The Effectiveness of Using Collaborative Strategic Reading (CSR) on Developing Reading Comprehension and Learning Motivation among Ninth Graders

فاعلية استراتيجية القراءة التشاركية في تنمية الفهم القرائي والدافعية للتعلم لدى طالبات الصف التاسع الأساسي

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إقــــــرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ **هبه عبد الله اسعد الصفدي** لنيل درجة الماجستير في كلية *التربية/* قسم مناهج وطرق تدريس وموضوعها:

فاعلية استراتيجة القراءة التشاركية في تنمية الفهم القرائي والدافعية للتعلم لدى طالبات الصف التاسع الاساسي.

The Effectiveness of Using Colleborative Strategic Reading (CSR) on Developing Reading Comprehension and Learning Motivation among Ninth Graders.

وبعد المناقشة العلنية التي تمت اليوم الأحد 17 ربيع الثاني 1438هـ، الموافق 2017/01/15م الساعة الحادية عشر صباحاً بمبنى طيبة ، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية *التربية/قسم* مناهج وطرق تدريس.

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والله ولي التوفيق،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

أ.د. عبدالرؤوف علي المناعمة

Abstract

The Effectiveness of Using Collaborative Strategic Reading (CSR) on Developing Reading Comprehension and Learning Motivation among Ninth Graders

Study Aims: This study aimed at investigating the effectiveness of CSR approach on Palestinian ninth graders' reading comprehension skills, learning English motivation and reading motivation.

Study Approach: To achieve the study aims, the researcher adopted the experimental approach on a sample of (80) female students at Al Toffah Preparatory School which were randomly selected. The participants were divided into two equivalent groups. Both groups were pretested to assure that they were equivalent. The experimental group was taught using CSR while the control one was taught by the traditional method in the second term of the scholastic year 2015-2016. The experiment lasted for six weeks in which the researcher implemented the study tools to investigate the effect of CSR. The results were statistically analyzed by SPSS to be compared with the post-test results.

Study Tools: The researcher used 4 instruments to collect data: 1) a questionnaire for teachers to determine the most eight important reading comprehension skills, 2) a pre/post reading comprehension test, 3) an English learning motivation scale, and 4) a reading motivation scale.

Study Results: The results revealed that there were statistically significant differences at ($\alpha = 0.01$) between the mean scores of the control group and those of the experimental one on the reading comprehension posttest, learning English motivation post application and reading motivation post application of the scale in favor of the experimental group. This positive result was attributed to the effectiveness of using the CSR.

Study Recommendations: According to the findings, the researcher recommends that the ninth graders' English Language teachers need to activate CSR approach throughout reading in order to develop not only ninth graders' reading comprehension and comprehension skills, but also their motivation towards English language in general and reading in specific.

Keywords: collaborative strategic reading, reading comprehension, learning English motivation, reading motivation

ملخص الدراسة

فاعلية استراتيجية القراءة التشاركية في تنمية الفهم القرائي والدافعية للتعلم لدى طالبات الصف التاسع الأساسي

هدف الدراسة: هدفت الدارسة إلى التعرف على فاعلية القراءة التشاركية في تنمية مهارات الفهم القرائي والدافعية للتعلم لدى طالبات الصف التاسع الأساسي، حيث حددت مشكلة الدارسة في السؤال الرئيس الآتي: ما مدى فاعلية القراءة التشاركية في تنمية مهارات الفهم القرائي والدافعية للتعلم لدى طالبات الصف التاسع الأساسي؟

منهج وعينة الدراسة: ولتحقيق أهداف الدارسة اتبعت الباحثة المنهج التجريبي، حيث اختيرت العينة بطريقة عشوائية، وقد تكونت عينة الدارسة من(80) طالبة من طالبات مدرسة التفاح الأساسية للبنات، حيث تم تقسيم الطالبات إلى مجموعتين متكافئتين إحداهما تجريبية والأخرى ضابطة. استغرقت التجربة 6 أسابيع حيث تم تدريس المجموعة التجريبية باستخدام القراءة التشاركية بينما استخدمت الطريقة التقليدية مع المجموعة الضابطة وذلك خلال الفصل الثاني للعام الدراسي2015–2016. وبعد التأكد من صدق الأدوات وثباتها، طبق الاختبار القبلي على مجموعتي الدارسة التجريبية والضابطة للتأكد من تكافؤ المجموعتين، وبعد الانتهاء من تطبيق القراءة التشاركية، طبق الاختبار البعدي على المجموعتين التجريبية والضابطة ثم عولجت بيانات الدارسة إحصائيا باستخدام حزمة البرامج (SPSS).

أدوات الدراسة: قامت الباحثة باستخدام أربع أدوات لجمع البيانات وهي:

1. استبانة للمعلمين لتحديد أهم ثماني مهارات للفهم القرائي.

2. اختبار مهارات الفهم القرائي.

3. مقياس الدافعية لتعلم اللغة الانجليزية.

4. مقياس الدافعية للقراءة.

أهم نتائج الدراسة: أظهرت النتائج وجود فروق ذات دلالة احصائية عند مستوى دلالة (0.01 = α) بين متوسط درجات طالبات المجموعة التجريبية ومتوسط درجات الطالبات في المجموعة الضابطة في التطبيق البعدي لاختبار مهارات الفهم القرائي، ومقياس الدافعية لتعلم اللغة الانجليزية ومقياس الدافعية للقراءة وذلك لصالح المجموعة التجريبية. وقد عزت الباحثة هذه النتيجة الايجابية الى تطبيق القراءة التشاركية.

أهم توصيات الدراسة: في ضوء هذه النتائج، أوصت الباحثة معلمي اللغة الانجليزية بتفعيل القراءة التشاركية لتحسين الفهم القرائي والدافعية لتعلم اللغة الانجليزية والدافعية للقراءة.

كلمات مفتاحية: القراءة التشاركية، الفهم القرائي، الدافعية لتعلم اللغة الانجليزية، الدافعية للقراءة.

بِسْمِ اللّهِ الرَّحْمَنِ الرَّحِيمِ

﴿رَبِّ أَوْزِعْنِي أَنْ أَشْكُرَ نِعْمَتَكَ الَّتِي أَنْعَمْتَ عَلَيَّ وَعَلَى وَالِدَيَّ وَأَنْ أَعْمَلَ صَالِحًا تَرْضَاهُ وَأَدْخِلْنِي بِرَحْمَتِكَ فِي عِبَادِكَ الصَّالِحِينَ﴾

[النمل: 19]

In the name of Allah, the most gracious, the most merciful.

" My Lord! Grant me the power and ability that I may be grateful for Your Favours which You have bestowed on me and on my parents, and that I may do righteous good deeds that will please You, and admit me by Your Mercy among Your righteous slaves"

Surah An-Naml (Verse 19)

Today a reader, tomorrow a leader".

(Margaret Fuller, 19th century American journalist)

Dedication

I would dedicate my work :

- ❖ To my dear father, who set the standards that I always thank him for. Your smile always gives me hope.

- ❖ To my mother, who worth more than jewels. Your love, patience, support and understanding have lightened up my spirit.

- ❖ To the soul of my little son, Youssif in his eternal existence.

- ❖ To my beloved husband, who made a difference in my life.

- ❖ To my beaten heart and the smile in my life, my sons: Musab and Basil, my daughter Retal.

- ❖ To the treasure that never loses its shine, my sisters and brothers.

- ❖ To the soul of my dear sister, Fatema.

Without whom none of my success would be possible

Acknowledgement

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

All praise is due to Allah the Almighty. I praise Him for the opportunity and ability that He bestowed on me to complete this work, and peace and blessings of Allah be upon His Messenger Muhammad, who says: "Whoever does not thank people (for their favors) is not thankful to Allah ".

So, I greatly acknowledge the contribution of the sincere people who so graciously supported me throughout this study which would not have been accomplished without the support and assistance of them. I am really grateful and ask Allah to reward them on my behalf.

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To whoever taught me a word or supported me.

Heba Abdullah Al Safadi

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List of Abbreviations

CSR   Collaborative Strategic Reading

CL   Cooperative learning

L2   Second language

EFL   English as a foreign language

ESL   English as a second language

Chapter I
Study Background

Chapter I
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Introduction

This chapter states the study background and problem, as well as the study questions, hypotheses, purpose, significance, limitations, definition of variables and the definition of terms.

1. Background of the study

English may not be the most spoken language in the world, but it is the official language in a large number of countries. With increasing numbers of its learners, English has shown a greater importance as an international language of communication. Learning English requires to focus on the basic skills: listening, speaking, reading and writing .It is clear that reading is a very important life skill by which man may acquire knowledge and build his own schema. The first verse that was revealed to prophet Mohammad (peace be upon him) told him to "read". It is mentioned in The Holy Quran in Surah Al-'Alaq (The Clot, Read!) Translated by Picktahll (1981)

> Proclaim! (or read!) in the name of thy Lord and Cherisher, Who created- (1) Created man, out of a (mere) clot of congealed blood (2) Proclaim! And thy Lord is Most Bountiful, (3) He Who taught (the use of) the pen, (4)Taught man what he knew not.(5)

The previous verses are emphasizing reading as a means of learning. They encourage Muslims to be educated and cultivated as that will not happen without reading.

What is the significance of reading in learning a language? Everyone realizes the importance of training English language learners on improving their reading skills due to the fact that English is an international language and most of the important sources, in science or humanities, are written in English. Further, the expansion of electronic communications and the internet, has enforced the importance and need to be able to read in English. In other words, the greatest use at the end of language study is reading since most materials are printed, so it can be a

basis for students. Reading is essential to every aspect of learning. Ziyaeemehr (2012,p.38) points that reading is amongst the most prominent skills that EFL learners should learn. Khonamri and Karimabadi (2015,p.1375) explain that it is the most important academic language skill for second language students which can lead to their professional, social, and personal development. Reading is a key skill for most students in a foreign language because they need to access professional knowledge written in English. With fluent reading proficiency, students are likely to not only gain greater success in English learning but also attain better academic performance (Chang, 1998). Finally, the ability to read will stay longer than the other skills, and it is the skill that will be most convenient to use.(Akyel &Ercetin, 2008, p.135)

According to the studies conducted by many researchers, there is a correlation between school subjects' performance and reading ability. Pretorius (2000) says that "Research findings in applied linguistics and reading research consistently show a strong correlation between reading proficiency and academic success at all ages, from the primary school right through to university level: students who read a lot and who understand what they read usually attain good grades." (cited in Olusola,2016) .Khonamri and Karimabadi (2015,p.1380) explain that reading proficiency is one of the main factors that can lead to success at college levels. The ability to read critically is widely regarded as one of the main generic skills that should be gained through university education. In Palestine, teaching reading to undergraduates has been the subject of several different studies. For example (Al-Tatari,2016; Bakheet,2016; Al Aila,2015; Abdal Rahim,2015; Jaber,2015; Al-Farra,2011 and Badr El-Deen,2009).

The purpose of reading is to construct meaning from the text. "The reader interacts with the text to create meaning as the reader's mental processes interact with each other at different levels (e.g. letter, lexical, syntactic, or semantic) to make the text meaningful" (Barnett, 1989, p.51). This complex cognitive process of deriving knowledge from text is commonly referred to as reading comprehension. In other words, it is understanding and interpretation of what is read. To understand the material accurately, students need to be able to decode what they read, make connection between what they read and what they already know, and think deeply

about what they have read. Without comprehension, reading is simply following words on a page from left to right while sounding them out. The words on the page have no meaning (Chen et al, 2011, p.90). And while people read for many different reasons, the main goal is to derive some understanding of what the writer is trying to convey and make use of that information. To be clear, if comprehension does not take place, then the activity of reading is without purpose. In brief, the main purpose of reading is to comprehend the text being read. That's why reading comprehension skills are so important. Without them the reader cannot gather any information and use it to efficiently function. The lack of strong reading comprehension skills obviously affects a student's success in school.

During the researcher's experience as an English teacher for nearly ten years and her awareness of the learners, she noticed that teaching reading at Palestinian schools seems to be inadequate and not satisfying. In today's schools, too many children struggle with learning to read. Students consider that reading is very difficult to learn. This fact was emphasized by many researchers e.g. Al-Tatari,2016; Bakheet,2016; Wilson and Kim,2016; Al Aila,2015; Abdal Rahim,2015; Jaber ,2015 and Al-Slaiti,2014. One of the problems faced by the students is the linguistics knowledge of English text. In this case, it is often difficult to prove, for the students of English as a foreign language, that texts in English can be understood even though there are structures that the students have never seen before. In addition, most learners worry about the meaning of a particular word in a text being read. They focus on reading word by word and translate each word into Arabic. Many students do not develop an interest in reading; they only study English for the purpose of passing the exams. The lack of motivation and negative attitudes may be impediments to their English learning.

Moreover, the classes at our schools are overcrowded. Usually, each class consists of more than 45 students. This condition is not effective for the teaching and learning process, especially for English. The teacher may find it difficult to control such large classes. As a result, the teaching and learning processes seem to face many obstacles. According to Hammoda (1999) (cited in El-Kahlout,2010,p.4) most teachers conduct methods of teaching which mainly depend on memorizing

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rules and structures. Students are not given the chance to acquire language skills or to use language effectively. Rozak et. al.(2012, p.55) add that students struggle with reading texts because the skills and strategies necessary to understand these texts are not being modeled or taught appropriately. The use of appropriate reading strategy will lead to the students' reading comprehension success. 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.

But that was not everything. One of the most serious problems that face any teacher, specially English teachers, is raising students' learning motivation. Zygouris-Coe(2009) mentioned that many students come to schools with underdeveloped reading, vocabulary, and comprehension skills, and a low motivation to read. Motivation is a key factor in learning English as a foreign language (Al-Sohbani, 2015; Abdur Rehman et al.,2014; Alshumaimeri,2013 and Al-Ilwan and Al-Atiat,2010). According to Bomia (cited in Fan,2012, p.262) learning motivation refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process. It is what gets students to engage in academic activities, keeps them trying when things get difficult, and determines how much they learn. It is believed that learning motivation and learning achievement were influenced by each other.(Al-Ilwan and Al-Atiat,2010 and Abdur Rehman et al. ,2014). Unfortunately, many students have low motivation in learning English, especially in reading lessons. They say that English is not an interesting subject. For that reason, they follow English lessons because it is a compulsory subject for them. So, usually students show poor reasoning and skill problems. As a result, the students turn into less active readers and at the end they might become less competent in reading skills. Wibawa (2015,p.2) points out that students' collaboration is absolutely sure to become a solution of this problem. Learning through collaboration makes students learn or attempt to learn something together.

It has been found that good readers monitor their reading process carefully and consistently apply different reading strategies to comprehend the ongoing text (Khonamri and Karimabadi,2015; Almaian,2013 ; Al manyrawi,2013; Helmi,2011; Badr El-Deen,2009). Good readers possess a repertoire of self-monitoring reading strategies ranging from bottom-up vocabulary strategies, such as determining

meanings from word parts and finding information from structural clues, to more comprehensive strategies, for example, activating background knowledge of related themes, skimming for the main ideas, making inferences, 6tandardize and determining the tone or purpose of the texts (Sweet & Snow, 2002; Gambrell et al., 2002; Chang, 1998; Janzen & Stoller, 1998). In other words, strategic readers are aware of the interactive nature of reading and integrate both techniques and approaches in the process of reading. They read for general ideas and make sufficient inferences about the text by the application of their prior knowledge. Simultaneously, they perform automatic word recognition, extracting meaning from syntactic and lexical clues for text comprehension. But unfortunately, not enough attention has been given to training strategies that can enhance students' strategic reading in our schools.

Many researchers such as Reichert (2005) and Harmer (2001, p.54) have recommended that traditional concepts related to teaching reading should be substituted by more innovative ones. Among those innovative strategies, Collaborative Strategic Reading (CSR) rendered by Klingner and Vaughn (1998) has been widely used in different research studies. Many studies on CSR (Boardman et al.,2015; Khonamri and Karimabadi,2015; Arif,2014; AL- Roomy,2013; Ferhan and Kaya,2013; Hitchcock et al.,2013; Rozak et al.,2012; Ziyaeemehr, 2012; Fan, 2010; Klingner, 1998) have shown that CSR has an effective impact on reading comprehension of EFL and ESL students. CSR provides the opportunity for readers to apply most of the strategies needed for effective reading. Through the collaborative approach emphasized with CSR, student learning is supported by both teachers and peers (Vaghaun et al, 2011, p.2).

Basing on what is mentioned previously, the researcher is trying to find out efficient ways to deal with the problems in teaching reading. She believes that an appropriate strategy may help students create a good learning atmosphere to take part actively in the classroom activities in order to increase their reading comprehension and learning motivation. In this case, the researcher proposes Collaborative Strategic Reading (CSR) in reading lessons. Collaborative Strategic Reading (CSR) is a set of instructional strategies designed to improve the reading comprehension of students (Klingner and Vaughn, 1998, p.32).

As Elkamy (cited in Zainol Abidin, 2012, p.193) states, the concept of this strategy is engaging students to work in small cooperative teams (3-6 students) and apply four reading strategies: *Preview, Click & Clunk, Get the Gist and Wrap Up. Preview* allows students to generate interest and activate background knowledge in order to predict what they will learn. *Click & Clunk* are self- monitoring strategies which control their understanding about words, concepts and ideas that they understand or do not understand or need to know more about. *Get the Gist* allows students to identify the main ideas from reading text to confirm their understanding of the information. *Wrap Up* learns students to formulate questions and answers about what they have learned.

But, why CSR approach? Teachers implement CSR at the classroom level using scaffolded instruction to guide students in the independent use of four comprehension strategies; students apply the strategies to informational text while working in small cooperative learning teams. So, they have opportunity to discuss and share the ideas among the members of the groups. Moreover, students are active, collaborative as well as cooperative in achieving similar learning objectives. The goals are to improve reading comprehension and increase learning in ways that maximize students' involvement, so that academic performance also improves.

In this approach, each student in the group has a role. Students' roles are an important aspect of CSR because collaborative learning seems to work best when all team members have been assigned a meaningful task. Possible roles include: leader, clunk expert, announcer, encourager, reporter and time keeper. In addition, they take turns sharing what they learned with the class. Working in cooperative teams and giving each student responsibility of doing part of the task will increase their learning motivation and give them the feeling of being secure. Al-Robaiy (2005, p.90) points that students show enthusiasm towards cooperative work as it liberates them from the instructor's control and gives them a chance to teach each other, which is an interesting job for them.

From the previous clarification of the CSR and by looking at many related studies that prove its important role in increasing reading comprehension, the researcher hopes that CSR will help to improve students specially on reading

comprehension skills. Moreover, depending on the collaborative and cooperative nature of CSR, it is hoped that it will help raise learners' motivation.

2- Rationale of the study

Concerning the importance of reading comprehension and the significant role of motivation in learning process and developing learners' achievement specially in reading, this study seems to play an effective role in teaching reading in Palestine. According to the researcher's knowledge, this study is the first in Palestine that examines the effectiveness of using collaborative strategic reading on developing ninth graders' reading comprehension and their learning motivation.

Having reviewed the relevant literature, the researcher has figured out that the field of language teaching and learning still needs more studies concerning implementing innovative strategies to develop reading comprehension skills. Only few studies explore briefly the relationship between reading and reading motivation. Many researchers admit that studies on such areas are still relatively rare, and they invite other researchers to conduct more studies.(e.g. Ölmez,2015 and Özönder,2015)

The researcher believes that there is a general dissatisfaction among school teachers regarding the low level of reading comprehension achievement of Palestinian students in reading English texts. In spite of the emphasis on the reading comprehension skills, many teachers of English in Palestine have always complained that their students in ninth grade are slow readers and poor in comprehension. They argue that their students lack the ability to comprehend their reading text book or even to answer the factual questions. Teachers have also complained that they spend much time on reading comprehension lessons.(Bakheet,2016; Al-Aila,2015; Abdal Rahim,2015; Al manyrawi,2013 and Al-Farra,2011). Hence, it is important to carry out this study as a step towards improving students' reading skills and increasing their performance through implementing (CSR) approach that could help them access information and comprehension.

3- Statement of the problem

Depending on her work as an English teacher, the researcher noticed that many students are not good enough in reading comprehension skills. In addition,

students in preparatory and high school need reading comprehension not only to pass exams, but also to search for information on different sources. So, reading comprehension is important for learning. Also, the researcher noticed that a lot of students have low reading motivation. Thus, the researchers has been searching for a feasible, new, interesting, applicable and effective reading approach which can help students improve their strategic reading in a large class setting, involve students in the learning process and provide opportunities for them to take more responsibility for their own learning. The researcher reviewed many studies that shows CSR's positive effect on reading comprehension and learning motivation in different countries. (e.g. Boardman et al., 2015; Khonamri and Karimabadi, 2015; Abdul Asib et al., 2012; Ziyaeemehr, 2012 ; and Hitchcock et al., 2011). Therefore, the researcher decided to use CSR approach and examine its effect on ninth graders' comprehension skills and their reading motivation. Despite its positive effects in various studies, there has been no study on the impact of CSR in a Palestinian context.

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

What is the effectiveness of using collaborative strategic reading (CSR) on developing reading comprehension skills and learning motivation among ninth graders?

4- Research questions

To achieve the purpose of the study, the study is trying to answer the following sub-questions which are derived from the major one:

1. What are the reading comprehension skills that needed to be developed for ninth graders?

2. What is the framework of collaborative strategic reading (CSR) approach that may develop ninth graders' reading comprehension skills?

3. What is the effectiveness of using collaborative strategic reading (CSR) on developing ninth graders' reading comprehension skills ?

4. What is the effectiveness of using collaborative strategic reading (CSR) on developing ninth graders' learning English motivation?

5. What is the effectiveness of using collaborative strategic reading (CSR) on developing ninth graders' reading motivation?

5- Research hypotheses

1. There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group (which taught reading comprehension skills by using CSR approach) and that of the control group (which taught reading comprehension skills by the traditional way) in the post reading comprehension test.

2. There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group and that of the control one in the post application of the learning English motivation scale .

3. There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group and that of the control one in the post application of the reading motivation scale .

6- Purpose of the study

This study aims to achieve the following:

1- Identify the reading comprehension skills that should be improved for grade nine.

2- Examine the effect of CSR on reading comprehension.

3- Find out the effect of CSR on ninth graders' learning English motivation and reading motivation.

7- The significance of the study

It is hoped that this study would be beneficial for:

1- Students : it may help them to improve their reading comprehension skills and motivate them to read and to collaborate in doing tasks in groups.

2- Teachers : it may help them to develop their teaching methods through using the new teaching strategies .

3- Syllabus designers : it may provide them with variety of activities to enrich the curriculum specially concerning group work.

8- Limitations of the study

This study will be applied with the following limitations:

1- It is limited to grade nine female students enrolled at AL-Toffah prep. Girls government school in Gaza.

2- It is conducted within the second semester of the scholastic year 2015-2016 for six weeks .

3- It is applied on four units (9-10-11-12) of English for Palestine 9 (B) text book.

9- Definitions of terms

After reviewing related literature and other previous studies, there are some terms used by the researcher. In order to make them clear and to avoid misunderstanding, they are clarified as follows:

a) Effectiveness:

It 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 CSR approach. It is measured statistically.

b) Cooperative Learning:

The researcher adopted Johnson et al. (2000) definition who presented a comprehensive definition of the "cooperative learning" concept. It is the instructional use of small groups so that students work together to maximize their own and each other's learning. It is led by the teacher.

c) Collaborative learning:

It is instruction that involves students working in teams, depending on themselves, to accomplish a common goal, under conditions that include the following elements (Johnson, Johnson, and Smith, 1991):

1. **Positive interdependence:** Team members are obliged to rely on one another to achieve the goal. If any team member fails to do their part, everyone suffers consequences.

2. **Individual accountability:** All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

3. **Face-to-face promotive interaction:** Although some of the group work may be par-celled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging one another's conclusions and reasoning, and perhaps most importantly, teaching and encouraging one another.

4. **Appropriate use of collaborative skills:** Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

5. **Group processing:** Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Collaborative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as Collaborative Learning to the extent that the listed elements are presented.

d) Collaborative Strategic Reading (CSR):

It teaches ninth grade students to use four instructional strategies (preview, click or clunk, get the gist and wrap up) while working together on small teams each consists of six mixed-abilities students, sharing ideas and doing tasks cooperatively in order to improved their reading comprehension and learning motivation.

e) Reading Comprehension:

It means the ninth graders' ability to make connection between what is read and what is already known, to decode the meaning of the text from the written material by identifying words, and to think deeply about what have been read. This was measured through the reading comprehension skills test which examine the three levels:

1. Literal level (Read and understand exactly what is on the lines)

2.Critical level (Read between the lines)

3. Inferential level (Read beyond the lines)

f) Learning English motivation:

It refers to a student's willingness, need, desire to participate and be successful in learning English as well as peer acceptance. It is what gets ninth graders to engage in learning activities, keeps them trying when things get difficult, and determines how much they learn. It was measured through a learning English motivation scale.

g) Reading motivation:

It refers to students' willingness and enjoyment to read, and their feeling of challenge, curiosity, reading efficiency as well as the importance of participation and sharing reading with others. It is determined in this study with the ninth students' scores in the reading motivation scale.

h) The ninth graders:

They are learners aged between (14-15) and study *English for Palestine 9* textbook at Gaza Strip governmental schools.

i) Governmental Schools:

They are educational institutions that are run by the government in the Gaza Strip. These schools provide education for citizens from grade 1 to grade 12 .

Summary

In this chapter the researcher explicitly attempted to present the study problem which aims to examine the effectiveness of using (CSR) approach on developing reading comprehension skills and learning motivation for the 9th graders in Gaza governorate. Furthermore, this chapter included the rationale of the study, statement of the problem, research questions, the hypotheses, the purpose of the research, the significance of the study, the definitions of the terms as well as the limitations of the study. Chapter two will tackle the literature review (the theoretical framework as well as the previous studies).

Chapter II
Literature Review

Chapter II
Literature review

Introduction

This chapter is divided into two sections. The first section includes the theoretical framework and consists of three parts. The first part discusses the CSR approach; the second part discusses reading and reading comprehension; whereas the third part covers learning English and reading motivation. The second section investigates previous studies related to the topic of the current study.

Section (A):
Theoretical Framework

This section is divided into three parts: the CSR approach, reading and reading comprehension, and learning English and reading motivation.

Part (1): Collaborative Strategic Reading

1- What is CSR?

Collaborative Strategic Reading (CSR) was developed by Klinger & Vaughn (1987). It is learner-centre comprehension approach which combine modification of Reciprocal Teaching (RT) and Cooperative Learning (CL) strategy (Zainol Abidin,2012, p.192). Boardman et. al.(2015, p.2) state that Collaborative Strategic Reading (CSR) is a set of strategies designed to improve reading comprehension, enhance students' content area learning, facilitate access to higher-level texts, and to promote student engagement. According to Klinger & Vaughn (1998, p.33), the goals of CSR are to improve reading comprehension, and increase conceptual learning in ways that maximize students' involvement and help them take on more responsibility for their learning.

This approach is created to enhance students' comprehension of text. Specifically, it is designed to teach and activate reading comprehension strategies. In this regard, students work in collaborative groups with defined roles to engage in reading. Al-Roomy(2013, p.55) mentions that it is important to know that CSR is based on Vygotsky's (1978) theories of learning and social constructivism. Social constructivism is defined as a theory that humans construct their own learning by

building new knowledge upon old. The key idea of constructivism is that knowledge and understanding are not received from others so much as actively constructed by the learner. The active role of the learners means that language should be used by them socially to make meanings understood. CSR reflects this belief as students initiate the comprehension strategies in small collaborative groups of five or six. Learning takes place in a cooperative format where students complete shared goals while taking a significant role within the group. Researches (e.g. Boardman et al.,2015; Khonamri and Karimabadi,2015; Arif,2014; AL- Roomy,2013; Ferhan and Kaya,2013; Hitchcock et al.,2013 and Rozak et al.,2012) also found that in CSR students are actively involved in information gathering and meaning making through their ongoing experiences with the members of their group. In other words, students construct knowledge about the text in a social environment.

Voughn et al. (2011, p.3) state that students learn four strategies as part of CSR's Plan for Strategic Reading: preview, click and clunk (fix-up strategies), get the gist (main idea) and wrap-up (summarizing and questioning strategies). *Preview* is used only before reading the entire text for that lesson, and *Wrap Up* is used only after reading the entire text for the lesson. The other two strategies, *Click and Clunk* and *Get the Gist,* are used many times while reading the text, after each paragraph or two. These strategies are implemented in collaborative groups. When students understand the material, it is said they are "clicking". If students experience difficulty comprehending the material, they are "clunking". In this regard, they use "fix-up" strategies to determine meaning.

2- How is CSR implemented in EFL reading comprehension classes?

CSR deploys four strategies: Preview, Click and Clunk, Get the Gist, and Wrap Up; and specific procedures to help students use them independently (Figure 2.1 describes the four steps of CSR, adopted from Klinger et al., 2010). Students of mixed achievement levels apply comprehension strategies while reading content area text and working in groups of five or six, with critical roles assigned in advance. Initially, the teacher presents the four strategies to the class as a whole before using them. Next, the teacher shows the students how each strategy works by modeling, role play and "thinking aloud". He or she then participates with the students as they

become actively involved in the process of learning. Finally, the students work independently with a given task. The same instructional framework is implemented with each of the four CSR strategies, which the students apply before, during and after reading in their small cooperative groups. Although CSR was designed to be used with expository text, it can also be used with narrative text.

Click and Clunk
• Were there any parts that we hard to understand (Clunks)?
• How can we fix the clunks?
• Use fix-up strategies:
1. Reread the sentences and look for key ideas to help you understand
2. Reread the sentences before and after looking for clues
3. Look for the prefix, root word, or suffix in the word
4. Break the word apart and look for smaller words

Preview
•**Brainstorm:** What do we already know about the topic?
• **Predict:** What do we predict we will learn about the topic?

Wrap-Up
•Ask Questions: What questions check whether we understand the most important in the passage?
• Review: What are the most important ideas?

Get the Gist: What is the most important person, place or thing?
What is the most important idea about the person, place, or thing?

Figure (2.1): CSR's Plan for Strategic Reading Includes Before, During, and After Reading (adopted from Klinger et al., 2010)

a) Teaching the strategies:

In the following, the researcher provides an overview of how to teach each of the strategies:

1. Preview

Preview is the first strategy associated with CSR. It means activating previous knowledge and predicting. It occurs before reading and consists of making prediction, connecting to prior knowledge and associations with the text, generating interest and encouraging active reading of the text. Al-Roomy (2013, p.50) explains that preview is a pre-reading strategy which helps students brainstorm what they already know about the topic and make predictions about what the passage might contain. It enables students to generate interest in the topic, gives a purpose for reading, links experiences with knowledge, and explores ideas they will read about in the text.

