got involved in the classroom activities and given clear instructions by the teacher towards the purpose. Consequently, the teacher can support the learning during discovery activities by providing a context and purpose for those students who have no background knowledge. The teacher also can support learning with guidance during activities and discussion to make students feel more comfortable during group work while they build their own knowledge.

It seems to be clear that there is strong relationship between teaching reading by guided discovery and schema theory, Bloom Taxonomy and Brunner's theory. This is an indicator that supports adopting guided discovery in teaching reading comprehension skills. Based on what mentioned above, the researcher has benefited in designing the teacher's guide and reading lesson plan of her study stating the activities from literal level of comprehension passing through critical level till reaching inferential level of comprehension.

2.15 Problems with Guided Discovery Approach

In spite of all the benefits of learning by guided discovery, it is not easy to adapt this approach unless the teachers and the students are aware of their role in the teaching and learning process. In addition, the school administration has an essential role in facilitating the mission of the teachers as well as the students. Gagne,et al., (1999 pp. 87-90) stated the following problems with guided discovery:

- Students, especially young learner, are not inherently good investigators nor do they automatically know how to work appropriately, especially in small groups.
- Collaborative and investigation skills need to be taught in order for guided discovery to be fully effective.

- Because students work independently, time is a problem. Some students finish early, others take "too long."
- Because students are developing their own exploration activities, different and incorrect answers frequently result. Because the final outcome of guided discovery is the teaching of content, such differences and deviations may cause confusion. Sometimes students develop guided discovery activities that are not relevant to the problem at hand and may lead to confusion, or at least not to the content that the students are intended to learn.
- The method is time-consuming. Investigation, activity development, and drawing conclusions all take time.

As mentioned above, guided discovery is not advisable with young students. Time is a problem in guided discovery lessons and students may not discover related area of knowledge. To avoid these problems, the researcher chose the students in the eleventh grade because they are adult enough to learn by guided discovery. For the problem of the time, the researcher first designed the lesson plan to be carried out in two sessions for each text according to the distribution of the ministry of education and she added an extra session during the application of the study in order to cover all the activities (Appendix 4).

In addition, Mayer, (2004, pp. 14-19) mentioned some disadvantages of the guided discovery as follows:

- Discovery can be a very time-consuming method, often taking much longer for information to be acquired than would occur with direct teaching.
- Discovery methods often require a resource-rich learning environment.

- Effective learning by discovery usually depends upon learners having adequate literacy, numeracy, independent study skills and self-management.
- Students may learn little of value from discovery activities if they lack an adequate knowledge base for interpreting their discoveries accurately.
- Although students become actively involved, they may still not understand or recognize the underlying concept, rule or principle; in other words, ‘activity’ does not necessarily equate with ‘deep learning’.
- Young children often have difficulty in forming opinions, making predictions, or drawing conclusions from evidence. They have major problems with inductive reasoning.
- Teachers are not necessarily good at creating and managing discovery learning environments, resulting sometimes in poor outcomes.

The researcher concludes that class management of students' activities is very necessary in a guided discovery lesson. In addition, the materials must be carefully planned in advance and monitored to prevent chaos as students begin to investigate the intended knowledge. The students must be led towards the target of the discovery at every stage of the lesson. The teacher has to encourage them to say their predictions about the text and to distinguish between facts and opinion. Moreover, creating suitable learning environments is also one of the teacher's missions in a guided discovery reading lesson. The researcher also concludes that teachers may develop a better understanding of the guided discovery and problems in this approach if they experience them firsthand as students through in-service or pre-service workshops. So, the researcher did her best to train the teacher who carried

out the lessons with the experimental group in order to avoid the difficulties especially that the current study is dealing with reading comprehension which is different from one student to another.

Summary

The researcher has presented this chapter in two sections. The first section presents the concept of reading skill, reading comprehension skills (the definitions, place of reading in *English for Palestine* textbook and the objectives in general and the 11th grader in particular, the levels of comprehension and skills and sub skills of reading), the principles of guided discovery reading lesson and levels of comprehension. The second section introduces guided discovery, stages of a guided discovery lesson, and the role of the teacher in guided discovery lesson, guided discovery and motivating students, the importance of questions in the guided discovery lesson, the importance of group work and reading by guided discovery approach and other theories. The following chapter deals with previous studies related to reading comprehension skills and guided discovery approach.

Chapter 3

Previous Studies

Chapter 3

Previous Studies

Introduction

This chapter includes two domains of previous studies. The first one deals with the studies related to reading comprehension skills which is the core of this study. The second domain presents studies related to teaching by guided discovery. Some of these studies are local, others are from the Arab world and the rest are international.

3.1 Studies Related to Teaching Reading Skills

Abu Shamlah's (2009) study examined the effectiveness of a suggested program based on prior knowledge to develop eighth graders' reading comprehension skills. The researcher used four tools; a checklist to determine the suitable reading comprehension skills for the eighth graders, a questionnaire to determine the degree of importance of reading comprehension skills, an achievement test and the suggested program. The sample of the study was purposely chosen by the researcher of about (40) students as an experimental group and another (40) students as a control one. The suggested program was taught to the experimental group while the control group was taught by the traditional method. The results were statistically analyzed using T-test to find the differences between the experimental and the control group in the pre and the post test. The findings revealed that there were significant differences between the two groups in the favor of the experiment one due to the use of prior knowledge activation before reading. The researcher recommended that it is important for the teachers to activate prior knowledge the students have before reading comprehension activities.

Badr El-Deen's (2009) study tested the effectiveness of the assisted extensive reading program on developing reading comprehension strategies namely; skimming, scanning, guessing meaning of words in context and inference for ninth graders in Gaza governorates. The sample of the study was three groups, two groups as experimental groups and the third group as a control one. The study examined the improvement of reading comprehension strategy for the first experimental group who received training with comparison with group two who received treatment with the strategy training and extensive reading program. The control group received no treatment. The experiment lasted for nine weeks of extensive reading program. An achievement served as pre and post tests and a statistical analysis was conducted to collect data. The results of the pre-post tests concluded that the assisted extensive reading program proved to be the most efficient in developing reading comprehension strategies. On the other hand, the traditional method was ineffective in that students made very little progress on all levels. Comparing the scores achieved by the three groups at each of the four strategies, it was found that group two who received both strategy training and extensive reading program was always superior to the other two groups, and group one who received strategy training only achieved some program aims but it was not significant when compared the scores of the control group. The researcher recommended that extensive reading program should be conducted in schools and training courses should be held for teachers.

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

an expository text. The researcher assumed that low test scores, poor decoding skills, and lack of ability to answer comprehension questions appropriately characterized the main factors to the problems of low reading comprehension. To test this assumption, The researcher implemented specific reading comprehension strategies through the use of cooperative learning groups, guided reading, and reader's theater. The results showed that cooperative learning, as a method of teaching, proved to be a valuable in helping students learn comprehension strategies and encouraging positive interactions among peers.

Moreover, the students achieved academic success by increasing their levels and knowledge of comprehension skills. The study recommended that increasing enthusiasm and motivation helps in achieving and creates positive attitude towards reading.

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

would raise students' reading comprehension skills.

Gabl's, et al. (2007) study examined the effect of a program on increasing student's reading comprehension and fluency through the use of guided reading. The targeted sample consisted of the second and the fourth grade students in a northwest suburban area of a large city. The problem of the study was that students in the second and the fourth grade perform below their respective expectancy on reading tasks that related to comprehension and fluency. The study showed that multiple factors contribute to the problem of low reading fluency and comprehension scores. These factors include individual students, school curriculum and classroom environment, teacher training and family involvement. The experiment lasted for sixteen weeks. The students were assessed using district provided comprehension and fluency assessments. The instruments were ; a teacher survey, a comprehension test measuring fluency. The researcher hypothesized that guided intervention using leveled texts is effective in solving the problem of reading comprehension and fluency for the second and fourth grade. The results showed an increase in students' reading fluency and comprehension throughout the course of the intervention. The study recommended that guided reading in the classroom as a method helps teachers to meet the individual needs of each student. The researcher suggested some solutions to improve reading comprehension and fluency as increasing family involvement, teaching thinking skills, creating flexible groups in the classroom, utilizing a meaningful reading curriculum, improving teacher education, and setting up a positive environment.

Woolley's (2005) study presented a description of the reading comprehension difficulties in the fourth grade in Australian schools. The researcher clarified the reasons for these problems. Most of the problems are not linked to factors such as sensory acuity deficits or socioeconomic disadvantage but many of them may be related to language difficulties. The

researcher suggested strategies that can be applied to overcome the difficulties of reading comprehension skills and to teaching practice such as:

- identification, delaying in identification usually result in a delay in the provision of effective reading instruction,

- adequate early assessment, and the longer problems persist, the more complex and deep-seeded they become.

- sub grouping poor readers based on individual differences in the critical components of reading.

- comprehension difficulties, training programs that focused on low to recognize and use the implicit cues that signal that an inference is needed.

- combined word level and comprehension problems.

The researcher recommended that teachers can use a number of strategies to promote cognitive competence, motivation and social interaction. They should be encouraged to construct rich knowledge goals and use real-world interactions to connect them with their own experiences. They should be provided with an abundance of interesting reading materials, provided with choice, and be able to share and discuss their reading.

Murphy's (2005) study aimed to examine the effect of a custom-designed English language proficiency and interaction on developing reading comprehension skills for university students who learn English as a second language in Japan. The study hypothesized that pair work will be more effective for promoting comprehension of reading text than individual work. The second hypothesis stated that feedback will result in higher level of understanding of a reading text. The third hypothesis was that students with higher proficiency studying in pairs will demonstrate higher in a comprehension text than others. The students were divided into groups; some students worked in pairs and

some alone. The interaction was promoted through pair work at a single computer program and providing elaborative feedback in the formative hints about incorrect answers as means of stimulating discussion. The students were enhanced by online material to promote interaction between them as they completed a multiple choice reading comprehension exercises.

Quantitative results showed that the interaction between type of feedback and manner of study (Individual or Pair work) was statistically significant. Students performed best on follow up comprehension exercises in pairs and having provided with elaborative feedback. Furthermore, qualitative analysis of transcribed interactions also showed that elaborative feedback was conducive to quality interaction. The study recommended that the designer can cater for different level of language proficiency by providing feedback that may promote both reading comprehension and interaction. They can also offer different forms of feedback to promote preferences.

Dadour's (2004) study aimed at investigating the effectiveness of a proposed interaction-reading program on developing the reading skills and empathic feelings of perspective teachers of English. The sample of the study was a group of (70) male and female students who were divided into two equal groups; one as experimental and the other as control one. For data collection, pre and post-tests to test reading skills and the inventory of empathy feelings were implemented.

Research findings revealed that there were statistically significant differences between the means of the scores of the experimental subjects and those of the control subjects in the post-test, regarding skills both reading and empathic feelings in the favor of the reading skills. The study recommended that when designing the curriculum, the focus should be on

the affective, as well as the cognitive, impacts of reading on foreign language learning.

Khalaf's (2004) study aimed at knowing the effectiveness of suggested teaching strategies on developing some creative reading skills for the preparatory stage students. The strategies included: asking questions strategy, expected reading strategy and transformation strategy. The researcher prepared a test to measure the development of some skills of creative reading of the second preparatory grade students. The teacher of Arabic who taught the experimental group was providing with a teacher's guide designed by the researcher with explanation of the usage of the strategies.

A sample of the second preparatory grade students was selected from a school in Smalut in Al Mania Province. The sample was divided into two groups; the experimental group and the control one. The experimental group was taught some subjects from the reading textbook of the first semester of the academic year 2003/2004 (Our nice language) by using some suggested strategy, while the control group was not given any practice about those strategies. The pre and post tests were applied before the experiment on the students of the two groups.

Results of the study revealed the effectiveness of the suggested teaching strategies in developing some creative reading skills. The study recommended that such suggested strategies in this study are to be implemented for teaching reading. Also, training students in the education college on these strategies is an advantage.

Fuhong's (2004) study examined the role of cultural schema language reading comprehension in English as a second language. The study was conducted in China whereas two English courses were offered at universities for non-English majors: one is intensive reading and the second is extensive reading. Most of the selections were from

America, and none was native. A quiz, two passages with the same questions are given to (33) Chinese EFL teachers to read to see if cultural schema plays an important role in reading comprehension. Both passages are "Celebrations of Festival" in narrative form. The teachers are asked to tell what festival is described in each passage. The quiz result further implies the significance of culture background in reading comprehension. The results show that these teachers can give a correct answer to the question in passage (1) which is a description of their native culture about "Spring Festival"; while without specific cultural knowledge they did not answer the question to passage (2) which is a description about "Name Day" in Greece. In the conclusion of the study, the researcher emphasized that it would seem sensible for teachers to employ pre-reading activities but not to blindly assume that the expected effect is actually occurring. This means that teachers should take the time to verify the usefulness of the activities they use.

Salataci and Akyel's (2002) study examined the possible effects of strategy of instructions on L1 and L2 reading. The questions of the study were the following:

- a. Does strategy of instructions in English as a foreign language (EFL) reading affect EFL reading strategies and reading comprehension in English?
- b. Does strategy instruction in EFL reading affect reading strategy in Turkish (native language)?

The participants in the study were (20) students enrolled in a pre-intermediate level classes of a one-year intensive English course offered at the foreign language department of the Turkish-medium Istanbul Technical University. The students were instructed on the following reading comprehension strategies; to look at the title of the selected text and to make predictions about the likely content of the passage based on their background knowledge related to the text and to seek clarification of any comprehension difficulties.

At this stage, some repair strategies were introduced to the students such as re-reading problematic parts, reading on until the meaning becomes clear. They also are asked to guess the meaning of the unknown words. The data were collected through a think aloud activity. Observation, a semi-structured interview, a background questionnaire and a pre and a post comprehension tests. The results in the post test were higher than those in the pre test. The researcher concluded that explicit teaching of reading strategies had improved the participants' performance in using the reading strategies in a proper way that improved their comprehension scores in general.

Al-Koumy's (2002) study investigated the effect of assessment of reading process versus products on EAP (English for Academic Purposes) readers' comprehension. The sample of the study was (68) graduates enrolled in the Special Diploma at the School of Education in Ismailia during the second semester of the academic year 1999/2000. The sample was randomly divided into two equal groups; a process group of (13) males and (2) females and in the product group there were (12) males and (22) females. The instructional materials used for the study were articles from different native editions. In the process group, each student assessed his/her own reading processes. In the product group, each student assessed his /her own reading outcomes. Two EAP reading comprehension tests, developed by the researcher were used in the study. Prior to, and at end of the treatments, all subjects were tested on EAP reading comprehension. The obtained data was analyzed using the T-test. The results showed no significant difference in the mean scores between the two groups on the pre-test. The post-test results revealed that students in the process group scored significantly higher than students in the product group. Based on these results, conclusions were drawn and recommendations were suggested the necessity of self-assessment of reading process.

Khyrat & Amer's (2001) study aimed at investigating the effects of cooperative learning versus traditional learning on the EFL reading comprehension level of first year secondary school students. The effect of gender on the efficiency of cooperative learning strategy in reading comprehension is also reported. The sample of the study of (140) male and female students were divided into two groups, experimental (cooperative learning) and control (individual learning).

A reading comprehension test is designed and administrated after the experiment. The post-test only, equivalent groups design is used. The results revealed that cooperative learning is more effective in students' reading comprehension than individual learning. Furthermore, no significant differences due to gender in the subjects' performance in reading comprehension were indicated. It is concluded that carefully planned cooperative learning situations guarantee that EFL learners are actively involved in building up their own knowledge. Moreover, cooperative learning promoted higher achievement than did individual learning.

The study recommended that EFL teachers build their situations so that learners work cooperatively to optimize each other's achievement. It also suggested that teachers be provided with in-service training in using cooperative learning strategies.

Ferguson's (2001) Study described a program designed to increase students' background knowledge in order to improve reading comprehension through the use of technology. The tools of the study were, pre-test, post-test assessments, teacher observation checklist, parents' survey and teacher's records. The population of the study was (530) children from a multi-ethnic neighborhood. The staff provided remediation programs to meet the individual students' needs. Students' performance was further enhanced through emotional and educational support programs. Students were provided with multiple strategies to help them make connections

between their background knowledge and their academic lessons. The researcher used a variety of background knowledge in the targeted first grade as graphic organizers to measure vocabulary development, a weekly parents' questionnaire, a student theme journal and a checklist. The results of applying the program indicated increased thematic background knowledge and associated vocabulary, improved classroom discussion, increased confidence in attacking higher order skills, improved peer interaction socially and verbally, and improved comfort level in technology.

Thornton's (1999) study described a first year English as foreign language junior college reading course in Japan that utilized a combination of cooperative learning and whole class instruction techniques to encourage group discussion and skill development.

Students were randomly divided into groups of eight. A group became the students' home group for the entire academic year. Most classes included both whole class instruction and cooperative learning segments. Four cooperative activities were tried. A jigsaw activity divided a subject into equal parts with all students from the home group volunteering or being assigned to become experts in their pieces of the topic or the puzzle and find the best way to pass on the knowledge to the rest of the group. In talking tokens, an activity designed to encourage full and equal participation; each student takes a token from a central pile and shares information and contributes to the discussion.

In a group investigation activity, students divide the research responsibilities of their finding and present it to the rest of the class. In a roundtable activity, students brainstorm out loud and write their ideas on a common table. They then discuss which are the best ideas and the ones that will be presented to the rest of the class.