Students preview the entire passage before they read each section. According to Zainol Abidin (2012, p.194), the goals of previewing for students are (a) to learn as much about the passage as they can in a brief period of time (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset. Introducing preview step to students by asking them whether they have ever been to the topic, for example. Prompt students to tell you what they learn from the title, the pictures or charts by asking questions like the following:

- What can you see on the pictures?

- Do you know who are these people?

- Where are they?

- What are they doing?

Giving students a reason to read helps them comprehend the text by directing their attention to the most important parts of it. Ur (2003) (as cited in Al-Roomy,2013, p.50) argues that some students experience a breakdown in reading

comprehension because they pay equal attention to all parts of the text. To solve this problem, they should be trained how to focus on the most important parts of the text before they start reading by using previewing strategies.

Klinger and Voughn (1998, p.33) suggest to teach students the previewing strategy from the beginning of the school year and before they read aloud or silently. Like most of the CSR strategies, you may apply it across the curriculum. By using previewing in different subject areas, students become highly familiar with the strategy and its use. They will also have opportunities to watch you model and apply the strategy with the class as a whole. As a result, it will make its implementation in small groups easier.

2. Click and clunk

These two "during reading" strategies are associated with self-monitoring and enable students to signal their understanding of particular parts of a text. According to Klinger and Voughn (2000), as you read, you may comprehend the text and meaning of the words which is called "clicking" or you may bump into a word that you don't know what it means that is called "clunking". In other words, comprehension breaks down. Hence, students should be taught to look for key ideas to help them figure out the word or read sentences before and after clunks to make sure they can figure out what it means. The researcher believes that teachers should pay special attention to the crucial role of vocabulary development of non-native English learners because it has a direct impact on their reading comprehension. It is thus necessary to consider what vocabulary is to be taught and how.

Many students with reading and learning problems fail to monitor their understanding when they read. When a student comes to a "clunk", he or she is encouraged to 19tandar preset remedial strategies to tackle the problem. Karimabadi (2015,p.1377) explains that clicking and clunking are designed to teach students to pay attention to when they understand – or fail to understand – what they are reading or what is being read to them. The teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alert to identify clunks during reading. After students identify clunks, the class uses "fix-up" strategies to figure out the clunks. The students use

"clunk cards" as prompts to remind them of various fix-up strategies.(Figure 2.2 shows clunk cards, based on Klingner et al. 2010). On each of the clunk cards is printed a different strategy for figuring out a clunk word, concept, or idea. Klingner (2007, p.145) proposes the following 'fix-up' (remedial) sub-strategies:

- Reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word.

- Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.

- Look for a prefix or suffix in the word.

- Break the word apart and look for smaller words you know.

    As with the other strategies, students can be taught the click and clunk strategy from the beginning of the year and use it in various contexts. Students apply these fix-up strategies at first with help from the teacher and then in their small groups.

CLUNK CARD #1

***Reread the sentences
and look for key ideas
to help you understand***

CLUNK CARD #2

***Reread the sentences
before and after
looking for clues***

CLUNK CARD #3

***Look for the prefix,
root word, or suffix
in the word***

CLUNK CARD #4

***Break the word
apart and look
for smaller words***
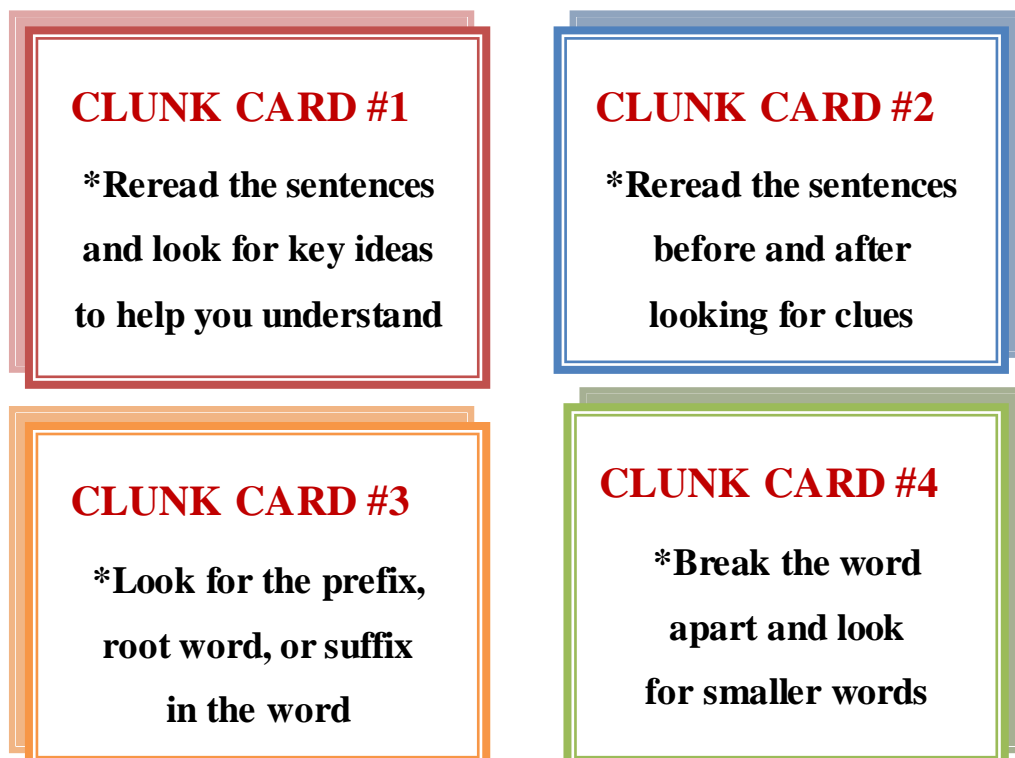
Figure (2.2): Clunk Cards Contain Fix-up Strategies to Help Students With their Clunks (adopted from Klinger et al., 2010)

3. Get the gist

This "during reading" strategy is of primary importance for the EFL students who need to extract specific information from a text. During this process, students quickly read each paragraph or section to find the main ideas of each paragraph and the text as a whole or summarize key information and message.

The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned. When the students "get the gist", prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell you in their own words the most important idea about the person, place, or thing. Teach students to provide the gist in as few words as possible while conveying the most important meaning, leaving out details. Al Roomy (2013, p.51) argues that many studies have shown the importance of 21tandardize the main ideas of a passage to support reading comprehension. In his research, Fan(2009, p.167) concludes that "get the gist" was the most useful strategy which helped learners to extract the most important information from the passages. In CSR, students should also learn how to exclude less important details by limiting the number of words in answers to questions.

4.Wrap-up

The last stage of CSR is wrap-up (after reading) strategy which is generating and answering questions about what they have read, and summarizing key ideas presented in the text. The goals are to improve students' knowledge, understanding, and memory of what was read (Khonamri,2015, p.1377). Students generate questions that ask about important information in the passage they have just read.

Zainol Abidin (2012, p.195) states that the best way to teach "wrap up" is to tell students to use wh-questions (who, what, when, where, why, and how) to identify the most important place, person and thing while working on this strategy. It is also a good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students really understood what they have read. Other students should try to answer the questions. If a question cannot be

answered, that might mean it is not a good question and needs to be clarified. To review, students write down the most important ideas they learned from the day's reading assignment in their CSR Learning Logs (see appendix 5). They then take turns sharing what they learned with the class. Many students can share their best idea in a short period of time, providing the teacher with valuable information about each student's level of understanding.

b) Collaborative learning group roles:

Once students have developed proficiency applying the comprehension strategies through teacher-led activities, they are ready to learn the roles they will perform while using CSR in their peer-led cooperative learning groups.

It is noteworthy to mention that the researcher divided the experimental group into seven groups; each consisted of six students. The researcher asked the students to choose a name for their group. The students agreed on using the names of Palestinian cities to call their groups i.e. Gaza, Jerusalem, Safad, Jaffa, Jenin, Jericho and Besan. In addition, to make the issue more interesting, the students had the choice to choose the group that they want to ask. The researcher noticed that this helped students to focus and finish the activities on time.

Roles are an important aspect of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task. Roles should rotate on a regular basis so that students can experience a variety of roles and so that everyone takes a turn being the Leader. Students can perform more than one role at a time, if necessary. Possible roles include the following:

• **Leader:** This student leads the group in the implementation of CSR by saying what to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.

• **Clunk Expert:** This student uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

• **Announcer:** This student calls on different group members to read or share an idea. He or she makes sure everyone participates and only one person talks at a time.

- **Encourager:** This student watches the group and gives feedback. He or she looks for behaviours to praise. The student encourages all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.

- **Reporter:** During the whole-class wrap up, this student reports to the class the main ideas the group learned and shares a favorite question the group has generated.

- **Time Keeper:** This student sets the timer for each portion of CSR and lets the group know when it is time to move on (the teacher might do this instead of students).

To make it easier and more interesting for the students, the researcher used Cue Cards (see appendix 6 for more details) which were divided into pre-reading, during reading and after reading stages. Each student, according to her certain role, could use her cards that suited the stage. Moreover, this helped students to feel secure specially at the beginning of applying the strategy.

c) Materials:

The following materials may be helpful as you assist students to use both cooperative learning techniques and comprehension strategies. For example, cue cards or sheets can be effective reminders of collaborative learning roles.

• **Cue Sheets:**

Cue sheets outline the procedures to be followed in cooperative learning groups and provide structure and support for students while they are learning CSR. Each role comes with a corresponding cue sheet that explains the steps to be followed to fulfill that role (see Figure2.3, for a sample, adopted from Klingner 1998). Cue sheets seem to help students stay focused and on task, and increase their confidence. Students should discontinue use of the cue sheets when they feel secure in carrying out their roles.

It is noteworthy to mention that the researcher used the Cue Cards (see appendix 6 – adopted from Klinger et. al. 2001) instead of using the Cue Sheets. This made it easier for the students to focus on one issue (e.g. only on the pre-reading stage) rather than the three stages at the same time. In addition, the researcher felt that students preferred to have their own cards. This gave them

confidence to participate and the feeling of importance inside the group specially the shy learners.

Before Reading	During Reading	After Reading
Preview: S: We know that today's topic is _____. S: Let's brainstorm and write everything we already know about the topic in our Learning Logs. S: Announcer, please call on people to share their best ideas. S: Now let's predict and write everything we think we might learn about from reading today. S: Announcer, please call on people to share their best ideas.	**READ:** S: Who would like to read the next section? Announcer, please call on someone to read. **Click and Clunk:** S: Did everyone understand what we read? If you did not, write your clunks in your learning log. S: (if someone has a clunk): Announcer, please call on someone to say their clunk. S: (if someone has a clunk): Clunk Expert, please help us out. **Get the Gist:** S: What is the most important idea we have learned about the topic so far? Everyone think of the gist. S: Now we will go around the group and each say the gist in our own words. Announcer, please call on someone to share their answer.	**Wrap Up:** S: Now let's think of some questions to check if we really understood what we read. Everyone write your questions in your Learning Log. Remember to start your questions with who, when, what, where, why, or how. S: Announcer, please call on people to share their best questions. S: In our Learning Logs, let's write down as many statements as we can about what we learned. S: Announcer, please call on people to share something they learned. **Compliments and Suggestions:** S: The Encourager has been watching carefully and will now tell us two things we did really well as a group today. S: Is there anything that would help us do even better next time?

Figure (2.3): CSR Leader's Cue Sheet (adopted from Klinger 1998)

• **CSR Learning Logs:**

CSR learning logs (see appendix 5 for more clarification) enable students to keep track of learning "as it happens" and provide a springboard for follow-up activities. Logs furnish an additional way for all students to participate actively in their groups. Logs can be used for recording ideas while applying every strategy, or only used for some of the strategies (e.g. for writing down clunks and key ideas). Logs might be kept in spiral-bound notebooks or journals made by folding paper in half and stapling on a construction paper cover.

d) Teacher's role in monitoring groups:

Once the teacher has taught the strategies and procedures to students and they have begun working in their cooperative learning groups, her\his role is to circulate among the groups and provide ongoing assistance. Teacher can help by actively listening to students' conversations and if necessary clarifying difficult words, modeling strategy usage, encouraging students to participate, and modeling a helpful attitude. It is expected that students will need assistance learning to work in cooperative groups, implementing the strategies, and mastering academic content.

e) Follow-up activities:

Teacher may use many activities to reinforce the key vocabulary and important ideas students have learned from reading the day's passage, and also to assist monitoring students' learning. Each group might complete a different follow-up activity, and then share their products with the rest of the class. For example, one group might prepare a semantic map; another group may use "Clunk Concentration"; another could use diagram; and another might use "theme pictures". Students can also prepare games and activities as homework (Klingner and Voughn 1998, p.37).

Abuhasnah (2015) states that follow-up activities are used to reinforce the main ideas and the vocabulary words students have learned from reading. She suggests the following follow-up activities to be used:

- **Verbal and Visual-Word Association:** Students write clunks on a Post-it note and adhere it to the page in which the chunks were found. Then, they draw a rectangle divided into four sections for each word. Students complete the boxes by providing the definition and a visual representation of the word, and their personal association to the word.

- **Cubing:** Students compose a descriptive paragraph using a cube. On each side of the cube the following will be written: (a) describe it, (b) compare it, (c) associate it, (d) analyze it, (e) apply it, (f) and argue for or against it.

- **Graphic Organizers:** Students organize the information they have learned from reading in charts, diagrams, or maps. For example, one group uses a Venn – diagram to compare and contrast ideas. Another group uses semantic mapping to show the relationship among ideas.

- **Fishbowl:** Each group writes one question or two about the topic they read. Students leave the question(s) on their table for other groups to answer. Under the supervision of the teacher, students will rotate and answer the questions.

3- Why CSR?

CSR teaches students how to monitor their comprehension and also how to use procedures for clarifying understanding when difficulties arise. Students also learn the main idea and questioning practices that assist them in reflecting on text while reading and guiding group responses to text after reading. Cooperative learning practices while implementing comprehension strategies in the context of reading are also a critical component of CSR. Ziyaeemehr (2012, p.41) explains that when students work in groups, they have the opportunity to contribute to the group's understanding of the text. Through the collaborative approach emphasized with CSR, student learning is supported by both teachers and peers.

During the last decades, research has examined the processes and efficacy of CSR (collaborative strategic reading) in heterogeneous classes which included students with learning disabilities and students acquiring English as a second language (e.g. Klinger & Vaughn, 1996, 1998, 1999, 2000; Fan, 2009; Vaughn,2011; Al-Roomy,2013 and Khonamri and Karimabadi,2015). It is found that CSR is an

excellent way for teaching students reading comprehension, building vocabulary and also working together cooperatively. Klingner and Vaughn (1998,p.32) explain that CSR is great for kids with learning disabilities because they contribute to their groups and feel successful, and they get the help they need with their reading. Karimabadi (2015, p.1376) adds that this approach was selected since it was hypothesized that its positive effect on literal reading (or reading the lines) could also be transferred to a higher type of reading (reading beyond the lines).

Additionally, CSR includes critical elements identified as enhancing the performance of students with learning difficulties, such as: making instruction visible and explicit, implementing procedural strategies to facilitate learning, using interactive groups and/or partners, and providing opportunities for interactive dialogue among students and between teachers and students. CSR has also yielded positive outcomes for average and high achieving students (Standish, 2005; (Hichcock,2009; Khonamri,2015).

Group work activities usually reduce anxiety inside the classes and enable learners to develop positive attitudes towards reading. Khonamri and Karimabadi (2015,p.1379) state that students had a positive attitude toward their reading course during the term. Students believed that their engagement in group work activity enabled them to grasp the author' purpose better. Moreover, the purpose of the text was clearer for the learners during group work activity and they believed that this class guided them to pay more careful attention to the details. In general, CSR as a new technique attracted students' attention and was evaluated as an interesting activity type.

Cooperative learning concept in CSR promotes students to be active, collaborative as well as cooperative in achieving similar learning goals. Research (e.g: Davis,1999, Al-Robaiy,2005 and Klingner & Vaughn,2000) has shown that cooperative learning techniques have benefited in :

• Promoting students and academic achievement.

• Increasing students' retention.

• Enhancing student satisfaction with their learning experience .

• Helping students develop skills in oral communication.

• Developing students' social skills.

• Promoting students self –esteem.

• Helping to promote positive relations.

4- Challenges of Implementing CSR

Even though CSR looks as an effective approach for students' reading comprehension, it faces some challenges. First of all, when perform CSR in the class, it needs longer time to adapt and implement the CSR procedures which divided into four strategies. However, the researcher noticed that by the time and practice, students could accomplish the tasks faster and more efficient.

Another challenge is the traditional way of teaching. Obviously, much of our schools reinforced the teacher-centered, lecture-driven model of teaching. Smith and MacGregor (1992, p.7) mention that "for each teacher, stepping out of the center and engaging students in group activity is hard work, especially at first". They explain that as they become more involved in using collaborative learning, both teachers and students take on more complex roles and responsibilities. The classroom is no longer solo teacher and individual students. It becomes more an interdependent community with all the joys, tensions and difficulties that attend all communities. This degree of involvement often questions and reshapes assumed power relationships between teachers and students.

A serious problem that faces teachers when implementing CSR is students' idea about group work. In a competitive academic environment, where students have most often been rewarded for individual effort, collaboration may not come naturally or easily for everyone. And even though most students have worked together informally in study groups or social organizations, they may never have thought carefully about the kinds of skills that best promote group achievement. Of course, some students initially express skepticism about the value of group work, or feel that class time is best spent hearing from the instructor, who has the authority, rather than working with students who, they believe, know as little as themselves. Others may feel that they have succeeded thus far on individual effort, and don't want to be encumbered by other students with different histories of success or different working

methods. And some students are simply shy and unaccustomed to sharing their work with their peers.

In order to overcome the objections of some students concerning working in groups, Davis(1999, p.3) says that being clear about how much of the work in the course will involve group effort, and about why such group work will help achieve the goals of the course, will at least warn students with serious reservations. Addressing the importance of group work and the goals of group work is essential, since students will be far more motivated to participate if they see the relevance of the group assignments to larger course objectives. The interpersonal and organizational skills needed for managing a group project need to be highlighted in any assignment, so that students recognize the importance of such things as: listening, clarifying statements, and providing good feedback; keeping discussions on task; probing assumptions and evidence; eliciting viewpoints and perspectives; mediating conflicts; and summarizing and presenting findings (Bosworth, 1994).

5- Constructing knowledge together: collaborative or cooperative learning?

Many people feel confused when they hear "cooperative" and "collaborative" learning. A lot of them deal with the two words as one concept. In fact, there is a difference between " cooperative learning" and "collaborative learning". Here is a brief discussion of this issue.

According to Dooly(2008, p.21), the basis of both collaborative and cooperative learning is constructivism: knowledge is constructed, and transformed by students. The learning process must be understood as something a learner does by activating already existent cognitive structures or by constructing new cognitive structures that accommodate new input. Learners do not passively receive knowledge from the teacher; teaching becomes a transaction between all the stakeholders in the learning process.

The researcher do not propose that one approach is better than the other. However, she states that they should be understood as two different approaches. Davis(1999, p.2) mentions that collaborative learning requires working together toward a common goal. This type of learning has been called by various names: collective learning, learning communities, peer teaching, peer learning, or team

learning. What they have in common is that they all incorporate group work. However, collaboration is more than co-operation. Collaboration entails the whole process of learning. This may include students teaching one another, students teaching the teacher, and of course the teacher teaching the students, too. More importantly, it means that students are responsible for one another's learning as well as their own and that reaching the goal implies that students have helped each other to understand and learn. Collaborative learning shifts the responsibility for learning to the student, in the role of "researcher" and self-directed learner. In order to work towards a collaborative learning approach, the teacher must fully understand their students' preferred learning styles and their own conceptions of learning.

On the other hand, cooperative learning is a process meant to facilitate the accomplishment of a specific end product or goal through people working together in groups. Al-Robaiy (2005,pp.20-42) defines cooperative learning as a set of procedures which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. She points out that the major learner's role in cooperative learning is to be a member of a group so as to contribute to her/his group task and help her/his group members. The learner has to learn the cooperative skills and involve direct in accomplishing tasks actively.

Dooly (2008, p.21) states that cooperation and collaboration seem to overlap, but in the cooperative model of learning, the teacher still controls most of what is going on in the class, even if the students are working in groups. Collaborative learning, on the other hand, is aimed at getting the students to take almost full responsibility for working together, building knowledge together, changing and evolving together and of course, improving together.

Depending on the previous discussion, the researcher can concludes that collaborative learning is not simply a synonym for students working in groups. It includes special elements that distinguish it from cooperative learning. Figure2.4, shows these elements (based on Johnson, Johnson, and Smith, 1991):

a)**Face-to-face promotive interaction:** Serves to make learning becomes active rather than passive because it encourages the exchange of ideas and oral summarization (Joyce,2003, p.2). Although some of the group work may be par-

celled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging one another's conclusions and reasoning, and perhaps most importantly, teaching and encouraging one another. Johnson and Johnson (2001,pp.2-3) state that this principle helps in checking for understanding, teaching one's knowledge to others, and in explaining orally how to solve the problems that the group may meet.

b)Appropriate use of collaborative skills: Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills. Jacobs (2004,p.3) writes that collaborative skills are those skills required to work with other members effectively like how to listen, discuss, debate, disagree politely, respond politely, ask questions to check what other understand, encourage others to participate, manage a conflict, make decisions, be a leader, and build trust.
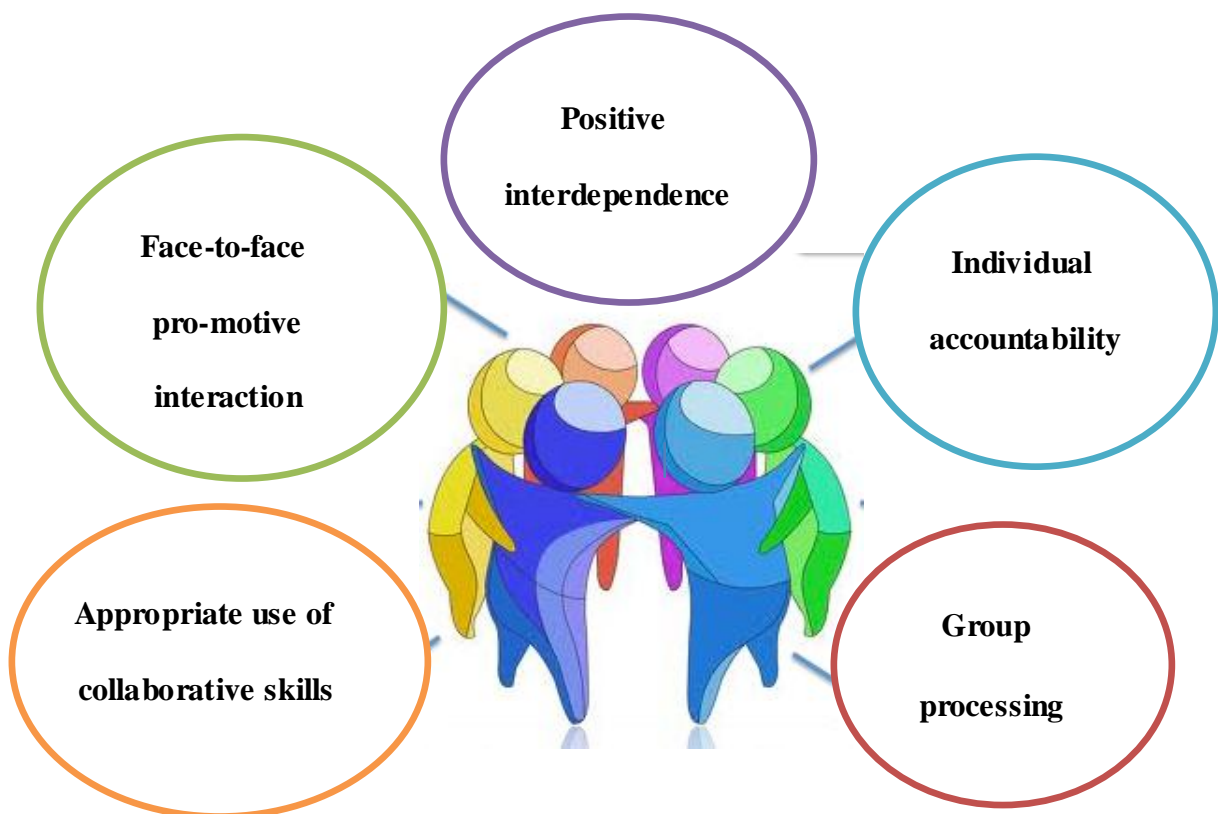
Figure (2.4): Collaborative Learning Elements

c)Individual accountability: Jacobs (2004, p.4) supposes that all group members are responsible for participating and doing their tasks to achieve learning. The teacher has to be careful because some group members may not share in accomplishing the group major task and depend on one or two serious students to do all the work. Joyce (2003, p.2) presents ways to build individual accountability like: student take individual quizzes, each student is responsible for a specific portion of a task, each must be able to summarize another's ideas, and any student may be called on at random to answer for the team.

d)Group processing: Johnson and Johnson (2005, p.1) state that group members discuss with each other how well they are achieving their shared goals, establish effective working relationship and identify changes they will make to function more effectively in the future. Students also describe what actions are helpful or not helpful and make decisions concerning what 32tandard they want to change or adopt.

e)Positive interdependence: Team members are obliged to rely on one another to achieve the goal. If any team member fails to do their part, everyone suffers consequences. Jacobs (2004, p.4) regards positive interdependence as the heart of Collaborative Learning, which means that "all for one and one for all" because all the group members share the same common goals. So, what hurts a member of a group hurts other group members. Joyce (2003, p.2) states that students must feel that they need each other to finish the task. There are some ways to promote positive interdependence like:

- **Goal positive interdependence:** All the members of a group share the same goals upon which they work as a whole to achieve.

- **Environment positive interdependence:** The group members sit face to face close to each other to enable them discuss their work and listen to each other.

- **Role positive interdependence:** There are many roles and techniques like timekeeper, sound hound and many others.

- **Resource positive interdependence:** Each member of a group has unique resources like books and equipment.

- **External challenge positive interdependence:** The group stays together for a long time and this will result in improving their performance and challenge other groups.

- **Reward positive interdependence:** The winner group will receive rewards if it achieves its preset goal like: grades, sweets, certificates, praise etc.(Jacobs,2004,pp4-5).

Finally, although there seem to be a distinguishable points between the collaborative and cooperative learning, both of them are effective. What must be 33tandardiz is that the approach must fit the learning context it is being applied to. Inevitably, what will determine the best approach will depend upon the level of preparation and skills of the students and teachers involved.(Dooly,2008,p.21). Researchers report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats (Davis,1999, p.1).

6- Conclusion:

Collaborative Strategic Reading is an approach that works well in mixed-ability classrooms and helps students improve their reading comprehension. It takes time to teach the CSR strategies, but students benefit by developing skills enabling them to better understand the material in their reading assignments. An additional benefit is the development of skills related to working in groups. CSR trains the students' to be more active and to be the independent reader. They are encouraged to work in groups which must involve their participation in order to get a good work.

Part (2): Reading and Reading Comprehension

1- What is reading?

Reading is a significant activity because through reading people know everything in this world, what happened in the past, what is happening and what will happen in the future. Besides, it not only enlarges their schemata but also encourages them in learning something new. Reading is one of the four language skills: reading, writing, listening and speaking. The researcher believes that these language skills are

integrated. Even when a lesson or an activity is not a reading one, students still need to read certain things, with full comprehension, such as rubrics, instructions to be performed or choices given. Wibawa (2015, p.1) states that mastering reading skill becomes a must for all of the students who are studying English as a foreign language.

There are different views regarding the meaning of reading, which are found in the literature. The researcher provides some definitions according to the different points of views. Starting with Millrood's definition (2001, p.117), he explains that reading is "a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience". Bolain (2008, p.2) says that it is a complex process that involves sensation, perception, comprehension, application and integration. He also states that it is the magic key to the world of enlightenment and enjoyment and is the basic tool for learning in all the subject areas.

On the other hand, the National Institute of Literacy (2009, p.47) defines reading as: A complex system of deriving meaning from prints that requires all of the following:

• The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.

• The ability to decode unfamiliar words.

• The ability to read fluently.

• Sufficient background information and vocabulary to foster reading comprehension.

• The development of appropriate active strategies to construct meaning from print.

• The development and maintenance of a motivation to read.

Abu Shamla (2010, p.22) points that reading is "the cognitive process of understanding a written linguistic message and a mental representation of the meaning". Meanwhile, Chamot and Kupper (2010, p.163) state that "reading is the ability for a reader to transfer written symbols to meaning and using them

communicatively and effectively". According to Karabuga and Kaya(2013, p.621), reading is defined as "a process of problem solving in which the reader makes an effort to comprehend meaning not only from words but also from ideas, information, claims, and arguments in a text". On the other hand, Al-Kafarna (2015, p.36) claims that "reading is a conscious and unconscious thinking process".

Generally speaking, most researchers have defined reading as a process of getting, constructing and deriving meaning encoded by writer from the text. It is an interactive skill in which the reader interacts with the text employing his\her experience and previous knowledge to get meaning. Thus, the researcher can define reading as a cognitive process which includes transferring the written symbols by the reader, understanding their meanings and then integrating these meanings to personal experiences.

2- Reading in Islam

Reading in Islam has a very important role in cultivating students and encourage them to learn. Nowadays, teachers suffer a lot to motivate students to read. So, the researcher believes that it is beneficial to mention how Islam and Islamic culture take care of reading. This may motivate the learners to read and learn.

Showing its great importance, the Holy Qur'an mentions reading in different occasions as follows:

• (Al-Álaq, 1) "Read: In the name of thy Lord Who createth",

• (Al-Álaq, 3) "Read: And thy Lord is the Most Bounteous",

•The Bee (An-Nahl, 75) "and when thou recitest the Qur'an, seek refuge in Allah from Satan the outcast".

•The Resurrection (Al-Qiyámah, 18) " And when we read it, follow thou the reading".

All the verses that are mentioned previously stand as an invitation to reading, they ask people to consider a thing in order to obtain a clear knowledge of it, to employ

one's mind, thought or mental consideration upon something and to arranging known things [in the mind] in order to attain [the knowledge of] unknown[thing].

The Prophet Mohammed (peace be upon him) encouraged his followers to broaden their horizons by seeking out knowledge. "Seek Knowledge even in China". In addition, most Muslims during the early years of Islam were poor and illiterate. When the small number of Medina Muslims triumphed over the soldiers from Mecca in the battle at Badr, many of the enemy combatants were held as prisoners. Prophet Muhammad, peace and blessings be upon him, asked the prisoners to teach 10 Muslims to read and write in order to win their freedom. It is worthy to mention that in the golden age of Muslims, the Caliph used to give the books' authors gold that equals the books' weigh. This encouraged writers to read and write more and more. For these situations and others, Muslims loved reading. As a result, the Islamic libraries in the Islamic history were of the greatest ones in the world for many centuries and the Europeans translated many of the Muslims' books.

3- Why teach reading?

Reading is an integral component of teaching and learning a language, and has a number of educational as well as social benefits. As reading can open up new worlds and enrich students' lives, linguists and educators have constantly explored ways of integrating reading into the language curriculum. On the other hand, reading has a social value where the human cultural and social heritage pass from one generation to another and from one individual to another through written or printed text.

According to Harmer (1998, p.68), there are many reasons why getting students to read English texts. In the first place, learners want to be able to read English texts either for their careers, for study purposes or simply for pleasure. In addition, reading is useful for other purposes too; any exposure to English is a good thing. At a very least, some of the language sticks in the students' minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Reading texts also give opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Moreover, it provides good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do. Sujaau(2012,pp.1-2) adds that it is not surprising to 37tandar that good readers have an increased stock of vocabulary and several researchers highlight that reading books can advance a person's comprehension by learning new lexis They further note that along with vocabulary enrichment, reading also helps to improve the accuracy of spellings. This is because readers often look up new words which they encounter while reading. Lastly, good reading texts can introduce topics, simulation discussion, excite imaginative responses and be the springboard for well rounded, fascinating lessons (Harmar, 1998, p.68).

4- How to Teach Reading?

According to Li-juan (2007,pp.20-21), three stages of classroom teaching should be applied to EFL reading instruction depending on the purpose you want to achieve.

a) Pre-reading Stage:

Pre-reading activities allow the reader to make predictions about text that will be read by eliminating possibilities that are unlikely. While doing pre-reading exercises the students should see all the tasks before reading the text. The exercises work to familiarize the students with the topic, develop guessing skills and create expectations and interest in the text they are going to read. They are a way to prepare a reader's prior knowledge and schemata to a reading assignment by asking them to react to a series of statements, questions, or words related to the content of the material. The teacher can arrange what the students say in a column on the blackboard and then give the task to look through the text quickly to prove if their guesses were true or false during the next stage. The following questions may be used:

- Can you guess what the text is about from the title?

- What do you know or what have you heard about the subject you are going to read about?

- What do you think the following names, figures or dates (if there are any) have to do with the story?

b) While-reading Stage:

This stage aims to teach the students to extract specific information during reading the text. It focuses on developing students' reading skills through answering multi-level questions and high-order thinking questions. These are some suggested while-reading exercises:

- The students should scan the text to extract the information which the tasks demand. They do not have to pay attention to the parts of the text they do not understand.

- The students are asked to read the first sentence of each paragraph and the last sentence of the passage to preview the topic and guess what the text is about, or what the general idea is.

- The teacher offers some statements and the students are to find out if they are false of true.

- The students may be given some questions to answer. They may be divided into groups, each group given the same number of questions to make the work more competitive.

c) Post-reading Stage:

This stage takes place after the reading has been done in order to check students' understanding of what they have read, relate the text to their personal experience and integrate reading to other language skills. Here, exercises are more concerned with summing up the content of the text, investigation into the writer's opinion and may entail some kind of follow-up-task related to the text. The following tasks can be used:

- Find the most important sentence in each paragraph.

- Match each sentence of the jumbled summary with the correct paragraph.

- Use your imagination and write your end of the story.

- Express your attitude to the story, etc.

- summarize the text using your own words.

Importantly, the researcher asserts that the teacher should adapt the techniques and procedures to suite the level of the students, the reading material, and the classroom environment.

5- Good reader Vs poor reader 39tandard

Sarah is a conscious student. When she is told she will be tested on the contents of Chapter 1 in the textbook, she looks up every unknown word in the dictionary in an effort to fix the information in her memory. Despite her extended preparations, she doesn't do very well on the test though she says she spent hours preparing. Huda, on the other hand, excels on the exam, but she has approached the text in a very different way. Before she reads the chapter, she skims through it, looking at subheadings and graphics so as to give herself a general idea of what the text will be about. As she reads, she connects the material in the chapter to what she already knows. She frequently asks herself questions about the text, looking back or ahead to link one part of the text to another. When she is gets puzzled by the content, she searches for clues in the context, tries to paraphrase, or considers what she knows about text structure. In short, Huda is reading like an expert, while Sarah is relying on just one technique. The difference between the two is their use of reading strategies.

The previous example shows the difference between good and poor readers. It also emphasizes the importance of training students to be strategic readers. In brief, strong readers think actively as they read. They use their experiences and knowledge of the words, vocabulary, language structure, and reading strategies to make sense of the text and know how to get the most out of it. They know when they have problems with understanding and what thinking strategies to use to resolve these problems when they pop up.

We can compare between the two types of readers (see figure 2.5,based on Cook, 1989) as the following:

Aspects of Comparison	Good Readers	Poor Readers
Before Reading	Activate prior knowledge	Start reading without preparation
	Understand task and set purpose	Read without knowing why
	Choose appropriate Strategies	Read without considering how to approach the material
During Reading	Focus attention	Are easily distracted
	Anticipate and predict	Read to get done
	Use fix-up strategies when lack of understanding occurs	Do not know what to do when lack of understanding occurs
	Use contextual analysis to understand new terms	Do not recognize important vocabulary
	Use text structure to assist comprehension	Add on, rather that integrate new information
	Self-monitor by knowing that comprehension is occurring and knowing what is understood	Do not realize they do not understand
After Reading	Reflect on what was read	Stop reading and thinking
	Feel success is a result of effort	
	Summaries major ideas	Feel success is a result of luck
	Seek additional information from outside sources	

Figure (2.5): Features of Good and Poor Readers (Based on Cook, 1989)

6- What is reading comprehension?

Imagine your employer has just handed you an important document to read and tells you he expects a summary of the material on his desk by tomorrow. You take a look and see it is written in a language totally foreign to you. After your initial confusion, you may try to make some sense of it and scan the document. While you may be able to phonetically decipher the words and sound them out, that's where your "reading" would end. You wouldn't have any idea what the words you just read actually meant. How would you feel? Upset? Discouraged? Obviously, this is an extreme example, but sadly classrooms are interspersed with students who experience the same type of frustration every day. They don't possess adequate reading comprehension skills to do what is expected of them.

Comprehension is the reason for reading. If readers can read the words but do not understand or connect to what they are reading, they are not really reading. Al-Qatawneh (2007,p.767) states that reading involves more than the ability to decode words or sound them out. The purpose of reading is to get meaning from the words that are presented. For example, being able to sound out the words in a manual that tells how to install a new system on your computer will not help you know what to do unless you can interpret the words and figure out how they work together in that context. That is to say that words must work together to create a coherent picture in one's mind.

Reading comprehension is defined by Badr El Deen (2011,p.11) as the ability to communicate a text leading an integrated process that involves decoding vocabulary and sentences, employing prior knowledge relevant to the text and using cognitive and meta cognitive strategies in order to make sense and to get the target message the author wants to convey. Elradii (2014,p.14) concludes that reading comprehension is the person's ability to interact with a text to construct meaning or to convey the author's message through employing an integrated process that involves cognitive and meta cognitive strategies. In other words, reading comprehension is interacting with the text using different reading comprehension skills.

It is noteworthy that comprehension is an active process that involves some features and behaviours:

- making meaning from texts.

- monitoring own understanding.

- critically evaluating the text.

- Understanding the text.

- making decisions about which strategies will help clarify understanding.

- making connections with existing knowledge.

- engaging with the text.

- Reflecting upon responses.

The researcher believes that reading comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, students need to be able to decode what they read; make connections between what they read and what they already know; and think deeply about what they have read. One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words. In addition, readers who have strong comprehension are able to draw conclusions about what they read: what is important, what is a fact, what caused an event to happen.

7- Factors that affect reading comprehension

There are different factors that affect reading comprehension. According to Lenz(2005,pp.1-2), these factors are:

- Previous knowledge of target topic (schemata).

- Knowledge of language structure.

- Knowledge of text structure and genres.

- Knowledge of cognitive and meta-cognitive strategies.

- Reasoning abilities.

- Motivation.

- Level of engagement.

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

- Lack of ability to decode and recognize words.

- Lack of language skills and strategies.

- The type of instructions.(cited in Haboush,2010, pp.23-24)

8- Levels of reading comprehension

Bielby (1999, p.146), and Lenz (2005, p.1) state that comprehension is the ability to construct meaning from a text through decoding the writers' words in order to expand and modify one's understanding and knowledge. It is expected that readers will read and get the idea at different levels of comprehension. In this case, levels of comprehension mean different depth of understanding and different analysis of meaning.

Revising the related literature, researchers divide these levels in different ways. Zintz (1978, pp.269-280), Mohamad (1999,p.1), Berry (2005,pp.1-2), Abu Shamla (2009, p.23) and Abed Qader (2012,p.8) classify reading comprehension skills into three levels:

- **Literal level:** The learners answer surface question.

- **Interpretive level:** The learners analyze the information of the text.

- **Critical level:** The learners recognize and judge the given information in the text.

On the other hand, Bakheet (2016, p.142), El-Kahlout (2010, pp.43-45) agree on the following levels:

- **Literal:** Here, students read and understand exactly what is on the page. Comprehension at this level involves surface meanings.

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

- **Inferential:** This level is linked to reading what is beyond the printed lines and going further as to exceed the limits of knowledge.

Moreover, Whitten (2004, pp.1-3) adds **the Applied level**, which takes what is said (literal) and then what is meant by what is 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.

In the light of the above mentioned divisions, the researcher categorizes reading comprehension skills into three levels depending on the objective which are stated in the Palestinian curriculum (English for Palestine grade 9):

a) 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 determining 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.

b) 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.

c- Inferential level: (Read beyond the lines)

It is related to some situation or context when one can read and grasp diverse concepts entailed in deep structure of the written language text, such as drawing conclusions, interpreting information and perceiving implied meaning. In other words, the reader does not simply read the words but s/he reads ideas, thoughts that spring from the relationship of various assertions.

The skills at this level are: 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 questionnaire and the reading comprehension test as instruments for her study.

9-What reading skills should students acquire?

To successfully read, comprehend and respond to the reading, the reader needs to be equipped with certain skills and ability types. For example, as the learner reads, he may be taught to generate questions, make a summary,…etc. These skills help the reader to process the text more actively. Peterson (2008, p.1) defines comprehension skill as an activity that students complete for the purpose of learning about features of text like main idea or cause and effect. The use of these skills depends on what readers are reading. Here are some of the reading skills that good readers may use.

a) Prediction

Prediction is a skill of expecting what the text is about through examining titles and pictures or through following the series of events and predicting the following ones. According to Nuttall (1996, p.38) prediction will greatly reduce the reliance on visual information, increase reading speed, and enhance comprehension. Kasmer (2006, p.20) states that " prediction can be considered an attempt to describe the outcome of a specific future event as well as a foundation of generality". 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. This is done by using the

reader's own experiences which allows each reader to relate to the story slightly differently.

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. Oczkus (cited in McKown and Barnett, 2007, p.25) says that prediction helps readers to set a purpose for their reading. It also allows for more student interaction, which increases student interest and improves their understanding of the text.

b) Identifying the Topic

Harmer (1999, p.201) states that 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. Riverside Unified School District (2004,p.2) concludes that the main idea is the sentence within a paragraph that states what the paragraph is mainly about. The topic is what the entire paragraph is about. On the other hand, the supporting details are the related sentences in the paragraph that support the main idea. The topic is determined by identifying the main idea and supporting details.

c) Skimming

Skimming is used to gather the most important information, or the gist of what is being read. Run your eyes over the text, noting important information. It is not essential to understand each word when skimming (Alkhuli, 1980,p. 77). Harmer (2001,p.202) defines skimming as the ability to take in a stream of discourse and understand the gist of it without worrying too much about the details.

d) Scanning

It means reading the text carefully to get specific information hidden in the text. Students complete tasks based on what questions require(Beare, 2009, p.25). Al-Kafarna(2015, p.44) explains that scanning is a skill that allows students to search for key words, concepts or ideas. More often than not, the student knows exactly what s/he is looking for. A useful way to teach this skill is asking students to search for specific information such as a definition or a name of a person or a place in a

telephone directory or looking for a word in a dictionary, asking them to start at the same time and see who the first to find it.

e) Knowing the Meanings of Words from Context

Knowing the meanings of words in a written context is considered as one of the comprehension skills. By this skill, readers know that words may have more than one meaning and may have many functions, so they can adapt the suitable meaning according to the context. Duffy (2009, p.85) argues that the most efficient way to learn the meaning of a new word when reading is to figure it out through thoughtful use of context. Kim (2008,p. 25) proposes four steps of guessing the meaning of words from context:

- looking at the word itself and its surrounding to decide on the part of speech.
- looking at the immediate grammar context of the words.
- looking at wider context of the words usually within a clause or sentences
- guessing the meaning and checking whether the guess is correct or not.

f) Judge the truth and logic of what they read

According to Abu Shamla (2010,p.24), 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 to help them make decisions about the worth of reading materials.

g) Asking and Answering Questions

Harvey & Goudvis (2000) state that questioning is a process readers use before, during, and after reading. Keene & Zimmerman(1997,p.119) explain that it also improves comprehension. Bakheet(2016, p.53) adds that it gives students a purpose for reading. Too often teachers assign text and instruct students to answer the questions at the end of the section. Students can be taught how to construct questions that clarify meaning, speculate about text yet to be read, determine an author's intent, style, content, or format, locate a specific answer in the text or consider rhetorical questions inspired by the text. Harvey & Goudvis (2000) add that the questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information.

The explanations above directly assume that to get a good reading skill, the readers do not only read a whole of the text, but are also involved the active process of mind including building the background knowledge and formulating the questions related to the text.

h) Making Inferences

Inferring is the process of taking what is stated in text and extrapolating it to one's life to create a wholly original interpretation that, in turn, becomes part of one's beliefs or knowledge (Keene et. al, 1997, p.153). It is also using one's imagination or the use of prediction. Teachers need to have their students try to make conclusions about the reading and make reasonable predications. Likewise, Serafini (2004, p.2) states that inferring refers to reading between the lines. It requires the ability to analyze and synthesize. Bhlool (2013,p.82) explains that you can encourage students to make inferences by providing sentence starters similar to the following: I realize that..., Based on…I predict that…, I can draw these conclusions..., Based on this evidence, I think…..

i) Drawing conclusions

Writers often tell more than they say directly. They give hints or clues that help the reader "read between the lines". Students need to use their own knowledge along with information (not directly stated) from the text to draw their own conclusions. Nerenberg (2011,p.7) states that "drawing conclusions occurs by analyzing patterns in the data collected". When readers draw a conclusion, they put together the facts and information found in the text or the illustrations and come to a conclusion about what it all mean. Abu Youniss(2013,p.27) argues that to draw conclusions is to come to a reasoned judgment; it is to come to an opinion based upon reasoning and evidence; it is to be able to make a statement based upon logic. It involves using good judgment and evidence presented to evaluate or to validate.

j) Summarizing

The researcher believes that students often have difficulty in deciding what the most important points in a text are and expressing them using their own words. Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and

remembering. Webster's calls a summary the "general idea in brief forms"; it's the distillation, condensation, or reduction of a larger work into its primary notions, (Raymond, 2009, p.32). Modeling summarization in class and providing students with opportunities to summarize are important comprehension activities. One activity is to divide the text into chunks and have groups of students work together to summarize each chunk (Schoenbach et al., 1999,p.4). McKown and Barnett (2007) argue that teacher modeling and student practice of the summarization process has proven effective for improving students' ability to summarize text and to improve text comprehension. Students can be taught to identify main ideas, connect the main ideas, eliminate redundant and unnecessary information, and remember what they read with the summarization strategy.

There are certainly a lot of reading comprehension skills that many researchers state in their researches, but the researcher attempt to mention those which serve her research's purposes. In addition, the researcher thinks that skills, which are mentioned previously, are nearly the main skills needed for students in Palestinian schools. The researcher also believes that English teachers should be aware of these skills to help students to be good readers. Depending on her experience, the researcher can say that the lack of strong reading comprehension skills affects a student's success in school.

10- Reading Comprehension Difficulties among Palestinian EFL learners

As an English teacher, the researcher has noticed that a lot of learners face difficulties in reading lessons. Students usually express their frustration and difficulties in a general way, with statements like "I hate reading!"

Khader and Shaat (2011, p.6) argue that "Palestinian students, like the whole Arab students, confront considerable difficulties in learning English sounds, spelling and vocabulary since English and Arabic are two highly asymmetrical languages." In the same concern, Mourtaga (2008,p.10) states that "Palestinian students find reading English a very complicated skill, and therefore, they have many problems with it". They all came to the same conclusion and found that the students' reading ability was at a low level. Ghorab(2013, p.44) concludes that the problems in reading of the students were focused on the inability to grasp main idea, inability to read quickly

due to limited vocabulary, inability to summarize the text, and the lack of appropriate reading strategies. These problems affect reading comprehension. They could not comprehend what they have read because they lack the ability to understand the texts.

Likewise, Abu Shmais (2002, p.2) confirms that Arabic-native speakers encounter many difficulties while reading English texts. According to the two subjects in this study, (two Arabic-native speakers majoring in English at Al Najah University) reading in English is difficult and very demanding specially reading literary texts. Additionally, Abu Shamla (2010, p.29) reports that the occurrence of these reading problems during the L2 learning process may not only be due to the pressure of the patterns of the mother tongue but also to imperfect learning of the new L2 reading comprehension patterns. Therefore, if a perfect teaching method for reading comprehension is achieved by activating students' prior knowledge, the problems will minimize. The occurrence of problems in understanding the reading passages is merely a sign of the present inadequacy of our teaching techniques. Therefore, we should change the traditional techniques of teaching reading comprehension.

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

Showing another point of view, Al Udaini (2011, p.64) believes that the method of teaching, the physical and emotional condition of students and the system of English language which differs from the system of the students' mother tongue language cause the difficulty of reading and reading comprehension as well. In addition, some problems occur in the curriculum itself where there are some topics not familiar to students. They need clarification as pictures presenting the words,

or videos showing the topic as in reality. Therefore, he suggests computers to be tools of motivating both teachers and students to read well and interact with the written text.

In addition, Mourtaga (2008, p.10) 51tandardiz that Arab EFL students, including the Palestinian ones, suffer from many reading problems as a result of teachers' misunderstanding of the reading process, students' lack of the linguistic competence, differences between English and Arabic, and English spelling-pronunciation irregularities. The product of the Gaza schools, therefore, is poor readers who realize this fact only when they encounter big reading assignments when they enter a university. He also classifies the reading problems into four categories as follows:

- Problems related to the misunderstanding of the reading process.
- Reading problems related to insufficient linguistic competence in general and use of English.
- Problems related to the differences between Arabic and English
- Problems related to the English spelling/sound system

In addition to the previous problems mentioned above, the researcher can add another point which is very important from her point of view. She believes that students face some problems related to the English learning motivation.

At the beginning of the scholar year, the researcher often asks students about the difficulties that they face in learning English. Every year, students ask her a problematic question: "Why should we study English?" It takes a whole lesson in order to explain and discuss the importance of studying English. Unfortunately, the researcher noticed that the students have low motivation for learning English in general and for reading in specific. McDonough (1983, p.142) reports that motivation of the students is one of the most basic factors influencing their success or failure in learning the language. To be clear, if students do not have the motivation to learn as well as read, they will not improve in English.

The problem nowadays, of course, is that there seems to be less of desire to read than in the past. Actually, a lot of teachers often complain that "*Our students don't read!* ". For most students nowadays, reading becomes a boring and tiring

activity so that they are lazy to read because they have no interest in reading books. They can even get sleepy easily when reading a textbook. They may dislike the topic and passage or they may be more interested in other things such as computer games and internet chatting because those things are very attractive to them. Some students even hate reading. This is a serious problem because if they dislike reading, they will have limited knowledge. For instance, they may not know some important people and information.

After considering different researchers' points of view, the researcher believes that the teacher plays a very important role in developing the students' reading habit and guiding them to be good readers. In addition, using suitable, interesting and attractive strategy will help in increasing the learners' motivation.

11-How to help overcome reading comprehension problems?

With the help of teachers, students can learn strategies to cope with comprehension problems that affect his or her reading. According to Clay (2002, p.11) Students should monitor their own comprehension through being aware of what they do understand, identifying what they do not understand and using appropriate "fix-up" strategies to resolve problems in comprehension.

In addition, Li-juan, J. (2007,p20), Sehlaoui (2001) and Mourtaga (2008) proposed some productive solutions, such as:

- Increasing students' motivation and lowering students' anxiety.

- Activating students' schemata.

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

- Following an extensive approach to reading.

- Integrating reading with other language skills. For example, students are asked to write a summary after reading a certain paragraph.

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

The researcher suggests some tips which may help improving reading comprehension and overcome the problems:

- As students read, ask them open-ended questions such as "What is the author trying to do here?" .This will help them to read beyond lines.

- Discuss the meaning of words as you go through the text. Target a few words for deeper teaching. Discuss what those words mean and how they can be used.

- Encourage students to use and revisit targeted vocabulary words.

- Use graphic organizers that help students break information down and keep track of what they read.

- Teach students to monitor their own understanding. Show them how, for example, to ask themselves "What's unclear here?" or "What information am I missing?" and "What else should the author be telling me?".

- Teach children how to be a strategic reader, e.g. how to make predictions and how to summarize and to take notes.

12- How can CSR help to overcome difficulties with reading in a foreign language?

A lot of students have difficulties with reading comprehension. They attribute their failure in reading comprehension to the lack of vocabulary knowledge, inability to comprehend text and questions, feeling incompetency, and disliking English language and reading in English (Ghorab,2013; Khader and Shaat, 2011; Al Udaini,2011; Abu Shamla, 2010; Dajani and Mclaughlin,2009; Mourtaga,2008; Abu Shmais, 2002). In this sense, Salataci and Akyel (2002) mention that most of the problems or difficulties experienced during the process of reading in a second or a foreign language stem from unawareness of reading strategies and lack of training of them. The students heavily depend on the teacher, and so have no control over their learning (cited in Karabuga and Kaya, 2013, p.629).

However, applying CSR may enable teachers and students to eliminate the problems concerning reading comprehension in EFL classes. Following the practice of CSR with learners helps them improve their reading comprehension and overcome vocabulary related problems and affective factors such as feeling incomplete and uncomfortable. Collaboration with peers may teach students to take responsibility for their learning. Karabuga and Kaya (2013,p.629) confirm that "each strategy employed in CSR approach was observed to make a contribution to one specific

aspect of comprehension". For example, the students can use their background information and make inferences with the help of "previewing", deal with vocabulary via " click and clunk", find the main idea with the help of " get the gist" and generate questions and answering them by using " wrap-up".

Novita (2011, p.2) states that a major difficulty that may be experienced by the students of English as a foreign language in mastering reading skill is mastery vocabulary items. However, it is often found that most learners worry about the meaning of a particular word in a text being read. The CSR has excellent teaching strategies for teaching students reading comprehension and building vocabulary and also working together cooperatively students are expected to develop their knowledge concerning with a specific context given to them to learn. They are also expected to be able to extract meaning from specific clues in the text, get the gist of it, and obtain specific information from the reading text

Al Roomy (2013, p.180) states that before applying CSR, students were poor readers and they stated that they struggled greatly when they were reading. They lacked the needed strategies for reading comprehension and had poorly developed definitions of the process of reading as a whole. Group work and strategies implemented in CSR were a good way of teaching because what students did socially was carried over into individual practices. He adds that was confirmed by the achievement test and students responses to the questionnaire. CSR also helped students to gain other study skills needed in their studies and might be essential for their professional lives. In addition, CSR both encouraged learning and enjoyment which was seen to be important to enhance students' motivation to learn.

13- Reading Comprehension skills in the "English for Palestine" Curriculum

The English Language Curriculum committee in the Palestinian Ministry of Education (1999) concludes that reading comprehension is the most important skill to be taught in school, and the ability to read accurately and fluently is the most important need for the Palestinian student. The students will be trained for:

a) **Information and Understanding:** collect data, facts, or ideas, discover relationships, concepts, or generalizations, and use knowledge generated from text.

b) Aesthetic Response: enjoy and appreciate texts, relate texts to oneself, and respond sensitively to texts with diverse social, historical, and cultural dimensions.

c)Critical Analysis and Evaluation: Use personal and objective criteria to form opinions or to make judgments about ideas and information in written texts (Abu Youniss,2013,pp.28-29).

It is clear that reading comprehension enables students to communicate effectively and appropriately with the written text, and then obtain education.

14- Purposes of Reading Comprehension in "English for Palestine" Grade 9

English for Palestine Grade 9 offers many new features to stimulate teachers and students: for example, there is a strong emphasis on developing reading skills, and using reading to expand vocabulary. As in the previous levels, the skill of reading, writing, listening and speaking are integrated throughout the course. New vocabulary and grammatical structures are carefully controlled and are introduced in useful contexts. Writing is presented in graded activities to encourage learners to write independently. The writing element of the syllabus in grade 9 focuses on using notes to write clearly and accurately about the topic and on writing summaries. In addition, the reading texts are related to Palestinian culture as well as other topics which increase students knowledge and information.

In the following, the researcher presents reading comprehension skills purposes for grade nine according to the English Language Curriculum ELC (1999), Ministry of Education in Palestine:

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 texts.

5. Summarize reading texts.

6. Make predictions about reading texts.

7. Make inferences about reading texts.

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

9. Develop awareness about synonyms and antonyms.

10. Identify the main idea of reading texts.

11. Identify supporting details.

12. Distinguish main idea from supporting details.

13. Recognize rhetorical markers and their functions.

14. Analyze components of text such as setting , theme, characters, etc.

15. Deduce meaning of unfamiliar words from context.

16. Skim for gist or general impressions of text or graphics.

17. Distinguish fact from opinion.

18. Infer mood and author's attitude or tone.

19. Understand different types of letters.

20. Scan for specific information from texts and realia.

21. Interpret information presented in diagrammatic display.

22. Relate text to personal experience, opinion, or evaluation.

23. Extract and synthesize information from different sources.

<div align="right">(Bhlool,2013, p.95 and Al Udaini,2011,pp.71-72)</div>

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 9 textbook are used in designing the instruments of this study. Obviously, it is difficult to examine all the reading comprehension skills in one study. As a result, the researcher tends to examine the most important skills depending on the results of the questionnaire. Then, she divided them into three levels. These skills are:

a) Literal level: (Read on the lines)

1- Make predictions about reading texts.

2- Scan for specific information from the text.

3- Identify the main idea of reading text.

b) Critical level: (Read between the lines)

4- Determine whether the ideas are true or false.

5- Deduce meaning of unfamiliar words from context.

6- Develop awareness about synonyms and antonyms.

c) Inferential level: (Read beyond the lines)

7- Related text to personal experience, opinion, or evaluation.

8- Make inferences about reading texts.

15- Conclusion

To conclude, reading is a process that develops only with practice. There are certain aspects of reading, such as fluency and word recognition, which can be learned in a few years. These basics must be mastered but at the same time reading comprehension should be emphasized in the process. Students can parrot words on a page all day long but if they do not have the necessary comprehension skills they will not be able to make predictions about what will happen next, monitor their understanding of content, sequence or characters, clarify confusing parts of the text, or connect what they're reading to their own experience or prior knowledge. And that is what true comprehension is all about.

Part (3): Motivation to learn English and to read

The researcher choose to discuss learning English motivation because she notice that students have low motivation towards learning English. As an English teacher, the researcher wants to motivate students to learn English in general and to read English texts in specific. So, she also wants to examine their reading motivation as well.

1- What is motivation?

It is accepted for most fields of learning that motivation is essential to success: that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. If motivation is so important, therefore, it makes sense to try to develop our understanding of it. Are all students motivated in the same way? What is the teacher's role in a student's motivation? How can motivation be sustained?

At its most basic level, Harmer (2001, p.51) defines motivation as some kind of internal drive which pushes someone to do things in order to achieve something. Bomia et al. (1997) says that learning motivation refers to "a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process". It is what gets students to engage in academic activities, keeps them trying when things get difficult, and determines how much they learn (cited in Fan and Feng, 2012,p.262). According to Salvin (2001, p.345), motivation is an internal process that activates, guides and maintains behavior over time (cited in Abdur Rehman et al, 2014, p.254). Alshumaimeri (2013,p.20) states that motivation is what drives students to behave in a certain way or to take a particular action toward learning English. On the other hand, Alseweed (2010,p.11) says that it is a state of need on the part of the learner that produces a strong desire to persevere in learning English as a foreign language until the need is satisfied.

In conclusion, motivation to learn English is the driving force by which students achieve their language goals. It is willingness to learn English and reaching one's aims without any inconveniences. It is what gets learners (ninth graders in this study) to engage in learning activities, keeps them trying when things get difficult, and determines how much they learn. It is measured through a learning motivation

scale. In other words, we can say that the definition includes: effort expended to achieve a language goal, a desire to learn the language, and satisfaction with the task of learning the language.

Importantly, motivation to read is an important aspect in enhancing reading comprehension among students. The researcher defines reading motivation as a student's willingness and enjoyment to read, and their feeling of challenge, curiosity, read efficiency as well as the importance of participating and sharing reading with others. It is determined in this study with ninth students' grades in the reading motivation scale.

2- Types of motivation in foreign language learning

Reviewing the related literature, the researcher noticed that researchers divide motivation in different ways. Some of them classify it into extrinsic and intrinsic motivation. On the other hand, the others classify it into integrative and instrumental motivation.

One of the main components of foreign language learning motivation is the learning situation which is made up of intrinsic and extrinsic motives. Harmer (2001, p.51) states that in discussion of motivation an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which comes from outside and from inside.

- **Extrinsic motivation** is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel.

- **Intrinsic motivation,** by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by the desire to make themselves feel better**.**

Most researches and methodologists have come to the view that intrinsic motivation is especially important for encouraging success. Even where the original reason for taking up a language course, for example, is intrinsic, the chance of success will be greatly enhanced if the students come to love the learning process.

From the other point of view, Rifai (2010, p.3) says that in the early work of Gardner and Lambert (1972), motivation was seen to be divided into two very general orientations: integrative and instrumental.

- **Instrumental motivation** refers to a desire to learn a language because it would fulfill certain utilitarian goals, Abdur Rehman et al. (2014, p.254) add that learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary/ bonus, getting into college, getting a job, passing an examination, etc.

- **Integrative motivation** refers to a desire to learn a language in order to communicate with people of another culture who speak it; the desire is also there to identify closely with the target language group. Ahmed (2005, p.12) explain that integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture. It is as a means to get social and economic reward through L2 Learning.

Abdur Rehman et al. (2014, p.254) state that motivation is an important factor in L2 learning. Some researchers are of the view that both types are important to fulfill the purpose of learning. Therefore, it is necessary to know the combination of both types. They add that many researchers looked at integrative and instrumental motivation as intrinsic and extrinsic motivation. They conclude that EFL learning is more influenced by instrumental motivation where as ESL learning is more dependent on integrative motivation. In addition, motivation varies from person to person depending on learning context and task.