The findings of the research showed that using a combination of traditional instructional

methods and cooperative learning groups was an effective way to help students understand and analyze a challenging text. Students were not only reading in English, but also listening, discussing and writing.

The researcher found that home groups, (8 students) were too large. So, the researcher recommended limiting the group's numbers and creating groups when needed by combining two groups.

Amer's & Khouzam's (1992) study aimed at comparing the differences between English as a foreign language (EFL) students at two levels of reading comprehension performance (meaning memorization and meaning generation) with respect to their reading styles based on Kirby's theory of reading (1988). Forty eight English major senior students at "Sultan Qabous University" participated in the study. After reading two texts, students performed three tasks for each text. The first, writing a summary, aimed at measuring meaning generation; the second, description of strategies used in reading, aimed at identifying reading styles; the third answering the sentence verification technique (SVT) test, aimed at measuring meaning memorization. Three reading styles (global, analytic and synthetic) were the criteria in the accordance with the characteristic strategies of each style as described by Kirby.

The results showed that the reading comprehension performance of these English major students, despite being in their final year of the study, is striking low at both levels of meaning memorization and meaning generation, though the former is relatively higher than the later. The results supported Kirby's view that neither the global and analytic style is adequate method of reading. The researchers stressed on the value of training of students and on the need of materials and curriculum developing to integrate innovated strategies in

teaching English as TEFL or TESL.

Miller's et al. (1991) study investigated whether (1) there are differences in reading comprehension related to test format (oral vs. silent reading of a passage), (2) differences occur equally with literal and inferential questions, and (3) the differences occur equally for good and poor readers. To test the hypotheses of the study a sample of (94) children in grades (2–5) were asked to read, orally and silently passages from the Analytic Reading Inventory. Questions were classified as literal or inferential. ANOVA measurement showed no direct effects attributable to test format (whether the students read orally or silently) or kinds of comprehension (whether the students answered literal or inferential questions). Results fail to support common assumptions regarding the greater ease of silent over oral reading or literal over inferential comprehension for poor readers but the results support contentions of deficits in automaticity and intentional focus in poor readers.

Commentary

In accordance of the above-mentioned studies, the focus was on developing reading comprehension skills in English as a foreign language. Some of these studies are local such as Abou Shamla's (2009) and Badr El-Deen's (2009) others are Arab Khyrat & Amer's (2001) and Khalaf's (2004) and the others are from foreign countries such as Thornton's (1999) Ferguson's (2001) and Salataci and Akyel's (2002). This reflects the importance of teaching reading in English. In addition, those studies examined the effectiveness of different approaches of teaching reading such as using of technology, strategy of instructions, using higher-order thinking skills and activating prior knowledge. This reflects that the researchers always search for finding solutions for difficulties in teaching reading comprehension in English. So, the current study concentrated on the effectiveness

of guided discovery on developing reading comprehension skills for the eleventh graders in *English for Palestine 11*.

3.2 Studies Related to Teaching by Guided Discovery

This section deals with the independent variable of the current study which is guided discovery. They tackled different subject matters in different school levels.

Wadi's (2006) study aimed at identifying the effect of using guided discovery in acquiring some of the geographical concepts for the ninth graders in Gaza governorate compared with the traditional technique. The researcher followed the experimental research design. The sample of the study was of (169) students males and females. Two groups were as experimental of (81)students distributed in two schools, (42) male students and (39) female students and the two control groups of (88) distributed in two schools (49) male and (39)female students. The pre and the post tests were implemented to check the changes in the performance of the groups. T-tests and One Way ANOVA analysis were used to check the hypotheses. The results showed that there were statistical significant differences at the level($\alpha \leq 0.05$) in the variable (high - mid - low) achievement levels in the favor of the experimental groups.

The study recommended the necessity of adapting guided discovery technique in Gazain schools starting from the basic stage. Also, holding training in-service teachers of social studies to use modern teaching techniques. In addition, the study appealed the curriculum designers to design the content in the way that encourages students to find or discover information by themselves.

Omar's (2006) study explored the effect of guided discovery and cooperative learning on the achievement of the eleventh graders and their attitudes towards literature texts. In order to achieve the purpose of the study, the researcher conducted the experimental approach where he chose a sample of (193) female and male students in North Gaza secondary schools. He divided the sample into two experimental groups and control one. The first group was taught by guided discovery, the second group was taught by cooperative learning approaches while the control group was taught according to the traditional method. The researcher conducted achievement test and the attitude measurement as tools for his study. To collect the data, the researcher used Pearson's correlation, Spearman Brow's equation, Hoilsti's equation and T-test. The results showed progress in the achievement in favor of the two experimental groups either female or male. The study recommended the necessity of implementation of guided discovery and cooperative learning approaches in teaching Arabic literature texts in all the stages and in the secondary stage in particular.

Ahmed's (2004) study aimed at exploring the effectiveness of guided discovery on developing silent reading skills for struggling learners in the sixth grade. The sample of the study of thirty two of low level students was chosen after a diagnostic test.

The researcher put a list of eight skills to be included in the tests; the pre and the post tests. After the period of training on guided discovery, the experimental group was tested in a form of the post test. The results showed that there were statistically significant differences between the scores of the experimental group in the pre test and those of the post test in favor of the post test in all the skills. There was significant improvement in each skill of the eight skills devoted before. The study recommended that guided discovery can be implemented in other branches of the language as grammar, writing. The researcher also

recommended that teachers should be trained in-service training on guided discovery strategy in order to train their students.

Abedeljawad's (2001) study investigated the effectiveness of discovery on developing some of science processing and achievement and their relation with thinking styles among the first prep students. The study sample consisted of (220) students distributed into two groups; an experimental and a control group. The researcher used achievement test as a pre-test and a post-test, a test of science processes and a test of thinking styles. The three tests were implemented before and post the experiment. The results showed that acquiring science processes increased as a whole and for each of them partly due to implementing discovery. Moreover teaching by discovery resulted in decreasing in the mean scores of the students in the left style and increasing in the right one in the pre test in comparison with the posttest.

The results also showed that increasing in the performance of the student in the cumulative style in the posttest in the contrary with the pre test and using discovery resulted in improving the achievement of the students in learning the units suggested for the study.

The study recommended that the textbooks should contain educational situations, activities which lead to developing the cumulative style of thinking.. Also, developing new styles of discovery is needed for our students in order to enable teachers to implement them in a way that suits their students especially in the basic levels.

Abu Kaloub's (1997) study aimed at revealing the effect of guided discovery learning method among the tenth achievement in the Arabic grammar subject in comparison with the traditional method. To test the hypotheses a random sample of the tenth class boys and girls from four schools located in the same area in Gaza governorate. The sample consisted

of (180) male and female students. The experimental group was of (80) students distributed in two schools (40) male and (40) female and a control group had the same numbers of students. The researcher applied an achievement test for the content of studying units according to a controlled schedule. After the experimental measuring, the data by using the statistic T-test, the results showed that there are statistical significant differences between the achievement of the experimental groups and their counterparts in the control ones in favor of the experimental ones. The study recommendations focused on the importance of using teaching aids when teaching by guided discovery, holding training courses for training teachers on the discovery strategy and making use of the study in designing the curriculum in Palestine.

Al Said's (1992) study aimed at examining the effect of guided discovery on the developing the skills of grammar among the first secondary graders using computer as an instructional aid in training. The researcher randomly chose the study sample in one of Cairo schools then divided the students into three groups; the first to study by guided discovery accompanied by computer, the second to study by the guided discovery accompanied by the textbook and the third learnt by the traditional method accompanied by the textbook. For that purpose, the researcher designed a program in order to develop the skills and a plan for teaching ten instructional situations depending on the textbook.

After implementing the experiment, the results showed that there were statistical differences at ($\alpha \leq 0.05$) between the mean scores of the first group and those of the second group. The study results pointed at the statistical difference at ($\alpha \leq 0.05$) between the third group and the first group. The researcher pointed that using guided discovery with the computer is of great value and more effective than traditional methods.

Scheir's (1991) study was carried out in order to improve the teacher's understanding of the factors that lead to encourage or discourage the process of changing the curriculum. The researcher hypothesized that the process of changing the curriculum can be reinforced by implementing of guided discovery learning and critical thinking. The study was held in New York USA schools to find out the teaching methods used by the teachers where the researcher chose a sample of social studies with high qualifications in five schools. The tools of the study were interviews with the teachers and observation. The researcher also used "Surveying Scene" to find out the effective factors on the teacher's performance. The results showed that most teachers applied exploratory and guided discovery in teaching sophisticated subject matters only. Otherwise, they didn't encourage students to elicit concepts by themselves in other subject matters. So, they concentrated more on memorizing instead of discovery and that refers to the topics that students study. The researcher recommended teachers to encourage students to practice critical thinking and guided discovery in learning different subject matters.

Mabrook's (1990) study aimed to investigate the effectiveness of guided discovery in teaching groups for the second stage of the Basic Education. To do that, the study applied on (220) students using the design of control and experimental one. The study applied a test on both groups the results showed that there is no significant differences between the control group students who are taught by using the presentation way and the experimental group students' who are taught by using the discovery way whatever the level is understanding, remembering or applying. The study Recommended that more attention must be given to the use of the dispatched (guided) discovery style and faring from using the presentation and memorizing style. In addition, training teachers in using the discovery style in teaching Math with its different kinds was recommended.

Commentary

From the above display of the previous studies, the researcher concluded that many researchers paid attention to the low levels of the students at the basic schools. Little attention was paid to the secondary school. Arab studies succeeded in justifying their hypotheses and had high statistical significance while foreign studies found out no statistical significance. This is considered as a great indicator that Arab learners and teachers are in a real need for adopting and adapting new techniques and methods such as guided discovery and cooperative learning. It is noticeable that the current researcher paid a great deal to teaching reading comprehension main skill and sub skills. For studies of guided discovery, most studies tackled science and social studies and a few dealt with languages. None of them tackled teaching reading comprehension in English by guided discovery and according to the researcher's knowledge it is the first in Palestine.

3.3 General Commentary on the Previous Studies

It is noticeable that the previous studies are of good value for this study as they help the researcher in different way for her study. They related to reading comprehension skills and how to develop them and they suggested different methods to be adopted by the teacher on the field. Besides they related to teaching different subjects by guided discovery.

Concerning the studies of section one which focused on reading comprehension skills, the following points can be noticed:

- They highlighted the importance of reading comprehension with the combination of the other language skills.
- The sample of the studies was among school students and college ones.

- Different innovated methods were suggested to deal with reading and the results showed the superiority of those innovated methods over the traditional methods.

With regard to the second section which deals with guided discovery studies, the following points are noticed:

- The studies of this domain tackled different levels of students (elementary, prep and secondary) and different subjects which prevailed the desires of the researchers to investigate the effect of guided discovery on teaching subjects matters.
- The studies agreed on the superiority of guided discovery methods over the other methods as, expository, lectures, and debates.

The current study agreed with these studies to some extent as Abou Kaloub (1997), Omar's (2004) and Ahmed's (2003) because they dealt with languages. There is a close relation between Omar's study and the current study as both studies tackled reading comprehension for the eleventh grade in the Palestinian curriculum. The researcher benefits of Omar's study in the tools of the study and the statistical measurements especially in finding the effectiveness by using Blake Modified Gain Rank. Most of these studies depended on experimental design and that matches the current study.

The current study benefits from those studies in :

- writing the theoretical framework, writing the introduction of the study,
- designing the instruments of the study and how to implement them,
- selecting the appropriate research design for this study,
- being aware of the difficulties and challenges of implementing guided discovery and how to overcome them,

- using appropriate statistical analysis to analyze the data statistically,
- interpreting the results and giving recommendations and suggestions.

The current study differs from the previous studies as it discusses an important skill of English as foreign language. There is no study among those studies which tackled reading comprehension in English that makes the current study as a unique one. The population of the study is the students of the eleventh grade in Humanities stream who are considered to be struggling and at risk and in need for developing their skills. The current study was carried out in a remote area (Beit Hanoun) where students are in severing need of care and interest. It is considered to be, according to the researcher knowledge, the first in Palestine which focused on teaching reading comprehension skills by guided discovery.

Summary

This chapter reviewed some previous studies related to reading comprehension skills and how the researchers dealt with these skills by implementing different techniques and strategies. The chapter also presented studies related to guided discovery approach. It presented how the researcher benefits from those studies and how the current study is different from those studies. The next chapter will review research design and methodology of the study.

Chapter 4

Research Design and Methodology

Chapter 4

Research Design and Methodology

Introduction

This chapter introduces the procedures followed throughout the study; the methodology, the population and the sample, the instruments used to answer the questions of the study and the statistical analyses for the results of the study.

4.1 Research Design

The researcher adopted experimental design which is considered the "(only way to approach Causes & Effect)- a method of controlling all variables except the interest which is manipulated by the investigator to determine if it affects another variable" (Jonassen,1996).

The researcher applied the guided discovery approach to find its effectiveness on developing reading comprehension skills on an experimental group, while the control group did not receive the same treatment. First, both groups are pre-tested, and then the experimental group is taught reading comprehension according to guided discovery approach through the activities prepared by the researcher in the form of a teacher's guide and lesson plan. The post-test was attempted for the two groups and the results were calculated.

4.2 Population of the Study

The population of the study consists of all the eleventh graders at the governmental schools in the North /Gaza Directorate enrolled in the second semester of the academic year (2009-

2010). The population of the study includes (2590) female students in the eleventh grade in the Humanities stream.

4.3 Sample of the study

A sample of (77) female students was purposefully chosen from Beit Hanoun Secondary School for Girls in Beit Hanoun City. The researcher chose two classes; the first class of (39) students as an experimental group and the second of (38) students as a control group. Furthermore, the sample was chosen from the same school to be equivalent in the social, cultural, economical and academic levels.

Table (1)

The Distribution of the Sample

The population	The Sample		
	Experimental	Control	Total
2590	39	38	77

4.4 The Variable of the Study

To affirm the accuracy of the results, the researcher defined the variables as the dependent variable and the independent one.

- The dependant variable is reading comprehension skills (the reading comprehension skills were chosen according to the result of the content analysis card) (Appendix 1).
- The independent variable is guided discovery.

4.5 Instrumentations

The researcher used three instruments to achieve the aim of the study:

1. Content analysis card for a chosen sample units from *English for Palestine 11* textbook (Appendix 1).
2. A reading comprehension skills test as a pre& post test (Appendix 2).
3. A teacher's guide and lesson plan for (4) lessons from the second semester of the academic year (2009- 2010) based on guided discovery approach (Appendix 3). Each lesson has a worksheet and an evaluation sheet for students to work out (Appendix4).

4.5.1 Content Analysis Card

a. The Aim of the Content Analysis Card

The researcher conducted content analysis card for 6 units; (7, 8, 9, 10,11,12) out of twelve units of the textbook *English for Palestine 11*.The analysis was conducted in order to decide what the reading comprehension skills are intended to be developed by adopting guided discovery through out the study (Appendix 1).

b. The Source of Designing the Content Analysis Card

The researcher referred the Ministry of Education Handbook issued in (1999) the time when the Palestinian Curriculum was designed for the first time. The chosen units were (7, 8,9,10,11,12). The analysis fell on the activities of the reading passages (before you read, while you read and after you read) which allowed for practicing reading by the students.

c. Description of the Content Analysis

The content analysis card includes (24) items of the reading comprehension skills and sub skills assigned by the Ministry of Education. The researcher classified these skills into three levels (literal level, critical level and the inferential level). For the literal level, there are eight sub-skills, the critical level are ten sub-skills and the inferential level are six sub-skills. The researcher chose six units from *English for Palestine11* textbook out of twelve to represent a sample of the content. The researcher checked the activities of the reading comprehension skills (before you read, while you read and after you read) to find out whether they develop the reading comprehension skills in each unit.

d. Reliability of the Content Analysis Card

The researcher herself analyzed the chosen units then she asked a well-qualified teacher who teaches 11th grade to re-analyze them in order to find out the internal reliability.

The researcher used Holsti's equation to count the reliability of the analysis (Appendix1).

$$\text{Holsti's Equation} \quad R = \frac{2M}{N1+N2}$$

(R) refers to the consistency; (M) refers to the number of the elements of the analysis agreed upon by the analyzers, (N1&N2) refer to the elements of the analysis. The researcher calculated the points of the agreement and disagreement between the two analyses. The Consistency was (91.7 %) and this is a high percentage that allows the researcher to depend on the analysis results. Table (2) shows the points of agreement and disagreement between the analyses.

Table (2)

Points of Agreement and Disagreement between the Two Analyses

Unit No.	Points of agreement &disagreement		Total	Percentage
	agreement	disagreement		
7	22	2	24	91.7%
8	23	1	24	95.8%
9	21	3	24	87.5%
10	22	2	24	91.7%
11	21	3	24	87.5%
12	23	1	24	95.8%
Total	132	12	144	91.7%

Clearly from table (2) that percentage was high to prove that the two analyses agreed on the skills to be developed in the current study.

4.5.2 Reading Comprehension Test

The reading comprehension test was prepared by the researcher to measure the students' achievement in the reading comprehension skills (Appendix 2).

a. The Aim of the Reading Comprehension Test

The test is one of the study instruments which aimed at measuring the effectiveness of using guided discovery on developing reading comprehension skills for the 11th graders.

b. The Sources of Designing the Reading Comprehension Test

The researcher referred to many resources in designing the test. In addition to her own experience, she reviewed the related literature, checked the opinion of supervisors and experienced teachers and the results of content analysis of reading comprehension skills in the textbook of the 11th grade. She designed the test with different types of questions which based on guided discovery activities. These questions were distributed over the three levels

of reading comprehension skills based on the result of the content analysis and table of specifications (Appendix 1&2).

c. Table of Specifications

The researcher designed the test according to the table of specifications. She categorized the skills to three levels: (4) skills for the literal level, (8) skills for critical level and (3) skills for inferential level. The three levels were considered and included in the test. To calculate the relative weight of the each level and the number of the questions, the following steps were followed:

The relative weight for the literal level = (Number of the sub-skill in each level ÷ the total number of the skills) ($4 \div 15 = 26.7\%$). The number of the items of questions = (the relative weight \times the total marks of the test) ($26.7\% \times 30 = 8$) (Rabah, 2003, p. 67).

The relative weight for the critical level is ($8 \div 15 = 53.3\%$). The number of the items of questions is ($53.3\% \times 30 = 16$).

The relative weight for the inferential level is ($3 \div 15 = 20\%$). The number of the items of questions is ($20\% \times 30 = 6$). The table of specification is shown Appendix (2).

d. Description of the Reading Comprehension Test

The test contained five questions of thirty items and one mark per each. A passage from *English for Palestine 11* unit nine was chosen to be the reading passage for the test. All questions were to be answered in the light of the passage.

Question (1) is "multiple choice" exercise where students are supposed to choose the correct response from (a, b, c or d). The question consists of seven items. All the items are of literal level. The question is of seven marks; one point each.

Question (2) is "correct the mistakes" exercise where the students are going to correct the underlined mistakes in each statement. The question is of six items. The first item is of literal level while the rest are of critical level. The question is of six marks; one point each.

Question (3) is "find the word" (synonyms, antonyms, adjectives and nouns)" exercise from the passage. The question consists of four parts with eight items where the students are going to find what is requested in each part respectively. The items of the question are of critical level. The question is of eight marks; one point each.

Question (4) is "true or false" exercise where students are supposed to put (T) next to the right answer and (F) next to the wrong one. The question consists of six items of critical level. The question is of six marks; one point each.

Question (5) is inferential level where students are supposed to personalize the data of the passage according to their own opinions and suggestions. They are going to comment, suggest and give opinion and solution. The question is of three marks, one point for each item. Table (3) shows the distribution of the items.

Table (3)

Description of Questions over the Levels of Reading Comprehension Skills

Levels of the skills	Items	No. of items
1. Literal level	1 - 8	8
2. Critical level	9 – 24	16
3. Inferential level	25- 30	6

The Marks on the test were ranged from (0 – 30 Marks) where true answer = 1 point and false answer = 0

e. Pre-test

In order to examine the equivalence of the achievement in reading comprehension skills of the two groups in the study, the researcher used "T-test" to compare the results of the pre-test of the reading comprehension skills as shown in the following table (4):

Table (4)

T- test Results of Pre-Test between the Experimental and the Control groups

Levels of the skills	Groups	N	Mean	Std Deviation	T. Value	Sig (2 tailed)	Sig. level
Literal	Experimental	39	2.28	0.723	1.245	0.217	Not Significant
	Control	38	2.02	1.052			
critical	Experimental	39	3.82	1.486	0.514	0.609	Not Significant
	Control	38	3.65	1.279			
Inferential	Experimental	39	1.35	0.706	0.561	0.677	Not Significant
	Control	38	1.47	1.058			
total scores	Experimental	39	7.46	2.292	0.517	0.607	Not Significant
	Control	38	7.15	2.842			

"T" table value at (df =75) at (0.05) Sig. \geq 2.00, and at (0.01) Sig. \geq 2.66

According to table (4) there were no statistical significant differences between the experimental group and the control group in the three reading comprehension skills in the pre-test. This revealed that the two experimental and control groups were equivalent in reading comprehension skills before the study.

f. The Validity of the Test

The content validity was checked as follows:

1. The Content Validity

Mackey and Gass (2001, p. 107) stated that "content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information." In other words, the test examines what it is intended to measure. In order to

check the content validity, the researcher introduced the test to a group of specialists, including professors from different universities, supervisors of English language and highly qualified teachers of the eleventh grade. According to their valuable remarks, the test was modified. The final draft of the test is showed in Appendix (2).

2. Internal Consistency

Al Agah (1997, p. 121) mentioned that "the internal consistency indicates the correlation of the degree of each item with the total average of the test." To compute the internal consistency of the test, the researcher calculated the correlation coefficient of every item of the test with the total scores of its level using Pearson Correlation Coefficient as shown in table (5).

Table (5)

Correlation Coefficient of the Items with its Levels

Levels of the skills	Item No	Corr. Coeff.	Sig. Level	Levels of the skills	Item No	Corr. Coeff.	Sig. Level
1. Literal level	1	0.471	0.01	2. Critical level	9	0.489	0.01
	2	0.531	0.01		10	0.521	0.01
	3	0.489	0.01		11	0.466	0.01
	4	0.460	0.01		12	0.500	0.01
	5	0.543	0.01		13	0.523	0.01
	6	0.415	0.01		14	0.466	0.01
	7	0.445	0.01		15	0.433	0.01
	8	0.516	0.01		16	0.476	0.01
3. Inferential level	25	0.437	0.01		17	0.545	0.01
	26	0.552	0.01		18	0.431	0.01
	27	0.671	0.01		19	0.737	0.01
	28	0.586	0.01		20	0.515	0.01
	29	0.552	0.01		21	0.502	0.01
	30	0.692	0.01		22	0.422	0.01
					23	0.488	0.01
					24	0.419	0.01

As shown in table (5), all of the items had good levels of validity, the correlation coefficients for the levels of the skills ranged in between (0.419 - 0.737) and significant at (0.01). So, it can be concluded that the test is highly valid to be used as a tool of the study.

In addition, the researcher estimates the Correlation Coefficient among each level and the total marks of the test as shown in table (6).

Table (6)

Correlation Matrix of Transactions among the Levels with Total Marks of the Test

Levels of the Skills	Total scores	Literal level	Critical level	Inferential level
Total	1			
Literal level	0.677 **	1		
Critical level	0.919 **	0.396 *	1	
Inferential level	0.794 **	0.447 **	0.621 **	1

*p< 0.05

**p< 0.01

According to table (6), all the levels of the skills had good degree of internal consistency validity with total scores, the correlation coefficients ranged in between (0.396 - 0.919); and were significant at (0.05) and (0.01). Thus it can be concluded that the test is highly valid and includes high degree of validity.

g. Reliability of the Test

To calculate the reliability of the test, the researcher uses the following two methods:

1. Alpha Cronbach Formula

$$\alpha = \frac{K}{K - 1} \left(1 - \frac{\sum_{i=1}^K \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

The researcher calculated the reliability of the test by using Alpha Cronbach formula. (K) is the number of items of the test, (σ^2_{χ}) is the variance of the total test marks where (σ^2_{Yi}) is the component of the test and (i) is sample questions of the test (Cronbach,et al, 2004, pp. 24-33).

Table(7)

Alpha Cronbach Coefficient of Each Level of the Skills with the Whole Test

Levels of the skills	No of Items	Alpha Cronbach
Literal	8	0.701
Critical	16	0.944
Inferential	6	0.668
Total	30	0.828

The result of α is (0.824) which reflects that the test was highly reliable to depend on its result in this study.

2.Kuder Richardson-21 Equation

In addition, the researcher estimated the reliability of the test by using the equation of Kuder Richardson-21 equation.

$$K - R 21 = \frac{n}{n - 1} \left[\frac{1 - \bar{X} - \bar{X}^2/n}{s^2} \right]$$

(N) is the number of items in the test, ($\bar{\chi}$) is the means of the sample of the marks and (s^2) is the variance of the marks, (n-1) is the degree of freedom (Samuel, 1999, p. 201). The items of the test were (30) items where the value (K-R 21) was (0.843) which indicates that the test was highly reliable to depend on its result in this study.

4.5.3 Teacher's Guide

The researcher has prepared a teacher's guide which includes lesson plan for the chosen lessons of reading allowed in student's book *English for Palestine 11*.

a. The General Aim of the Teacher's Guide and Reading Comprehension Lesson Plan

In order to guide the teacher who will carry out the experiment and teach the sample of the study, the researcher designed the teacher's guide which is based on the guided discovery approach (Appendix 3).

b. The Sources of Designing the Teacher's Guide

The researcher reviewed to related literature, the previous studies and methodology references and her long experience as a teacher, headmistress and supervisor of English to design the teacher's guide and the lesson plan.

c. Description of the Teacher's Guide

For the teacher's guide, the researcher prepared a teacher's guide including an explanation for the guided discovery approach and how to deal with reading comprehension passages in the textbook of the 11th grade. Furthermore, it includes the objectives of the lessons, definitions of the guided discovery and the reading comprehension skills and the teacher's intervention in the guided discovery approach (Appendix 3). The researcher also designed a diagram to show the classroom interaction (see page 42).

The researcher suggested a lesson plan that would make up a model for teaching the reading lessons according to the purpose of the study each lesson includes: (the objectives,

key words, key structure, resources and teaching aids, procedures and techniques and homework). Below is a description of the components of the lesson plan:

1. The Objectives

The objectives of each lesson are respectively derived from the reading texts. The researcher took into consideration the reading skills intended to be developed in this study and student-centered activities.

2. Key Words

The key words were chosen from the highlighted word in the reading texts.

3. Key Structure

The key structure of each reading lesson is chosen to help in understanding the text. Moreover, its function is related to the topic and the main theme of the text.

4. Resources and Teaching Aids

The textbook, the worksheets, the evaluation sheets, video, photos, maps, newspaper, LCD, lap top and other materials are used as resources and teaching aids. They are selected appropriately for each lesson.

5. Procedures and Techniques

a. Stage One (Warming-up & Providing Data)

In this stage, the teacher poses initial questions to prepare the students for the lesson. The teacher helps students to recall information from their own experience to link the previously learnt material with the new subject matter. This stage is very essential to

arouse students' attention and help in bridging the gap in learning by activating students' prior knowledge and in taking in the new material.

b. Stage Two (Before you read, Problem-Framing)

The teacher draws students' attention to the title and frames the lesson theme in term of a problem to research for solutions by answering certain questions. Students work individually.

c. Stage Three (While you read, Focusing Attention)

The key words are discussed and explained, the focus is falling on the main and general idea. Students practice skimming for the gist of the text.

d. Stage Four (While you read, Problem-Framing& Leading-Questions)

Students practice scanning for specific information under the guidance of the teacher who asks leading-questions. The teacher frames a problem after students' responses and answers of each question in order to discover the relations between concepts.

e. Stage Five (While you read, Giving Feedback)

The teacher sums up the main idea and the supporting ideas of the text. Students receive feedback about their learning.

f. Stage Six (While you read, Problem-Framing & Asking Leading-Questions)

Students work in pairs and practice scanning for specific information concerning another idea included in the text by answering leading-questions. Each question is formed in term

of a problem which needs a solution and leads to another point until students achieve discovery of new knowledge to be added to their prior one.

g. Stage Seven (After you read, Making Connections)

Students practice interpreting data & relating the knowledge they discover to their own experience. The teacher asks students to work in groups and do tasks and giving suggestions and opinions based on their new learning.

h. Stage Eight, (Summative Evaluation& Giving Feedback)

Students work in groups and practice interpreting data and answering comprehension questions on the worksheets distributed among them. The teacher and the students receive feedback about the whole work. New topic emerges and students start again.

6. Homework

The teacher gives students homework such as asking students to collect articles talking about the topics of the lessons they have already learnt, making projects individually or in groups or writing paragraphs on the topics they select.

4.5.4 Distribution of the Time over Reading Lessons

Each lesson takes two sessions forty minutes per one. In other words, each passage of reading needs eighty minutes to be carried out. In this study, there are four equal passages in length with different topics. Consequently, the experiment takes sixteen sessions with total time of (320) minutes. The Ministry of Education (2006) has devoted five sessions a week. The table below shows the distribution of the sessions over the language skills per week:

Table (8)

The Distribution of English Language Sessions for the 11th Grade

The skills	Listening& Speaking	Reading	Vocabulary& Language	Writing
The number of the sessions	1	2	1	1

e. The Validity of the Teacher's Guide

The researcher checked the validity of the teacher's guide by consulting a group of qualified juries who have long experience in teaching methods. According to their recommendations and points of view, the researcher did the necessary modification (Appendix 5).

4.5.5 The Implementation of the Lesson Plan

The lessons chosen for the experiment were taught to the experimental group by the same teacher who taught the control group as follows:

1. The techniques of teaching the experimental groups were based on the guided discovery approach which was hypothesized to develop reading comprehension skills while the control group was taught by ordinary method (Appendix 3).
2. The researcher chose a well-qualified teacher to carry out the experiment. She discussed the nature of the study and its aims with the teacher. Also, she explained the nature of the guided discovery approach and how to deal with the lesson plan and the worksheets. The researcher provided her with all the necessary material such as worksheet an evaluation sheets, films, LCD and others. The teacher showed her enthusiasm and great determination to help students and prove success.

3. The teacher who carried out the experiment was provided by copy and asked to write her reflection all around the sessions.
4. The pre-test of reading comprehension skills was prepared by the researcher with the key answers and distribution of the marks. It was applied upon the experimental and the control groups on 11/2/2010. The results were recorded and statistically analyzed.
6. The process of teaching the two groups followed the time planned of the experiment included (10) school sessions for each group plus four sessions for evaluation.
7. The post test of reading comprehension skills was applied upon the two groups on 11/4/2010. The results were recorded and statistically analyzed. The statistical treatment is illustrated in chapter five.

4.5.6 Teacher Self- reflection

After applying the lessons planned, a self- reflection checklist was introduced to the teacher who performed the lessons to identify the area of improvements and interest in the approach suggested. The researcher received the feedback after each lesson and accordingly did the necessary modification (Appendix 7).

4.6 Statistical Analysis

The researcher used the (SPSS) Statistical Package for the Social Science for analyzing the data, the following statistical analyses were used to collect the data:

- Pearson Correlation Coefficient was used to confirm the test validity, Alpha Cronbach formula and Kuder Richardson-21 equation to find the reliability,

- T-test Independent Sample was used to measure the statistical differences in means between the experiential and the control groups in the results of the post-test,
- T-test Paired Sample was used to measure the differences in achievement between the pre-test and the post-test of the experimental group,
- Eta Square was used to ensure that the "Size Effect" of the guided discovery had not happened accidentally,

Summary

This chapter showed the procedures of designing and applying the instruments, the sample and the statistical analyses. The next chapter (chapter five) deals with study results, discussion and recommendations.

Chapter 5

Study Results, Discussion and Recommendations

Chapter 5

Results, Discussion and Recommendations

Introduction

This chapter includes the study results; answering the questions of the study, testing the hypotheses as well as the discussion of the results. Also, it includes the recommendations which the researcher suggested.

5.1 The Answer of the First Question

The first question was **"What are the reading comprehension skills intended to be developed for the eleventh graders in *English for Palestine11* textbook?"**

To answer this question, the researcher referred to the curriculum centre in the Ministry of Education and adopted a list of skills and sub skills intended to be developed through reading passages in *English for Palestine11* textbook. These skills were chosen by the National Team in the curricula centre when they firstly designed the textbook. The number of these skills were (24) stated in objectives form as follows:

1. Answer factual, inferential, judgment or evaluation questions.
2. Read familiar material with correct pronunciation and intonation.
3. Recognize pronoun referents.
4. Generate questions about reading text.
5. Summarize reading text.
6. Make inferences about reading text.
7. Make predictions about reading text.
8. Develop awareness of semantic fields (word mapping).
9. Identify the main idea of reading text.

10. Identify supporting details.
 11. Distinguish between the main ideas from the supporting details.
 12. Recognize rhetorical markers and their functions.
 13. Comprehend visual survival materials.
 14. Deduce meaning of unfamiliar words from context.
 15. Skim for a gist or general impression of text or graphics.
 16. Distinguish fact from opinion.
 17. Infer mood and author's attitude or tone.
 18. Scan for specific information from a text and realia (ads, menus, schedule, calendar, flight information and tickets, etc)
 19. Interpret information presented in diagrammatic display.
 20. Relate text for personal experience, opinion, or evaluation.
 21. Analyze text for setting, theme, characters, etc.
 22. Extract and synthesize information from several sources.
 23. Evaluate text for accuracy of information, soundness of argument, etc.
 24. Interpret information in diagrammatic form.
- (Ministry of Education, 1999, pp. 37-38).

The researcher classified those skills into three levels; literal, critical and inferential. Then she analyzed the reading activities (before you read, while you read and after you read) of six units in the second semester chosen from the textbook to be the sample for the analysis card (7,8,9,10,11,12). The researcher conducted the analysis to determine the skills needed to be developed by guided discovery(Appendix 1).

As a result of the analysis, the skills were (15) distributed into the three levels of comprehension skills as follows:

A. Literal level

1. Make predictions about the texts
2. Scan for specific information from texts and realia (ads, menus, schedule, calendar, flight information and tickets, etc.)
3. Identify the main idea of reading texts
4. Skim for gist or general impression of text or graphics

B. Critical level

5. Deduce meaning of unfamiliar words from a text and realia
6. Distinguish between the main ideas from the supporting details
7. Distinguish facts from opinion
8. Recognize the rhetorical markers and their functions
9. Distinguish between the main ideas from the supporting details
10. Interpret information in diagrammatic form
11. Develop awareness of semantic fields (word mapping)
12. Summarize reading text

C. Inferential level

13. Relate text to personal experience, opinion or evaluation
14. Make inferences about reading text
15. Evaluate text for accuracy of information, soundness of argument, etc.