3- Sources of Motivation

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form part of the world around students' feeling and engagement with the learning process. Harmer (2001,pp.51-52) suggests some factor that affected motivation:

- **The society we live in:** outside any classroom there are attitudes to language of learning English language in particular. How important is the learning of English is considered to be in the society? In a school situation, for example, is the language learning part of the curriculum of high or low status? If school students were offered the choice of two languages to learn, which one would they choose and why? Are the cultural images associated with English positive or negative?

    All these views of language learning will affect the student's attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not motivation continues. Even where adult students have made their own decisions to come to a class to study English, they will bring with them attitudes from the society they live in, developed over years, whether these attitudes are thoroughly positive or somewhat negative.

- **Significant others:** apart from the culture of the world around students, their attitude to language learning will be greatly affected by the influence if people who are close to them. The attitude of parents and older siblings will be crucial. Do they approve of language learning, for example, or do they think that math and reading are what counts, and clearly show that they are more concerned with those subjects than with student's success in English?

    The attitude of a student's peers is also crucial. If they are critical of the subject or activity, the student's own motivation may suffer. If they are enthusiastic learners, however, they may take the student along with them. Wigfield and Guthrie (1997, p.421) emphasise that even if individuals believe they are competent and efficacious at an activity they may not engage in it if they have no purpose for doing so.

- **The teacher:** clearly a major factor in the continuance of a student's motivation is the teacher. His or her attitude to the language and the task of learning will be vital. An obvious enthusiasm for English and English learning , in this case, would seem to be prerequisites for a positive classroom atmosphere.

In this respect, Ahmed (2005, p.25) suggests to give the teacher the freedom to innovate and prepare teaching materials. This will increase teacher's motivation to teach English and students' motivation as a result.

- **The method:** it is vital that both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with method being used, success is much more likely.

Ahmed (2005, p.25) adds that "how to teach a subject" is not less important than "what to teach". He confirms that emphasis should be placed on the update methods of teaching and varied activities.

4- Motivation and learning English

English in Palestine is a compulsory school subject; it aims to develop native- like facility in English which will enable learners to communicate spontaneously, effectively and confidently about abroad range of topics. Unfortunately, many students get lessons in a passive way, without reflecting much about what they are hearing. They work on assignments mostly just to get them over with rather than to learn something from them. Even if they are concerned about meeting the class requirements and getting acceptable grades, many students lack interest in the content they are learning. They see it as a material to be learned in order to pass tests or complete assignments, but not as an input that can enrich the quality of their lives or help them understand and respond to present and potential challenges in daily living.

It is clear that motivation plays a vital role in the teaching and learning process of which is important in learning a second/foreign language. Al Qatawneh (2014, p.998) confirms that when students are motivated, they are likely to make a great progress in learning and show significant improvement in their English study. Alshumaimeri (2013,p.14) adds that it influences how much and how many students interact with native speakers; how they use the second/foreign language; how much input they receive in the target language; students' proficiency level, students' achievement; and how long students preserve and maintain the second/foreign language skills after language study is over. Al-Ilwan and Al-Atiat (2010, p.684) go

far and claim that results indicated that we can predict of achievement of students through our knowledge of their intrinsic motivation.

Addressing her point of view, A1 Rifai (2010, pp.3-4) says that motivation is a very important issues to address to enable one to design better curriculum materials or teaching strategies to stimulate students' motivation in learning. There is a need to consider students' motivation within the subject content and the classroom contexts of curriculum, instruction, and teachers. Without it even "gifted" individuals cannot accomplish long-term goals, whatever the curricula is and/or whoever the teacher is. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions

Students who approach a task with motivation to learn think about the meanings and implications of the task and not just about meeting its requirements. They want to understand the content presented, be able to relate it to their prior knowledge, and "make it their own" by being able to discuss it in their own words.

The researcher used six factors of motivation into designing her scale. In the following, she discusses these motivational factors in more details:

• **Self-efficacy:** Students believe in their own ability to perform well in accomplishing English tasks. Tuan et. al. (2005, p.641) explain that when students have high self-efficacy, they believe they are capable of accomplishing learning tasks, whether tasks are difficult or easy.

• **Motivation for knowledge:** Students take an active role in using a variety of strategies to construct new knowledge based on their previous understanding. They use their knowledge in their daily life and feel satisfied as they increase their competence and achievement during English learning.

• **English learning value**：It refers to whether or not students can perceive the value of English learning they engage. As a result, they will be motivated to learn English.

• **Learning environment stimulation:** In the class, learning environment surrounding students, such as curriculum, teachers' teaching, class activities, and pupil interaction influenced students' motivation in English learning. Tuan et. al.

(2005, p.641) add that in constructivist learning, students take an active role in interacting with the environment; they use active learning strategies to retrieve existing knowledge to interpret new experiences in order to construct new understanding. They try to find resources to help them understand concepts.

• **Peer acceptance:** Students enjoy doing tasks with other students. They feel that working with other students makes tasks easier.

5- Motivation and reading

Motivation has a very important role in the reading process. Many teachers state lack of motivation as the origin of the problems they face with in the learning environment. It is known that reading motivation contributes to students' comprehension of what they read and their reaching success at school. Nevertheless, reading motive has a determining effect on students concerning how much they will read.

In literature, many research results that have been carried out with the aim of investigating the relation between reading motive and reading performance from primary school to further levels confirm that there is a relation between reading motive and reading performance. (e.g. Sawangsamutchai and Rattanavich,2016; Meniado,2016; Özönder,2015; Ölmez,2015 and Katrancy,2015). In addition, Al-Sohbani (2015,p.33) points out that it is necessary to increase learners' reading motives to make them spare more time for reading and to make them become a more competent reader. In this context, the matter of how students' reading motive can be increased becomes a highly important question. According to Ülper (2011, p.956), factors such as teachers, family members, friends, books, environment, and activities had a diagnostic effect on students in terms of awakening their willingness to read. On the other hand, Picton (2014, p.17) concludes that children's reading motivation may be influenced by many factors. Gender, age and social background consistently feature as influencing factors in children's literacy achievement; for example, girls generally outperform boys on reading assessments, and children from more advantaged backgrounds tend to outperform those from poorer families. However, children and young people who enjoy reading, and read frequently, are known to be more likely to perform better academically.

Gambrell and Marinak (2009, p.1) mention that researchers have identified a number of factors important to reading motivation including self-concept and value of reading, choice; time spent talking about books, types of text available, and the use of incentives.

In this study, the researcher considers the following factors and builds up the reading motivation scale according to them:

- **Reading efficiency:** Focus on students' sense of efficacy and beliefs about their ability to read. Wigfield and Guthrie (1997, p.421) say that self efficiency occurs when children have positive ability beliefs and think they can do the reading activities efficaciously. As a results, they should be more likely to engage in reading.

- **Challenge:** Refers to children's need for competence. Naeghel et. al. (2014, p.85) mention that research indicates that providing challenges and providing positive feedback is positively associated with reading motivation.

- **Curiosity:** Is positively related to students' behavioural and emotional engagement and enjoyment of reading. Chou et. al. (2016, p.82) mention that it is only through reading that such a form of curiosity can be satisfied, and also fuel their active involvement in class sessions.

- **Importance:** Refers to the items reflecting reading as an engaging and enjoyable activity. Ölmez (2015,p.598) states that the value of reading indicated the contribution of reading in terms of self-development, future careers or education.

- **Social:** Involves a level of discourse, among students, in a learning community that allows for a sharing of perspectives and the construction of knowledge socially from text. Chou et. al. (2016,p.83) add it is easy for children to reach and be involved in reading habit if aesthetics, warmth and love is available in the environment education.

6- How to motivate learners in EFL lessons?

Motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his/her job the best. A teacher can do a lot to

improve the students' motivation, and the effort involved is an essential part of the teaching profession. (Alseweed, 2010, p.2).

At the beginning of a course, with students at whatever level and at whatever age, the teacher is faced with a range of motivation. Some students have a clear goal, fed by a strong extrinsic motivation to achieve it. Others have an internal intrinsic drive which has fired them up. Others still may have very weak motivation, whatever type it is. But a student's initial motivation (or lack of it), need not stay the same for ever. Harmer (2001, p.53) adds that " increasing and directing student motivation is one of a teacher's responsibilities".

Ahmed (2005, p.14) states that teachers may not be able to reach all students, but they certainly ought to be able to motivate a far greater percentage of them. At the inception, teacher's personal traits, ways of 66tandard, interest, enthusiasm, and seriousness in teaching can work as good motivators for pupils. Learners are also motivated by effective methods of teaching used by experienced teachers; teachers' development of positive attitudes towards the foreign people and culture; supportive, purposeful, relaxed school settings that are characterized by positive teacher-pupil relationship; well- identified educational objectives and procedures to achieve them side by side with teachers' creation of confidence in the pupils about feasibility to achieve such goals; and interesting and meaningful materials that are well considered in terms of selection, the amount taught, time available to cover them, and the relation to the learners real lives and needs.

It is important to encourage students to be engaged in reading activities and fostering their motivation by providing interesting reading materials and by engraining the message that "reading tasks are challenges to be mastered rather than obstacles to be avoided" (Kim, 2010, p.878).

7- Conclusion

In conclusion, motivation is considered as an integral part in the achievement of any goal. Motivation is vital because, as most researchers agree, it looks at why, how long, how hard and how long students are willing to be involved in their learning process. It is an important factor that has a positive influence on any educational learning process especially in learning English. The teacher plays a very

important role in motivating EFL learners. When teachers help the learners to develop an internal sense of control as well as feelings of effectiveness in their ability to carry out tasks, then there are great chances for the learners to become motivated to learn.

Section (B)

Previous studies

This section includes three domains of previous studies. The first domain presents studies related to teaching by CSR. Some of these studies are from the Arab world and the rest are international. The second one deals with the studies related to reading comprehension which is the core of this study. Finally, the third domain discusses motivation which plays a very important role in learning process.

(A) Collaborative strategic reading domain:

1- Boardman et al. (2015)

This study investigated the efficacy of a multi-component reading comprehension instructional approach, Collaborative Strategic Reading (CSR), compared to business-as-usual instructional methods with 19 teachers and 1074 students in middle school social studies and science classrooms in a large urban district. Researchers collaborated with school personnel to provide teachers with ongoing professional development and classroom support. Using an experimental design, teachers' classrooms were assigned either to CSR or to a business-as-usual comparison condition. Teacher quality was assessed using the CSR Global Quality Rating Score measured through the Implementation Validity Checklist and they also completed a log to monitor the dosage or amount of CSR intervention children received. The student outcome was reading comprehension ability, as measured by the reading comprehension subtest of the Gates- MacGinitie Reading Test.

Multi-level analyses showed that students receiving CSR instruction scored higher on a standardized reading comprehension assessment compared to their peers in comparison classrooms. While implementation varied across classrooms, students in the CSR condition were observed using CSR strategies and working together in small groups. Teachers attended to the quality of student work and provided more feedback when teaching CSR. Researchers recommended that CSR is an effective method to improve the reading comprehension of adolescents and to increase their access to complex informational text.

2- Khonamri and Karimabadi (2015)

The purpose of this experimental study was to determine how collaborative strategic reading may increase critical reading of EFL students at the intermediate level. Forty students majoring in English language literature at the University of Mazandaran, Iran participated in this study. In the experimental group, the students were taught collaborative strategic reading. The students in the control group were taught in the traditional way. The instruction of both groups lasted for 10 sessions and every session continued for 90 minutes. A pre test and post test were given to both groups before and after the treatment. A self designed questionnaire and interview were also administered to the experimental group only in order to examine the attitude of students toward CSR. A two-tailed independent sample t-test was applied to analyze the pre test and post test results of the experimental and control group to check if there was any significant difference between the students' performance regarding their critical reading ability.

The result indicated that students in the experimental group with CSR instruction outperformed the students in the control group. Therefore, the finding in this study indicated that CSR instruction improved students' critical reading. The results of the self designed questionnaire and interview revealed that students had a positive attitude toward CSR. The study recommended that strategy instruction in research-based comprehension strategies would help students enhance their comprehension difficulties. Depending on the results of the study, the researchers recommended to use CSR to increase critical reading of EFL students at the intermediate level. Collaborative Learning is a valuable tool for developing critical thinking, because it creates a warm classroom environment in which the learners experience "psychological safety, intellectual freedom, and respect for one another as persons of worth".

3- Arif (2014)

The study tried to examine the effect of collaborative strategic reading on junior high school comprehension achievement. The researcher focused on the effect of collaborative strategic reading on the students reading comprehension achievement in reading descriptive text. He compared between students' reading

comprehension achievement taught using collaborative strategic reading and that taught using Hot Potatoes especially in reading descriptive texts. The population of this research was grade eighth of the academic year of 2013-2014 in Surabaya. The samples of this research were class 8A and class 8E because based on Anova result they had similar ability. The research design used in this thesis was a quasi-experimental design. This research was conducted in twelve meetings. Every meeting, the students got different descriptive text. The researcher gave the pretest before treatments and the post test after treatments. In analyzing the data, the researcher compared the gain scores of both the experimental and control groups.

From the result of the students' pretest and posttest, the researcher found that eighth graders who are taught using collaborative strategic reading obtain a higher reading comprehension achievement than those who are taught using Hot Potatoes in the control group. Depending on the findings, the teacher recommended to try to apply CSR in reading lessons. Furthermore, other researchers are encouraged to conduct other researches comparing Collaborative Strategic Reading with other software, platform or online material.

4- AL- Roomy (2013)

This is an investigative action research study on ways of improving the reading comprehension skills of Arabic medical school students. The study first analysed the difficulties of teaching and learning English and reading in English in a Saudi university medical college. An intervention was planned and implemented based on Collaborative Strategic Reading (CSR). The process and outcomes of this intervention were analysed through mainly qualitative research methods including: semi-structured interviews which were audio taped to explore students' reading habits, field notes and video and audio taped observations to examine students' interactions while reading, the results of the reading comprehension test taken at the end of the course, and a questionnaire of students' perceptions completed after implementing collaborative strategic reading.

Analyses revealed significant findings. The results of the action research suggested that CSR had enabled these students to improve their reading comprehension considerably and help students to think more critically and

constructively. The findings offer a framework for developing reading comprehension through group work and combining it with exploratory talk. The thesis has some practical recommendations such as CSR should be both adopted and advocated as part of the agenda for teacher training in Saudi Arabia.

5- Ferhan and Kaya (2013)

This study aimed to find out the effect of collaborative strategic reading CSR on adult EFL learners' reading comprehension and reading-related problems. 40 prep-class university students having three hours of reading classes per week, participated in the study and they were labeled in to two groups as experimental and control groups. In this study, five types of instruments were utilized to collect the data: pre- and post- reading comprehension tests, minute papers about their reading related problems, Collaborative Strategic Reading Learning Log, Reflective Log and filed notes taken by the researcher.

The results revealed that CSR affected the comprehension and reading related problems of adult EFL learners positively. Depending on the findings, the researchers recommended to use CSR during EFL reading classes.

6- Hitchcock et al. (2013)

The study examined the impact of Collaborative Strategic Reading (CSR), a set of instructional strategies used to build reading proficiency, on the reading comprehension of fifth-grade students. The researchers used quasi-experimental design. The sample included 1,355 students from 74 social studies classrooms (37 CSR, 37 control). The schools were located in five districts in Oklahoma and Texas. Instead of depending too much on the teacher, the students were observed to learn from each other, and supported each other's learning, which facilitates autonomy among students. Within each school, researchers randomly assigned social studies classrooms to either the intervention condition or the comparison condition.

Teachers in the intervention condition used CSR instructional strategies when delivering social studies instruction for a period of one school year. Teachers in the comparison condition provided business-as-usual instruction of social studies. Various curricula were used across both conditions. In the intervention classrooms, observations were conducted to assess the fidelity of implementation of CSR

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strategies. Study authors assessed the effectiveness of CSR on reading comprehension by comparing student performance on the Group Reading Assessment and Diagnostic Evaluation GRADE. (It is a standardized, nationally normed, group-administered assessment of student reading, including vocabulary, reading comprehension, and metacognitive skills for understanding informational text).

Study authors reported that CSR did not have a significant impact on student reading comprehension, and the WWC confirmed this result. The researchers recommended to do more researches to examine the impact of Collaborative Strategic Reading (CSR) in different areas in the USA.

7- Rozak et al. (2012)

This research aimed at revealing: (1) whether or not Collaborative Strategic Reading (CSR) strategy is more effective than lecturing strategy in teaching content area reading comprehension; (2) whether the students who have high intelligence have better content area reading comprehension ability than those who have low intelligence; and (3) whether there is an interaction between teaching strategies and intelligence in teaching content area reading. This experimental research was carried out in the academic year of 2012/2013 on the eleventh year Bilingual classes. The number of population was three classes (72 students). Each group consisted of 24 students. The experimental group was treated by using Collaborative Strategic Reading (CSR) Strategy, while the control group was treated by using Lecturing Strategy. The post-test was conducted in form content area reading comprehension test. Then, the data from the post-test were described using descriptive statistics. After that, the data were analyzed using ANOVA and Tukey test.

The data analysis shows that: (1) Collaborative Strategic Reading (CSR) Strategy is more effective than Lecturing Strategy in teaching content area reading; (2) Students with high intelligence have better content area reading comprehension ability than those having low intelligence; and (3) There is no interaction between teaching strategies and intelligence in teaching content area reading. Collaborative Strategic Reading (CSR) is an effective strategy in teaching content area reading for both high and low intelligence students. Therefore, it is recommended that: (1)

teachers should be well-trained in using Collaborative Strategic Reading (CSR); (2) the students need to get accustomed to learning reading in content areas (science and social study); (3) the school needs to upgrade teachers' competence; and (4) future researchers may conduct replication research with different sample and condition.

8- Ziyaeemehr (2012)

The present research set out to improve reading comprehension of ESP learners through CSR (collaborative strategic reading) which teaches reading comprehension strategies and provide opportunities for English language learners to interact effectively with peers. Forty students majoring in electronics of Islamic Azad university of Mahshahr were selected as the participants, and randomly divided into two groups of experimental and control. The participants in the experimental group were taught collaborative strategic reading through using reading strategies namely, previewing, click and clunk, get the gist and wrap-up collaboratively, while the control group received the same hours of instruction through translation. Pre and post reading comprehension test was conducted. Having received the instruction, an independent samples t-test was made to find possible differences between the two groups.

The results were indicative of the effective role of collaborative strategic reading on the reading comprehension of EFL learners. Depending on the results, the researcher recommended to improve reading comprehension of Iranian engineering students by equipping them with proper reading strategies and techniques in collaborative groups.

9- Demachkie, and Oweini (2011)

This research investigated seventh grade Arabic-speaking background students' participation in a pilot study that used the collaborative strategic reading (CSR) strategy to improve their reading of Arabic in Jordan. It responds to students' learning in a diglossic context where students prefer to read books in French or English, and where teachers generally use a traditional approach to teaching reading comprehension. Data was analysied using t-test. Comparison is made between one group of students who were trained in and used CSR with a second group that continued in the traditional teaching situation.

Implementation of CSR was shown to have a positive influence on students' reading comprehension test results and issues are raised in relation to changing the effects of diglossia through changes in pedagogy, including improving the design of curriculum and resources to create greater access to interesting literature in Arabic. This includes teachers taking a more active role in guiding their students in choosing Arabic literature and 74tandardized them into themes, reading levels, and developmental levels. Further research is recommended on the effectiveness of CRS over a longer period of time, especially with respect to monitoring whether students continue to implement the strategies they have learnt on a long-term basis. The research also highlighted the need to investigate these students' attitudes towards Arabic language and reading in Arabic in considering the importance of language and reading to their education as a whole.

10- Vaughn et al. (2011)

The researchers conducted an experimental study to examine the effects of collaborative strategic reading and meta-cognitive strategic learning on the reading comprehension of students in seventh- and eighth-grade English/ language arts classes in two sites (Texas, Colorado) and in three school districts. Students were randomly assigned to classes and then classes were randomly assigned to treatment or business-as-usual comparison groups. If a teacher had an uneven number of classes, the researchers assigned extra classes to treatment. The total number of classes randomized was 61, with 34 treatment and 27 comparison. Treatment students received a multi-component reading comprehension instruction (collaborative strategic reading) from their English/language arts/reading teachers that included teaching students to apply comprehension strategies in collaborative groups for 18 weeks, with approximately two sessions per week.

Findings indicated significant differences in favor of the treatment students on the Gates-MacGinitie Reading Comprehension Test but not on reading fluency. The researchers recommended to implement CSR with a non-overlapping sample of students. They also think that studies that investigate the relative impact of components of CSR would be valuable.

11- Novita (2011)

The study deals with the effectiveness of Collaborative Strategic Reading (CSR) strategy in teaching reading comprehension. The strategy is the combined-strategies instruction that draws on both reciprocal teaching and cooperative learning. Specifically, the study is aimed at finding out the significant improvement of students' reading comprehension achievement after being taught using Collaborative Strategic Reading (CSR). The researcher applied the experimental design. Pre and post reading achievement test was applied on 20 university students in Sidoarjo.

Based on the calculation of a t-test, the results show that there is a significant improvement in the students' achievement after they got treated using Collaborative Strategic Reading (CSR) strategy when studying reading comprehension in the classroom. The t-test indicates that the score of the t-value is higher than t-table (2.18 > 2.021). Here, the experimental group represents a better improvement after they received the treatment. The researcher recommended to use CSR in teaching reading comprehension.

12- Fan (2009)

This study intended to investigate the impact of Collaborative Strategic Reading (CSR) on Taiwanese university students' reading comprehension, explore the process of how they collaborate for text comprehension, and examine their perspectives of the CSR intervention. The participants were 110 students from two intact classes who had low-intermediate to intermediate level of English. This study adopted a mixed-method design and multiple types of data were collected including a 75tandardized reading measure pre-test and post-test, the participants' responses to a questionnaire survey, field notes, transcription data of group discussions during CSR, and group interviews. The statistical results of the mixed ANOVA did not confirm CSR to be more effective than the traditional teacher-led reading approach which focuses on vocabulary and grammar teaching in improving the students' reading comprehension scores.

The findings indicated that CSR had a positive effect on the Taiwanese university learners' reading comprehension particularly in relation to the

comprehension questions on getting the main idea and finding the supporting details. On the whole, the participants had a positive attitude towards CSR.

Depending on the results, some pedagogical implications for English instruction at university level in Taiwan are recommended. The findings of the study suggest that implementing comprehension strategy instruction for one semester may help learners adopt some degree of strategic reading behaviors, but it takes long-term efforts and practices for EFL learners to fully develop their strategic reading abilities. It is important for Taiwanese English teachers to bear in mind that training students to become strategic and interactive readers who can use bottom-up and top-down reading strategies is a long term process. In addition, suggestions for future research to further validate the impact and effectiveness of CSR are proposed at the end of this study.

13- Standish (2005)

This study examined the effects of Collaborative Strategic Reading and direct instruction in persuasion on sixth-grade students' persuasive writing and attitudes. A total of 59 sixth-grade students in three private schools located in the suburbs of a large city in the mid-Atlantic region USA participated in the present study. Students in three intact classes were assigned to one of three treatment conditions: Collaborative Strategic Reading and direct instruction in persuasion or direct instruction in persuasion or a control group. Treatment effects were examined using six measures of persuasive writing: the Adapted Toulmin Scoring Criteria (claim, data and backing); coherence and organization; five-paragraph structure; and essay length. In addition, the Writer Self-Perception Scale was administered to assess the relationship between students' attitudes toward writing at the beginning of the study and at its conclusion. Finally, three students from each treatment condition in the study were observed and interviewed for the case study.

Analyses revealed significant findings. During the case study, the students engaged in Collaborative Strategic Reading and direct instruction in persuasion performed significantly better on all six measures of persuasive writing than students in the other two treatment conditions. Also, students' attitudes toward writing in all three treatment conditions were not found to change significantly from pre-test to

post-test but the students' responses in the case study indicated that if students have positive attitudes about their writing they will most likely write more often and more effectively.

Overall the findings from the present study suggest Collaborative Strategic Reading and direct instruction in persuasion is a powerful combination for teaching students to write persuasively. However, more research is needed to determine the effects of direct instruction on persuasion and students' attitudes toward writing. Depending on the results, the researcher recommended that it is important for future research to consider other variables that may affect the persuasive writing of middle school students.

Comments on the previous studies (A)

Researchers have been interested in the implementation of CSR from different perspectives, and with participants from different contexts. The researcher discusses the previous studies which related to CSR according to the following elements:

1) The Subject of the Previous Studies and their Purposes

Most studies examined the effectiveness of Collaborative Strategic Reading (CSR) approach in teaching reading comprehension(e.g. Khonamri and Karimabadi,2015; Arif, 2014; Hitchcock et al., 2013; Ziyaeemehr, 2012; and Novita (2011). However, many of them compared between CSR and other strategies (e.g. Vaughn et al., 2011)**.** The researcher tried to find out whether CSR is more effective than metacognitive strategic learning. Rozak et al.(2012) aimed at revealing whether or not Collaborative Strategic Reading (CSR) strategy is more effective than lecturing strategy. On the other hand, Standish(2005) examined the effects of CSR and direct instruction in persuasion on students' persuasive writing and attitudes. In addition to find out the effect of CSR on EFL learners' reading comprehension, Ferhan and Kaya(2013) examined reading-related problems. In the current study, the researcher tried to find out the effectiveness of using CSR on reading comprehension and learning motivation among ninth graders.

2) Design

The majority of the researchers conducted an experimental study to examine the effects of collaborative strategic reading such as Boardman et al.(2015), Khonamri and Karimabadi(2015), Ferhan and Kaya(2013), Rozak et al.(2012), Ziyaeemehr(2012), Vaughn et al.(2011) and Novita (2011). On the other hand, Arif(2014) and Hitchcock et al.(2013) applied a quasi-experimental design, AL-Roomy(2013) used an action research study, Zainol Abidin(2012) followed the descriptive design and Standish(2005) conducted a case study. In this study, the researcher conducted the experimental design.

3) Tools

In a study that was conducted by Khonamri and Karimabadi (2015), pre test and post test were given to both groups before and after the treatment. A self designed questionnaire and interview were also used. However, Al Roomy (2013) used semi-structured interviews which were audio taped to explore students' reading habits, field notes and video and audio taped observations to examine students' interactions while reading, the results of the reading comprehension test taken at the end of the course, and a questionnaire of students' perceptions was completed. In addition to the reading comprehension test, Ferhan and Kaya (2013) used minute papers about students' reading related problems, Collaborative Strategic Reading Learning Log, Reflective Log and filed notes taken to collect the data. Fan (2010) collected data by including a 78tandardized reading measure pre-test and post-test, the participants' responses to a questionnaire survey, field notes, transcription data of group discussions during CSR, and group interviews. Standish (2005) used six measures of persuasive writing: the Adapted Toulmin Scoring Criteria (claim, data and backing); coherence and organization; five-paragraph structure; and essay length. In addition, the Writer Self-Perception Scale was administered to assess the relationship between students' attitudes toward writing at the beginning of the study and at its conclusion. Finally, three students from each treatment condition in the study were observed and interviewed for the case study. Most of the researchers conducted reading comprehension achievement test: Arif (2014), Rozak et al. (2012), Ziyaeemehr (2012), Demachkie, and Oweini (2011) Vaughn et al. (2011) and Novita (2011).

In this study, the researcher conducted reading comprehension skill questionnaire pre and post reading comprehension test, Learning English motivation scale and reading motivation scale.

4) Samples of Studies (number-gender-grade)

The sample of Boardman et al. (2015) study was1074 students in middle school social studies and science classrooms. Some studies examined university students e.g. Forty students majoring in English language literature at the University are the sample of Khonamri and Karimabadi (2015) study, whereas Al Roomy (2013) examined 30 first and second years Saudi university medical college students. Ferhan and Kaya (2013) examined 40 prep-class university students. Similarly, forty students majoring in electronics of Islamic Azad university were selected as the participants in Ziyaeemehr (2012) study. Fan (2010) examined 110 Taiwanese EFL university students. On the other hand, some studies were conducted on school students. Hitchcock et al. (2013) study examined 1,355   fifth-grade students. Rozak et al. (2012) chose 72 eleventh year students as a sample. Demachkie, and Oweini (2011) investigated seventh grade Arabic-speaking background students. In Vaughn et al. (2011), the researchers conducted the study on students in seventh- and eighth-grade English/ language arts classes. On the other hand, 59 sixth-grade students participated in Standish (2005) study. It is noticed that the participants in all the previous studies are both: males and female.

In the current study, the researcher conducted the study on ninth grade Palestinian female students.

5) Place

The researches were applied in different counties. Boardman et al.(2015)study was conducted in urban areas USA. Also, Hitchcock et al. (2013) was applied in Oklahoma and Texas. On the other hand, Arif (2014) was conducted in Surabaya, Khonamri and Karimabadi (2015) in Iran, AL- Roomy (2013) in Saudi Arabia, and Fan (2010) in Taiwan. The current study was conducted in Gaza, Palestine.

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6) Subject

Most of the study examined the effectiveness of CSR on English (e.g. Arif,2014; Khonamri and Karimabadi,2015. Hitchcock et al.,2013 and Ferhan and Kaya, 2013. Other studies applied CSR on other subjects. E.g. AL- Roomy,2013 on medicine written in English; Boardman et al. (2015) in science classrooms; and Demachkie, and Oweini (2011) on Arabic. In this study, the researcher examined the effectiveness of CSR on English.

7) Statistical Treatments

The Statistical treatments used in the previous studies to measure the results were varied and different. Khonamri and Karimabadi (2015) and Novita (2011) used t-test. While Arif (2014) and Fan (2010) used Anova. Boardman et al. (2015) used Multi-level analyses. On the other hand, Hitchcock et al. (2013) used the GRADE, a nationally normed and standardized measure of reading comprehension. In this study, the researcher utilized T-test, Means, Standard Deviations, Spearman Correlation, Split Half Technique and SPSS.

8) Findings

Most of the previous studies agreed on the positive effect of CSR on learners' reading comprehension achievement. (e.g. Boardman et al.,2015; Khonamri and Karimabadi,2015; Arif,2014; AL-Roomy,2013; Ferhan and Kaya,2013; and Demachkie, and Oweini,2011). However, one study (Hitchcock et al.,2013) found out that CSR did not have a significant impact on student reading comprehension. The researchers said that several factors may account for this conclusion. First, randomized controlled trials often fail to support the findings of quasi-experiments , because holding all other design features equal, randomization yields stronger internal validity about program impacts than quasi-experiments. In the current study, CSR was implemented using an approach designed to approximate real-world implementation: teachers were trained to deliver CSR to their own students. By contrast, in earlier studies , the CSR developers delivered CSR directly to participating students, a method of delivery that would not be feasible for large-scale implementation. Third, in the current study, CSR was implemented in 26 schools

across five districts located in two states; whereas the previous studies were conducted in a single school.

The previous studies support the idea that CSR facilitate students' learning. It is clear from the studies that using the CSR is more beneficial and helpful than using traditional methods. Although previous research of CSR has added to our understanding of how it effects reading comprehension process of students from different levels, ages, groups and with diverse abilities, much remains unaddressed. It is hoped that this study would lead to increasing and improving students' achievement in English through using CSR in their learning process.

(B) Reading comprehension domain:

1- Al-Tatari (2016)

This paper aimed to identify the impact of using digital stories in developing reading comprehension skills for Third graders. For reaching the study goals, the researcher followed experimental approach where the sample was chosen in an indiscriminate way , the study's sample consists of (74) students from Beit Lahia Elem Boys school divided into two groups, one is experimental group consisted of (37) student, and the other is controlled group consisted of (37) student. The study tools are represented by a reading comprehension skills test and after insuring tools significance and consistency, a pretest was applied to the two study groups (both experimental and controlled) to insure the equality of both groups. After applying the digital stories, a posttest was applied to the two groups (both experimental and controlled) .Then the study's data were treated statistically using SPSS program, in which the result were explained and recommendations and suggestions were presented.

The study outcomes showed the positive impact of using digital stories in developing reading comprehension skills for third graders. In light of the study, the researcher recommended to organize and implement courses and workshops for teachers to training them on designing and preparing digital stories. In addition, he recommended to take into consideration reading subjects that its goals and approaches focus on developing reading comprehension in preparing Arabic Language curriculums and to adopt computerizing subjects as a modern teaching approach.

2- Bakheet (2016)

This study aimed at investigating the impact of using a website on 10th graders' English vocabulary, retention and reading skills. To achieve the study objectives , the researcher adopted the experimental approach on a purposive sample of (84) tenth graders from Osama Bin Zaid Secondary School for Boys who were randomly assigned to equal control and experimental group . To achieve the study aims, the researcher used three instruments to gather data: a checklist for teachers to determine the most important five reading comprehension skills, a reading comprehension and vocabulary pre, post and retention test. The Website was used in teaching the experimental group, while the traditional method was used in teaching the control one in the first term of the scholastic year 2015-2016. The experiment lasted for five weeks during which the researcher implemented the experiment and the study tools to measure the effect of the use of the website on the study dependent variables.

The results revealed that there were statistically significant differences at ($\alpha \leq$ 0.05) between the scores of the control group and those of the experimental one on the reading comprehension posttest and the vocabulary of the study revealed that using the Website was effective in developing reading comprehension, vocabulary and its retention as they showed post and retention test in favor of the experimental group, which was attributed to the effectiveness of using the Website. Based upon the previous findings, the study recommended that EFL Palestinian teachers should adopt the use of websites so as to develop students' reading comprehension, vocabulary and its retention.

3- Wilson and Kim (2016)

The purpose of the study is to investigate the effects of concept mapping on mastery goal orientation and academic self-efficacy in a collaborative learning environment. The current study employed a randomized controlled pretest-posttest group design to examine if learning strategies such as concept mapping can help students with both reading comprehension achievement and intrinsic motivation of wanting to master a task at a high level. A total of 42 5th grade students at Ilshin Elementary School in South Korea participated in this study. The experiment group

(n=22) has undergone concept mapping training while the control group (n=20) has not. All students were required to fill out questionnaires based on mastery goals, performance goals and academic self-efficacy. The results indicated that concept-mapping did not increase mastery goals and mastery goals had no effect on test scores. In addition, the interaction effect between academic self-efficacy and condition did not increase mastery goals and had no effect on test scores. In conclusion, the reduced number of samples may have caused a potential source of instability considering the statistical procedure chosen**.**

Depending on the results, the researchers recommended to interpret and apply this study to other contexts with caution due to the potential for over generalizing beyond the context of this research. The reason is because all participants in the current study attended only one school. Future researchers should be cautious when applying these findings to secondary or tertiary education in general because higher level students may use a combination of multiple learning strategies or more advanced strategies instead of a single learning strategy like concept mapping. Since middle school classrooms tend to operate under more competitive goals, educators should carefully consider the learning environment in order to replicate the effects from the current study. Future research should expand this research by conducting mixed methods because the need for interviews will be very helpful to help understand a student's thought process.

4- Al Aila (2015)

This study aimed at examining the effectiveness of using scaffolding strategy on developing reading comprehension skills for the seventh graders at UNRWA schools in Gaza. In order to achieve the aim of the study, the researcher adopted an experimental research design. The sample of the study which was purposefully chosen consisted of (63) students. The experimental group included (32) students taught reading comprehension by scaffolding techniques, while the control group included (31) students who were taught reading comprehension by an ordinary way. The researcher conducted a content analysis card to determine the reading comprehension skills in the content of English for Palestine 7A pupil's book and used Holsti's equation to count the reliability of the analysis. According to the result of the analysis, the researcher designed an achievement test. The results of the achievement

test were statistically analyzed by using T-test Paired Sample to measure the differences in reading comprehension skills between the pre-test and the post-test of the experimental group.

The findings of the study indicated that there were statistically significant differences between the mean scores of the experimental group and those of the control group in favour of the experimental group. The differences were attributed to the use of scaffolding strategy. Based on the findings, the researcher recommended English language teachers adopt scaffolding strategy in teaching English in general and in teaching reading in particular. Also, he recommended coordinators, supervisors and specialists hold training courses to train English language teachers on using the scaffolding strategy.

5- Abdal Rahim (2015)

This study investigated the effectiveness of KWL strategy on Palestinian eleventh graders' reading comprehension, vocabulary and its retention and students' attitudes towards English. To achieve the study aims, the researcher adopted the experimental approach on a sample of (64) male students from the scientific stream at Al Manfalouti Secondary School for Boys, who were randomly selected from the original population of (968) students enrolled in the scientific stream in the Directorate of Education – middle governorate for the academic year 2013-2014. The participants were divided into two equivalent groups. The researcher used the KWL strategy in teaching the experimental group, while the traditional method was used in teaching the control one . The researcher used 5 instruments to achieve the study aims: 1) a checklist for teachers to determine the five most important reading comprehension skills, 2) a pre and post reading comprehension test, 3) a pre and post vocabulary test, 4) a delayed vocabulary retention test, and 5) a pre and post attitude scale towards English language. The experiment lasted for six weeks (2 lessons per week) in which the researcher implemented the study tools to investigate the effect of the KWL strategy.

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

recommended that curriculum designers and decision makers should consider strategies such as KWL strategy to activate students' prior knowledge while building the curriculum activities. The study also recommended Palestinian English supervisors hold training courses to motivate the use of innovative strategies like KWL strategy to develop teacher's abilities in teaching English.

6- Jaber (2015)

This study aimed at identifying the impact of employing (K. W. L. H) Strategy on developing the reading speed and reading comprehension of the fourth primary grade students. The researcher used the experimental method where the study was applied on a sample consisted of 58 female students of the fourth primary grade at the Primary Co-ed School (A) in Rafah. The study sample was divided into two groups; experimental and control each consisted of 29 female students. To achieve the objectives of the study, the researcher prepared a list of reading speed skills, another list for the reading comprehension skills , a test for reading comprehension skill, an observation card for reading speed skill and a teacher's guide. After verifying the validity and reliability of all tools, students of both groups sat for a pre-test and post-test then results of both tests were analyzed to identify the differences between average of students in both groups. The researcher also used a T-test to determine if the averages of both groups are significantly different from each other.

The study showed that there are statistically significant differences between the mean scores of the experimental group and the control group in the observation card of the reading speed and in the test of the reading comprehension for the favor of the experimental group. In the light of the study findings, the researcher recommended paying more attention to students' practice of (K.W.L.H) strategies. Teachers are also recommended to have training session on employing (K.W.L.H) Strategy to develop both the reading speed and comprehension of students..

7- Al-Anzi (2014)

This research aimed at recognizing the effect of using discovery method in teaching reading skills for pupils of primary school in Saudi Arabia to acquire learning processes skills and reading skills, their ability to learn, the remaining of

learning effect. The researcher prepared a checklist to observe students performance in reading. The instrument consisted of (30) items. The researcher used quasi-experimental approach. She applied it on a sample consisted of (40) children chosen intentionally from one of the learning difficulties centers.

The results showed that there were significant differences between the experimental and control groups in reading comprehension skills for the favor of the experimental group. The researcher recommended to use guided discovery strategy in teaching to improve students reading comprehension skills.

8- Al. enazi (2014)

The purpose of this study was to investigate the effect of a program based on reciprocal teaching strategy on reading comprehension skills and Social Interaction of EFL female students at college of Art and Education (Northern Boarder University). The targeted sample was consisted of (59) students enrolled in the reading course(ı) during the first semester of the academic year 1434-1435 H., and it was assigned randomly into two groups. The control group students (N=30) received traditional classroom instruction whereas the experiment group (N=29) received treatment (program based on reciprocal teaching strategy). The Pre-Test, Post-Test, Control Group Design was followed, and the equivalent of the two groups was checked statistically using ANCOVA. Data was collected through English Reading test, and Social Interaction Scale. The results of the pre-administration of instruments indicated that the two groups were homogenous. However, the findings of the post-administration showed a remarkable improvement in reading comprehension and social interaction, instrument was administered as Pre- and Posttest. Data were collected and analyzed using (SPSS) program.

Findings indicated that students trained by the reciprocal teaching program performed better than the control group during the posttest .Based on the findings, the study recommended training teachers and student teachers of English in using Reciprocal teaching and interactive teaching methods that depend on discussion and dialog, making use of the friendly and fully supportive environment offered by peer tutoring in the development of cognitive, affective aspects and skills related to English language learning.

9- Al-Slaiti (2014)

This research aimed to discover the effect of reciprocal teaching strategy in reading comprehension for the students of the elementary fifth grade. The researcher used experimental design. The sample of the study consisted of four sections. The number of the students was (102) from the elementary of the fifth-grade students from primary schools in the Directorate of Education, the District Bani Kenana, Irbed Governorate. To achieve the objective of the study, a test was designed consisting of (32) items.

The results showed the existence of significant differences in reading comprehension due to the effectiveness of reciprocal teaching strategy, and the absence of differences due to gender. In the light of the results, the researcher recommended the need to employ interactive teaching strategy in teaching reading Arabic language for elementary fifth grade students.

10- Haghighia, and Abdollahib (2014)

The current study investigated the effectiveness of two models of co-teaching viz. team-teaching and station teaching in the promotion of the students' reading comprehension in an EAP situation in Iran. Fifty two sophomore students, majoring at Marketing Management from Ilam University were selected as participants and based on their achieved score in the pre-test were assigned into two experimental and one control group. The participants in the first experimental group received instruction through team-teaching and the students in the second experimental group were taught through station teaching, but the participants of the control group were taught by one single teacher for the same hours of instruction. All participants took part in a final achievement test and the results were analysed through one-way ANOVA.

The outcomes indicated that there was significant difference between the students' performance and those in the experimental groups outperformed the control group. However, there was no statistically meaningful difference between the students' performance in the team-teaching and station teaching groups. The researchers recommended the committed instructors who are willing to adopt co-teaching in EAP classrooms to take planning and preplanning into consideration.

Finally, the researchers can make benefit of this study by trying to discover the reasons of co-teaching efficacy in order to improve the EAP courses in Iranian universities.

11- Hosseini and Ghabanchi (2014)

This paper highlighted the humanistic-transformational perspectives via portfolio assessment which offers a conceptual framework for teaching and assessment. More specifically, it attempted to explore the effect of portfolio assessment on EFL learners' reading comprehension ability and motivation in the context of Iran. It adopted the quasi-experimental design comprising the pretest-treatment-posttest paradigm. To achieve the purpose, the researchers collected the triangulated data about the participants. Two classes were selected as the experimental and control groups from Tabaran Institute of Higher Education. They were 65 female university students majoring in translation. The only difference between the two groups was integrating portfolio into learning strategy-based instruction for the experimental group (portfolio-based instruction vs. non-portfolio instruction). At the post-testing stage, the both groups were retested through the reading comprehension test and the motivation questionnaire. A self-report assessment was also utilized to increase the credibility of the motivation test.

The result obtained from Mann Whitney U tests and t-tests revealed that portfolio assessment as a constructivist strategy empowers participants' reading comprehension and motivation. Portfolio assessment (PA), in the present study, was found to have a significant effect on EFL learners' reading ability as well as their motivation. The study recommended using the RAP strategy and using charts for the development of the students' portfolio in reading comprehension ability.

12- Jameel (2014)

This research aimed at knowing the impact of Barman's model in improving reading comprehension among fourth stage-literary branch female students in the topic of Reading and Texts. So as to achieve objectives of the study, the researcher espoused an experimental design of partial adjustment. The sample of the study comprises (50) fourth stage-literary branch female students in Al-Iraqia high school for girls located in Khalis city in Diyala General Directorate of Education. The

sample is randomly distributed into the two groups; (25) female students in the experimental group, and (25) others in the controlling group. By using the T-test with two independent samples, the study resulted in two outcomes.

The researcher concluded that teaching according to Barman's model has an impact in improving reading comprehension among fourth stage/ literary branch female students. She recommended the necessity of adopting Barman's model in teaching reading comprehension of fourth stage/literary branch due to its beneficial traits and its significant impact in improving two important skills sought in language teaching; reading and comprehension. The researcher suggests conducting subsequent studies in the same field of knowledge of the present study.

13- Almaian (2013)

The purpose of the study was to investigate the effect of using reciprocal teaching strategy on reading comprehension and on students' attitude toward reading for seventh grade students in Kuwait. The research sample consisted of 40 students distributed in two groups chosen randomly. The experimental group 20 was taught using reciprocal teaching strategy, while the control group 20 was taught using traditional methods. Two instruments were designed: a test to measure students reading comprehension and the other to measure the attitude toward reading.

The results showed that there are significant statistical differences in test scores between the experimental group and the control group in favor of the experimental group. However, there were no significant statistical differences in students' attitudes between the two groups. The study recommended that teachers in schools use reciprocal teaching strategy in teaching reading in order to develop students' reading comprehension.

14- Al manyrawi (2013)

The study aimed at investigating the effectiveness of using written retelling strategy(WRS) on improving reading comprehension achievement and retention. The study handles the following reading comprehension skills, retention of information embedded in the reading text, relating to real life experience and expressing opinions. To answer the questions of the study, the researcher adopted the quasi-experimental approach. The researcher purposively select a representative sample of

(72) ninth graders from Amena Bent Wahab Secondary School for girls in Rafah. The participants were distributed into two equivalent groups, each of which consisted of (36) students. WRS was used in teaching the experimental group, while the traditional method was used with the control one during the second term of the school year (2011-2012).An achievement test was designed and validated to be used as a pre–post test. In addition, the researcher prepared an interview to investigate students' opinions towards the written retelling strategy as a new strategy in learning reading texts. The data of the study were analyzed by using T-test independent sample. Effect size technique was used to measure the effect size of written retelling strategy on the experimental group in each scope of the text.

The results of the study revealed that the written retelling strategy was effective in improving reading comprehension achievement and retention. The researcher recommended the use of the same strategy to develop other English language skills and other school subjects, as well.

15- Ghorbani et al. (2013)

This study examined the effect of reciprocal teaching – which focuses on four reading comprehension strategies, namely summarizing, questioning, clarifying, and predicting-on improving EFL students' writing ability. Assessment was made based on an evaluation sheet including five criteria (content, macro structure, micro structure, language range and complexity, and language errors) for evaluating the compositions. In this study, true-experimental design was used to study two classes of 104 randomly selected intermediate learners. The pre-test inter-rater reliability for the two raters who rated the students' compositions was 0.95 and the posttest inter-rater reliability was 0.97. Since this study was conducted under the supervision of a supervisor and an advisor, its validity was taken for granted. The results of the independent samples t-test supported the effectiveness of reciprocal teaching of comprehension strategies in improving the learners' writing ability. Since teaching comprehension strategies seems to have facilitated the process of writing, its application can be suggested to reinforce EFL students' writing ability.

The findings of this study imply that students will get motivated to read more if they realize the importance of reading in improving their writing performance.

The researchers recommended that if comprehension strategies are incorporated into the curriculum and instructed in EFL classes, EFL learners' writing skill may improve. Therefore, teachers should provide their students with such strategies to facilitate their learning process.

16- Pan and Wu (2013)

This experimental study aims to investigate the effects of using cooperative learning to enhance the English reading comprehension and learning motivation of EFL freshmen by comparing the cooperative learning instruction and traditional lecture instruction. This experiment was implemented in a Freshman English Reading course, a two credit course, with two hours of instruction per week, over a full semester. Seventy-eight EFL freshmen taking Freshman English Reading courses participated in this study, with 44 participants in the experimental group and 34 in the comparison group. They employed a pretest-posttest comparison group quasi-experimental design. The experimental group received a reciprocal cooperative learning instruction, whereas the comparison group received a traditional lecture instruction. Both groups were administered three English-reading achievement tests and an English learning motivation scale. The data were analyzed by means, standard deviations, t-tests, and one-way ANCOVA.

The findings indicate statistically significant differences in favor of cooperative learning instruction on English reading comprehension, particularly among medium- and low-proficiency students. Cooperative learning instruction also created a significantly positive effect on student motivation toward learning English reading. In conclusion, the researchers strongly suggest teachers use cooperative learning instruction in university-level EFL reading classes.

17- Sakolrak (2013)

This research aimed to develop a strategy to resolve the 3 most critical reading comprehension learning problems that occur in elementary school. Quantitative data collected from the focus group demonstrated that (1) students had no reading habit and do not read long questions in examination papers; (2) students lack reading comprehension ability; and (3) teachers lack reading comprehension teaching strategies. One elementary school was selected to implement a school-based

approach and university-school collaboration for enhancing the reading comprehension instruction competency of school teachers. The research population consisted of 35 elementary school teachers in a small private school in Bangkok, Thailand. To solve these 3 problems, teachers preferred to develop their reading comprehension instructional competency.

Methodology of this research involved a mixture of several strategies. The narrative method was used first to gather information about the reading problems of elementary school students and alternative tools for diagnosing the problems. Then, the survey method was used in the second phase to gather information on the needs of schools to enhance comprehension reading skills of the 6th grade students. Finally, research and development was used to develop strategies for working cooperatively with schools on reading comprehension development. The research instruments used to collect school data in the second phase included structured focus group interviews with questions on states and problems in student learning. These focused on reading comprehension ability, their effects on students learning achievement, and preferred strategies for enhancing student reading comprehension. Two strategies were used to work cooperatively with school teachers: (1) A 10-hour school-based workshop focused on instructional design to enhance reading comprehension diagnostic ability using QRI 3. This focused on reading materials, reading aloud, asking questions, and storytelling; (2) External mentoring by a university professor mentor focused on lesson plan writing. Three reading comprehension ability diagnostic instruments comprised of (1) QRI-3 reading process diagnostic form; (2) ethnographic note taking-anecdotal records and observation checklist, and (3) QRI-II retelling based on think aloud procedures.

The researcher found out that there were some problems worth noticing on reading comprehension abilities and teachers' instruction and evaluation. Based on these research findings, the researcher recommended that not only teaching competency should be developed, but teacher awareness in integrating reading comprehension instruction in all subjects should also be encouraged.

18- Blanch et al. (2012)

This paper examined the effects of an educational programme involving peer tutoring at school and family tutoring at home on child reading comprehension

achievement. The researchers drew upon a sample of 303 students and 223 family tutors. The methodology combined a quasi-experimental design and a qualitative analysis of texts. Background variables were collected by means of student and parent questionnaires and also teacher and family interviews. An analysis of the family tutoring interactions was also monitored.

Overall, the study revealed the effectiveness of peer learning to improve reading comprehension skills and the potential of family involvement for the development of academic skills. The researchers recommended to help school communities to feel confident in sharing the ability to teach each other, and to learn through the process of teaching whether they are students, parents or teachers.

19- Marzbana and Akbarnejadb (2012)

The aim of the study was investigating the effect of cooperative reading strategies on improving reading comprehension of Iranian university students. Subjects were 60 male university students in Babol technical center, Iran. They were randomly assigned into two groups: The experimental group using cooperative reading strategies and the control group using a traditional method of instructions. Training was 16 sessions, three hours each session. To achieve the objectives, the researchers used Nelson test. Statistical results revealed that the experimental group did much better than the control group and consequently cooperative reading strategies were effective on improving reading comprehension of Iranian university students.

The results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience. Depending on the results, the researchers recommended junior and senior high school teachers and universities instructors to use more student-centred activities and motivate the students to participate in classroom activities. These strategies help students to have less anxiety when they take part in class activities. Textbook writers will also benefit from the result of this study. They can embody some parts of cooperative strategies in their books. In this way they can help the students to read and comprehend the reading

contexts more efficiently. They can also encourage them to use cooperative reading strategies.

20- Choo et al. (2011)

The research discussed how 'reciprocal teaching strategies' could help low-proficiency Sixth-Form students improve their reading comprehension. A study using a quasi-experimental design was conducted among 68 low-proficiency students from four Sixth-Form, intact classes. An intervention of nine reading lessons using reciprocal teaching strategies was administered over a period of one month. Tools for data collection were a pretest, a posttest and five open-ended questions given after the treatment.

The findings from the independent t-test and paired-sample t-tests showed a significant difference, revealing the effectiveness of the strategies, and the respondents from the Experimental Group gave positive feedback regarding the use and effects of these strategies. The research recommended implications for pedagogy and research. This study, which only explored the reading skills of a group of Sixth-Form students from an urban school, has implications for research as well in that it would be worthwhile to expand this study to include students from different levels of schooling, across rural and urban areas. Other than expository texts, texts from other genres can also be explored. For instance, short stories might be studied as part of the literature component in the Malaysian English syllabus for the lower-secondary level, as well as English Literature for the Sixth Form and higher; this might help to further determine the effectiveness of reciprocal teaching strategies in promoting and sustaining interest in literature study. Repeating the study over a longer period and incorporating different techniques, such as graphic organizers, tape-assisted teaching, computer-assisted learning or story-sharing, is recommended

21- Al-Farra (2011)

This paper investigated the effectiveness of the Assisted Extensive Reading Program on developing reading comprehension strategies, namely; skimming, scanning, guessing meaning of words in context and inference of ninth graders in Gaza governorate. The study examined the improvement shown by the experimental group1 who received reading comprehension strategy training only, and group2 who

received strategy training integrated with 9 week extensive reading program and the control group who received no treatment. An achievement, pre and post test were administrated and a statistical analysis was conducted to collect data.

Comparing the results of the pre-post tests, it was concluded that the Assisted Extensive Reading Program proved to be the most efficient in developing reading comprehension strategies. Strategy training alone was useful but the rate of the progress was not significant. On the other hand the traditional method was ineffective in that students made very little progress on all levels. Comparing the scores achieved by the three groups at each of the four strategies, it was found that group2 who received both strategy training and extensive reading program was always superior to the other two groups, and group1 who received strategy training only achieved some progress but it wasn't significant when compared to the scores of the control group. In conclusion, the researcher recommended carrying out further studies to identify the effect of either increasing or decreasing pronouns in a text on reading comprehension and critical thinking.

22- Ababneh and Abdelrahmani (2010)

This study aimed at investigating the influence of the language of two testing/assessment methods on Jordanian EFL students' reading comprehension. More specifically, it attempted to answer the following question: What is the effect of the language of the test (LT) on students' reading comprehension in EFL when they were tested/ assessed by IWRP and MC ? The sample of the study consisted of 287 eleventh-grade school students chosen randomly in the city of Irbid in Jordan. The cluster sampling method was used to choose the sample of the study. Two types of assessing reading comprehension were used in the study (immediate written recall protocol (IWRP) and multiple choice (MC)). Two authentic English texts were used to assess students' reading comprehension. Approximately, half of the students (n = 140) were tested in reading comprehension by IWRP, and the other half (n = 147) were tested by MC. One half of each group were asked to respond in their native language (Arabic) and the other half were asked to respond in the target language (English).

The results revealed that the language of the testing method has a significant effect on reading comprehension in favor of Arabic. The researchers suggested that students should be trained on how to develop general strategies to reconstruct meaning from a text in addition to teach them test-taking strategies. Implications and recommendations for further research are drawn and presented.

23- Badr El-Deen (2009)

This Study aimed at recognizing the impact of vocabulary and cohesive devices knowledge, especially pronouns and conjunctions, on the literary 11th graders' reading comprehension. The researcher here applied pre and post tests on a random sample of two intact classes of sixty literary 11th male graders divided into control and experimental groups. These sixty learners represented nearly 38 % of the learners the researcher has been teaching English. The first part of the pre-test represented vocabulary test and the second one; pronouns and conjunctions test. This pre- test was applied on the learners' of both groups to diagnose their abilities and to know whether both groups were equal in their knowledge. After the researcher made sure that both groups were approximately equal regarding their previous knowledge in terms of vocabulary, pronouns and conjunctions, he subjected these graders to some treatment during eight lessons through three texts from the graders' syllabus in terms of vocabulary and the meant devices. After that, the researcher carried out a post-test to identify the effect of knowledge of vocabulary and cohesive devices on students' reading comprehension skill. Both tests were carried out during the second term of 2011.

The researcher discovered that each independent variable, either vocabulary or pronouns, remarkably and positively affected reading comprehension. Moreover, each independent variable has the ability to predict reading comprehension. However, vocabulary affected reading comprehension more than pronouns and conjunctions did. In conclusion, the researcher recommended carrying out further studies to identify the effect of either increasing or decreasing pronouns in a text on reading comprehension and critical thinking.

Comments on the previous studies (B)

It is noticeable that the previous studies are of good value for this study as they help the researcher in different ways. They are directly related to reading comprehension skills and how to develop them and they suggested different strategies to be adopted by teachers in the field. Concerning the studies of this domain, which focused on reading skills, the following points can be considered：

1) The Subject of the Previous Studies and their Purposes

All of these studies examined the improvement of reading comprehension skills by using different techniques and strategies. E.g. Al-Tatari (2016) used digital stories; Bakheet (2016) applied website on English vocabulary, retention and reading skills; Wilson and Kim (2016) investigated the effects of concept mapping; Al Aila (2015) used scaffolding strategy; Abdal Rahim (2015) investigated the effectiveness of KWL strategy; Jaber (2015) employed K.W.L.H. strategy; Al-Anzi (2014) used discovery method; Al-Enizi (2014) investigated the effect of a program based on reciprocal teaching strategy on reading comprehension skills and Social Interaction and Jameel (2014) tackled Barman's model.

2) Design

Most researchers tackled the experimental design: e.g. Al-Tatari (2016), Bakheet (2016), Al Aila (2015), Abdal Rahim (2015), Jaber (2015), Jameel (2014), Ghorbani et al.(2013), Marzbana and Akbarnejadb (2012) and Badr El-Deen (2009). Other studies followed the quasi-experimental design: e.g. Hosseini and Ghabanchi (2014), Al-Anzi (2014), Al manyrawi (2013), Pan and Wu (2013), Blanch et al. (2012) and Choo et al.(2011). On the other hand, Sakolrak (2013) adopted a mixture of several strategies. The narrative method was used first to gather information about the reading problems of elementary school students and alternative tools for diagnosing the problems. Then, the survey method was used in the second phase. In Ababneh and Abdelrahmani (2010) study, the cluster sampling method was used to choose the sample of the study. Blanch et al. (2012) combined a quasi-experimental design and a qualitative analysis of texts.

3) Tools

Researchers used different tools to achieve their objectives. Al-Tatari (2016) and Al-Farra (2011) applied a reading comprehension skills test. Bakheet (2016) used a checklist for teachers to determine the most important five reading comprehension skills , a reading comprehension and vocabulary pre, post and retention test. Abdal Rahim (2015) used five instruments: a checklist for teachers to determine the five most important reading comprehension skills, a pre and post reading comprehension test, a pre and post vocabulary test, a delayed vocabulary retention test, and a pre and post attitude scale towards English language. Marzbana and Akbarnejadb (2012) applied Nelson test while Al-Anzi (2014) used a checklist.

4) Samples of Studies(number-gender-grade)

Samples of the previous studies are different and variable. For example, Al-Tatari(2016) targeted 74 students from Beit Lahia Elem Boys school, Bakheet (2016): 84 tenth graders from Osama Bin Zaid Secondary School for Boys, Wilson and Kim (2016): a total of 42 5th grade students, Al Aila (2015): 63seventh graders at UNRWA schools in Gaza, Abdal Rahim (2015): 64 male students from the scientific stream at Al Manfalouti Secondary School for Boys, Al-Slaiti (2014): 102 from the elementary of the fifth-grade students from primary schools in the Directorate of Education, Haghighia, and Abdollahib (2014): fifty two sophomore students majoring at Marketing Management, and Hosseini and Ghabanchi (2014) used a sample of 65 female university students majoring in translation.

5) Place

Researchers conducted their studies in different places. Al-Tatari (2016), Bakheet (2016), Abdal Rahim (2015), Al Aila (2015) and Jaber (2015) were conducted in Gaza-Palestine. Wilson and Kim(2016) was applied in South Korea, whereas Al-Anzi(2014) was applied in Saudi Arabia. Al-Slaiti (2014) and Ababneh and AbdelrahmaniI(2010) was implemented in Irbed in Jordan. However, Haghighia, and Abdollahib (2014), Hosseini and Ghabanchi (2014) and Marzbana and Akbarnejadb (2012) were implemented in Iran. Almaian (2013) was conducted in Kuwait, but Sakolrak (2013) was applied in Bangkok, Thailand.

6)Subject

All the previous studies examined English as a foreign language (e.g. Al-Tatari,2016; Bakheet,2016; Abdal Rahim,2015; Al Aila,2015 and Jaber ,2015).

7) Statistical Treatments

The Statistical treatments which used in the previous studies to measure the results were varied and different. Most of them used T-test e.g. Al Aila (2015) and Jaber (2015). In Al-Tatari (2016), data were treated statistically using SPSS program, while ANOVA was used in Haghighia, and Abdollahib (2014).The result was obtained from Mann Whitney U tests and t-tests in Hosseini and Ghabanchi (2014). On the other hand, Al. enazi (2014) and Pan and Wu (2013) adopted ANCOVA.

8) Findings

Almost all the previous studies (e.g. Al-Tatari,2016; Bakheet,2016; Jaber ,2015 and Haghighia, and Abdollahib,2014) outcomes showed the positive impact of the suggested strategies in developing reading comprehension skills for learners. However, Wilson and Kim (2016) said that results indicated that concept-mapping did not increase mastery goals and mastery goals had no effect on test scores. In addition, the interaction effect between academic self-efficacy and condition did not increase mastery goals and had no effect on test scores. The researchers concluded that the reduced number of samples (42 students) may have caused a potential source of instability considering the statistical procedure chosen**.**

The previous studies widened the researcher's knowledge as they enriched the educational background of the researcher concerning reading comprehension skills and techniques for teaching reading.