5.2 The Answer of the Second Question

The second question was **"to what extent is guided discovery effective on developing reading comprehension skills in *English for Palestine11* Textbook?"**

By testing the hypotheses of the study, the researcher answered this question.

5.3 The Test of the First Hypothesis

The first hypothesis was "there are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of each level of reading comprehension skills in the pre and post-test of the experimental group."

To test this hypothesis, means scores of the experimental group results of the pre-test and post-test were computed. T-test Paired Samples statistics was used to analyze the data statistically. The results are shown in table (9).

Table (9)

T-test Result of Differences between the Pre and Post Test of the Experimental Group

Levels of Skills	Application	N0	Mean	Std. Deviation	T. value	Sig. (2taied)	Sig. level
Literal	Pre-test	39	2.28	0.723	20.482	0.001	Significant
	Post-test	39	6.84	1.089			
Critical	Pre-test	39	3.82	1.484	27.752	0.001	Significant
	Post-test	39	12.79	1.524			
Inferential	Pre-test	39	1.35	0.706	22.454	0.001	Significant
	Post-test	39	4.84	0.744			
Total Marks of Reading skills	Pre-test	39	7.46	2.292	29.824	0.001	Significant
	Post-test	39	24.48	2.936			

"T" table value at (df =38) at (0.05) Sig. ≥ 2.04 , and at (0.01) Sig. ≥ 2.75

Results of table (9) indicates that the T. computed values is larger than T. tabled in the test, which means there are significant differences at ($\alpha \leq 0.01$) between the mean scores of the pre-test and post-test in each level of reading comprehension skills for the experimental group in favor of the post test. This shows that using guided discovery results in improving the reading comprehension skills. This result confirms the result of Murphy's (2005) and Omar's (2006) and Gabl's, et al. (2007) studies which proved the effectiveness of guided

discovery on developing reading comprehension skills. As a result, the hypothesis is accepted in this study.

5.4 The Test of the Second Hypothesis

The second hypothesis was **"there are statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of each level of reading comprehension skills in the post-test between the experimental group and the control group."**

To examine this hypothesis, means scores of both groups' results on the post-test were computed. T-test Independent Samples was used to measure if there are significant differences between the control group and the experimental one in the mean scores of the post test.

Table (10)

T- test Differences between the Experimental and the Control Groups in the Post-Test

Levels of the skills	Groups	No	Mean	Std Deviation	T. Value	Sig (2 tailed)	Sig. level
Literal	Experimental	39	6.84	1.089	4.196	0.001	Significant
	Control	38	5.50	1.672			
Critical	Experimental	39	12.79	1.524	5.043	0.001	Significant
	Control	38	11.07	1.459			
Inferential	Experimental	39	4.84	0.744	4.803	0.001	Significant
	Control	38	4.02	0.752			
Total marks of reading skills	Experimental	39	24.48	2.936	5.694	0.001	Significant
	Control	38	20.60	3.045			

"T" table value at (df =75) at (0.05) Sig. \geq 2.00, and at (0.01) Sig. \geq 2.66

Results of table (10) indicate that the T. computed value is larger than T. tabled in the test, which means there are significant differences at ($\alpha \leq 0.01$) between the experimental and the control groups in reading comprehension skills in favor of the experimental group.

This result indicates that the using of guided discovery approach is effective on developing reading comprehension skills among the experimental group with contrary to control group who received their reading lessons by the ordinary method. The result of this study agrees with the results of many researcher such as Abu Shamla's (2009) study which confirmed the effectiveness of activating the prior knowledge on achievement in reading comprehension skills and results of Bader El Deen's (2009) study which confirmed the effectiveness of training on developing reading comprehension skills. Khyrat & Amer's (2001) study results agreed with the current study in confirming the effectiveness of innovative approaches versus ordinary learning on the EFL reading comprehension level of first year secondary school students. So, the hypothesis is accepted in this study.

To show the extent of the effectiveness of using of guided discovery on reading comprehension skills for the experimental group, the study used the " Size Effect " technique which is a complement dimension of the statistical significance, depending on the following criterion (Afana, 2001, p. 31):

Table (11)

Criterion of "Effect Size"

Scale	Size of Effect		
	Small	Medium	Large
η^2	0.01	0.06	0.14

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

Table (12)

Eta Square Equation of the Size Effect of the Guided Discovery on Reading Comprehension Skills for the Experimental Group

Levels of the skills	t	η^2	Effect Size
Literal level	20.482	0.917	Large
Critical level	27.752	0.953	Large
Inferential level	22.454	0.930	Large
Total scores	29.824	0.959	Large

Results of table (12) indicate that the values of "Eta square" η^2 were ranged between (0.917–0.959), which revealed the large effect of guided discovery on reading comprehension skills among experimental group. The progress in the three levels is apparently but it is more clear in literal level than critical and inferential levels. However, this means that the developing in the reading comprehension skills did not happen accidentally.

5.5 Discussion

In the light of the finding of this study, it can be stated that main result was that guided discovery approach was highly effective in the students' levels of reading comprehension skills in the experimental group compared to control group results. Returning to the research hypotheses of the study, statistical data and analyzing the students' performance pointed out that a relatively substantial amount of achievement has occurred along different areas of the three levels of reading comprehension skills of literal, critical and inferential levels. No doubt, such an advance would become both indicative and

meaningful to all those concerned about teaching or promoting teaching English as a foreign language.

On the other hand, students achieved progress in the literal level more apparently than the other two levels; critical and inferential. This may be due to clarity of the ideas including in the texts or the high thinking skills needed for the other two levels rather than the literal level.

Another important point needs to be clarified here is that students may have some possible test experience which turn influence to their results. In fact, the practice effect means students might have benefited from having taken the pre test before then they took the same test as a post test. This may passively or negatively affected the results. Actually it does not seem likely that this practice effect will account for any consideration or substantial in performance. That is because there was an interval of eight weeks between the two tests administrations. In addition, the researcher did not tell the students that they are going to retake the same test.

It is worthwhile to remember that the progress and development in students' performance in the different levels of reading comprehension skills can not be attributed solely to the teaching and practice of guided discovery approach.

It may be due to the social environment and atmosphere created by the teacher when she distributed worksheets and asked students to work in pairs and groups. In addition, the impact may be due to the well organized stages of the lesson where each stage leads to another. It may be a result of the variety of techniques which meet individual differences among students accompanied by clear instructions and guidance of the teacher. This proves the superiority of guided discovery approach over the ordinary approach.

Moreover, guided discovery makes classroom more realistic and similar to everyday life as students are more active and responsible. Carefully planned lessons guarantees that students are actively involved in building their own knowledge. Guided discovery techniques have positive effects on mutual concern and care among students. Guided discovery approach promoted higher achievement than ordinary methods. Guided discovery can be a very effective approach to help learners of English have real chances to use the target language interactively.

5.6 Recommendations

In the light of the results, the researcher recommends for the curriculum designers and decision makers, recommendations for the school administrations and supervisors:

1. Recommendations to Curriculum Designers and Decision Makers

In this domain the researcher suggested the following recommendations to the curriculum designers and decisions makers because she thinks that they play a great role in activating methods of teaching:

1. Developing teacher's abilities in teaching English by holding training courses based on the innovative methods like guided discovery.
2. Increasing the number of the weekly sessions devoted for the secondary school to seven instead of five to enable teacher to cover the curriculum efficiently.
3. Decreasing the number of the students in the single classroom to enable teachers to implement modern methods of teaching specially guided discovery.
7. Encouraging and real motivation for the teachers to develop their performance.

8. Modifying the system of assessment and evaluation in the schools to suit the innovative approaches as guided discovery.
9. Re-designing the curriculum based on approaches such as guided discovery.

2. Recommendations to School Administrations and Supervisors

In this domain, the researcher recommends the following:

1. Providing teachers with lesson plans and modern strategies for teaching different skills based on appropriate methods such as guided discovery.
2. Encouraging teachers to exchange visits and hold periodical meeting to discuss new methods of teaching such as guided discovery.
3. Linking schools with local society especially universities and educational centers to hold competitions for reading and best readers.
3. Facilitating teachers' missions through providing them with worksheets needed for their lessons and through the available services of the internet to search in methodology issues.

3. Recommendations to Teachers of English

Teachers are the people who are in the field of teaching so, the researcher recommended them to:

1. adopt modern techniques that enhance students' participation and interaction such as guided discovery.

2. consider students' individual differences and make the class a suitable environment for all students to participate in the classroom activities.
3. be aware of the values of teaching English for the Palestinian society since English becomes the password to understand what's going on.
4. exchange personal experiences among teachers to compare and select the best ways of teaching.
5. increase their positive feelings towards reading comprehension skills as they are not receptive skills otherwise they are interactive skills.
6. motivate students and provide them with suitable reading materials to help them discover knowledge, concepts and relations in the texts.
7. hold competitions between students and encourage students to surf the internet for reading different topics.
8. adopt and adapt the updated and appropriate methods in teaching reading and try to overcome the challenges and the difficulties.
9. adapt educational technology in order to create enjoyable learning.

4. Recommendations for Further Studies

In order to extend the findings of this study, the researcher recommended the following:

1. Conducting studies based on guided discovery not only on reading comprehension skills but also on other skills as listening, speaking and writing.

2. Conducting studies based on other types of inductive methods such as problem-solving and task-based learning and guided discovery.
3. A comparative study should be conducted to compare methods used in teaching reading for the secondary grades in the Palestinian territories and Arab counties as English is taught as a foreign language.
4. A study should be conducted on the effectiveness of reading in English on the Palestinian culture.
5. A study should be conducted on teaching reading in English for the twelfth grade.

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Appendices

Appendix (1)

Al- Azhar University-Gaza
Deanship of Postgraduate
Studies & scientific Research
Faculty of Education
Department of Curriculum &Teaching Methods



Dear Mr. /Mrs.....

The researcher is conducting a study entitled:

**"The Effectiveness of Using Guided Discovery on Developing Reading
Comprehension Skills for the Eleventh Graders in Gaza Governorates"**

so as to obtain a Master Degree in Curriculum and Methodology.

In order to achieve the purpose of the study, the researcher prepared the following instruments:

1. Content analysis card for sample units of the *English for Palestine 11* textbook
2. Reading comprehension skills test
3. Teacher's guide based on guided discovery approach
4. Lesson plan for the lessons 7&8 in units (7,8,9,10),Worksheet & Evaluation sheets.

You are kindly requested to check each instrument and write your response respectively.

Your notes and response will be highly appreciated.

Best wishes

The researcher: Yosra El Kahlout

1. Content Analysis Card

The researcher analyzed the reading comprehension activities of six units of the textbook 11 as a sample. Please, you are kindly invited to rate,

- 1. Does the content analysis card meet its purpose?
- 2. Is the number of the sample units (7 - 12) satisfactory?.....
- 3. Does the content analysis meet the operational definition?.....
- 4. Does the content analysis card meet the first study question which is

"What are the reading comprehension skills intended to be developed for the eleventh grade?"

.....

.....

Analysis Card to *English for Palestine 11*

Student's Book, Units (7, 8,9,10,11, 12)

The Purpose of the Analysis

The analysis aims to explore reading comprehension skills intended to be developed in this study.

The Sample of the Analysis

The sample involves six units selected from the textbook of the 11th grade which contains twelve units.

Unit of the Analysis

Each unit as a whole represents a unit of the analysis.

Elements of the Analysis

Analysis of the units depends on:

1. Exploring the reading comprehension skills and sub skills,
2. Exploring the activities of reading comprehension available in the textbook of the 11th grade after the reading passages in each unit, i.e. (before you read, while you read, after you read) activities.

Unit of Registration

The registration unit is the unit which contains the purpose of the analysis (the activities of reading comprehension skills).

Limitation of the Analysis

1. The Analysis deals with reading comprehension skills devoted by the Ministry of Education to be achieved in the 11th grade *English for Palestine* textbook.
2. The analysis covers (24) reading comprehension skills.

3. The Analysis covers (6) units of the textbook where the activities of reading comprehension (before you read, while you read and after you read) are available.

Operational Definition of the Terms

The researcher defines the terms as:

1. Guided Discovery is an instructional approach based on leading questions and problem-framing that guide students to obtain knowledge and discover relations and concepts by getting involved in the classroom interaction where the teacher helps them to be more active and more responsible for their learning.

2. Reading Comprehension Skills are the cognitive abilities by which students interact with a written text to construct meaning through three levels:

Literal Level; (reading on the lines); recall information stated directly and explicitly in the text.

Critical Level; (reading between the lines); interpret information implied in the text and

Inferential Level; (reading beyond the lines); apply to other situations given what is memorized and understood at the other two levels.

Content analysis for the textbook "English for Palestine 11" reading comprehension skills units(7,8,9,10,11&12) No.1

N0	Reading Comprehension Skills	Units No					
		7	8	9	10	11	12
A	Literal Level (Read on the lines)						
1	Read familiar material with correct pronunciation and intonation.	√	√	√	√	√	√
2	Make predictions about reading texts.	√		√			
3	Scan for specific information from texts and realia (ads, menus, schedule, calendar, flight information and tickets, etc.			√		√	√
4	Recognize pronoun referents.	√	√	√	√		
5	Identify the main idea of reading text.			√			
6	Comprehend visual survival materials.	√	√	√	√	√	√
7	Skim for gist or general impression of text or graphics.		√				
B	Critical Level (Read between the lines)						
8	Deduce meaning of unfamiliar words from context.	√		√		√	√
9	Answer factual, inferential, judgment or evaluation questions.	√	√	√	√	√	√
10	Distinguish facts from opinion.			√	√		√
11	Summarize reading text.		√			√	
12	Identify supporting details.	√	√	√	√	√	
13	Recognize the rhetorical markers and their functions.	√		√			√
14	Distinguish between the main idea from the supporting details.			√	√		
15	Interpret information presented in diagrammatic display.	√	√		√	√	√
16	Analyze text for setting ,theme, characters, etc.		√	√	√	√	
17	Interpret information in diagrammatic form.			√	√		
18	Develop awareness of semantic fields (word mapping).		√				√
C	Inferential Level (Read beyond the lines)						
19	Extract and synthesize information from several sources.	√	√	√		√	√
20	Infer mood and author's attitude or tone.		√	√	√	√	
21	Relate text to personal experience, opinion or evaluation.	√	√		√		
22	Make inferences about reading text.		√		√		
23	Generate questions about reading text.		√	√	√	√	
24	Evaluate text for accuracy of information, soundness of argument, etc.			√			√

Content analysis for the textbook "English for Palestine 11" reading comprehension skills units(7,8,9,10,11&12) No.2

N0	Reading Comprehension Skills	Units No					
		7	8	9	10	11	12
A	Literal Level (Read on the lines)						
1	Read familiar material with correct pronunciation and intonation.	√	√	√	√	√	√
2	Make predictions about reading texts.	√		√			
3	Scan for specific information from texts and realia (ads, menus, schedule, calendar, flight information and tickets, etc.			√		√	√
4	Recognize pronoun referents.	√	√		√	√	√
5	Identify the main idea of reading text.		√	√		√	
6	Comprehend visual survival materials.	√	√	√	√	√	√
7	Skim for gist or general impression of text or graphics.		√				
B	Critical Level (Read between the lines)						
8	Deduce meaning of unfamiliar words from context.	√				√	√
9	Answer factual, inferential, judgment or evaluation questions.	√	√	√	√	√	√
10	Distinguish facts from opinion.		√	√	√		√
11	Summarize reading text.		√			√	
12	Identify supporting details.	√		√	√	√	
13	Recognize the rhetorical markers and their functions.	√		√			√
14	Distinguish between the main idea from the supporting details.		√			√	
15	Interpret information presented in diagrammatic display.	√		√	√		√
16	Analyze text for setting ,theme, characters, etc.	√			√	√	
17	Interpret information in diagrammatic form.			√	√		
18	Develop awareness of semantic fields (word mapping).		√				√
C	Inferential Level (Read beyond the lines)						
19	Extract and synthesize information from several sources	√		√		√	√
20	Infer mood and author's attitude or tone.		√	√		√	√
21	Relate text to personal experience, opinion or evaluation.	√	√		√		
22	Make inferences about reading text.	√	√		√		
23	Generate questions about reading text.		√	√	√	√	√
24	Evaluate text for accuracy of information, soundness of argument, etc.			√			√

Appendix (2)

2. Reading Comprehension Skills Test for the Eleventh Grade

Please, look at the test and you are kindly invited to rate its suitability in terms of:

1. The purpose of the test
2. The questions (levels and types).....
3. The time of the test
4. The scores.....
5. The layout.....
6. The instructions.....
7. The table of specifications.....

Reading Comprehension Test for the Eleventh Grade

Dear student:

This test is designed for a specific research purpose. The result of it will not affect your school scores. Thank you for your responding.

Instructions:

Please, pay attention to the following:

1. Read the passage carefully.
2. The test consists of (5) main questions including (30) items.
3. Read each question carefully before answering.
4. Answer all the questions.
5. Pay attention to the test time.

The researcher appreciates your cooperation and wishes you good luck.

Reading Comprehension Skills Test for the Eleventh Grade

30

Name.....

Class: 11/.....