(C) Learning motivation domain:

The researcher divided this domain into two parts in order to organize the studies each under its suitable part: learners' motivation and English learning, and learners' motivation and reading

Part 1. Learners' motivation and English learning

1- Al-Sohbani (2015)

The present study explores Yemeni rural secondary school students' Attitudes Towards English Language Teachers (ATELTs) and their English Language Learning Motivation (ELLM). The study also attempts to: 1) investigate the inter-relationship between students' ATELT, ELLM and their achievement in English, and 2) investigate if there are significant differences between students' ATELTs and ELLM according to gender. The researchers used quasi-experimental design. A total of 75 (males=33 and females=42) rural secondary schools students participated in this study. They completed a questionnaire and answered a test. Descriptive as well as inferential statistical analyses were calculated by using SPSS.

The results shows that the participants' ATELTs was favorable and their ELLM was quite high, as well. However, there was no significant relationship between their ELLM and ATELTs and there were no significant differences between male and female students regarding their ATELTs and ELLM. Based on the results of this study, teachers and supervisors are recommended to try to work hard in order to realize what really cause learners to have a poor level of English though they are motivated.

2- Abdur Rehman et al. (2014)

This research paper aims to explore the role of motivation in learning English language for Pakistani learners. Motivation is regarded as an influential element in the success of any activity. It plays a crucial role in achieving the desired goals. The study was quantitative in nature. In this study a quantitative method of research was adopted in the form of questionnaire. A questionnaire was designed on Likert scale in order to collect data from a group of 50 Pakistani intermediate students from a private college. In terms of gender the group was divided involving 25 males and 25 females.

From the result it can be concluded that the percentage of instrumentally motivated students is higher (i.e 70%) than integratively motivated students (i.e 24%) so in our Pakistan context, students are highly instrumentally motivated in learning English language. Finally, number of generalizations were made regarding the importance of motivation in learning English for Pakistani learners. Depending on the results, it is suggested that Pakistani teachers should acquire strategies that help

students to learn English to benefit them in their future career. The use of interesting text along with activities can help to increase the motivation level of students.

3- Alshumaimeri (2013)

This study investigated the effect of an intensive English language program on EFL students' motivation. The sample consisted of six male and six female classroom sections of first year university students from the Preparatory Year at King Saud University chosen randomly using the cluster sampling method. Students' motivations were measured three times; one at the beginning of the program, one after two months (eight weeks) and the third time was after four months (16 weeks). The students' motivation level was measured against a self-reported learner motivation questionnaire. The collected data were analyzed via ANOVA test.

The results revealed significant effect of the intensive English course on EFL students' motivation towards learning English language. This increases students' motivation and their willingness to learn. Based on the results of this study, more studies are recommended to be carried out in different situations to further investigate different aspects of the intensive English program and the factors that increase EFL students' motivation.

4- Al-Ilwan and Al-Atiat (2010)

This study aimed at investigating the relationship between academic intrinsic motivation and academic achievement of a sample of tenth grade in Ma'an city in Jordan. The study sample consisted of (111) male and female students; (62) male and female students of a high achievement, and (49) male and female student of a low achievement. The researchers conducted a predictive correlational study. To achieve the aim of the study, the researchers used academic intrinsic motivation scale was developed by (Lepper, 2005), which consisted of three major domains: Preference of challenge, Curiosity, and a desire for independent mastery. Evidences of reliability and validity were computed by the researchers. In order to answer the questions of the study, the means, standard deviation, correlation coefficients, and simple and multiple regression were computed.

The results of study revealed that there is a statistically significant correlation between intrinsic motivation and academic achievement. Also, Results revealed that

there is a statistical significant differences between students of a high achievement and students of a low achievement in academic intrinsic motivation in favor of students of high achievement, whereas results revealed that there is no a statistical significant differences between male and female students in intrinsic motivation. Finally, results indicated that we can predict of achievement of students through our knowledge of their intrinsic motivation. The researchers recommended to use activities that activate students and increase their motivation.

Part 2. Learners' motivation and English reading

1- Chou et al. (2016)

This research aimed to explore how preschool educators understand about raising children's reading motivation through operating classroom aesthetic reading environment. With one year qualitative research, sixteen 4-6 years old young were observed and interviewed. The first stage interviews were undergone with environmental guidance. After the physical class reading environment was adjusted into aesthetic perspective, children's reading motivation and attitudes were triggered. The second stage involved themed reading activities, including the child-centered extended reading activities, arranging parent-child and peers shared reading time, designing borrowing books home activities, promoting peers and parent-child shared reading, and classroom hot-popular reading books selection ballot. Data collection methods included observation, interviews, children's relative documents, drawings, and hands-on works.

Based on analysis of research data, main results were extracted as young children's reading motivation including interest, perceived control, collaboration, involvement, and efficacy were promoted through classroom aesthetic reading environment and parent-child shared reading promotion activities. Finally, according to conclusion of this research, the study suggested to provide large and open reading environment, to arrange diversified and rich reading activities and it is suggested that during reading activity, teachers should take part in it and engage themselves in their reading discussion and action, since reading is not just limited to children; it relates to everyone in class.

2- Meniado (2016)

This study tries to find out if there is indeed a relationship between and among meta-cognitive reading strategies, reading motivation, and reading comprehension performance. Prior to finding out relationships, the study tried to ascertain the level of awareness and use of meta-cognitive reading strategies of the respondents when they read English academic texts, their level of motivation and reading interests, and their overall reading performance. The descriptive research design was used. A questionnaire was conducted. Using descriptive survey and descriptive correlational methods with 60 randomly selected Saudi college-level EFL students in an all-male government-owned industrial college in Saudi Arabia, the study found out that the respondents moderately use the different meta-cognitive reading strategies when reading academic texts. Of the three categories of metacognitive reading strategies, the Problem-Solving Strategies (PROB) is the most frequently used. It was also revealed that the respondents have high motivation to read. They particularly prefer to read humor/comic books. On the level of reading comprehension performance, the respondents performed below average.

Using t-test, the study reveals that there is no correlation between meta-cognitive reading strategies and reading comprehension. There is also no correlation between reading interest/motivation and reading comprehension. However, there is positive correlation between reading strategies and reading motivation. The findings of this study interestingly contradict previous findings of most studies. This study explains that reading motivation does not always guarantee a favorable reading performance. No matter how highly motivated a person is if he does not have the necessary schematic and linguistic knowledge to actualize the reading task, he will still fail to meet the desired performance level. In the light of the findings, the study recommended to focus on using affective reading strategies to achieve more reading comprehension and motivation.

3- Sawangsamutchai and Rattanavich (2016)

The objective of this experimental research is to compare the English reading comprehension and motivation to read of seventh grade Thai students taught with applied instruction through the genre-based approach and teachers' manual. A randomized pre-test/ post-test control group design was used through the cluster

random sampling technique. The data were analyzed by basic statistics, the t-test for independent samples and the t-test for dependent samples. The experimental group students taught with applied instruction through the genre-based approach showed significantly higher scores in reading comprehension of and motivation to read English than those in the control group taught by methods according to the teacher's manual at a .05 confidence level.

The results of the scores in the pretest and posttest were significantly different between the experimental and control group. They show that seventh grade Thai students taught through the applied instruction based on genre-based approach can improve their reading comprehension significantly much better than those in the control group taught through instruction based on teachers' manual. The students of the experimental group have significantly higher motivation in reading than those of the control group, which are relevant to the stated hypotheses. The researchers recommended that the applied instruction through Genre-based approach can be adapted to other teaching of reading programs in schools at different levels with variety of genres or the language choices to improve reading motivation and comprehension.

4- Ölmez (2015)

This study aimed to investigate the relationship between learners' motivation towards reading in a foreign language and their reading achievement on a chosen reading task. For this purpose, 114 freshman students enrolled in English Language Teaching department of a major state university in Turkey took part in the study. This study was conducted with a quantitative research design. Data were collected through a scale on foreign language reading attitudes and motivation, and a reading comprehension test. The data gathered through these two instruments were subjected to statistical analyses. Due to normal distribution of data, a Pearson correlation coefficient test was performed to measure the possible relationship between L2 reading motivation and reading achievement. Based on these analyses, the question as to the types of reading motivation dominantly favoured by the learners, as well as whether there was a significant relationship between students' motivation and attitudes towards reading in English and their reading achievement were answered.

The statistical analysis indicated that the learners were primarily motivated to read in English due to the linguistic utility of texts, followed by extrinsic utility value of reading, intrinsic value of reading and their own reading efficacy respectively. The study did not identify a significant correlation between students' reading motivation scores and reading achievement scores. Since situated reading motivation appeared to be a more probable indicator of reading achievement, a call for further research was made to explore reading achievement in relation to situational interest.

5- Özönder (2015)

This research intended to investigating prospective ELT students' foreign language reading attitudes and motivation. The study also examined the relationship between the participants' academic achievement (GPA) and their attitudes and motivation in foreign language reading and the existence of any gender-related difference in the participants' reading attitudes and motivation. The study was carried out in January 2015 in English Language Teaching (ELT) Department at Hacettepe University. This study was conducted with a quantitative research design using a survey methodology to collect data about the participants' reading attitudes and motivation. A total of 104 undergraduate students (females: 76 and males: 28) enrolled in the department voluntarily participated in the study. Further quantitative data were also gathered from the participants' cumulative grade point average (GPA) scores and their gender. The results revealed that prospective ELT students have positive attitudes and motivation in foreign language reading. Also, there was a statistically significant positive correlation between academic achievement (GPA) and attitudes and motivation in foreign language reading.

The results indicated that there was no significant difference among groups regarding reading attitudes and motivation according to their GPA. The researcher recommended to have more studies in this issue.

6- Naeghela et al. (2014)

This study aimed to reveal strategies which foster students' reading motivation in order to break through the declining trend in reading motivation throughout children's educational careers. Consequently, the present study advances an underexposed field in reading motivation research by studying and identifying the

strategies of teachers excellent in promoting fifth-grade students' volitional or autonomous reading motivation through multiple case study analysis. Data on these excellent teachers were gathered from multiple sources (interviews with teachers, SEN coordinators, and school leaders; classroom observations; teacher and student questionnaires) and analysed.

The results point to the teaching dimensions of autonomy support, structure, and involvement – as indicated by self-determination theory – as well as to reading aloud as critical strategies to promote students' autonomous reading motivation in the classroom. A school culture supporting students' and teachers' interest in reading is also an essential part of reading promotion. The theoretical and practical significance of the study is discussed. The researchers recommended that further research should offer insight into the classroom practices of teachers who are less than excellent in promoting autonomous reading motivation and explore possibilities to improve their skills through teacher training.

7- Tovli (2014)

This study aimed to examine the effect of an intensive reading intervention on reading motivation. The intervention program, (Joy of Reading), was implemented in six 2nd grade special education classes for pupils with learning disabilities, compared to a control group (n=108 pupils in total). The researcher conducted experimental design. The intervention program was created based on learning principles that were proven effective among children with learning disabilities, included intensive exposure to daily structured reading activities, encouraging pupils' involvement in various reading and writing activities. The reading activities included traditional children's literature from all over the world, exposing the pupils to different cultures while being sensitive to their own cultural values. Additional components, such as systematic exposure to schema story discourse, linguistic enrichment and social values, were added through various activities. At the end of the school year, both groups were assessed (the intervention and control groups) using three measures: Book preference, Quality of reading and Quantity of reading.

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The results indicate a significant difference between the intervention group and the control group in all three measures, confirming the hypothesis that intensive, systematic and structured exposure to reading helps pupils with learning disabilities adopt reading habits as an enjoyable way to spend time. The results also show a relatively more active reading routine is established enabling the improvement of readers' ability to reconstruct stories, analyze what they read, recommend it to their peers, and explain their choice. This study recommended to enhance reading enjoyment in classes of pupils with learning disabilities by creating a supportive environment.

8- Medina (2014)

This study analyzed the motivation conditions in a foreign language reading comprehension course using both a web-based modality and a face-to-face modality. A total of 56 students finished the course in both modalities. A case study was implemented as the primary research method, and five instruments were used to gather data: observations, a teacher's diary, focus groups, questionnaires, and in-depth interviews.

The use of teaching aids, mastery gains in reading, proper presentation of tasks, and lack of humor were among the similarities found in the courses. In contrast, constant motivation, technical support, interactions among students, anxiety, and a high number of exercises constituted some of the differences between the modalities. The researcher recommended: First, educational institutions are suggested to provide training programs to prepare foreign language teachers to work in this modality. This measure would help the teachers reflect upon and analyze their roles in education. Second, a third modality in reading as a foreign language teaching could be explored, such as blended learning. This modality would mix some elements of face-to-face education and web-based education in order to take into account the positive and negative aspects of each modality described in this paper. Finally, it would be useful to involve students in topic selection, evaluation procedures, and the evaluation of these courses. It is important to give students the opportunity to define their own personal criteria in order to determine shared group goals.

9- Medford and McGeown (2012)

This qualitative research suggested that children's motivation to read is influenced by their level of reading skill and reading self-concept. However, it is possible that characteristics unrelated to reading, such as underlying personality characteristics, may also influence children's motivation to read. The current study examined the extent to which children's intrinsic reading motivation was predicted by their reading skill, reading self-concept, and personality characteristics. Two hundred and ninety five children (aged 10–11) completed questionnaires measuring reading motivation, reading self-concept, personality characteristics, and also completed a reading assessment.

It was found that personality explained significant variance in intrinsic reading motivation after accounting for reading skill and reading self-concept. Furthermore, personality factors accounted for similar amounts of variance in intrinsic reading motivation as reading self-concept and skill. The implications for improving children's motivation to read are discussed. In addition recommendations concerning the importance of tailoring educational and motivational strategies to individuals are drawn out.

10- Al-Nassar et al. (2006)

The goal of this research was to know the relationship of motivation to read and some personal and cognitive variables (self-reading concept, the trend of reading, and the tendencies of literacy, and academic achievement) among middle school students in Riyadh. As well as the study of the influence of students' grade (first, second, and third average) on the motivation for reading. The researcher used the Empirical method. The sample consisted of (357) students in the middle school in Riyadh, including 115 students in the first grade, 110 students in second grade, (132) third grade students. To achieve the study objectives, the researchers used questionnaire, and a self-concept of reading scale, and trend toward reading scale, literacy tendencies scale and an achievement test.

The results showed that there are statistically significant differences among the three classes in the motivation to read, reading self-concept, the trend toward reading, literacy and academic achievement. Based on the foregoing and in light of

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the results of this research recommended to draw the attention of those in charge of the educational process, parents need to know the level of motivation for reading among students, and work on the development or enhancement of motivation to read because of its important role direct impact on all activities. In addition, there must be cooperation between family and school in the area of reading for the development of self-concept of reading, as well as the positive trend to practice reading regularly.

11- Michelle et al. (2002)

This research intended to describe interventions to enhance students' motivation to read for enjoyment. Students' personal reasons for reading may include curiosity, social involvements, emotional satisfaction and/or necessity. Other reasons for reading may include: sustained involvement; challenge; compliance; recognition; competition; and work avoidance. When reading motivation is lacking, the extent of the learner's active involvement and attitude toward learning in general wanes. The research was applied on first, third, and fifth grade students exhibited a lack of motivation to read for pleasure. Probable causes for this low motivation to read for pleasure included a lack of: materials, models, previous enjoyable experiences, or self perceived competence. The researchers used the experimental design. In order to achieve the objectives, the researchers used the following tools: 1) Researchers' personal, daily journal entries. 2) "Checklist for Student Involvement with Literature". 3) "Motivation to Read Profile" survey. 4) Parent Survey.

The study results showed students were more positively motivated to read for pleasure and were engaged in doing so. Students chose to read when given a choice. Students were more excited and eager to share what they have read with others. The study recommended to have: an abundance and variety of books in the classroom; a teacher who actively models reading behaviors; a book-friendly classroom environment; opportunities for interactions with others; and parent involvement.

12- Renee et al. (2002)

This research described a program for increasing student motivation in reading through the use of multiple intelligences. The researchers used the experimental design. The targeted population consisted of one first grade and two fourth grade classrooms located in two western suburbs of a major metropolitan city

in USA. To achieve the study aims, the researcher used two instruments to gather data: analysis of the Weekly Student Self-Assessments in Reading, and evaluation of Teacher Observation Checklists. The problem of low student motivation is documented through low performance on reading assessments, teacher observation, self-assessments, class participation, student work samples, and homework. Analysis of probable cause data revealed: (1) diversity of student needs contributed to greater challenges in sustaining student motivation; (2) ineffective supports and interventions for students having difficulty with reading; (3) an emphasis on passive learning rather than active learning; (4) low student self-esteem; (5) students were unaware of their control of their learning, thinking behavior, and motivation. A review of solution strategies suggested altering reading curricula by teaching to the multiple intelligences, implementing student self-assessments, and incorporating student goal setting.

Results indicated that the use of integrating multiple intelligences into daily lesson plans increased student motivation in reading, and students developed an appreciation for reading that went beyond the classroom. The study recommended to have weekly or monthly book talks to increase student awareness of genres is encouraged to maintain the motivation of students and broaden their scope of selections. Also, providing students with a sufficient amount of book project choices enhances creativity. In addition, teachers are recommended to keep a class chart of what was learned in reading for the week. This helped students focus on the direction of their reflection when asked what they learned in reading for the week.

Comments on the previous studies (C)

Having reviewed the previous studies, the researcher discusses the previous studies which related to learning motivation according to the following elements:

1) The Subject of the Previous Studies and their Purposes

All the previous studies concerned with motivation as a subject, but they examined it from different perspectives. Al-Sohbani (2015), Abdur Rehman et al. (2014) and Al-Ilwan and Al-Atiat (2010) explored the role of motivation in learning English language whereas Alshumaimeri (2013) investigated the effect of English language program and certain strategies on EFL students' motivation. On the other

hand, other studies(e.g Ölmez,2015 and Al-Nassar et al. ,2006) aimed to identify the relationship between learners' motivation towards reading in a foreign language and their reading achievement on a chosen reading task. Some studies (e.g. Sawangsamutchai and Rattanavich,2016; Meniado,2016; Tovli,2014; Naeghela et al.,2014 and Medina,2014) aimed to examine the effect of certain strategies and programs on reading motivation.

2) Design

Researchers used different designs to carry out their studies. Sawangsamutchai and Rattanavich (2016), Renee et al. (2002) and Michelle (2002) applied the experimental design. The researcher used the Empirical method in Al-Nassar et al. (2006) whereas case study was implemented in Medina(2014) and Naeghela et al. (2014). Chou et al. (2016) Özönder (2015), Ölmez (2015) and Medford and McGeown (2012) followed the qualitative design. Alshumaimeri (2013) chosen the sample randomly using the cluster sampling method.

3) Tools

Different tools were used in these studies, which helped the researcher to choose the tools to conduct in the current study. Some of the suitable tools used in the mentioned studies include learner motivation questionnaire such as those of Al-Sohbani (2015), Abdur Rehman et al. (2014) Medford and McGeown (2012), and Alshumaimeri(2013). Some studies applied a test, e.g. Al-Sohbani(2015) and Ölmez(2015). In Chou et al.(2016), data collection methods included observation, interviews, children's relative documents, drawings, and hands-on works. On the other hand, data were collected through a scale on foreign language reading attitudes and motivation, and a reading comprehension test in Ölmez (2015). Meniado (2016) tackled descriptive survey, while Naeghela et al. (2014) used interviews with teachers, SEN coordinators, and school leaders; classroom observations; teacher and student questionnaires. . In order to achieve the objectives, the researchers (in Michelle et al.,2002) used the following tools: Researchers' personal, daily journal entries, "Checklist for Student Involvement with Literature", "Motivation to Read Profile" survey and Parent Survey. Medina(2014) applied five instruments to gather data: observations, a teacher's diary, focus groups, questionnaires, and in-depth

interviews. Renee et al. (2002) used two instruments to gather data: analysis of the Weekly Student Self-Assessments in Reading, and evaluation of Teacher Observation Checklists.

4) Samples of Studies (number-gender-grade)

Concerning the participants of the studies, the previous studies were applied to different ages, gender and number. Some of them were university students, e.g. Alshumaimeri (2013). The sample consisted of six male and six female classroom sections of first year university students from the Preparatory Year at King Saud University. Ölmez (2015) chose 114 freshman students enrolled in English Language Teaching department of a major state university in Turkey took part in the study. In Meniado (2016), 60 randomly selected Saudi college-level EFL students in an all-male government-owned industrial college in Saudi Arabia participated in the study. Other studies focused on school students. In Renee et al.(2002), the targeted population consisted of one first grade and two fourth grade classrooms located in two western suburbs of a major metropolitan city in USA. A total of 75 (males=33 and females=42) rural secondary schools students participated in Al-Sohbani (2015) study. The study (Al-Ilwan and Al-Atiat,2010) sample consisted of (111) tenth grade male and female students. In Chou et al. (2016), sixteen 4-6 years old young were observed and interviewed. Abdur Rehman et al. (2014) targeted 50 Pakistani intermediate students from a private college, Sawangsamutchai and Rattanavich (2016): seventh grade Thai students, Naeghela et al. (2014): fifth-grade students, Tovli (2014): six 2nd grade special education classes for pupils with learning disabilities, compared to a control group (n=108 pupils in total) and finally Medford and McGeown (2012) examined two hundred and ninety five children (aged 10–11).

5) Place

Studies are from different places: e.g. Alshumaimeri (2013) Meniado (2016) was conducted in Saudi Arabia, but Al-Sohbani (2015) in Yemen. Abdur Rehman et al. (2014) was applied in Pakistan**,** Sawangsamutchai and Rattanavich (2016) in Thai Ölmez (2015) inTurkey, whereas Renee et al. (2002) in USA.

6) Subject

Almost all the previous studies examined English as a subject of their research: e.g. Al-Sohbani (2015), Abdur Rehman et al. (2014), Alshumaimeri (2013), Meniado (2016), Sawangsamutchai and Rattanavich (2016) and Ölmez (2015).

7) Statistical Treatments

Data were treated statistically using t-test, e.g. Meniado (2016) and Sawangsamutchai and Rattanavich (2016). The collected data were analyzed via ANOVA test in Alshumaimeri (2013) while SPSS is used in Al-Sohbani (2015). In Al-Ilwan and Al-Atiat (2010), the means, standard deviation, correlation coefficients, and simple and multiple regression were computed.

8) Findings

The majority of these studies affirmed the strong correlation between motivation and learning , e.g. Al-Sohbani (2015) Abdur Rehman et al. and (2014) Özönder (2015). Al-Ilwan and Al-Atiat (2010) added that we can predict of achievement of students through our knowledge of their intrinsic motivation. However, Ölmez (2015) did not identify a significant correlation between students' reading motivation scores and reading achievement scores.Other studies indicated that suitable strategies and programs increase students' learning and reading motivation, e.g. Alshumaimeri (2013), Meniado (2016) and Sawangsamutchai and Rattanavich (2016).

The benefits gained from the previous studies

The researcher found the previous studies very beneficial as they were conducted by different researchers all over the world and on different age groups (e.g. young learners, university students and adults). This proves the importance of the topic of the current study as it has been investigated in different contexts worldwide. The previous studies are considered a guide for the researcher because they helped her to design the procedures of the study. Results of many previous studies revealed the effectiveness of CSR approach which encourage the researcher to apply it on ninth graders. Moreover, the previous studies were helpful for the researcher to construct the appropriate tools of the study such as the reading comprehension skills questionnaire, the achievement test and the motivation scales.

In addition, they helped the researcher to write the outlines of the theoretical framework and to decide on the statistical treatments of the results. The studies helped the researcher interpret the results and the findings of her study.

The current study is different from the previous studies because

First of all, the previous studies have generally been conducted with elementary, secondary or university students from different countries. However, the practice of CSR has not been applied with Palestinian EFL learners from grade nine. As far as the researcher knows, this study is the first study which deals with CSR effectiveness on reading comprehension skills and learning motivation to be conducted in Gaza.

Beside, the present research takes into consideration the participants' motivation and ideas to make students fully involved in the learning process and encourage autonomy.

Moreover, this study concentrates not only on the correlation between CSR and reading comprehension but also on preparing a lesson plan based on CSR to help teachers and students use CSR wisely and affectively in order to develop reading comprehension skills

Finally, this study applied four instruments (reading comprehension skills questionnaire, reading comprehension test, English learning motivation scale and reading motivation scale) which were built by the researcher. She hoped that other researchers may benefit from them.

Conclusion:

The main focus of this section was discussing some previous studies that other researchers have conducted in concern with collaborative strategic reading approach, reading comprehension and learning motivation. Brief details about the aim, sample, design, instruments and findings are given as well as recommendation of their studies are drawn through the discussion. Then the researcher presented her comments on those previous studies. It also showed how the researcher benefited from those studies and how this study is different from them.

Summary:

Chapter II handled the theoretical framework of the study, which were divided into three parts. The first part discussed CSR approach while the second part tackled reading comprehension. The third part covered learning English and reading motivation. From this literature review, it is evident that the issue of CSR is still in need of more research. In addition, this review of related literature revealed that a variety of instruments have been used to identify existing preferred learning strategies. Furthermore, Chapter II reviewed the previous studies relevant to the subject of the current study and this expanded the researchers' background and broadened the subject of this study and help her in building the research instruments. The next chapter will deal with the methodology of the study.

Chapter III

Methodology

Chapter III
Methodology

Introduction

This chapter provides a detailed description of the research methodology used in this study. It presents the research design and methodology used to accomplish the study objectives. Firstly, the structure of the research methods employed in this study was discussed, and the considerations that were taken into account in adopting the research methodology were presented. Secondly, detailed descriptions of the population of the study, data collection instrument, and the main survey procedures were given. Finally, the chapter ended by presenting the statistical analysis techniques used in this study. An analysis and interpretation of the data collected through these methods will be presented in the next chapter.

1- Research Design

The researcher adopted the experimental design: experimental group and control group (See Figure 3.1) which is considered the "only way to approach Causes & Effect- a method of controlling all variables expect the interest which is manipulated by the investigator to determine if it affects another variable" (Jonassen,1996). The study includes three variables. The first variable is CSR, the second is reading comprehension skills and the third is learning motivation.

The researcher applied Collaborative Strategic Reading (CSR) approach to find its effectiveness on developing reading comprehension skills and learning motivation 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 CSR 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. The experiment lasted for six weeks. Both groups were taught by the same teacher, the researcher.
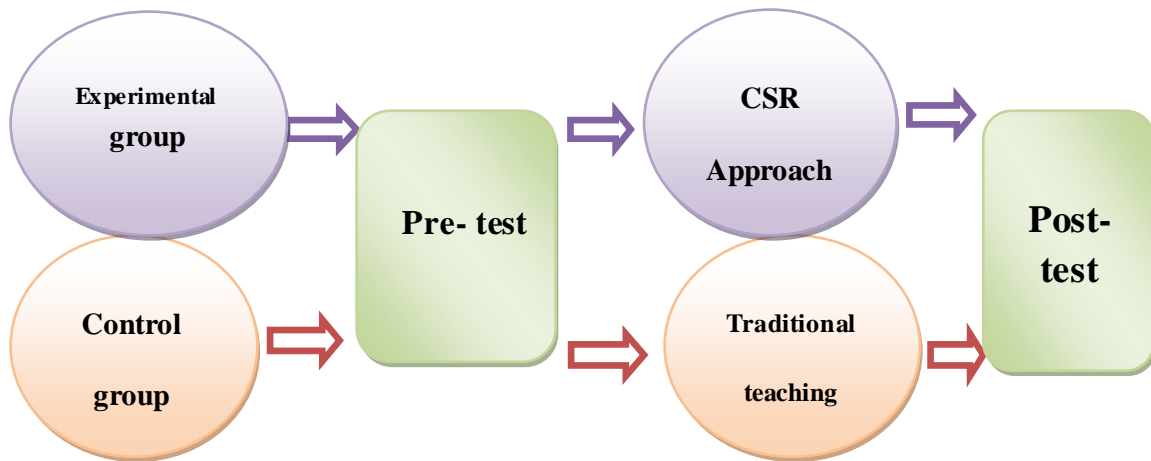
Figure (3.1): Study experimental design

2- Sample of the study

As shown in Table (3.1) below, the sample of the study consisted of (80) ninth graders equally distributed into two groups: an experimental group consisting of (40) students and control group consisting of (40) students. The sample of the study was chosen purposively from Al Toffah Preparatory Girls in Gaza – Directorate of Education, East Governorate. It was randomly chosen from the ninth grade classes and divided into two groups, experimental and control. They were equivalent in their general achievement in accordance with the statistical treatment of their results in the second term of the school year (2015-2016). They were chosen from the same school to be as equivalent as possible in the social, cultural, economic and academic levels. A timed pre-test was used to check the equivalence of reading comprehension skills between the two groups. The age variable of the sample was also controlled before carrying out the experiment as they were around 14 years old.

3- The Variables of the study

To affirm the accuracy of the results, the researcher defined the variables as:

- **The independent variable:**

  The independent variable in the study is the CSR approach.

- **The dependent variables:**

  The dependent variables in the study are the reading comprehension skills (the reading comprehension skills were chosen according to the result of the content Reading Comprehension Skills Questionnaire- see appendix: 1) and the students' learning motivation towards English (was measured through the

learning English motivation scale- see appendix 3) and reading (was measured through the reading motivation scale- see appendix 4).

4- Controlling the variables

To assure the results accuracy and avoid any possible external interference, the researcher tried to control the following variables before the study:

a) Age Variable:

The students participated in this study were all in grade nine aged nearly 14 years according to the school's files at the beginning of the school year (2015-2016). Therefore, all had an 8-year experience of learning English. Additionally, the majority was from a very similar cultural, social and economic background. This indicates that both the experimental and the control groups were equivalent in the age variable.

b) General achievement in English language Variable:

To emphasize the equivalence of both groups: the experimental and the control in the general achievement in English language, T-test was used to measure the statistical differences between the two groups. The study depended on the total average of the sample member's achievement in the first term English exam of scholastic year (2015-2016) (9th grade) that was recorded from the school's files.

Table (3.1): Groups Equivalence in Terms of First-term English Test Marks

Domain	Group	N	Mean	s.d	t-value	sig	sig level
English marks	Experimental	40	8.88	1.241	1.052	. 0.325[**]	Not Sig
	Control	40	8.82	1.352			

t. table value at (40) d f. at (0.05) sig. level equal 1.68

t. table value at (40) d f. at (0.01) sig. level equal 2.42

Table (3.1) shows that the computed (t) value, (1.052), is less than the table (t) value (1.68). This shows that there is no significant difference between the control and the experimental group in terms of their English marks of the first semester final exam 2015/2016.In other words, both groups are equivalent in terms of their achievement in English language.

c) Reading comprehension skills variable:

To make sure of the equivalence of both groups in the previous learning of reading comprehension skills, the study applied the pre-test. The Results were recorded and statistically analyzed using T-test. T-test was used to show the means and the standard deviation of each group in reading comprehension skills in previous learning. Table (3.2) shows the results.

Table (3.2): T-test results of controlling the pre reading comprehension skills test variable

skill	Group	N	Mean	Std. Deviation	t	sig	Sig Level
prediction	Experimental	40	1.825	.747	0.522	0.674	Not Sig.
	Control	40	1.900	.841			
Identify Main idea	Experimental	40	2.500	.934	1.497	0.138	Not Sig.
	Control	40	2.750	.494			
scanning	Experimental	40	1.425	.903	1.298	1.981	Not Sig.
	Control	40	1.650	.622			
Determine Ideas (True or false)	Experimental	40	3.100	1.722	1.644	0.104	Not Sig.
	Control	40	3.650	1.231			
Deduce words' meaning	Experimental	40	1.375	.925	0.774	0.44	Not Sig.
	Control	40	1.200	1.091			
Find out Synonyms & antonyms	Experimental	40	4.825	1.810	0.834	0.41	Not Sig.
	Control	40	4.450	2.195			
Make inferences	Experimental	40	1.525	.751	0.428	0.67	Not Sig.
	Control	40	1.450	.815			
Relate text to Personal experience	Experimental	40	1.550	.504	1.987	0.054	Not Sig.
	Control	40	1.275	.716			
total	Experimental	40	18.125	3.473	0.258	0.791	Not Sig.
	Control	40	18.325	3.467			

"t" table value at df. (62) at (0.05) sig. level equal 1.99

"t" table value at df. (62) at (0.01) sig. level equal 2.639

Table (3.2) indicates that there are no statistically significant differences at (0.05) between the mean scores of the experimental group and that of the control

group in the pre-reading comprehension skills test, which indicates the equivalence of both the experimental and control groups before the study.

d) English learning motivation scale variable

Table (3.3) shows the comparison between the two groups of the sample in the pre English motivation scale. To make sure that the sample subjects are equivalent in their motivation towards learning English, a pre application of the motivation to learn English scale was applied. The results were recorded and statistically analyzed using T-test.

Table (3.3): T-test results of controlling the pre application of the English motivation

Domain	Group	N	Mean	s.d	t	Sig	Sig level
Self-efficiency	Experimental	40	2.933	.421	1.93	0.057	Not Sig.
	Control	40	3.120	.447			
Motivation For knowledge	Experimental	40	3.137	.375	0.832	0.408	Not Sig.
	Control	40	3.063	.415			
Learning English value	Experimental	40	3.393	.415	1.33	0.186	Not Sig.
	Control	40	3.229	.659			
Learning Environment Stimulation	Experimental	40	3.683	1.038	0.263	0.793	Not Sig.
	Control	40	3.742	.975			
Peer acceptance	Experimental	40	3.167	.527	1.35	0.181	Not Sig.
	Control	40	3.016	.469			
Total	Experimental	40	3.291	.280	0.471	0.639	Not Sig.
	Control	40	3.260	.251			

As shown in table (3.3), there are no statistically significant differences at (0.05) between the mean scores of the experimental group and that of the control group in the pre application of the English motivation scale, which indicates the equivalence of both the control and experimental groups before the study.

e) Reading motivation scale variable

To make sure that the sample subjects are equivalent in their motivation towards reading, a pre application of the reading motivation scale was applied. The results were recorded and statistically analyzed using T-test. Table (3.4) shows the

comparison between the two groups of the sample in the pre reading motivation scale.

Table (3.4): T-test results of controlling the pre application of the reading motivation scale variable

Domain	Group	N	Mean	s.d	t	sig	sig level
Reading efficiency	Experimental	40	2.996	.336	0.821	0.414	Not Sig.
	Control	40	2.929	.391			
Challenge	Experimental	40	3.138	.377	1.192	0.234	Not Sig.
	Control	40	3.025	.458			
Curiosity	Experimental	40	3.563	.435	1.774	0.081	Not Sig.
	Control	40	3.354	.602			
Importance	Experimental	40	3.771	1.020	1.818	0.071	Not Sig.
	Control	40	3.429	.610			
Social	Experimental	40	2.979	.461	1.253	0.216	Not Sig.
	Control	40	3.123	.567			
total	Experimental	40	3.289	.280	1.971	0.067	Not Sig.
	Control	40	3.172	.251			

Table (3.4) shows that there are no statistically significant differences at (0.05) between the mean scores of the experimental group and that of the control group in the pre application of the reading motivation scale, which indicates the equivalence of both the control and experimental groups before the study.

f) The teacher variable

Both groups were taught by the same teacher (the researcher). This was to prevent any other factors related to the difference in the teachers from affecting the results.

g) Time Variable

Both groups received six-week instruction. The control group was taught traditionally; that is, students read silently to answer questions. The experimental group was taught through the use of CSR approach.

5- Instruments

To achieve the aims of the study, the researcher used four tools as data collection instruments. First, she constructed a questionnaire of the reading comprehension skills in order to choose the most important skills for ninth graders. After that, the researcher prepared a timed pre-post achievement test depending on

the most important skills. In addition, she designed a learning English motivation scale to measure students' motivation towards learning English. Finally, she applied a reading motivation scale to asses students' reading motivation. In addition, the researcher designed a lesson planning (see appendix 8) and a teacher guide (see appendix 7) to help teachers and students use CSR wisely and affectively.

a) A questionnaire of reading comprehension skills:

• **The aim of the questionnaire**

The questionnaire aimed at determining the eight most important reading comprehension skills for the ninth graders to be used in building the pre and post achievement tests in order to assess the improvement in these targeted skills as a result of intervention.

• **The sources of constructing the questionnaire**

The reading comprehension skills questionnaire was prepared by the researcher based on reviewing related literature, previous studies, the teacher's guide to ninth grade, *English for Palestine* students' book and general aims of the reading comprehension skills for the ninth graders which were issued in the Palestinian English Language Curriculum Document in (1999) the time when the Palestinian Curriculum was designed for the first time.

• **Description of the questionnaire**

A questionnaire of 23 items was used in this study in order to rate the degree of importance of the reading comprehension skills. The researcher classified these skills into three levels (literal level, critical level and the inferential level). For the literal level, there are seven sub-skills, the critical level are ten sub-skills and the inferential level are six sub-skills. Respondents were asked to rate each item of the reading comprehension skills as follows: (3) = very important, (2) = important, (1) = slightly important.

• **Validity of the questionnaire**

Validity analysis is necessary for any research. The objective of validity is to ensure that each item or question of the questionnaire measures what it is supposed to measure. The questionnaire was adjusted based on reviews from a group of

specialists; including professors of teaching methodology, supervisors of English language and highly qualified and long experienced ninth grade teachers taking their valuable notes into consideration. Once the panel of referees agreed that the questionnaire was a valid instrument, the researcher applied it.

• **The application of the questionnaire**

The questionnaire was given to (5) English language supervisors and (21) expert teachers to rate the degree of importance of the eight most important reading comprehension skills for the ninth graders. After that, relative weight was calculated and the eight most important skills which got more than (85%) were chosen in order to be included in the achievement test. The most important skills according to the result after applying the questionnaire are shown in Table (3.5) below.

Table (3.5): Most important reading comprehension skills and their percentage weight

No.	Skill	Relative weight
1.	**Make predictions about reading texts.**	95%
2.	**Scan for specific information from the text.**	90%
3.	**Identify the main idea of reading text.**	89%
4.	**Determine whether the ideas are true or false.**	86%
5.	**Develop awareness about synonyms and antonyms.**	88%
6.	**Deduce meaning of unfamiliar words from context.**	92%
7.	**Make inferences about the text**	86%
8.	**Relate text to personal experience**	90%

b) **Reading comprehension test**

A timed pre-post reading comprehension test was prepared by the researcher to measure the students' achievement in the reading comprehension skills (see Appendix 2). It was applied on the two groups (control and experimental). The test was built according to table of test specifications as shown in (table 3.6). It is worth noting that the skills under investigation were: making predictions about reading texts, scanning for specific information from the text, identifying the main idea of reading text, determining whether the ideas are true or false, developing awareness about synonyms and antonyms, deducing meaning of unfamiliar words

from context, making inferences about the text, and relating text to personal experience.

Table (3.6): Table of Specifications

Question No.	Levels of reading comprehension skills			Test items	Test marks	percentage
	literal	critical	inferential			
1	3 items	-	-	3	3	10%
2	3 items	-	-	3	3	10%
3	3 items	-	-	3	3	10%
4	-	5 items	-	5	5	16.7 %
5	-	3 items	-	3	3	10%
6	-	8 items	-	8	8	26.7%
7	-	-	3 items	3	3	10%
8	-	-	2 items	2	2	6.6%
Total	30%	53.3%	16.7%	30	30	100%

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

• **The general aim of the test:**

The purpose of the test was to recognize the groups' level at reading comprehension skills before starting the intervention. In addition, it was one of the study instruments which aimed at measuring the effectiveness of using CSR approach on developing reading comprehension skills for the 9th graders by comparing the results of the pretest with those of the posttest after applying the experiment.

• **Sources of designing the reading comprehension test**

The researcher constructed the reading comprehension test depending on her own experience as a teacher of English for more than ten years, the review of literature, supervisors' and expert teachers' opinions, the results of the analysis of the reading comprehension lessons in the textbook and the result of reading comprehension skills questionnaire.

• Description of the Reading Comprehension Test

The test contained eight questions of thirty items and one mark per each. A passage was selected from grade nine Students' Book (English For Palestine 9), which is taught in the Palestinian schools. The passage talks about volunteering in building a community garden. It was selected from the reading text in unit 11, periods 4,5 & 6, pages 43-45. All questions were to be answered in the light of the passage. The test's marks were ranged from (0- 30 Marks); true answer = 1 point and false answer = 0. The items of the test are distributed as follows:

Question (1) is "multiple choice" exercise where students are supposed to choose the correct response from (a, b, or c). The question consists of three items. All the items are of literal level. The question is of three marks; one point each. The purpose was to measure the students' ability to make predictions about reading text.

Question (2) is a "matching exercise" where students are asked to read the passage and match the ideas with the right paragraph. It consists of three items. All the items are of literal level. It was designed to measure students' ability to identify the main idea of reading text.

Question (3) is a "multiple choice" exercise in which students were required to scan the passages looking for specific information and to choose the correct answer form (a, b, or c). It consisted of three items; one mark was given to each correct answer. All the items are of literal level.

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 five items of critical level. The question is of five marks; one point each. It was designed to measure students' ability to determine whether the ideas true or false.

Question (5) is a "multiple-choice" exercise in which students choose the right answer from (a, b, or c). The question consists of three items of critical level. The question is of three marks; one point each. It is designed to measure the students' ability to deduce the meaning of unfamiliar word from context.

Question (6) is "find the word" (synonyms and antonyms) exercise from the passage. The question consists of two 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. The purpose was to develop students' awareness of synonyms and antonyms.

Question (7) is a "multiple-choice" exercise in which students choose the right answer from (a, b, or c). It is designed to measure the students' ability to make inferences about the text. The items of the question are of inferential level. The question is of three marks; one point each.

Question (8) is of the inferential level where students are supposed to personalize the data of the passage according to their own opinions and suggestions. They are going to suggest and give opinion and solution. The question is of two marks, one point for each item. The purpose was to develop students' ability to relate text to personal experience.

• The pilot sample

The results of the pilot study can be a good indicator whether the test is well constructed or not. It is required for making any necessary modifications in the final version of the test. The test was applied on a random sample of (30) students; from Al Zahra Girls School, who have the same characteristics of the study sample. The results were recorded and statistically analyzed to measure its validity and reliability. Moreover, it was used to define the suitable time for applying the test. The items of the test were modified in the light of the statistic results.

The time needed was calculated according to the following equation:

$$\text{Time of the first student + time of the last student} = 35+55 = \frac{90}{2} = 45 \text{ Minutes}$$

• The Validity of the Test

A valid test is the test that measures what it is designed to measure (Al Agha, 1996,p.118). To make sure that the test was valid, the researcher used referee validity and internal consistency validity.

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-Content Validity:

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 ninth grade. According to their valuable remarks, the test was modified. The final draft of the test is showed in Appendix (2).

-Internal Consistency Validity

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 (3.7).

Table (3.7): Correlation coefficient of every item of the reading comprehension test

Skill	No.	R	SIG	Skill	No.	R	SIG
prediction	q1	.835**	.000	Deduce words' meaning	q15	. 0.423*	. 000
	q2	.543*	.013		q16	.670**	.001
	q3	.866**	.000		q17	.722**	.000
Identify Main idea	q4	.459*	.042	Find out synonyms & antonyms	q18	.550*	.012
	q5	.459*	.042		q19	.459*	.042
	q6	.667**	.000		q20	.925**	.000
scanning	q7	.956**	.100		q21	.550*	.012
	q8	.670**	.001		q22	.826**	.000
	q9	.722**	.000		q23	.694**	.001
Determine ideas (True or false)	q10	.798**	.000		q24	.694**	.001
	q11	.581**	.007		q25	.925**	.000
	q12	.798**	.000	Make inferences	q26	.645**	.002
	q13	.509*	.022		q27	.645**	.002
	q14	.798**	.000		q28	.956**	.000
				Relate text to Personal experience	q29	.509*	.022
					q30	.764**	.000

*r table value at df. (20) and sig. level (0.05) = 0.423

**r table value at df. (20) and sig. level (0.01) = 0.537

As shown in table (3.7), all of the items had good levels of validity, the correlation coefficients for the levels of the skills ranged in between (0.956 − 0.423) and significant at (0.01) and (0.05). Therefore, it can be concluded that the test is highly valid to be used as a tool of the study.

The researcher also made sure of the correlation of the average of each skill with the total score of the test as shown in table (3.8).

Table (3.8) Pearson correlation coefficient for every skill in the reading comprehension test

skill	R	SIG
Prediction	.503*	.024
Identify main idea	.701**	.001
Scanning	.591**	.006
Determine ideas	.709**	.000
Deduce words' meaning	.612**	.004
Find out synonyms & antonyms	.930**	.000
Make inferences	.789**	.000
Relate text to Personal experience	0.758*	.011

*r table value at df. (20) and sig. level (0.05) = 0.423

**r table value at df. (20) and sig. level (0.01) = 0.537

According to table (3.8), all the skills had good degree of internal consistency validity with total scores, the correlation coefficients ranged in between (0.503 - 0.789) 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.

- **Reliability of the Test**

Mackey & Gass (2005, p.366) states that reliability is the degree to which there is consistency of scores students would receive on alternate forms of the same test. In other words, the test is reliable when it gives the same results if it is reapplied twice in similar conditions. The reliability of the test was measured by the Spilt-half and (KR20) Techniques. (Mackey & Gass, 2005, p.364). The researcher computed the reliability of the test by the following :

Kuder-Richardson (K_R20) which depends on calculating the percentages of the correct answers to the test items, and also on the variance of every item.

Split Half Method which depends on splitting the test into two parts, and calculating the correlation between the parts.

Table (3.9): Split-half and (KR20) coefficients of the reading comprehension skills test

Skills	NO.	Spilt-half	KR20
prediction	3	.603[*]	603
Identify Main idea	3	.751[**]	751
scanning	3	.571[**]	571
Determine Ideas (True or false)	5	.729[**]	729
Deduce words' meaning	3	.712[**]	712
Find out Synonyms & antonyms	8	.830[**]	830
Make inferences	3	.689[**]	689
Relate text to Personal experience	2	.743[**]	743
Total	**30**	**.704[*]**	**704**

The results showed that the Spilt-half coefficient is (0.704) and KR20 is (0.704). This indicates that the test was highly reliable to be used as a tool in the study.

-Difficulty Coefficient:

It means that the percentage of the student who gave wrong answers to the total student who answered the test.

$$\text{Difficulty Coefficient} = \frac{\text{No. of students who gave wrong answers} \times 100}{\text{The total number of students}}$$

Table (3.10) shows that the difficulty coefficient ranges between (19.2- 79.1), that means each item is acceptable or in the normal limit of difficulties according to the view point of assessment and evaluation specialists.

-Discrimination coefficient:

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

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

According to table (3.10), the discrimination coefficient wobbles between (18-77), that means each item of the test is acceptable or in the normal limit of discrimination according to the view point of assessment and evaluation specialists.

Table (3.10): Difficulty and Discrimination coefficient for every item of the reading comprehension skills test

No.	Difficulty coefficient	Discrimination coefficient	No.	Difficulty coefficient	Discrimination coefficient
1	.594	0.5	16	.513	0.46
2	.486	0.32	17	.558	0.56
3	.214	0.38	18	.680	0.34
4	.235	0.74	19	.192	0.46
5	.128	0.44	20	.774	0.21
6	.555	0.20	21	.431	0.46
7	.193	0.18	22	.723	0.32
8	.555	0.58	23	.629	0.57
9	.487	0.34	24	.593	0.65
10	.418	0.66	25	.774	0.58
11	.513	0.70	26	.791	0.44
12	.558	0.28	27	.128	0.77
13	.346	0.44	28	.738	0.35
14	.383	0.61	29	.733	0.3
15	.193	0.19	30	.265	0.24

c) Learning English Motivation Scale

After reviewing many of the learning English motivation scales (e.g. Al-Sohbani, 2015 and Abdur Rehman et al. ,2014), the researcher built her own learning English motivation scale (see Appendix 3). The scale is considered an instrument in this study to get data and information.

• **The aim of the scale**

This scale was used to measure the effectiveness of CSR in improving Palestinian ninth graders' motivation to learn English. It was used before and after the experiment for both control and the experimental groups.

• **The sources of constructing the scale**

The researcher built the reading motivation scale depending on:

1. Reviewing related literature (e.g. Al-Sohbani,2015 and Abdur Rehman et al. ,2014)

2. Forming the domains and the statements of the learning English motivation scale.

3. presenting the scale to university professors, specialists and experts, as well as some colleagues.

• **Description of the scale**

The scale consists of (30) positive and negative items distributed in five domains: (1 Self-efficiency, (2 Motivation for knowledge (3 Learning English value (4 Learning Environment Stimulation (5 Peer acceptance. Each domain has (6) items (see table 3.8). The researcher took into consideration that the scale items including one and specific idea. They were simple, easy and suitable for the students' level.

The five-point Likert scale (1932) was used to measure students' responses. The levels of the scale responses varied between strongly disagree, disagree, don't know, agree and strongly agree. The students were asked to put (✓) sign under their responses. Scores from 5 to 1 were assigned for positive responses and from 1 to 5 for the negative ones (see table 3.11). The negative items are: 1- 4-5-10-11-12-16-17-18-20-23-25-27-30.

Table (3.11): The motivation to learn English scale domains

Domain	No. of items
Self-efficiency	6
Motivation for knowledge	6
Learning English value	6
Learning Environment Stimulation	6
Peer acceptance	6
TOTAL	30

Table (3.12): Likert scale type of items

Type of items	Strongly disagree	disagree	Don't know	agree	Strongly agree
Positive sentences	1	2	3	4	5
Negative sentences	5	4	3	2	1

• **Instructions of the English learning motivation scale (for students)**

To avoid ambiguity, the statements of the scale were translated into Arabic and instruction were given by the researcher in order to get students understand the items easily and accurately.

• **The pilot study**

The learning English motivation scale was applied on a random pilot sample of (30) ninth graders from Al Toffah Preparatory School for Girls in Gaza. It was applied in order to emphasize the clarity of the scale items and instructions. Also, it was applied to identify the scale validity and reliability.

• **The motivation to learn English scale validity**

After applying the scale on a pilot sample of (30) students, the results were recorded and analyzed statistically. The researcher used the referee validity and the internal consistency validity.

-The referee validity

The scale was introduced to a number of specialists in English language, methodology and psychology university professors from Gaza and Iraq (the researcher sent the instruments by e-mail), and experienced supervisors. The items of the scale were translated according to their recommendations. There were not modifications in the items of the scale.

-The internal consistency validity

The internal consistency validity indicates the correlation of the score of every item with the total score of the domains to which it belongs by using Pearson Formula. Table (3.13) shows the correlation coefficient of every item of the English motivation scale.

Table (3.13): Correlation coefficient of every item of the English motivation scale

Domain	No.	Pearson Correlation	sig	Domain	No.	Pearson Correlation	sig
Self-efficiency	1	.556*	.011	**Learning English value**	16	.695**	.001
	2	.565**	.009		17	.762**	.004
	3	.852**	.000		18	.539**	.010
	4	.639**	.002	**Learning Environment Stimulation**	19	.619**	.000
	5	.468*	.038		20	.616**	.000
	6	.617**	.004		21	.853**	.000
Motivation For knowledge	7	.906**	.000		22	.720**	.000
	8	.909**	.000		23	.424*	.040
	9	.869**	.000		24	.848**	.000
	10	.908**	.000	**Peer acceptance**	25	.654**	.000
	11	.762**	.000		26	.691**	.002
	12	.800**	.000		27	.635*	.000
Learning English value	13	.559*	.000		28	.638**	.001
	14	.782*	.000		29	.703**	.000
	15	.791*	.014		30	.649**	.000

*r table value at df. (20) and sig. level (0.05) = 0.423

**r table value at df. (20) and sig. level (0.01) = 0.537

The results of table (3.13) show that the value of these items were suitable and highly consistent and valid for conducting this study. The researcher also made sure of the correlation between items with the total score of the scale as shown in table (3.14)

Table (3.14): Pearson correlation coefficient for every domain of the English motivation scale

Domain	Pearson Correlation	sig
Self-efficiency	.693**	.001
Motivation for knowledge	.743**	.000
Learning English value	.864**	.000
Learning Environment Stimulation	.599**	.002
Peer acceptance	.542*	.014

Table (3.14) shows that all the domains of the scale achieved statistically significant correlations with the total score of the scale. This indicates a high internal consistency of the scale, which reinforces the validity of it.

• **The English learning motivation scale reliability**

The scale is reliable when it gives the same results if it is reapplied in the same conditions. The researcher used the pilot study to calculate the reliability of the scale which was measured by Cronbach-Alpha and split-half methods. Cronbach-alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability.

The researcher calculated the correlation between each domain and the whole of the English learning motivation scale. Then, the researcher used Guttmann Formula to modify the length of the scale to find out the reliability coefficient as shown in table (3.15).

Table (3.15): Correlation coefficient between the two halves of each domain

Domain	No.	Split-half methods	Cronbach-alpha
Self-efficiency	6	0.662	0.708
Motivation for Knowledge	6	0.929	0.949
Learning English value	6	0.593	0.625
Learning Environment Stimulation	6	0.767	0.864
Peer acceptance	6	0.589	0.576
Total	30	0.850	0.865

d) Reading Motivation Scale

After reviewing many of the reading motivation scales (e.g. Ölmez,2015; Özönder,2015; Medina,2014; Al Nassar,2006), the researcher built her own reading motivation scale (see Appendix 4). The scale is considered an instrument in this study to get data.

• **The aim of the scale**

This scale was used to measure the effectiveness of CSR in improving Palestinian ninth graders' reading motivation. It was used before and after the experiment for both control and the experimental groups.

• **The steps of constructing the scale**

The researcher built the reading motivation scale depending on:

1. reviewing related literature (e.g. Ölmez,2015; Özönder,2015; Medina,2014; Al Nassar,2006), as Abidin et. al.'s (2012).

2. forming the domains and the statements of the reading motivation scale.

3. presenting the scale to university professors, specialists and experts.

• **Description of the scale**

The scale consists of (30) positive and negative items distributed in five domains: (1 Reading efficiency, (2 Challenge (3 Curiosity (4 Importance (5 Social. Each domain has (6) items. The researcher took into consideration that the scale items were and included one specific idea. They were simple, easy and suitable for the students' level.

The five-point Likert scale (1932) was used to measure students' responses. The levels of the scale responses varied between strongly disagree, disagree, don't know, agree and strongly agree. The students were asked to put ($\checkmark$) sign under their responses. Scores from 5 to 1 were assigned for positive responses and from 1 to 5 for the negative ones. The negative items are: 3-4-7-10-11-15-18-23-24-17-29.

Table (3.16): The reading motivation scale domains

Domain	No. of items
Reading efficiency	6
Challenge	6
Curiosity	6
Importance	6
Social	6
Total	30

• **Instructions of the scale (for students)**

The instructions were given to the students by the researcher. To avoid ambiguity, the statements of the scale were translated into Arabic in order to get students understand the items easily and accurately.

• **The pilot study**

The reading motivation scale was applied on a random pilot sample of (30) ninth graders from Al Toffah Preparatory School for Girls in Gaza. It was applied in order to emphasize the clarity of the scale items and instructions. Also, it was applied to identify the scale validity and reliability.

• **The reading motivation scale validity**

After applying the scale on a pilot sample of (30) students, the results were recorded and statistically analyzed. The researcher used the referee validity and the internal consistency validity.

-The referee validity

The scale was introduced to a jury of specialists in English language, methodology and psychology university professors from Gaza and Iraq, and experienced supervisors. The items of the scale were translated according to their recommendations. There were not modifications in the items of the scale.

-The internal consistency validity

It has been indicated that the internal consistency validity indicates the correlation of the score of every item with the total score of the domains to which it belongs by using Pearson Formula.

Table (3.17): Correlation coefficient of every item of the reading motivation scale

Domain	No.	Pearson Correlation	Domain	No.	Pearson Correlation
Reading efficiency	1	.811[**]	**Curiosity**	16	.694[**]
	2	.822[**]		17	.752[**]
	3	.788[**]		18	.639[**]
	4	.801[**]	**Importance**	19	.759[**]
	5	.630[**]		20	.764[**]

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Domain	No.	Pearson Correlation	Domain	No.	Pearson Correlation
	6	.495*		21	.764**
Challenge	7	.595**		22	.765**
	8	.674**		23	.806**
	9	.729**		24	.498*
	10	.729**	Social	25	.517*
	11	.476*		26	.555*
	12	.711**		27	.806**
Curiosity	13	.807**		28	.803**
	14	.802**		29	.596**
	15	.540*		30	.557*

*r table value at df. (20) and sig. level (0.05) = 0.423

**r table value at df. (20) and sig. level (0.01) = 0.537

The results of table (3.17) show that the value of these items were suitable and highly consistent and valid for conducting this study. The researcher also made sure of the correlation between every domain and the total score of the scale as shown in table (3.18)

Table (3.18): Pearson correlation coefficient for every domain of the Reading Motivation scale

Domain	Pearson Correlation	sig
Reading efficiency	.704**	.001
Challenge	.704**	.001
Curiosity	.650**	.002
Importance	.611**	.004
Social	.539*	.014

Table (3.18) shows that all the domains of the scale achieved statistical significant correlations with the total score of the scale, which indicates a high internal consistency of the scale, which reinforces the validity of it.

• **The reading motivation scale reliability**

The scale is reliable when it gives the same results if it is reapplied in the same conditions. The researcher used the pilot study to calculate the reliability of the scale which was measured by Cronbach-alpha and split-half methods. Cronbach-alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability.

The researcher calculated the correlation between each domain and the whole of the reading motivation scale. Then, the researcher used Guttmann Formula to modify the length of the scale to find out the reliability coefficient as shown in table (3.19).

Table (3.19): Correlation coefficient between the two halves of each domain

Domain	No.	Split-half methods	Cronbach-alpha
Reading efficiency	6	0.918	0.771
Challenge	6	0.833	0.718
Curiosity	6	0.895	0.749
Importance	6	0.903	0.789
Social	6	0.972	0.706
total	30	0.965	0.839

As shown in table (3.19), the Spilt-half coefficient is (0.965) and Cronbach-alpha is (0.839). This indicates that the scale was highly reliable to be used as a tool in the study.

6- Procedures

The study progressed according to three stages: preparation stage, implementation stage and finally evaluation stage (See Figure 3.2). Here is a detailed description:

(time)
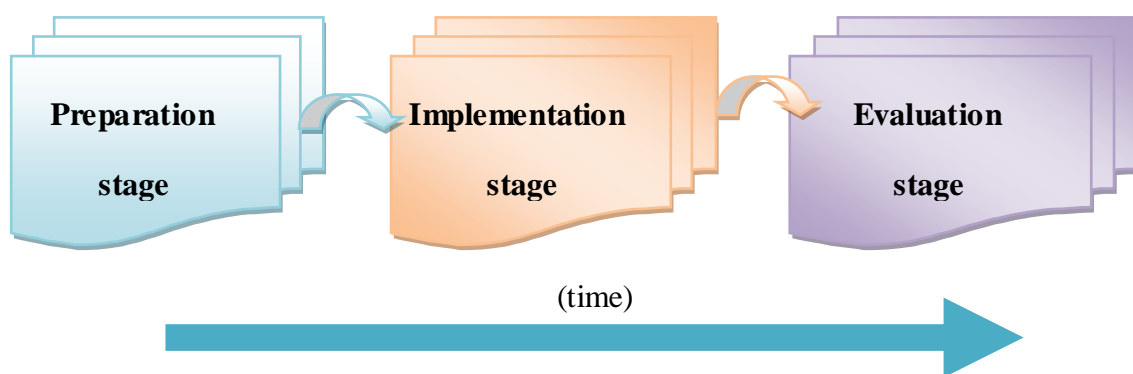
Figure (3.2): Stages of the study

a) The Preparation Stage:

1- Reviewing literature and previous studies related to CSR to improve reading comprehension skills, learning English motivation and motivation to read.

2- Deciding on the instruments of the study: a questionnaire of reading comprehension skills to decide the degree of importance, a timed achievement reading comprehension skills test (Pre & post-test), a learning English motivation scale to measure students' motivation towards learning English, and a reading motivation scale to measure students' motivation to read.

3- Identifying the reading comprehension skills appropriate for the ninth graders.

4- Designing the questionnaire of reading comprehension skills and introducing it to specialists, including professors of teaching methodology, supervisors of English language and teachers who have long experience in teaching ninth graders to decide the degree of importance of these skills to nine graders.

5- Checking the validity and the reliability of the questionnaire.

6- Applying the questionnaire and recording the results to be used in building the achievement test.

7- Designing the lesson planning which is based on CSR approach to develop reading comprehension skills through:

- Preparing lessons based on CSR approach.
- Deciding strategies and activities which are suitable for applying the approach.

8- Preparing the achievement test (pre and post-test).

9- Checking the validity and the reliability of the test through the following:

- Consulting the specialists.
- Applying the test on a pilot sample who have the same characteristics of the study sample and the results are recorded.
- Finding out the internal consistency coefficient using "Pearson formula".
- Estimating the reliability using split- half and KR 20.

- Identifying the difficulties and the discriminations of the test.

10- Choosing the sample of the study that includes the experimental group and the control one.

11- Applying the pre-test on the sample of the study and computing the results. The researcher made sure that both groups were equivalent and then conducted the experiment.

12- Preparing the English motivation scale and reading motivation scales.

- Consulting the specialists.
- Applying the scales on a pilot sample who have the same characteristics of the study sample and the results are recorded.
- Finding out the internal consistency coefficient using "Pearson formula".
- Estimating the reliability using "Alpha Cronbach formula".

13- Applying the scales on the sample of the study and computing the results.

Challenges:

The researcher faced some challenges during this stage. Time was a great challenge to the researcher because the school time is limited and allocated for formal learning. The researcher did her best to speed up these preparation procedures to reach the next stage.

b) The Implementation Stage:

1- The researcher explained then modeled the new approach to the experimental groups. She explained the steps that they were going to get through. Then, she gave them the materials and told them how, when and why to use them.