Time: 80 minutes

Date:

Read the text and answer the questions:

1 During this century, we will face an energy gap. The energy we consume now comes
mainly from fossil fuels, and cheap supplies of oil and gas will soon begin to run out. The
rate of use is rising, too. Take just one of the great **oil drinkers** –the car. In the early 1900s,
there were no more than **100,000** in the world. Now the world makes 100,000
5 new ones every day. There is therefore a race to find alternative sources of energy –for cars
and all our other needs.

Alternatives must be cheap enough to compete, but also cause much less environmental
damage than CO₂ – producing fossil fuels. It is generally agreed that we must try to reduce
CO₂ emissions, as they are major cause of global warming. Energy
10 sources therefore have to be found that will be clean and safe as well as competitive.

It is sometimes said that new nuclear power stations should be built since **they** do not
emit CO₂. But the world has not forgotten the disastrous nuclear explosion at the Chernobyl
nuclear power station in Ukraine in 1986. This emitted something far more dangerous:
nuclear radiation. A new and safer form of nuclear energy is being developed, but the
15 technology is so complicated that it may be 50 years before it can be used commercially.
This is the energy gap that must be filled.

Car manufacturers are trying to develop **efficient** fuel cells, which run on hydrogen
(H₂). This combines with oxygen (O₂), and the only emission is water (H₂O) in the form of
steam. However, hydrogen has to be manufactured, and this is usually done by burning
20 fossil fuels. This takes us back to square one.

Fuel cells will only really be clean if energy is used to manufacture their hydrogen. This
brings us to renewable energy sources. These vary from solar, wind and hydroelectric power
to energy from ocean tides and waves. These technologies all have problems through. For
example, building costs are often high, and production can be
25 unreliable. (Even the best offshore wind farm is useless without wind!)

Many countries have agreed to reduce fossil fuel use to 80% of 1990 levels by the year
2020. However, this reduction cannot be achieved just through 'renewables'. All these
resources together will only produce part of our energy needs in the coming years. That
leaves just one other alternative: conservation. We start using energy much more

30 carefully. It is generally agreed that a huge amount could be conserved-up to 40% of all that we use. To give one small example, large 4WD vehicles use up to four liters of fuel every ten kilometers, while there are other vehicles that go 100 kilometers on just one litre. Energy conservation brings other benefits, too-less pollution and less global warming. It also leaves more money to spend on important things such health and education.

Question 1: Choose the correct answer from a, b, c or d:

(7 marks)

- 1. The main idea of the passage is**
 - a. energy is enough for future needs.
 - b. energy gap and alternatives.
 - c. renewable energy sources.
 - d. countries contributions in energy products.

- 2. The word "*efficient*" in line (17) means**
 - a. developing.
 - b. consuming.
 - c. perfectly working.
 - d. artificial.

- 3. The pronoun "*They*" in line (11) refers to**
 - a. alternatives.
 - b. nuclear power stations.
 - c. offshore wind farms.
 - d. CO₂ emissions.

- 4. The symbol H_2O refers to**
 - a. oxygen.
 - b. water.
 - c. hydrogen.
 - d. fuel cells.

- 5. The number *100, 000* in line (4) refers to**
 - a. number of cars before 1999.
 - b. the number of people who use cars in 1999.
 - c. the number of cars at the beginning of 1999.
 - d. the number of cars before 1900.

- 6. The expression "*oil drinkers*" in line (3) refers to**
 - a. the roads on which cars run over
 - b. the drivers of the cars
 - c. the cars themselves
 - d. the car manufactures.

7. Energy conservation benefits in

- a. increasing pollution and global warming.
- b. the problem of technology.
- c. cars manufacturers.
- d. reducing the global warming

Question 2: Based on your understanding of the passage, correct the underlined mistakes in each statement: (6 marks)

- 1. The sources of energy nowadays come only from unclear and wind.
.....
- 2. The problem with energy sources is that they are enough to use for ever.
.....
- 3. CO₂ emissions cause nothing to our world.
.....
- 4. Technology gap means that energy production is reliable and cheap.
.....
- 5. The renewable sources of energy come from fossil fuels.
.....
- 6. Many countries agreed to increase the use of fossil fuel by the year 2010.
.....

Question 3: Find from the passage: (8 marks)

- 1. **The synonyms for,**
destructive....., power.....
- 2. **The antonyms for**
dangerous....., simple.....
- 3. **The adjectives for**
compete....., disaster.....
- 4. **The nouns for**
explode....., produce.....

Question 4: Decide whether the following sentences are True (T) or False (F)
(6 marks)

1. The alternatives don't need to be cheap, clean and competitive. ()
2. Nuclear power stations should be built because they are safe. ()
3. Energy conservation makes more pollution and more global warming. ()
4. We have to reduce the use of fossil fuel because it is dangerous. ()
5. Fuel cells are used in poor countries because they are cheap. ()
6. Chernobyl unclear power station explosion emitted useful radiation. ()

Question 5: Read the passage again answer the following in the light of what you have understood:
(3marks)

"Saving energy sounds like a good idea"

1. What does this statement mean?
.....
2. Can you suggest **one** idea for solving the "*energy gap*" problem?
.....
3. How do you think student in your school could help in reducing pollution?
(Write one statement)
.....

Good Luck

Table of Specifications

Questions No.	Levels of reading comprehension skills			Test items & percentage	
	literal	critical	inferential	Items & marks	Percent
Question 1	7items 23.1%	-	-	7items&7Ms	23.1%
Question2	1item 3.3%	5items17%	-	6items&6Ms	20.3 %
Question3	-	8items26.4%	-	8items&8Ms	26.4%
Question4	-	3items10%	3items10%	6items&6Ms	20 %
Question5	-	-	3items 10%	3items & 3Ms	10%
Total	26.4 % 8Ms	53.4% 16Ms	20% 6Ms	30 items 30Ms	100

Appendix (3)

Teacher's Guide and Lesson Plan

Please, check the teacher's guide and the lesson plan then you are kindly invited to rate them in the terms of the following:

1. The clarity of instructions
2. Meeting the study purposes.....
3. Suitability to the students' level.....
4. The time of the sessions.....
5. The layout.....

Any further comments are highly appreciated

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

Teacher's Guide

for Teaching Reading Lessons (7&8) in the units (7, 8, 9, 10) in *English for Palestine 11* according to Guided Discovery Approach.

Dear teachers,

It is well-known that, *English for Palestine 11* textbook deals with the four major language skills; listening, speaking, reading and writing. Reading lessons are about five lessons in each unit in the student's book in addition to the Novel in Workbook.

Lessons (1&2) are followed by 'vocabulary development' in Lesson (3). Language; 'Grammar& Structure' is in Lesson (5) while 'integrated skills' are in lesson (6).

On the other hand, lessons (7&8) focus on reading comprehension with a long passage comprising different topics followed by comprehension questions. This is what the researcher focused on. The current study introduces activities based on guided discovery approach to help the teachers teach reading in lessons (7&8) per unit. These activities will encourage student-centered approach by getting the students involved in the tasks and discover knowledge by themselves under the guidance of the teacher.

In other words, the students build their own knowledge as learning is contextual and occur when the students learn in relationship to what they already know. If learning is related to their life and belief, all their fears will become clear. At that point, learning becomes active and social as the students cannot isolate learning from their lives.

Therefore, the activities which are prepared for the current study will help the teacher to assist students encounter a puzzled situation which evokes them to search for solutions after interpreting and comprehending the context. This means that students are

going to be more responsible for their learning while the teacher is a facilitator who creates a suitable environment for learning. The main tool in these activities is leading questions which help the students to discover knowledge under the teacher's guidance.

1- The Definition of Guided Discovery

Based on the related literature, the researcher defines 'Guided Discovery' as an instructional approach based on leading questions and problem-framing that guide students to obtain knowledge and discover relations and concepts by getting involved in the classroom interaction and the teacher helps them to be more active and more responsible for their learning.

And she defines 'Reading Comprehension Skills' as the cognitive abilities by which students interact with a written text to construct meaning through the following three levels:

1. Literal Level; (reading on the lines) recall information stated directly and explicitly in the text.
2. Critical Level; (reading between the lines) interpret information implied in the text.
3. Inferential Level; (reading beyond the lines) apply to other situations given what is memorized and understood at the other two levels

2- The Teacher's Guide consists of the Following

The general aims of the lessons included in the study.

1. Learning objectives of each lesson.
2. Teaching resources.
3. Activities used by the teachers to help students in learning.
4. Procedures to be followed by the teachers.
5. Worksheets & Evaluation sheets.

General Aim

The lesson plan and the activities aimed at developing students reading comprehension skills in *English for Palestine* for the 11th graders.

Specific Objectives

By the end of the lessons students are expected to be able to:

1. make predictions about the texts.
2. scan for specific information from texts and realia (ads, menus, schedule, calendar, flight information and tickets, etc.
3. identify the main idea of reading texts.
4. skim for gist or general impression of text or graphics.
5. deduce meaning of unfamiliar words from a text and realia.
6. distinguish between the main ideas from the supporting details.
7. distinguish facts from opinion.
8. summarize reading text.
9. recognize the rhetorical markers and their functions
10. distinguish between the main ideas from the supporting details.
11. interpret information in diagrammatic form.
12. develop awareness of semantic fields (word mapping).
13. relate text to personal experience, opinion or evaluation.
14. make inferences about reading text.
15. evaluate text for accuracy of information, soundness of argument, etc.

3. Teaching Reading through Guided Discovery

The following steps are followed to help the teachers achieve the reading comprehension skills successfully:

1. Identifying the objectives of the lesson.
2. Preparing warming-up material in a suitable way.
3. Identifying the concepts and formulating them in a question form or a problem formula.
4. Preparing the teaching material needed for the lesson.
5. Forming the problem into sub questions.
6. Preparing the activities which students are going to carry out.
7. Evaluating the students' performance.
8. Guiding students to implement what they have learnt in new situations.

The Teacher's Interventions in the Guided Discovery Approach could be Categorized Accordingly

1. Providing Data; (in the warming-up stage), the teacher helps students activate their prior knowledge and that helps in preparing them for the new one.
2. Problem-Framing; (in the 'before you read' stage), the teacher lets student encounter a puzzled situation and asks them to try to predict what the text is about.
3. Asking Leading Questions; (in the early stage of 'while you read' or the presentation), the teacher asks leading questions which lead them to reach a point and a conclusion.
4. Focusing Attention; (before moving to the next step), the teacher sums up the new knowledge that the students have already discovered.
5. Problem-Framing; (in the next stage of the presentation), the teacher frames a new problem and asks students to work out a solution to it by answering questions for example, or searching for the meaning of words or figures or interpreting a diagrammic form.
6. Giving Feedback; (at the end of each stage of presentation), the teacher gives students

feedback about their learning by checking their answers and rating their findings.

7. Asking Leading Questions; (in the 'after you read' stage), the teacher asks leading questions which give students the chance to work together to talk about their own opinions and thoughts towards the problem or the theme of the text they have just learnt.

8. Giving Feedback and Making Connections; (in the 'evaluation stage') the teacher evaluates students' finding and gives them feedback about their work by using evaluation sheets. Students works in groups to make connections between the concepts and apply rules, principles and relations they have just discovered.

9. Recapping /summarizing; (in the 'rounding-up' stage), the teacher helps students to summarize the main points of the lesson.

Unit 7 - Lesson 7&8 -SB, pp.72 &73

The Olympics, ancient and modern

Reading and language

The Olympics, ancient and modern

1 The ancient Olympics began about 3,000 years ago. They were part of an important religious festival held every four years at Olympia in western Greece.

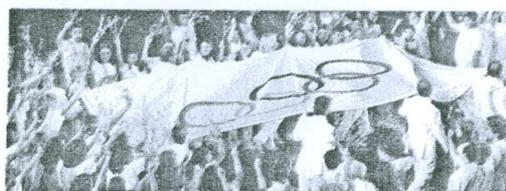
5 Ancient Greece consisted of city-states that often fought each other. However, the fighting always stopped so that Greeks going to Olympia could travel peacefully.

The Games were not so peaceful, though, and the aim in some sports – especially the boxing and wrestling – was to injure other competitors! Further events included discus, javelin, running and horse racing. As for prizes, these were only crowns of olive leaves: honour was the real prize.

15 The Romans stopped the ancient Games in 393AD, but 1,500 years later, a Frenchman called Pierre de Coubertin organized a modern Olympics in Athens in 1896. He felt that 'competitive but friendly' sport could help 'towards the perfection of human society'. As part of this Olympic spirit, he allowed no money prizes, and winners got only the honour of gold, silver and bronze medals.

De Coubertin's Olympic flag, which first appeared in 1920, represented a world united by

25 the Games. The five rings joined together on a white background were the five continents taking part in the Olympics at that time. The six colours included at least one from every competitor's national flag. The Olympic flame also represents a united world. Every four years, it is lit at Olympia and carried by runners to the next Olympic Games.



In 1896, 245 men – and no women! – competed in just 43 field and track events in Athens. However, large crowds came, and the modern Olympics were on their way to the success they are today. When they returned to Athens in 2004, over 10,500 took part – nearly half women. Two billion people world-wide watched on TV as the Games opened. There were hundreds of events in almost 30 different sports.

There have been many great Olympic stories. One of the best comes from the 1936 Berlin Games. It concerns the black American athlete Jesse Owens and his German competitor, Luz Long. Hitler, Germany's Nazi leader, wanted to show the world that German athletes were the best, and he particularly wanted Luz to beat Owens. Luz knew this, but he strongly believed in 'fair play'. When Jesse jumped badly twice, Luz noticed that his competitor's run was wrong. Before the third and final jump, he helped Jesse get it right. It made the difference. Jesse won gold, Luz took silver – and the two men also became great friends.



The Olympic motto is 'swifter, higher, stronger'.

Up to 2004, the highest, swiftest and strongest are:

Event	Name	Nationality	Year	Record
men's 100m	Donovan Bailey	Canada	1996	9.84 sec
women's 100m	Florence Griffith Joyner	USA	1988	10.62 sec
men's pole vault	Tim Mack	USA	2004	5.95 m
women's pole vault	Yelena Isinbayeva	Russia	2004	4.91 m
men's weightlifting	Hossein Rezazadeh	Iran	2000	472.5 kg
women's weightlifting	Gonghong Tang	China	2004	305.0 kg

Whatever the record is, it will always be broken:

Men's 100m

Date	Record holder	Time (seconds)
1896	Thomas Burke (USA)	11.8
1912	Donald Lippincott (Britain)	10.6
1932	Eddie Tolan (USA)	10.3
1960	Armin Hary (Germany)	10.2
1964	Robert Hayes (USA)	10.05
1968	James Hines (USA)	9.95
1988	Carl Lewis (USA)	9.92
1996	Donovan Bailey (Canada)	9.84

Unit 7 - Lesson 7&8 -SB, pp.72 &73
The Olympics, ancient and modern

Class 11th Date:...../...../2010 Session 1&2

Objectives

Students are expected to

1. make prediction about the text concerning the Olympics.
2. identify the main idea of the text of the Olympics.
3. skim the text for the gist.(the Olympics, the ancient & modern)
4. scan the text for specific information concerning the Olympics.
5. deduce the meaning & the opposites of some words.
6. interpret information presented in diagrammatic display.(timetable of Olympics)
7. make suggestions and opinions about the Olympics using key structures.

Key words

spirit, taking part, get it right, represented, united, concerns.

Key structure

The best.....is

I think the.....

I get + adjective.....

Resources &: Teaching Aids

SB. Worksheets, Photos, OHPT

Procedures and Techniques

Stage One (Warming-up& Providing Data)

(5mins)

Ss. work individually trying to simulate data.

The teacher asks students questions to prepare them for the lesson as follow:

1. What comes to your minds when you see these photos? (Showing some photos of players and sports on the OHP.)
2. Have you ever taken a part in a game?
3. When?
4. How did you feel at that moment?
5. Do you know what happens every four years in the world of sports?

T. draws a conclusion that students are going to read about games and players.

Stage Two (Before you read, Problem-Framing)

(5mins)

Ss. work individually & *practice prediction*.

T. writes the title on the board and asks Ss to read the title aloud and answer the following questions:

1. What does the title mean?
2. Look at picture No. one, how many circles are there in the flag?
3. What do they represent?
4. The title says "The Olympics, ancient and modern"; do you think the picture reflects the modern or the ancient?
5. How did you know?

Stage Three (While you read, Focusing Attention)

(13mins)

Ss. work individually & *practice skimming*.

A. T. asks students to read the text quickly and guess what it is about.

B. T. draws Ss' attention to the fact that the lesson is about Olympics, ancient and modern.

C. T. discusses the meaning of the new words by contextualizing them.

Students *practice deduction* of the meaning of the new words, for example,

- **Spirit**; Every player must have a high **spirit** towards winning or losing the match.
- **Taking part**; If you want to **take part** in the match, you must train well.
- **Concerns**; Playing football is one of the Arab world **concerns** and interests.
- **Get it right**; My mother helps us with our exams to **get it right**.
- **United**; If we want to be strong, we must be **united**.
- **Represented**; I love my teacher because she **represents** the model for me.

Stage Four (While you read, problem-Framing& Leading Questions)

(10mins)

D. T. asks students leading questions and they read paragraph one (from line 1 to 33) to answer the questions written on worksheets distributed among them.

Ss practice *scanning* for specific information about the Olympics in ancient time and work in pairs in order to answer the following questions:

1. When did the Olympics begin?

2. How often are they held?
3. How could the Olympics encourage peace in the past?
4. Were the games peaceful? How did you know?
5. What was available for prizes?
6. Why did Pierre de Coubertin organize a modern Olympics in Athens?
7. What prizes did he allow?
8. Who designed the Olympics flag? When?

Stage Five (While you read, Giving Feedback)

(5mins)

E. T. sums up the main idea and the supporting ideas of the first paragraph about how the Olympics were in ancient times, the prizes allowed and the contributions of Pierre de Coubertin.

Stage Six (while you read Problem-Framing & Asking Leading Questions) (10mins)

Ss work in pairs & practice scanning for specific information about modern Olympics.

F. T. asks Ss to read paragraph two (from line 34 to 55) to find answers to the following questions (worksheets are distributed among Ss):

Were women taking part in the Olympics? Explain!

1. What was the number of people who watched TV in 2004?
2. What is meant by 'fair play'?
3. What differences can you find between ancient and modern Olympics?

Stage Seven (After you read, Making Connections)

(12mins)

Ss work in groups & *practice interpreting information* into diagrammatic form.

T. asks students to draw a table to make comparison between ancient and modern Olympic Games.

T. holds a discussion to check the group's findings.

Ss practice *interpreting data & relating the knowledge* they discover to their own experience.

T. asks students to work in groups and do the following tasks:

1. If you want to take part in an international sport, what are the qualities you should have?
2. If you were in Luz's position, what would you do?
3. Suggest some ideas to make your city team join the Olympics.

T. asks students to read the tables and the diagrams at the end of the text and try to interpret them.

Stage Eight, (Summative Evaluation & Giving Feedback)

(15mins)

Ss work in groups & practice interpreting data and answering comprehension questions.
(Worksheets are distributed among students)

T asks students to read again to answer the following:

A. Decide whether the following are true (T) or false (F).

1. People have recently known the Olympic Games. ()
2. Hitler, the Germany's leader, believed in "fair play". ()
3. Luz and Owens became great friends due to prizes. ()
4. Coubertin allowed much money for winners. ()

B. Find out from the passage:

1. The words " **at that time**" in line (27) refers to
2. The pronoun "**they**" in line (37) refers to
3. The pronoun "**it**" in line (53) refers to

C. What happened in the following years:

1. 1920
2. 1896
3. 1936
4. 393AD
5. 2004

D. Complete with a word from the text:

1. to join other people in an activity.
2. is the part of a person that is not seen.
3. is a person who can jump, swim, or run very well.
4. The Olympics, is higher, swifter and stronger.'
5. organized the modern Olympics in Athens in 1896.

E. Correct the underlined mistakes in the following sentences:

1. The idea behind the Olympics flag is to represent the games
.....
2. The modern Olympics and ancient ones are the same because they are peaceful.
.....
3. The next Olympics games host city will be London.
.....
4. The moral of the story of Owens and long is the swiftest, strongest, highest.
.....

5. The Olympics flame represents fighting among countries.

.....

Stage Eight (Rounding-up, Recapping/Summarizing)

(5mins)

T. leads an oral discussion to sum up the main ideas and the supporting ones.

1. Olympics, ancient and modern.
2. The difference between the ancient and the modern.
3. The flag of the Olympics.
4. The contributions of certain persons.
5. The moral of the Olympics.
6. The figures, the motto, some facts.

Homework:

Asking students to collect articles talking about matches and famous player to read them for the class

Unit 8 -Lesson 7& 8- SB, pp. 82&83

Sea Mysteries

Reading and language

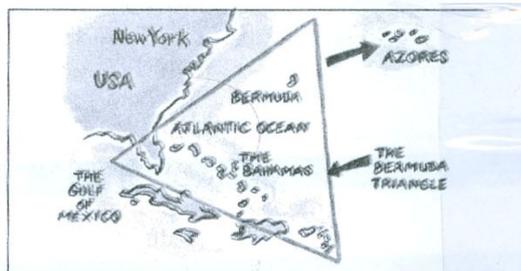
Encyclopedia of the World's Greatest Mysteries

1 Sea Mysteries

The Bermuda Triangle

This is a large area of the Atlantic which is famous because many ships and planes have mysteriously disappeared there. The worst disaster of all was in 1918 when the American ship Cyclops, with a crew of 300, sank without even a call for help. The most famous was the 1945 disappearance of Flight 19, with fourteen crew members.

The five planes left Florida at 14.00 for a simple training flight. Then, at 15.45, they reported that their navigation equipment had stopped working,



and they were lost. Later, they thought they were over the Gulf of Mexico and turned east to find Florida. In fact, they must have been over the Atlantic, and they should have flown west. Their radio messages started fading and at the same time, stormy weather was developing. Soon after dark, they must have run out of fuel and crashed far out in the Atlantic. The tragedy was made worse soon afterwards when a rescue plane that was searching for them exploded and crashed.

Many people have survived and reported strange experiences in the Bermuda Triangle. Planes suddenly drop hundreds of metres for no reason. Ships half sink and then slowly rise again. Large areas of sea turn rough and white with bubbles and rise up to a metre above the water around.

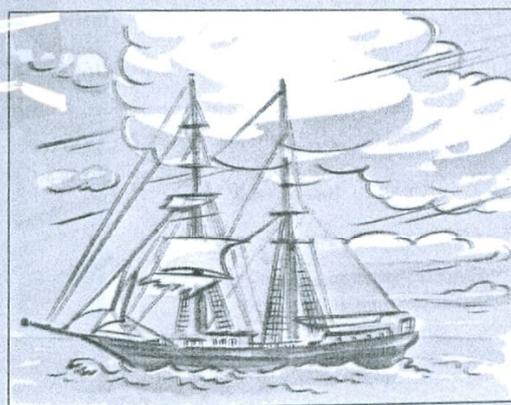
There is now an explanation. It seems that large amounts of methane gas (CH_4) lie beneath the Bermuda Triangle seabed – and many other parts of the world's seabeds. Methane has no colour or smell, it is light and it explodes easily.

Escapes of seabed gas can therefore explain everything. As it rises through the sea, the water becomes less dense and ships start sinking. When it rises into the sky, the same thing happens to the air and to planes. Large gas escapes can also cause areas of rough, white water. Moreover, the rough water can 'ionise' the air above and give it an electrical charge, making navigation equipment useless. Finally, just a cigarette can cause a large methane explosion.

45 *The Mary Celeste*

In November 1872, Captain Briggs, his wife and daughter, and a crew of seven left New York on board his small cargo ship, the Mary Celeste.

On December 5, the Dei Gratia discovered the Mary Celeste a little to the east of the Azores. The ship was in good condition, but ... there was nobody on board. The cargo was complete. Just the ship's lifeboat and navigation equipment were gone. All ten people must have left together.



Might pirates have attacked and put them in the lifeboat? But that can't have happened because they would have taken the ship and cargo. Could a water spout have carried everyone away? It can't have done. At least one or two people would have been below deck and would have survived. Could a sea monster have killed them all? Hardly.

Now, at last, there is a better explanation.

There may have been an

Unit 8 - Lesson 7&8- SB, pp. 82 &83

Sea Mysteries. The Bermuda Triangle

Class 11th Date:..../...../2010 Session 1&2

Objectives

Students are expected to

1. make prediction about the text concerning(The sea mysteries).
2. skim the text for the gist.(The sea mysteries in the Bermuda Triangle)
3. scan the text for specific information concerning Bermuda Triangle.
4. deduce the meaning & the opposites of some words.
5. identify the supporting ideas about(Flight 19 & Mary Celeste).
6. relate the data of the mysteries to personal experience.
7. distinguish between facts and opinion about sea mysteries.

Key words

Triangle, mysteriously, crew, fading, exploded, disappearance, in good condition.

Key structure

I disagree. Some.....

There's always a simple explanation.....

Resources & Teaching Aids

SB. Worksheets, Photos, and The map of the world, Newspapers.

Procedures and Techniques

Stage One (Warming-up& Providing Data)

(5mins)

Students work individually trying to simulate the new data.

T. asks students questions to prepare them for the lesson as follows:

1. Do you live in a safe place?
2. Yes, No! Why did you say that?
3. Have you travelled safely before?
4. Have you ever had a strange accident?
5. Have you thought of the causes of the accident?

The teacher draws a conclusion about what students are going to read.

Stage Two (Before you read, Problem-Framing) (5mins)

Ss. work individually & *practice prediction*.

T. asks Ss to look at the title of the lesson and asks:

1. What does the title mean?
2. What sort of book is this?
3. Look at the map. Why is the first part of the text called Bermuda Triangle?
4. Look at the picture. Is this an old ship or a modern one?
5. How did you know?

T. draws students' attention that the lesson is about a story in the sea.

Stage Three, (While you read, Focusing Attention) (10mins)

T. shows the map of the world to Ss to point at the place where the story took place.

Ss. work individually & *practice skimming*.

- A. T. asks students to read the text quickly and guess the main idea of the text.
- B. T. says: Here we have two titles; the main title is "Sea Mysteries" and the sub title "the Bermuda Triangle." Do you think that there is a relation between the two titles?

Does the map concentrate on the first one or on the second?

- C. T. discusses the meaning of the highlighted words by contextualizing them and asking students to guess the meaning as follows:

- **Triangle;** (drawing a triangle) This is a **triangle**.
- **Crew;** People who work on the plane ,captain, hostess, officer are called **crew** (or in a ship)
- **Disappearance;** After the storm, many people were lost. Their families were sad for their **disappearance**.
- **Fading;** During the storm, I couldn't call my family because the message wasn't clear. It is **fading** because of the bad weather.
- **Mysteriously;** No one can know how the old woman was dead. The police said that she was killed in mysterious circumstances. So her death had **mysteriously** happened.
- **Exploded;** Last night three missiles **exploded** in my house.
- **In good condition;** My car works efficiently. It is in **good condition**.

Stage four (While you read, problem-framing& leading questions) (10mins)

D. T. asks students leading questions and they read paragraph one (from line 1 to 29) to answer the questions written on worksheets distributed among them.

Ss practice *scanning* for specific information about the sea mysteries in Bermuda Triangle and work in pairs to answer the following questions:

1. Where is the Bermuda Triangle?
2. Why is it famous?
3. What happened to the Flight 19?
4. How many members were on the flight?
5. What did the five planes leave Florida for?
6. What did they report before being lost?
7. Why did the five planes fly east?
8. What happened to their radio messages?
9. What happened to the rescue plane?
10. What did the surviving people tell about what happened to Flight 19?

T. comments on the students answers

Stage Five (While you read, Giving Feedback)

(5mins)

E. T. sums up the main idea and the supporting ideas of the first paragraph about what happened to 'Flight 19' and who reported that and confirmed the main points and the factual one...

Stage Six (while you read Problem-Framing & Asking Leading Questions) (7mins)

F. T. tells students that they are going to discover the explanations for what happened to Flight 19 and asks them to read paragraph two (30 to 44)

Ss work in pairs & *practice scanning & distinguish between facts and opinion.*

T. asks students to complete the following sentences:

1. Methane gas has properties that it is.....
2. Rough water can.....
3. The navigation equipment on Flight 19 became.....because of.....
4. In line 38 "**it**" refers to.....

G. T. checks their findings and leads a discussion about their answers.

T. draws SS attention to the facts and opinion in the story and gives feedback.

Stage Seven (while you read Problem-Framing & Asking Leading Questions) (8mins)

T. asks students to read the third paragraph (from line 45 to line 65) in order to find out what happened to Captain Briggs and the crew through completing these sentences:

1. Captain Briggs and the crew left New York in

2. On the fifth of December, 1872.....
3. The explanations to clear the disappearance of the crew were:
 - a.....
 - b.....

T. sums up the main points of the paragraph and the supporting ones.

Stage Eight (After you read, Making Connections)

(10mins)

Ss work in groups & *practice interpreting information* and rating the explanations about what happened to 'Flight 19' and 'Mary Celeste'.

Ss practice interpreting data & infer mood and author's attitude or tone.

T. holds a discussion to check the group's findings and asking students:

1. Which explanation did the author agree with?
2. Which one do you agree with? Why?

T. asks students to work in groups and do the following tasks:

Ss practice interpreting data & relating the knowledge they discover to their own experience.

3. How did you know that the crew of 'Flight 19' had become completely lost?
4. What shows that the people on the 'Mary Celeste' must have hoped to sail safely to land?
5. What explanation of mystery does the writer seem to believe?
6. Say what you think of
 - a. The mysterious disappearance of 'Flight 19'.
 - b. The mysterious disappearance of The 'Mary Celeste'.

Stage Nine (Summative Evaluation& Giving Feedback)

(10mins)

Ss work in groups & *practice interpreting data and answering factual & comprehension questions*.

(Worksheets are distributed among students)

A. Answer the following:

1. Who were the ten people on the Mary Celeste?
2. "The same thing happened to the air and the planes"
What happened to the air and planes?

B. Put (T) next to the true sentence and (F) next to the false one:

1. The scientific explanation for planes explosion is the large amount of methane gas. ()
2. Planes that passed through Bermuda Triangle were rescued. ()
3. Ships half sink and then slowly rise in the Bermuda Triangle. ()
4. The rescue plane found the five planes and all the survivals. ()
5. Water spout has carried the ten people away. ()

C. Say what these words and phrases mean.

1. Line 12: navigation equipment
2. Line 47: on board.....
3. Line 55: the world wondered.....
4. Line 61; below deck.....

D. Complete with a word from the text:

1. is a shape that has three sides and three angles.
2. When I visited my granddad, I found him in good
3. The is a group of people work together on a plane or a ship.

E. Say who or what these words in bold refer to

1. Line 5: Have mysteriously disappeared **there**.....
2. Line 10: **The five planes** left Florida at 14.00.....
3. Line 20: The tragedy was made worse soon **afterwards**.....
4. Line 56: might pirates have put **them**.....
5. Line 58: **They** would have taken the ship.....
6. Line 56: ...**them** refers to
7. Line 13: ... **they** refers to

F. Find from the passage:

1. **The synonyms of:**
crises....., unfamiliar....., dangerous.....
2. **The antonyms of:**
found, rapidly....., returned.....

Stage eight (Rounding-up, Recapping/Summarizing)

(5mins)

T. leads an oral discussion to sum up the main ideas and the supporting ones.

1. Bermuda Triangle, the facts and opinions.
2. The explanations of what happened to Flight 19 & Mary Celeste.

Homework

Writing a paragraph about an accident to be read by the students in the class next session.

Unit 9- Lesson 7&8- SB, pp. 92&93

Filling the energy gap

Reading and language

Filling the energy gap

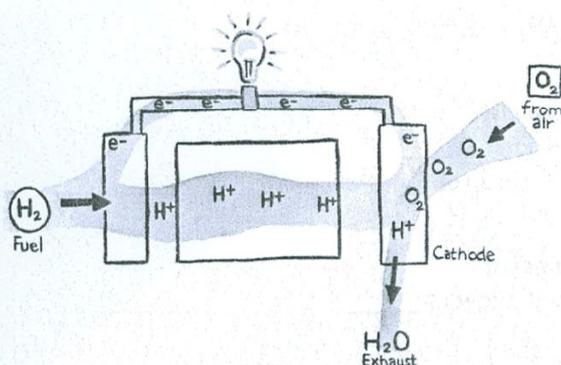
1 During this century, we will face an energy gap. The energy we consume now comes mainly from fossil fuels, and cheap supplies of oil and gas will soon begin to run out. The rate of use is rising, too. Take just one of the great oil drinkers – the car. In the early 1900s, there were no more than 100,000 in the world. Now the world makes 100,000 new ones every day. There is therefore a race to find alternative sources of energy – for cars and all our other needs.

Alternatives must be cheap enough to compete, but also cause much less environmental damage than CO₂-producing fossil fuels. It is generally agreed that we must try to reduce CO₂ emissions, as they are a major cause of global warming. Energy sources therefore have to be found that will be clean and safe as well as competitive.

It is sometimes said that new nuclear power stations should be built since they do not emit CO₂. But the world has not forgotten the disastrous nuclear explosion at the Chernobyl nuclear power station in Ukraine in 1986. This emitted something far more dangerous: nuclear radiation. A new and safer form of nuclear energy is being developed, but the technology is so complicated that it may be 50 years before it can be used commercially. This is the energy gap that must be filled.

Car manufacturers are trying to develop efficient fuel cells, which run on hydrogen (H₂). This combines with oxygen (O₂), and the only emission is water (H₂O) in the form of steam. However, hydrogen has to be manufactured, and this is usually done by burning fossil fuels. This takes us back to square one.

A fuel cell



Fuel cells will only really be clean if clean energy is used to manufacture their hydrogen. This brings us to renewable energy sources. These vary from solar, wind and hydroelectric power to energy from ocean tides and waves.

These technologies all have problems though. For example, building costs are often high, and

production can be unreliable. (Even the best offshore wind farm is useless without wind!)

Many countries have agreed to reduce fossil fuel use to 80% of 1990 levels by the year 2020. However, this reduction cannot be achieved just through 'renewables'. All these resources together will only produce part of our energy needs in the coming years.

That leaves just one other alternative: conservation. We must start using energy much more carefully. It is generally agreed that a huge amount could be conserved – up to 40% of all that we use. To give one small example, large 4WD vehicles use up to four litres of fuel every ten kilometres, while there are other vehicles that go 100 kilometres on just one litre.

Energy conservation brings other benefits, too – less pollution and less global warming. It also leaves more money to spend on important things such as health and education.

Unit 9- Lesson 7&8- SB, pp. 92&93

Filling energy gap

Class 11th Date:..../...../2010 Session 1&2

Objectives:

Students are expected to be able to

1. make prediction about the topic of the energy.
2. scan for specific information; energy and the problems and solutions.
3. deduce the meaning and opposites of new words from the text.
4. interpret information presented in a diagrammatic display.
5. recognize rhetorical markers and their functions.
6. relate text to personal experience, opinion and evaluation.
7. make suggestions and opinion about the text of energy

Keywords

(Consume, rate, alternative, generally, technology, commercially, efficient, form, manufactured, unreliable, conserved, waves, tides.)

Key structure

I disagree. Some.....

There's always a simple explanation

Resources & Teaching Aids

SB, some electric sets LCD, Lap top, Worksheets

Procedure & Techniques

Stage One (Warming up& Providing Data)

(4mins)

Students work individually trying to simulate the new data.

T. asks students questions to prepare them for the lesson as follows:

1. Imagine that you have an important exam and you had to stay at night, what would you do?
2. Imagine one day we no longer had electric machine, what would our life be like?

T. receives different responses and tells students that they are going to experience the energy story.

Stage Two (Before you read, Problem-Framing)

(5mins)

Ss. work individually & *practice prediction*.

T. asks students to look at the title of the lesson and asks

1. Read the title aloud, please.
2. What does the title mean?
3. Is there a real gap or what does "gap" mean?
4. Look at the photo here (Pointing) what can you understand?
5. Which form of energy do you and your family use at home?
6. (Coal-electricity- gas-oil- wood)

T. draws students attention that the lesson is about energy gap.

Stage Three (While you read, Focusing Attention)

(10mins)

T. shows Ss some electric sets LCD, Lap top to point out that most people can't live without them and those sets can't work without energy.

Ss work individually & *practice prediction*

- A. T. asks students to read the text quickly and tell what the main idea of the text is
- B. T. discusses the meaning of the highlighted words by contextualizing them and asking students to guess their meaning

(consume, rate, alternative, generally, technology, commercially, efficient, form.)

- **Consume**; Palestinian people **consume** a large amount of flour for making bread.
- **Rate**; The **rate** of birth is increasing in Gaza despite the poverty.
- **Alternative**; If we can't get electricity from Egypt, we have to find another **alternative** country to provide us.
- **Generally**; We can say that the Palestinian people are **generally** educated in comparison with other countries.
- **Technology**; Nowadays , we can't live without **technology**.
- **Commercially**; USA is leading the world **commercially** and politically.
- **Efficient**; My computer is very **efficient** .It works all the time.
- **Form**; When you travel abroad , you must fill in visa **form**.

Stage Four (While you read, Problem-Framing& Leading Questions)

(8mins)

A. T. asks students leading questions and they read paragraph one (from line 1 to 29) to answer the questions written on worksheets distributed among them.

Ss practice *scanning* for specific information about the energy resources nowadays and

alternatives and work in pairs to answer the following questions,(worksheets are distributed)

1. What is the main resource of energy nowadays?
2. What is the problem of the energy sources?
3. Why do we have to build nuclear power stations?
4. What is meant by '**technology gap**'?
5. '**One**' in line(15) refers to.....
6. '**This**' in line(24) refers to.....
7. '**Oil drinker**' in line(5) refers to.....

B. T. comments on the students' answers.

Stage Five (While you read, Giving Feedback)

(5mins)

T. sums up the main idea and the supporting ideas of the first paragraph about energy resources and the alternatives and technology gap.

Stage six (while you read, problem-framing &asking leading questions) **(8mins)**

A. T. tells students that they are going to discover what the problem of technology is and asks them to read paragraph two lines: (30 to 45)

Ss work in pairs &practice *scanning &distinguish between facts and opinion* to answer the following questions:

1. When will fuel cells become clean?
2. What are the renewable sources of energy?
3. 'offshore wind farm' in line(45) means.....

B. T. asks Ss to guess the meaning of the highlighted words
(manufactured, unreliable.)

C. T. checks their findings and leads a discussion about their answers.

D. T. draws Ss attention to the facts and opinion in the energy issue and gives feedback.

Stage Seven (while you read, Problem-Framing &Asking Leading Questions) **(10mins)**

T. asks students to read the third paragraph (from line 45 to line 65) in order to find out what many countries do to fill the energy gap and answer the following questions:

1. Countries agreed to do something, what's that?
2. What is the other alternative?
3. What does the word **conserve** mean?
4. "**Conservation is beneficial**". Explain!
5. "**Conservation is an economical step**". How?

Stage Eight (After you read, Making Connections)

(10mins)

Ss work in groups & practice *interpreting information* and rating the information about energy gap and technology gap to their own experience.

Ss answer the following questions:

1. What do you do in your homes to conserve energy?
2. Saving energy sounds like a good idea. But how?
3. Have you got any ideas?

T. holds a discussion to check the groups findings.

Stage Nine, (Summative Evaluation& Giving Feedback)

(15mins)

Ss work in groups & practice *interpreting data* and answering factual& comprehension questions(worksheets are distributed among students).

Answer the following:

A. Put (T) next to the true sentence and (F) next the false one:

1. 1. In 1900s, there were more than 100,000 cars in the world. ()
2. We mustn't reduce CO₂ emissions. They are not harmful. ()
3. Wind, water and solar energy are renewable energy. ()

B. Say what these words and phrases means.

2. line 36:....'back to square one.'
3. line 49:...'renewables.'
4. line11:...'alternatives.'
5. line 57:....'4WD.'

C. Correct the underlined mistakes in the following sentences:

1. Car manufacturers are developing cars run on water and Oxygen?
2. In 1986, the unclear power station was established.
3. Fossil fuels are only the sources of energy nowadays.
4. Many countries agreed to increase the use of fossil fuel by the year 2010.
5. Technology gap means that energy production is reliable and cheap.
6. CO₂ emissions cause nothing to our world.

D. Find from the passage:

The synonym of :

destruction....., universal....., competition.....

The antonym of:

expensive....., dangerous....., minor.....

Stage eight(Rounding-up, recapping /summarizing)

(5mins)

T. leads an oral discussion to sum up the main ideas and the supporting ones.

1. The sources of energy nowadays and in the future.
2. The alternatives for the future.
3. Types of energy.
4. The advantages and the disadvantages of each type.

Homework

Preparing posters of advice about how to conserve energy at home and in the school to be put on the wall sheets for all classes to read.

Unit 10- Lesson 7&8-SB, pp. 102 &103

The story of storing information

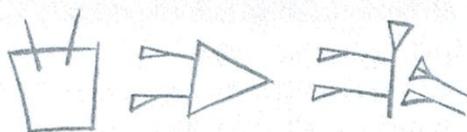
The story of storing information

1 Early writing

Until 5,500 years ago, the human brain was powerful enough to store everything that people needed to remember. Writing only developed when communities started growing larger and life became more complex. It became necessary then for people to record their laws and property, and great events.

The earliest writing developed in Sumeria (now Iraq). After beginning as pictures, or pictograms, it gradually changed into a system of symbols called cuneiform.

Development of cuneiform from early pictograms 5,500 years ago



15 Ox Ox Ox
early pictogram early cuneiform later cuneiform

cuneiform, it actually consisted of just 30 letters. The modern Arabic, Hebrew and Roman alphabets all come from that one ancient script. The Roman alphabet developed through the Phoenicians, who lived in the area of modern Lebanon. After developing their own 22-letter system from the Ugarit alphabet, they carried it with them when trading around the Mediterranean. This led to Greek and other alphabets and finally to the Roman script that every western European language now uses.

Many kinds of information were soon being written down in various scripts. Then Ptolemy 1, King of Egypt from 323-285BC, started collecting many of these documents in his famous new Library of Alexandria. The collection later grew to 700,000 papyrus scrolls. It brought together most of human knowledge, and this was entirely thanks to the invention of writing.

From papyrus to paper to microchips

After starting to write, people needed something cheap and light to write on. Various materials

Written symbols began to represent ideas as well as objects, and these more complex 'idea-drawings' are called ideograms. Egyptian hieroglyphs (meaning: sacred carvings) included ideograms as well as pictograms.

Hieroglyphs from 5,000 years ago

pictogram ideogram ideogram



eat



sun, sun god,
daytime



star, hour,
time to pray

25

From alphabet to library

Some hieroglyphs were neither pictograms nor ideograms. They just represented sounds. These pointed towards the future of writing – the first alphabet. This probably developed at Ugarit in Syria about 3,600 years ago. While looking like

were used, but none was perfect. It was the Chinese who found the answer: paper.

This invention was so important that they kept it secret for 700 years. Finally, though, Muslim soldiers learned from some Chinese prisoners how to make paper. From there, the technique spread slowly west.

Paper is thin, flexible and strong, and this made book production easier. However, books were still expensive and slow to produce since each one had to be copied by hand.

Six centuries ago, demand for books was growing rapidly. The thing that was needed was another ancient Chinese technique – printing. This travelled first to the Arab World and then, in 1436, to Europe. Book production has been growing ever since, and millions of new books are now published every year.

Despite these very large numbers, books can only contain a small amount of today's flood of new information. Instead, tiny microchips with huge memories have become our main way of storing it all. Welcome to the 'Information Age'!

Unit 10 -lesson 7&8- SB, pp. 102 &103

The story of storing information

Class 11th Date:..../...../2010 Session 1&2

Objectives

Students are expected to be able to

1. make prediction about the story of writing information.
2. scan for specific information early writing and modern.
3. deduce the meaning and the opposites of new words from the text.
4. make suggestions and opinion about the text of energy.
5. relate text to personal experience, opinion and evaluation.
6. recognize rhetorical markers and their functions.

Keywords

(Complex, symbols, property, represent, documents, script ,perfect, by hand, demand, memories, entirely script)

Key structure

I think.....

For example.....

Resources & Teaching Aids

SB, some scripts of different languages and newspapers, OHP, Worksheets

Procedure & Techniques

Stage One (Warming-up & Providing Data)

(5mins)

Students work individually trying to simulate the new data.

T. asks questions to prepare them for the lesson as follows:

1. Have ever you thought how people recorded events in the past?
2. Imagine one day we no longer had writing forms, how could people record the history?
3. Could people communicate without writing in the past?

T. receives different responses and tells students that they are going to experience the writing and storing information story.

Stage Two (Before you read, Problem-Framing)

(5mins)

Ss. work individually & *practice prediction*.

T. asks students to look at the title of the lesson and asks them to read the title aloud and answer the following:

1. What does the title mean?
2. What are those symbols (pointing at the symbols in the text)?

T. shows Ss some scripts on (OHPT of Chinese, Hebrew and Arab writing) and asks What can you understand from these scripts?

T. asks students how people invented writing.

Stage Three (While you read, Focusing Attention)

(10mins)

Ss work individually & *practice prediction*

- A. T. asks students to read the text quickly and tell what the main idea of the text is.
- B. T. discusses the meaning of the highlighted words by contextualizing them and asking students to guess their meaning

(Complex, symbols, property, documents, script, perfect, by hand, demand, memories, entirely, script)

- **Complex;** Palestinian issue is a **complex** problem all over the world.
- **Symbols;** Look at these **symbols** (pointing at some samples on the board)
- **Property;** My house and my car are my **property**ies.
- **Documents;** This is my ID and passport. These are my **documents**.

Stage Four (While you read, Problem-Framing & Leading Questions) (10mins)

- A. T. asks students leading questions and they read paragraph one (from line 1 to 21) to answer the questions written on worksheets distributed among them.

Ss practice *scanning for specific information* about the early writing and work in pairs to answer the following questions, (worksheets are distributed)

1. How was the human brain until 5,500 years ago?
2. When did writing develop?
3. Why does it become necessary?
4. Where did the first alphabet appear?
5. What were the early symbols?
6. What is meant by 'ideograms' 'pictograms'?

B. T. comments on the students' answers.

Stage Five (While you read, Giving Feedback)

(5mins)

T. sums up the main idea and the supporting ideas of the first paragraph about

Stage six (While you read, Problem -Framing & Asking Leading Questions) **(8mins)**

A. T. tells students that they are going to discover the early stage of history of writing and asks them to read paragraph two (from line 26 to 50) and answer the following questions:

Ss work in pairs & *practice scanning* & distinguish between facts and opinion.

A. Say whether these statements are true (T) or false (F).

1. Pictograms and ideogram are form of hieroglyphs. ()
2. Ugarit alphabet contained pictogram and ideograms. ()
3. The Roman alphabet developed through Egyptian hieroglyphs. ()
4. The Ptolemy I, King of Egypt established the library of Cairo. ()

T. asks Ss to guess the meaning of the highlighted words (**script, entirely.**)

B. T. checks their findings and leads a discussion about their answers.

C. T. draws SS attention to the facts and opinion in the energy issue and gives feedback.

Stage Seven (While you read, Problem-Framing & Asking Leading Questions) **(8mins)**

A. T. asks students to read the third paragraph (from line 51 to line 75) in order to find out the steps of developing writing and correct the underlined mistakes in the following sentences:

1. Egyptian invented paper and spread it all over the world?
2. In 1436, paper industry moved to the Arab world.
3. The qualities of paper are that it is thick, weak and hard so, it is difficult to use?
4. In information age, paper is still used and nothing replaced it.
5. Books contain larger amount of information than microchips.

Stage Eight (After you read, Making Connections)

(10mins)

Ss work in groups & practice *interpreting information* and rating the information about history of writing to their own experience.

Ss answer the following questions:

1. Welcome to the 'Information Age' what does this mean to you?
2. What are the advantages and disadvantages of using microchips ?

T. holds a discussion to check the groups findings.

Stage Nine (Summative Evaluation& Giving Feedback)

(15mins)

Ss work in groups& practice *interpreting data* and answering factual& comprehension questions(worksheets are distributed among students).

Answer the following :

A. Put (T) next to the true sentence and (F) next the false one :

1. Before writing began, there were no laws or property. ()
2. The Sumerians wrote in hieroglyphs. ()
3. The Phoenicians used the Ugarit alphabet. ()
4. Three Chinese inventions make modern books possible ()

B. Say what these words and phrases mean.

1. line 29:These pointed towards.....'back to square one.'
2. line 38:...they carried it with them.....
3. line 49:human knowledge

C. Answer the following questions:

1. How did Muslims learn about paper?
2. What made book production easy?
3. Why were books expensive and slow to produce?

D. Find from the text:

The synonym of :

complicated, fixed way....., different.....

The antonym of:

ignorance....., weak, huge.....

Stage Eight(Rounding up, Recapping /Summarizing)

(4mins)

T. leads an oral discussion to sum up the main ideas and the supporting ones.

1. The steps of writing development.
2. The contribution of ancient Egyptian, Roman and Chinese in writing history.
3. The important dates in the history of writing.

Homework

Writing a list of nations who contributed in the history of writing

Preparing a CD of the history of writing.

Appendix (4)

Worksheet (1)

Unit Seven - Lesson 7&8 – SB, pp. 72&73 The Olympics, ancient and modern

Dear student:

Read paragraph one from line (1- 33) and work in *pairs* to answer the following questions:

1. When did the Olympics begin?

.....

2. How often are they held?

.....

3. How could the Olympics encourage peace in the past?

.....

4. Were the games peaceful? How did you know?

.....

5. What was available for prizes in ancient Olympics?

.....

6. Why did Pierre de Coubertin organize modern Olympics in Athens?

.....

7. What prizes did he allow for the winners?

.....

9. Who designed the Olympics flag? When?

.....

Please read paragraph two from line (34 to 55) and in pairs, answer the following questions:

1. What was the number of people who watched TV in 2004?

.....

2. What is meant by '**fair play**'?

.....

3. What differences can you find between the ancient and the modern Olympics?

.....

Now you have finished reading the passage, work with your group and do the following tasks:

1. If you want to take part in an international sport, what are the qualities you should have?

.....

2. If you were in Luz's position, what would you do?

.....

3. Suggest any ideas to make your city team join the Olympics.

.....

Evaluation sheet

Unit 7 - lesson 7&8 – SB, pp.72&73
The Olympics, ancient and modern

Dear student:

Now you have read the passage, *together* you and your group are going to answer the following questions:

F. Decide whether the following are true (T) or false (F).

1. People have recently known the Olympic Games. ()
2. Hitler, the Germany's leader, believed in "fair play". ()
3. Luz and Owens became great friends due to prizes. ()
4. Coubertin allowed much money for winners. ()

G. Find out from the passage:

4. The words " **at that time**" in line (27) refers to
5. The pronoun "**they**" in line (37) refers to
6. The pronoun **it** in line (53) refers to

H. What happened in the following years:

6. 1920
7. 1896
8. 1936
9. 393AD
10. 2004

I. Complete with a word from the text:

6. to join other people in an activity.
7. is the part of a person that is not seen.
8. is a person who can jump, swim, or run very well.
9. The Olympics, is higher, swifter and stronger.'
10. organized the modern Olympics in Athens in 1896.

J. Correct the underlined mistakes in the following sentences:

5. The idea behind the Olympics flag is to represent the games
.....
6. The modern Olympics and ancient ones are the same because they are peaceful.
.....
7. The next Olympics games host city will be London.
.....
8. The moral of the story of Owens and long is the swiftest, strongest, highest.
.....
5. The Olympics flame represents fighting among countries.
.....

Worksheet (2)

Unit eight - Lesson 7&8- SB, pp. 82&83 Sea Mysteries

Dear students:

Read paragraph one from line (1- 29) and work in *pairs* to answer the following questions:

1. Where is the Bermuda Triangle ?
.....
2. Why is it famous?
.....
3. What happened to 'Flight 19'?
.....
4. How many members were on 'Flight 19'?
.....
5. Why did the five planes leave Florida?
.....
6. What did they report before being lost?
.....
7. Why did the five planes fly to the east?
.....
8. What happened to their radio messages?
.....
9. What happened to the rescue plane?
.....
10. What did the survivors tell about what happened to 'Flight 19'?
.....

Read paragraph two from line (30 to 44) then complete the following sentences:

1. Methane gas has properties that it is
2. Rough water can.....
3. The navigation equipment on 'Flight 19' became.....because of
.....
4. In line 38 "it" refers to.....

Read paragraph three from line (45 to 65) then complete the following sentences:

4. Captain Briggs and the crew left New York in
5. On the fifth of December, 1872.....
6. The explanations to clear the disappearance of the crew were:
 - a.....
 - b.....

After you read:

Read the passage again then, with your group, does the following tasks:

1. How did you know that the crew of 'Flight 19' had become completely lost?

.....

2. What shows that the people on the 'Mary Celeste' must have hoped to sail safely to land?

.....
.....

3.Say what you think of:

a. The mysterious disappearance of 'Flight 19'.

.....
.....

b. The mysterious disappearance of The 'Mary Celeste'.

.....
.....

Evaluation sheet (2)

Unit 8 -Lesson 7&8 – SB, pp. 82&83
Sea Mysteries

Dear student:

Now, you have read the passage, work with your group and answer the following questions:

1. Who were the ten people on the Mary Celeste?

.....

2. "The same thing happened to the air and the planes."

What happened to the air and planes?

.....

Put (T) next to the true sentence and (F) next the false one

1. The scientific explanation for planes explosion is the large amount of methane gas. ()
2. Planes that passed through Bermuda Triangle were rescued. ()
3. Ships half sink and then slowly rise in the Bermuda Triangle. ()
4. The rescue plane found the five planes and all the survivals. ()
5. Water spout has carried the ten people away. ()

Say what these words and phrases mean.

1. Line 12: navigation equipment
2. Line 47: on board.....
3. Line 55: the world wondered.....
4. Line 61; below deck.....

Complete with a word from the text:

1. is a shape that has three sides and three angles.
2. When I visited my granddad, I found him in good
3. The is a group of people work together on a plane or a ship.

Say who or what these words in bold refer to

1. Line 5: Have mysteriously disappeared **there**.....
2. Line 10: **The five planes** left Florida at 14.00.....
3. Line 20: The tragedy was made worse soon **afterwards**.....
4. Line 56: might pirates have put **them**.....
5. Line 58: **They** would have taken the ship.....
6. Line 56: ... **them** refers to
7. Line 13: ... **they** refers to

Find from the passage:

3. the synonyms of:

crises....., unfamiliar....., dangerous.....

4. the antonyms of:

found, rapidly....., returned.....

Unit 9 -Lesson 7&8 – SB, pp. 92&93
Filling the energy gap

Dear students:

Read paragraph one from line (1- 29) and work in *pairs* to answer the following questions:

1. What is the main resource of energy nowadays?
.....
2. What is the problem of the energy sources?
.....
3. Why do we have to build nuclear power stations?
.....
4. What is meant by 'technology gap'?
.....
5. 'One' in line (15) refers to.....
6. 'This' in line (24) refers to.....
7. 'Oil drinker' in line (5) refers to.....

Read paragraph one from line (30- 44) and work in *pairs* to answer the following questions:

1. When will fuel cells become clean?
.....
2. What are the renewable sources of energy?
.....
3. 'offshore wind farm' in line (45) means.....

Read paragraph two from line (45-65) and work in *pairs* to answer the following questions:

6. Countries agreed to do **something**, what's that?
.....
7. What does the word **conserve** mean?
.....
8. "**Conservation is beneficial.**" Explain!
.....
9. "**Conservation is an economical step.**" How?
.....

After you read:

Read the passage again then with your *group* and do the following tasks:

1. What do you do in your homes to conserve energy?
.....
2. "**Saving energy sounds like a good idea.**" but how?
.....
3. Have you got any idea about saving energy?
.....

Evaluation sheet (3)
Unit 9 - Lesson 7&8- SB, pp. 92&93
Filling the energy gap

Dear student:

Now you have read the passage, together with your group, answer the following questions:

A. Answer the following

E. Put (T) next to the true sentence and (F) next the false one

1. In 1900s, there were more than 100,000 cars in the world. ()
2. We mustn't reduce CO₂ emissions. They are not harmful. ()
3. Wind, water and solar energy are renewable energy. ()
4. Chernobyl unclear power station explosion emitted useful radiation. ()
5. Fuel cells are used in poor countries because they are cheap. ()

F. Say what these words and phrases means.

1. Line 36: **'back to square one'** means
2. Line 49: **'renewable'** means
3. Line 11: **'alternatives'** means
4. Line 57: **'4WD'** means

G. Correct the underlined mistakes:

1. Car manufacturers are developing cars run on water and Oxygen?
.....
2. In 1986, the unclear power station was established.
.....
3. Fossil fuels are only the sources of energy nowadays.
.....
4. Many countries agreed to increase the use of fossil fuel by the year 2010.
.....
5. Technology gap means that energy production is reliable and cheap.
.....
6. CO₂ emissions cause nothing to our world.

H. Find from the text:

The synonym of:

destruction....., universal....., competition.....

The antonym of:

expensive....., dangerous....., minor.....

Worksheet (4)
Unit 10 -Lesson 7&8- SB, pp. 102&103
The story of storing information

Dear student:

Read paragraph one from line (1- 21) and work in *pairs* to answer the following questions:

A. Answer the following questions:

1. How was the human brain until 5,500 years ago?
.....
2. When did writing develop?
.....
3. Why does it become necessary?
.....
4. Where did the first alphabet appear?
.....
5. What were the early symbols?
.....
6. What is meant by 'ideograms' 'pictograms'?
.....

B. Read paragraph two from line (26 to 50) then say whether these statement are true (T) or false (F).

1. Pictograms and ideogram are form of hieroglyphs. ()
2. Ugarit alphabet contained pictogram and ideograms. ()
3. The Roman alphabet developed through Egyptian hieroglyphs. ()
4. The Ptolemy 1, King of Egypt established the library of Cairo. ()

C. Read paragraph three from line (51 to 75) then correct the underlined mistakes:

1. Egyptian invented paper and spread it all over the world?
.....
2. In 1436, paper industry moved to the Arab world.
.....
3. The qualities of paper are that it is thick, weak and hard so, it is difficult to use?
.....
4. In information age, paper is still used and nothing replaced it.
.....
5. Books contain larger amount of information than microchips.
.....

After you read:

D. Read the passage again then with your *group* and do the following tasks:

3. Welcome to the 'Information Age' what does this mean to you?
.....
2. What are the advantages and disadvantages of using microchip?
.....

Evaluation sheet (4)
Unit 10 - Lesson 7&8- SB, pp. 102&103
The story of storing information

Dear student:

Now you read the passage and answer the following questions:

A. Answer the following:

E. Put (T) next to the true sentence and (F) next the false one

1. Before writing began, there were no laws or property. ()
2. The Sumerians wrote in hieroglyphs. ()
3. The Phoenicians used the Ugarit alphabet. ()
4. Three Chinese inventions make modern books possible ()

F. Say what these words and phrases means.

4. Line 29: These pointed towards.....'**back to square one.**'

.....

5. Line 38: **They carried it with them.**.....

.....

6. Line 49: **human knowledge**

.....

G. Answer the following questions:

4. How did Muslims learn about paper?

.....

5. What made book production easy?

.....

6. Why were books expensive and slow to produce?

.....

H. Find from the text:

The synonym of:

complicated, fixed way....., different.....

The antonym of:

ignorance....., weak, huge.....

Appendix (5)

Referee Committee

No	Name	Qualification	Institute
1.	Dr. Hassan Abu Jarad	Ph. D inLinguistics	Al- Azhar University
2.	Dr. Ali Nassar	Ph. D in Methodology	Al- Azhar University
3.	Dr. Abdulla Koraz	Ph. D in Literature	Al-Azhar University
4.	Dr. Abedelkreem Lobad	Ph. D in Methodology	Al- Azhar University
5.	Dr. Mohammad Hamdan	Ph. D in Methodology	Al- Aqsa University
6.	Dr. Awad Keshta	Ph. D in Methodology	Islamic University
7.	Dr. Hamdy Abu Jarad	Ph. D in Assessment and Evaluation	Al-Quds Open University
8.	Dr. Ahmad Al Nakhalah	Ph. D in literature	Al-Quds Open University
9.	Dr.Suhail Deab	Ph. D in Methodology	Al-Quds Open University
10.	Mr. Nashat Almasri	M.A in Methodology	Al-Quds Open University
11.	Mr. Jehad Almusalami	M.A in Methodology	Al-Quds Open University
12.	Mr.Yosif Al Hindi	MA in Methodology	Secondary T. North Gaza
13.	Mrs. Islah Al Ghonaimi	MA in Methodology	Head teacher, North Gaza
14.	Miss. Itedal Abu Sada	MA. in Methodology	Supervisor of E. North Gaza
15.	Mrs. Khloud Srou	MA. in Methodology	Secondary T. North Gaza
15.	Mrs. Maha Barzq	MA. in Methodology	Al-Qatan Centre

Appendix (6)
Permission & Testimony

09-FEB-2018 09:16 From: To: 2472550 P.1

Palestinian National Authority
Ministry of Education & Higher Education
Assist. Deputy Minister's Office

السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مكتب الوكيل المساعد

الإدارة العامة للتخطيط التربوي
الرقم: وثغ / مذكرة داخلية (٢٨١)
التاريخ: ٢٠١٠/٠٣/٠٨ م
التاريخ: ٢٣/٢٣/١٤٣١ هـ

حفظها الله السيدة / مدير التربية والتعليم - شمال غزة

السلام عليكم ورحمة الله وبركاته...

الموضوع: تسهيل مهمة بحث

نهدىكم أطيب التحيات، وبالإشارة إلى الموضوع أعلاه يزجى تسهيل مهمة الباحثة "يسرى عمار الكحلوت" من كلية التربية بجامعة الأزهر، بإجراء بحث بعنوان: "فاعلية استخدام الاكتشاف الموجه في تنمية مهارات القراءة الإنشائية لدى طلبة الصف الحادي عشر بمحافظة غزة".

في تطبيق أدوات الدراسة على عينة من طالبات الصف الحادي عشر، وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام...

السيدة / مديرة مدرسة بنت حازم الثانوية في لبنان حفظها الله
لا مانع لدينا بتسهيل مهمتها ونحن نتفهم حرصها
ربنا يوفقكم وينجز أمركم
بشرف وسعة
أ. محمود صقر

د. زيار محمد ثابت
الوكيل المساعد للشؤون التعليمية

بسم الله الرحمن الرحيم
السيد / وزير التربية والتعليم العالي
السيد / وكيل وزارة التربية والتعليم
السيد / وكيل الوزارة المساعد لشؤون الإدارة والتعليم
السيد / وكيل الوزارة المساعد لشؤون التعليم العالي

غزة هاتف (٢٨٤٩٧١١ - ٢٨٦١٤٠٩ - ٠٨ فاكس (٠٨ - ٢٨٦٥٩٠٩) (٠٨-2865909) Fax : 2861409 - 2849711) Gaza



الرقم الوطني : 31111002

إفادة

بناء على الكتاب الصادر من مكتب وكيل الوزارة المساعد رقم (281) الصادر بتاريخ 8 / 2 / 2010 الموافق 23/صفر/1431 هـ المتعلق بتطبيق دراسة الباحثة / يسرى الكحلوت .

بعنوان " فاعلية استخدام الاكتشاف الموجه في تنمية مهارات القراءة الإنشائية لدى طلبة الصف الحادي عشر في محافظات غزة "

تشهد إدارة المدرسة بأن الباحثة قد قامت بتطبيق التجربة وأدائها على عينة الدراسة المكونة من فصلين دراسيين في المدرسة في الفترة ما بين 2010/ 2 / 11م إلى 2010/ 4 / 11م .

هذا للعلم والله خير الشاهدين ،،،

مديرة المدرسة
رحاب عطا الله



Appendix (7)

Self- Reflection

Teacher Self-Reflection Checklist

Dear Teacher:

After carrying out the experiment which is the tool of the study entitled " **The Effectiveness of Using Guided Discovery on Developing reading Comprehension Skills for the Eleventh Graders in Gaza Governorates**" you are kindly invited to evaluate the experiment from your point of view and according to the following scale:

NNo	Items	YYes	NNo
1.	Were the objectives of the experiment achieved?	√√	
2.	Was the time which allowed for the activities enough?		√√
3.	Were the students got involved sufficiently in pairs and groups?	√√	
4.	Were the activities suitable for guided discovery learning?	√√	
5.	Were the worksheets suitable to the stages of the lesson plan?	√√	
6.	Were the worksheet appropriate to the three levels of comprehension(Literal, critical and inferential)?	√√	
7.	Was the guided learning enjoyable and for the students?	√√	

Any further comments are highly appreciated.

-What about expanding the time allowed for the activities in each session.

-How about decreasing the number of the students in each classroom.

Teacher:

Khlood Suroor

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

شكر و تقدير

نتقدم نحن طاباى الصف الحادى عشر ، بجزيل الشكر

الى الموجهة السيدة :

على ما بذلته من جهد فى تحسيين التواءة الاى جليزية عند طاباى الصف
الحادى عشر و نتمنى لها مزىداً من التقدم فى مشوار العلم والمعرفه .

طاباى الصف الحادى عشر .

كبير

أظهرت نتائج الدراسة على أنه يوجد فروق ذات دلالة إحصائية عند مستوى الدالة ($\alpha \leq 0.05$) في أداء المجموعة التجريبية في الاختبار القبلي والبعدي لصالح الاختبار البعدي كما أظهرت النتائج أيضاً أن هناك فروق ذات دلالة إحصائية عند مستوى الدالة ($\alpha \leq 0.05$) بين مستويات مهارات القراءة في مستويات المهارات الثلاثة المقترحة في الدراسة (Literal-critical-inferential) لصالح الاختبار البعدي. وقد تم حساب فاعلية الاكتشاف الموجه على مهارات القراءة باستخدام معامل بليك للكسب المعدل ، وكذلك حساب حجم التأثير باستخدام معامل ايتا Eta Square.

بناءً على النتائج أوصت الباحثة معلمي اللغة الانجليزية بضرورة تطبيق طريقة الاكتشاف الموجه في اللغة الانجليزية ، كما أوصت الباحثة بضرورة الاستفادة من نتائج الدراسة والدراسات الأخرى التي تناولت الاكتشاف الموجه في المهارات اللغوية الأخرى (listening, speaking and Writing).

كما أوصت الباحثة وزارة التربية والتعليم بضرورة عقد دورات تدريبية للمعلمين لتدريبهم على طريقة الاكتشاف الموجه وإعداد مواد إثرائية لتدريب الطلبة كما اقترحت الباحثة ضرورة إجراء أبحاث حول فاعلية الاكتشاف الموجه على مهارات اللغة الأخرى في جميع المستويات .

فعالية استخدام الاكتشاف الموجه في تنمية مهارات القراءة الإنشائية لدى طلبة الصف
الحادي عشر في محافظات غزة

إعداد الباحثة / يسرى الكحلوت

إشراف

د. باسل سكيك

د. سمر أبو شعبان

مستخلص الدراسة

هدفت هذه الدراسة إلى التحقق من فاعلية طريقة الاكتشاف الموجه في تحسين مهارات القراءة الإنشائية لدى طالبات الصف الحادي عشر في محافظات غزة . من أجل تحقيق هذا الهدف والإجابة على أسئلة الدراسة قامت الباحثة بتطبيق المنهج التجريبي على عينة الدراسة والمكونة من مجموعتين متكافئتين من طالبات الصف الحادي عشر في مدرسة بيت حانون الثانوية للبنات ، وقد تكونت العينة من (77) طالبة من فرع العلوم الإنسانية (الأدبي) بحيث قسمت العينة إلى مجموعة تجريبية مكونة من (39) طالبة ومجموعة ضابطة مكونة (38) طالبة .تم تدريس المجموعة التجريبية بطريقة الاكتشاف الموجه دروس القراءة من كتاب *English for Palestine* من الوحدات الدراسية (7,8,9,10) بينما درست المجموعة الضابطة بالطريقة الاعتيادية بحيث استمرت الدراسة مدة شهرين في الفصل الثاني من العام الدراسي (2009-2010).

أما أدوات الدراسة فكانت عبارة عن بطاقة تحليل محتوى صممت لاختيار المهارات القرائية التي سيتم تطويرها ، وقد تم التأكد من ثبات التحليل عن طريق تطبيق معادلة هولستي Holisty. بناء على نتائج التحليل تم اعداد اختبار تحصيل قبلي وبعدي و تم حساب معامل صدق الاختبار بالرجوع إلى مجموعة من المحكمين وحساب معامل ألفا كرونباخ ومعادلة كودارد ريتشاردسن (21).

وبعد انتهاء التجربة قامت الباحثة بتطبيق الاختبار البعدي على المجموعة التجريبية من أجل التحقق من صحة الفرضيات وذلك باستخدام اختبار T-test Independent Sample لإيجاد الفروق في أداء المجموعة التجريبية في الاختبار البعدي والقبلي و اختبار T-test Paired Sample لقياس الفروق في أداء المجموعة التجريبية بالنسبة لمستويات مهارات القراءة الثلاثة -Literal-critical-inferential