2- The researcher divided the learners into seven mixed-abilities groups depending on their achievement in the reading comprehension test, and gave each student her role. Each group consisted of students of different levels. This serves the collaborative learning purposes.

3- The teacher helped students to practice the approach as much as possible in the regular classes. She followed the pre-reading, during reading and after reading

steps. At the beginning, the teacher helped students in applying the approach. Gradually, students depended on themselves and implemented the roles perfectly.

4- The experiment lasted for six weeks.

Challenges:

During this stage, the researcher encountered some challenges while conducting the study. One of the most important challenges was weak students. At the beginning, they feel shy to participate although they have certain roles to do. The researcher added a kind of competition by letting the students to choose a student to answer the question from different group. This student should prepare herself and can discuss with other members. It helped a lot and even low- level students participated and did their best because they felt that the success of the whole group depended on all members not only on the best students.

c) The Evaluation Stage:

1- Applying the post-test on both groups of the study.

2- Analyzing and interpreting the results.

3- Presenting the suggestions and the recommendation in the light of the study findings.

7. Statistical Analysis

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

- T-test Independent Sample was used to measure the statistical differences in means between the experimental and the control groups in the results of the post-test.
- Pearson Correlation Coefficient was used to ensure the test validity, Alpha Cronbach formula and Kuder Richardson-20 equation to find the reliability.
- Eta Square was used to ensure that the " Effect Size " of the CSR had not happened accidentally.

Summary

This chapter showed the procedures of designing and applying the instruments, the sample and the statistical analyses that the researcher adopted in analyzing the results of the pre and post reading comprehension test; the pre and post application of the learning English scale and the application of reading motivation scale. The next chapter (chapter four) deals with study results.

Chapter IV
Results: Analysis of Data

Chapter IV

Results: Analysis of Data

Introduction

The study aimed at examining the effect of CSR on developing English reading comprehension skills and learners' motivation to read and to learn English. This chapter tackles the analysis of data and results of the study in regard with the research questions. The researcher used different statistic forms using the statistical program (SPSS) to show the final data results. Tables were also used to clarify and present these data with analysis and interpretation.

1-The Answer to the study first question:

The first question was "What are the reading comprehension skills that needed to be developed for the ninth graders?"

To answer this question the researcher developed a questionnaire to decide the most important or suitable reading comprehension skills for grade nine students. A questionnaire of (23) items was used in this study in order to rate the degree of importance of the reading comprehension skills. The researcher depended on different sources to construct the questionnaire: the researcher's experience, previous studies and experts' opinions. The questionnaire was given to a group of English Language professors, supervisors and expert teachers to rate the degree of importance of the reading comprehension skills for the ninth grade. After that, relative weight was calculated and the most important skills were chosen which got (more than 85%) in order to be included in the achievement test.

The researcher classified those skills into three levels; literal, critical and inferential:

a. Literal level

1- Make predictions about reading texts.

2- Scan the text for specific information.

3- Identify the main idea of reading text.

b. Critical level

4-Determine whether the ideas are true or false.

5- Deduce meaning of unfamiliar words from context.

6- Develop awareness about synonyms and antonyms.

c. Inferential level

7- Relate text to personal experience, opinion, or evaluation.

8- Make inferences about reading texts.

This result was I agreement with the findings of many previous studies such as Bakheet (2015), Elkahlout (2010) and Abu Youniss (2013) which divided the reading comprehension skills into literal, critical, and inferential levels.

2- The Answer to the study second question:

The second question was "What is the framework of collaborative strategic reading CSR approach that may develop ninth graders' reading comprehension skills?"

To answer this question the researcher has gone through a long preparation period of reviewing literature and previous studies related to CSR to improve reading comprehension skills. The researcher noticed that , neither researchers in Gaza, nor in Palestine have done a study tackling this topic. Therefore, the researcher depended mainly on her experience and on previous studies to choose the previously mentioned strategies.(see pages: 17-25, Appendix 7 and Appendix8)

3-The Answer to the study third question:

The third question was" What is the effectiveness of using collaborative strategic reading CSR on developing ninth graders' reading comprehension ?

The researcher answered this question by testing the hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group (taught reading comprehension skills by using CSR approach) and that of the control group (taught reading comprehension skills by the traditional way) in the post reading comprehension test.

To examine the first hypothesis, means and standard deviation of both groups' results on the post reading comprehension test were computed. T-test independent sample was used to measure the significant differences (see table 4.1).

Table (4.1): T-test independent sample results of differences between the mean scores of the experimental group and that of the control group in the post reading comprehension test

Skill	Group	N	Mean	s. d	t	sig	sig level
prediction	Experimental	40	2.475	.784	3.815	0.00	sig at 0.001
	Control	40	1.700	1.018			
Identify Main idea	Experimental	40	2.725	.506	7.1	0.00	sig at 0.001
	Control	40	1.425	1.059			
scanning	Experimental	40	2.650	.533	4.642	0.00	sig at 0.001
	Control	40	1.875	.911			
Determine Ideas (True or false)	Experimental	40	4.325	.917	3.772	0.00	sig at 0.001
	Control	40	3.300	1.454			
Deduce words' meaning	Experimental	40	2.650	.580	5.247	0.00	sig at 0.001
	Control	40	1.675	1.023			
Find out Synonyms & antonyms	Experimental	40	7.175	1.483	8.477	0.00	sig at 0.001
	Control	40	3.400	2.394			
Make inferences	Experimental	40	2.800	.464	3.725	0.00	sig at 0.001
	Control	40	2.150	1.001			
Relate text to personal experience	Experimental	40	1.675	.474	5.33	0.00	sig at 0.001
	Control	40	.875	.822			
Total	Experimental	40	26.475	3.328	10.784	0.00	sig at 0.001
	Control	40	16.400	4.882			

"t" table value at df. (78) at (0.05) sig. level equal 1.99

"t" table value at df. (78) at (0.01) sig. level equal 2.64

Table (4.1) shows that the T. Computed value (10.784) is larger than T. Table (2.624) in the test, which means that there are statistically significant differences at (α =0.01) in the mean scores of the reading comprehension post test between the control group (taught reading comprehension skills by the traditional way) and that of the experimental one (taught reading comprehension skills by using CSR approach). The

mean scores of the experimental group in the post-test is (26.475), whereas the mean scores of the control group is (16.400). This result indicates that using CSR approach is more effective than the traditional method in developing the students' reading comprehension skills. To show the size effect of CSR on the experimental group achievement in the reading comprehension skills test, the study applied the Effect Size technique.

The researcher computed " η^2 " using the following formula:

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

And "Z" value using the following formula:

$$Z \ = \ \frac{2\sqrt{\eta^2}}{\sqrt{1 - \eta^2}}$$

Table (4.2): The references to determine the effect size level (η^2) and (Z)

Effect size			
test	large	medium	small
η^2	0.01	0.06	0.14
Z	0.2	0.5	0.8

The results of " η^2 " and " z " values shown in table (4.2) indicate a large effect on the post test. This large effect can be attributed to the application of CSR , which aimed at developing reading comprehension skills. Table (4.3) shows the effect size of CSR approach on each skill in the post reading comprehension test.

Table (4.3): The effect size of CSR strategy on the experimental group in the post reading Comprehension skills test

Skill	T-value	η^2	Z	Effect size
prediction	3.815	0.624	2.576	Large
Identify Main idea	7.1	0.796	3.950	Large
scanning	4.642	0.356	1.487	Large
Determine ideas (True or false)	3.772	0.267	1.208	Large
Deduce words' meaning	5.247	0.414	1.680	Large
Find out synonyms & antonyms	8.477	0.648	2.715	Large
Make inferences	3.725	0.262	1.193	Large
Relate text to Personal experience	5.33	0.421	1.707	Large
Total	10.784	0.749	3.454	Large

Table (4.3) shows that the effect size of CSR approach is large on students' reading comprehension skills, which means that the effect of CSR approach is significant. This large effect may be due to the activities and techniques which were used to develop students' reading comprehension skills using the CSR approach.

This result confirms the result of Boardman et al.(2015), Khonamri and Karimabadi (2015), Arif (2014), and Karabuga and Kaya (2013) studies which proved the effectiveness of CSR on developing reading comprehension skills. As a result, the hypothesis is accepted in this study.

4- The Answer to the study fourth question:

The fourth question was" What is the effectiveness of using collaborative strategic reading CSR on developing ninth graders' learning English motivation?

The researcher answered this question by testing the hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group and that of the control one in the post application of the learning English motivation scale .

To investigate the second hypothesis, mean and standard deviation of the experimental group results were computed. T. test Independent Sample was used to measure the significance of differences.

Table (4.4): T-test independent sample results of differences between the mean scores of the experimental group and that of the control group in the post learning motivation scale test.

Domain	Group	N	Mean	S.D	t	sig	Sig level
Self-efficiency	Experimental	40	3.577	.3835	3.223	0.002	sig at 0.01
	Control	40	3.289	.4139			
Motivation for knowledge	Experimental	40	3.695	.4422	6.223	0.00	sig at 0.01
	Control	40	3.097	.3501			
Learning English value	Experimental	40	3.834	.4030	6.106	0.00	sig at 0.01
	Control	40	3.330	.3318			
Learning Environment Stimulation	Experimental	40	3.670	.4125	3.504	0.001	sig at 0.01
	Control	40	3.347	.4136			

Domain	Group	N	Mean	S.D	t	sig	Sig level
Peer acceptance	Experimental	40	3.616	.4909	4.672	0.00	sig at 0.01
	Control	40	3.129	.4409			
Total	Experimental	40	3.733	.3818	7.198	0.00	sig at 0.01
	Control	40	3.259	.1661			

"t" table value at df. (78) at (0.05) sig. level equal 1.99

"t" table value at df. (78) at (0.01) sig. level equal 2.64

Table (4.4) shows that the T. Computed value (7.198) is larger than T. Table (2.64), which means that there are statistically significant differences at (α = 0.01) between the mean scores of the experimental group and that of the control one in the post application of the learning English motivation scale . The mean scores of the experimental group in the post application is (3.733), whereas the mean scores of the control group is (3.259). This result indicates that using CSR approach is more effective than the traditional method in developing the motivation to learn English. To show the size effect of CSR on the experimental group in the learning English motivation scale, the study applied the Effect Size technique.

Table (4.5): The effect size of CSR on the experimental group in the post application of the English motivation scale

Domain	T-value	η^2	Z	Effect size
Self- efficiency	0.210	0.210	1.032	large
Motivation for knowledge	0.498	0.498	1.993	large
Learning English value	0.489	0.489	1.955	large
Learning Environment Stimulation	0.239	0.239	1.122	large
Peer acceptance	0.359	0.359	1.496	large
TOTAL	0.571	0.571	2.305	large

Table (4.5) shows that the effect size of CSR is large on students' English motivation. This means that the effect of CSR approach is significant.

Al-Sohbani (2015), Abdur Rehman et al., (2014) Alshumaimeri (2013), and Al-Ilwan and Al-Atiat (2010) ensure the results of the third hypothesis, and confirm that the attractive and suitable approaches can affect motivation to learn English positively.

5-The Answer to the study fifth question:

The fifth question was" What is the effectiveness of using collaborative strategic reading CSR on developing ninth graders' reading motivation ?

The researcher answered this question by testing the hypothesis:

There are no statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group and that of the control one in the post application of the reading motivation scale .

To investigate the third hypothesis, mean and standard deviation of the experimental group results were computed. T. Test Independent Sample was used to measure the significance of differences.

Table (4.6): T-test independent sample results of differences between the mean scores of the experimental group and that of the control group in the post reading motivation scale test.

Domain	Group	N	Mean	s.d	t	sig	Sig level
Reading efficiency	Experimental	40	3.304	.370	3.239	0.002	sig at 0.01
	Control	40	3.329	.355			
Challenge	Experimental	40	3.108	.507	5.676	0.00	sig at 0.01
	Control	40	3.067	.322			
Curiosity	Experimental	40	3.913	1.446	6.093	0.00	sig at 0.01
	Control	40	3.463	.395			
Importance	Experimental	40	3.621	.450	3.115	0.003	sig at 0.01
	Control	40	3.600	.282			
Social	Experimental	40	3.329	.424	4.161	0.00	sig at 0.01
	Control	40	3.129	.441			
Total	Experimental	40	3.455	.409	8.826	0.00	sig at 0.01
	Control	40	3.318	.186			

"t" table value at df.(78) at (0.05) sig. level equal 1.99

"t" table value at df.(78) at (0.01) sig. level equal 2.64

Table (4.6) shows that the T. Computed value (8.826) is larger than T. Table (2.64) in the test, which means that there are statistically significant differences at (α =0.01) between the mean scores of the experimental group and that of the control one in the post application of the learning English motivation scale . The mean scores of the experimental group in the post application is (3.455), whereas

the mean scores of the control group is (3.318). This result indicates that using CSR approach is more effective than the traditional method in developing the reading motivation. To show the size effect of CSR on the experimental group in the reading motivation scale, the study applied the Effect Size technique.

Table (4.7): The effect size of CSR on the experimental group in the post application of the reading motivation scale

Domain	T-value	$^2\eta$	Z	Effect size
Reading efficiency	3.239	0.212	1.037	large
Challenge	5.676	0.452	1.818	large
Curiosity	6.093	0.488	1.951	large
Importance	3.115	0.199	0.998	large
Social	4.161	0.307	1.333	large
TOTAL	8.826	0.666	2.827	large

Table (4.7) shows that the effect size of CSR is large on students' reading motivation. This means that the effect of CSR approach is significant.

Chou et al.(2016) Meniado (2016), Sawangsamutchai and Rattanavich (2016), Ölmez (2015), Özönder (2015): Naeghela et al.(2014), Tovli (2014) Medina (2014), Medford and McGeown (2012), and Al-Nassar et al. (2006) confirm that using motivational approaches increase learners' motivation to read in EFL classes.

Comparing between the total means of the experimental group in the two scales, the researcher found that the total mean in the learning English motivation scale was (3.733). However, it was (3.455) in the reading motivation scale. This shows that the students in the experimental group were motivated towards learning English more than reading. The researcher believes that this result can be explained due to the students' look to the importance of learning English. They think that learning English is very important for their future (as shown in the fourth domain of learning English motivation scale). This result was in the agreement with many previous studies such as Abdur Rehman (2014), Al shumaimeri (2013) and Al-Ilwan and Al-Atiat (2010). On the other hand, motivate students to read needs longer time and effort. This was agreed on in some research such as Meniado (2016) and Chou et. al. (2016).

Summary:

This chapter has discussed the statistical analysis of the data collected throughout the study. After analyzing the data of the reading comprehension test statistically, it is obvious that there are significant differences in developing the reading comprehension skills between students in the experimental group and their counterparts in the control one in favor of the experimental group. Moreover, the analysis of the data of the learning English motivation scale and the reading motivation scale shows that there are significant differences in students' motivation between the experimental and their counterparts in the control one in favor of the experimental group.

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

Chapter V
Discussion of the Findings, Conclusion, and Recommendations

Chapter V
Discussion of the findings, Conclusion, and Recommendations

Introduction:

This chapter discusses the results of the study and summarizes the conclusions obtained from the interpretations of those results. Some pedagogical implications and recommendations which can be beneficial for curriculum designers, educators, teachers and researchers have been put forward in the hope of helping improve the EFL teaching-learning process in the Gaza Strip.

1- Discussion of the findings

The research questions in the present study sets out to determine whether the use of the CSR approach will develop the students' reading comprehension, if it will increase their learning English motivation and if it positively raises their motivation towards reading.

Based on the findings of this study, the results showed that using CSR approach had a significant effect on the students' levels of reading comprehension skills, learning English motivation and reading motivation in favor of the experimental group (which was taught via using CSR) compared with the results of the control group (which was taught by the traditional method). Following is a more detailed discussion of the study findings.

a) Interpretations of the results of the first hypothesis:

The researcher investigated the first hypothesis, which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group on the reading comprehension posttest and those of the control group. The results indicated that the T. computed value (10.694) was greater than T. table value (2.64) in the test, which means that there were statistically significant differences at ($\alpha = 0.01$) in the total mean score of the posttest between the experimental and control groups in favor of the experimental group, which learned by CSR approach.

There was also a statistically significant difference between the means of both groups in favor of the experimental group. The mean scores of the experimental group was (26.475), whereas the mean of the control group was (17.775). In addition, the researcher found that the effect size of CSR was large in the total scores of the reading comprehension posttest which indicated that the effect of using CSR was statistically significant.

If we compare students results of the reading comprehension test before and after applying the CSR, it is obvious that CSR approach help in improving students' reading comprehension skills. Students' results of the experimental group in the pre reading comprehension test pointed out that 75% of the students succeeded in the test. The highest score in the test was 26 out of 30 and the lowest was 7. The results showed that 57.5% of the students succeeded in the first skill "Make predictions about reading texts". The results also showed that 82.5% of the students succeeded in the second skill "Scan for specific information from the text". Results of the pre reading comprehension test also revealed that 42.5% succeeded in the third skill "Identify the main idea of reading text". Regarding the fourth skill "Determine whether the ideas are true or false", 50% of the students succeeded. The results also indicated that 35% of the students succeeded in the fifth skill "Develop awareness about synonyms and antonyms". Concerning the sixth skill "Deduce meaning of unfamiliar words from context", 85% of the students answered correctly. The results also indicated that only 20% of the students succeeded in the seventh skill " Make inferences about the text". Finally, 50% of the learners succeeded in the eighth skill "Relate text to personal experience". (See appendix 9).

Consequently, and after using the CSR approach in teaching the student's reading comprehension, the results of the experimental group in the post reading comprehension test pointed out that 97.5% of the students succeeded in the test. The highest score in the test was 30 out of 30, and the lowest was 14. The results showed that 95% of the students succeeded in the first skill "Make predictions about reading texts". The results also showed that 87% of the students succeeded in the second skill "Scan for specific information from the text". Results of the pre reading comprehension test also revealed that 87% succeeded in the third skill "Identify the main idea of reading text". Regarding the fourth skill "Determine whether the ideas

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are true or false", 97.5% of the students succeeded. The results also indicated that 92% of the students succeeded in the fifth skill "Develop awareness about synonyms and antonyms". Concerning the sixth skill "Deduce meaning of unfamiliar words from context", 95% of the students answered correctly. The results also indicated that 92% of the students succeeded in the seventh skill " Make inferences about the text". Finally, 100% of the learners succeeded in the eighth skill "Relate text to personal experience". (See appendix 9). According to the previous results, it clear that " Relate text to personal experience", had the highest percentage.

The results showed that CSR improved reading comprehension of Palestinian ninth graders students by equipping them with proper reading strategies and techniques in collaborative groups. Students benefit by developing skills enabling them to better understand the material in their reading texts. The strategy of "preview" helped students to have an opinion about the text, and helped them to use their background information actively. CSR calls for teaching students how to process the information, and how to think independently and effectively. This improves students' achievement of meaningful learning through activating prior knowledge related to the reading text.

In addition, via group discussion and "fixed up" strategies (see chapter 2, p.20 for more details), students pointed out that they could understand the texts easily, and also they could find the meaning without looking up any dictionary. Collaboration was also stated to eliminate the problem of being shy about asking the teacher the meaning of the unknown words. Through collaboration and "get the gist" strategy, the groups' ideas on the CSR learning logs were written on the board, and their ideas were discussed between groups. This helped students to find out the main idea, make inferences from the text and, overcome their problems in reading process as shown in the reading comprehension test's results.

Accordingly, memorizing the information presented in the text does not mean that students have comprehended a text. One can claim this when the students build up logical relations among the thoughts in the text. The strategy of " wrap-up" required students to generate questions about the text, and make a summary of the text in their own words briefly. That is why the students' self-made questions about

the subject, along with their own evaluation of what they want to learn, is considered a significant step towards improving the reading comprehension skills.

CSR helped students to interact with different levels of reading comprehension, moving from the very basic level i.e., a literal level, to the critical level and the interpretative level. Reading came to be seen, and was taught, as a complex process that required more than just paying attention to individual words. As a result, students assisted each other by building up knowledge and offering different answers to account for reading problems. By exchanging information, they became more confident and able to assess themselves. Via CSR learning logs, the students could keep their record of their learning. This mean that they could follow their improvement, see where they were less competent, and where more.

As a matter of fact, the finding of investigating this question was in agreement with the findings of the most of the previous studies such as those of Boardman et al.(2015), Khonamri and Karimabadi (2015), Arif(2014), Al Roomy (2013), Karabuga and Kaya (2013), which indicated that the CSR had an effective and significant improvement in students' reading comprehension.

b) Interpretations of the results of the second hypothesis:

The researcher investigated the second hypothesis, which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group and that of the control one in the post application of the learning English motivation scale. The results indicated that the T. computed value (7.198) was greater than T. table value (2.64) in the scale, which means that there were statistically significant differences at ($\alpha = 0.01$) in the total mean score of the post application of the scale between the experimental and control groups in favor of the experimental group, which learned by CSR approach.

There was also a statistically significant difference between the means of both groups in favor of the experimental group. The mean scores of the experimental group was (3.733), whereas the mean of the control group was (3.259). In addition, the researcher found that the effect size of CSR was large in the total scores of the learning English motivation scale which indicated that the effect of using CSR was statistically significant.

After the research has been conducted, it is concluded that Collaborative Strategic Reading (CSR) is a good approach for motivating students' English learning because it can make the students participate well in the class. This can be due to the nature of collaborative learning of CSR approach. Moreover, when students work in groups, they have the opportunity to contribute to the group's understanding of the text. The students in each group took part in the process and contributed to progress of each other. While working with their peers, students made conversations to fill in the collaborative learning logs. The students were also observed to regard the other groups as rivals, which seemed to encourage them. The students were observed to be more motivated when they did the exercises correctly.

The group discussion made students feel more comfortable and confident in comprehension. Collaborative Strategic Reading is an approach that works well in mixed-ability classrooms. Students benefit by developing skills related to working in groups (according to the results of the last domain in the scale). The finding may also be attributed to collaboration, peer discussions and, feeling more competent. Consequently, a motivated student can learn easier than other less motivated students.

Students in the experimental group agreed that they had a sense of responsibility and they were not hesitant to participate. Moreover, CSR affected positively their relation with each other, they lived in a team work class and they all are winners. Not only cooperation was affected but also motivation. It was increased and developed and that appeared on students' faces and participation. In other words , the students live learner- centered approach eagerly and happily.

Al-Sohbani (2015), Abdur Rehman et al., (2014) Alshumaimeri (2013), Al Roomy (2013) and Al-Ilwan and Al-Atiat (2010) ensure the results of the third hypothesis, and confirm that the attractive and suitable approaches can affect motivation to learn English positively.

c) **Interpretations of the results of the third hypothesis:**

The researcher investigated the third hypothesis, which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group and that of the control one in the post application of the reading

motivation scale. The results indicated that the T. computed value (8.826) was greater than T. table value (2.64) in the scale, which means that there were statistically significant differences at (α = 0.01) in the total mean score of the post application of the scale between the experimental and control groups in favor of the experimental group, which learned by CSR approach.

There was also a statistically significant difference between the means of both groups in favor of the experimental group. The mean scores of the experimental group was (3.455), whereas the mean of the control group was (3.318). In addition, the researcher found that the effect size of CSR was large in the total scores of the reading motivation scale which indicated that the effect of using CSR was statistically significant.

Moreover, the results showed that CSR approach increased the students' interest in reading texts in English. CSR made students more active in the learning process since it focuses on the student-centered classroom role in which the learning process is based on their interests and needs. The results also showed a relatively more active reading routine is established enabling the improvement of readers' ability to analyse what they read, recommend it to their peers, and explain their choice.

The findings from the present study indicated that CSR approach encouraged EFL reading classes. Furthermore, collaboration and strategies embedded in CSR approach helped the students overcome vocabulary related problems during their reading process in EFL classes. This was clear when students used the fixed-up strategies and also from the results of the reading comprehension test. Before applying the approach, only 85% of the students succeeded in "Deduce meaning of unfamiliar words from context". On the other hand, 95% of the students succeeded after the application of the approach. In addition, the results also indicated that 35% of the students succeeded in the fifth skill "Develop awareness about synonyms and antonyms". On the other hand, after applying CSR, 92% of the students answered the question. It is clear that the difference is big. Beside, instead of depending too much on the teacher, the students were observed to learn on from each other, and supported each other's learning which facilitates autonomy and raises motivation to read among

the students. The researcher noticed that, unlike the control group pupils, the experimental group pupils felt comfortable and highly motivated to read English passages. The students of the experimental group told the researcher that they like using CSR specially working in collaborative groups. Depending on the teacher observations, the number of the students who participate in answering the questions in the experimental group is much bigger than that of the control group.

In conclusion, the approach of collaborative Strategic Reading through group work is potentially successful in changing the way that students go about reading in English and this is shown as students changed their attitudes toward group work from seeing it as a waste of time and effort to viewing it as helpful and effective. This encouraged them to change their attitudes toward reading and English in general. Before teaching CSR, students expressed negative attitudes toward reading and group work which adversely affected their motivation to learn English. Lack of interest in the reading matter was accompanied by poor reading habits. The potential of reading was there but because students lacked skills, the reading they did was frustrating. This corresponded with Al Roomy's (2013,p.186) observation that interest in reading is based on how students read. If students have enough reading skills and know "how" and "when" to use them, their enthusiasm toward reading will rise.

Chou et al.(2016), Meniado (2016), Sawangsamutchai and Rattanavich (2016), Ölmez (2015), Özönder (2015): Naeghela et al. (2014), Tovli (2014) Medina (2014), Medford and McGeown (2012), and Al-Nassar et al. (2006) confirm that using motivational approaches increase learners' motivation to read in EFL classes.

2- Conclusions

In the light of the study findings, it can be concluded that the current study proved that using CSR approach in teaching English to ninth grader learners was highly effective and fruitful in increasing their reading comprehension. Moreover, the use of CSR approach enhanced pupils' motivation towards learning English and reading as it created an active, co-operative and enjoyable learning environment.

Based on the results obtained throughout the current study, it can be concluded that CSR approach:

1. Improved pupils' English reading comprehension as their test results revealed.

2. Enabled students to use their own background knowledge and experiences to make connections.

3. Increased the students' ability to judge the texts and express their opinions.

4. Created a co-operative, motivating learning environment where students could learn without any kind of pressure or tension.

5. Considered the individual differences among learners.

6. Provided variety of techniques used in the lessons that were suitable for all ages and students and reduced students' boredom.

3- Pedagogical Implications:

In light of the study results, the researcher suggests the following:

1. Teachers should avoid acting as the center of the educational process and should avoid dominating the classroom activity. They should pass the responsibility to the students to manage their own learning and to build self confidence and self-autonomy.

2. CSR stimulates creativity and helps students to understand ideas at higher levels of thinking than teaching through rote memorization alone.

3. The use of CSR in the learning process encourages students to be more co-operative and active when doing an activity.

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

5. CSR takes into consideration the individual differences among students and they feel relaxed and motivated when using it. Teachers should be aware of their students' needs and abilities in order to include appropriate activities that go in harmony with students' abilities.

4- Recommendations:

1. Applying collaborative strategic reading as an alternative to traditional way in teaching reading using recount text because it can help the students in comprehending the text easier.

2. Encourage teachers to implement activities that require this kind of group work approach which activate and motivate students to learn.

3. Have Training sessions on how to use and build up the CSR in teaching.

4. Increase the teachers' positive feelings towards reading comprehension skills as interactive skills and not as receptive ones.

5. Encourage children to read books, magazines, journals and other reading materials that will help improve their reading comprehension skills.

6. Provide support for the learners to be able to learn on their own through using new strategies such as the CSR strategies.

7. Link schools with local society especially universities and educational centers to hold competitions for reading and best readers. This may motivate students to read.

5- Recommendations for further studies:

1. Exploring the effect of CSR on reading comprehension skills with different sex, age, and fields of study at different stages in a Palestinian context.

2. Conducting a study about the effect of CSR on developing reading comprehension skills in relation to high and low achievers.

3. Examining effect of CSR approach on teaching other school subjects.

4. Conducting studies based on CSR approach to overcome vocabulary problems.

5. Investigating the impact of CSR approach on other variables such as creative thinking, critical thinking, and self-conception.

Summary:

This chapter tackled the findings of the study. The conclusions were drawn in light of the study findings. Some pedagogical implications were also included to enrich the teaching-learning process in general and teaching reading in particular. In addition, the researcher suggested some recommendations which can be advantageous for syllabus designers, supervisors, teachers and researchers as they can help improve the learning process in general and teaching reading in particular.

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Appendices

Appendix (1)
English Reading Comprehension Skills questionnaire

The Islamic University–Gaza
Research and Postgraduate Affairs
Faculty of Education
Master of Curriculum & Teaching Methods

Consultation Form of a questionnaire

Dear Dr. ……………,

The researcher Heba Abdullah Al Safadi is carrying out an M.ED thesis entitled :

The Effectiveness of Using Collaborative Strategic Reading (CSR) on Developing Reading Comprehension and Learning Motivation among Ninth Graders

The study is trying to answer the following sub-questions :

1. What are the reading comprehension skills intended to be developed for ninth graders?
2. What is the framework of collaborative strategic reading CSR strategy that may develop ninth graders reading comprehension skills?
3. What is the effectiveness of using collaborative strategic reading CSR on developing ninth graders' reading comprehension?
4. What is the effectiveness of using collaborative strategic reading CSR on developing ninth graders' learning motivation?
5. What is the effectiveness of using collaborative strategic reading CSR on developing ninth graders' reading motivation?

      The purpose of the questionnaire is to determine of the most important reading comprehension skills in order to build an achievement test(pre and post).

      I would be so grateful if you could provide me with comments on the suitability, comprehensive and clarity of the questionnaire according to its purpose.

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

Comments:
……
……
……
Referee's name:
…………………………………………

Thanks in advance

                      The researcher,
                      Heba Al Safadi

The Islamic University–Gaza
Research and Postgraduate Affairs
Faculty of Education
Master of Curriculum & Teaching Methods

English Reading Comprehension Skills questionnaire "Grade 9"

Dear supervisor\ Expert teacher,

The researcher is conducting a study entitled " **The Effectiveness of Using Collaborative Strategic Reading (CSR) on Developing Reading Comprehension and Learning Motivation among Ninth Graders"** to obtain a Master's Degree in curriculum in teaching English methods.

One of the requirements of this study is to conduct a questionnaire of the most important reading comprehension skills in order to build an achievement test(pre and post). Thus, the researcher has listed the reading comprehension skills for ninth graders based on the guidelines set by the Palestinian Ministry of Education through the Palestinian curriculum developed center, and as described in the Ministry's English language curriculum first plan for public schools(1999).

Because of the importance of your opinion and experience, you are kindly requested to look carefully at the items of the list so as to determine the degree of importance for each reading comprehension skill.

Your cooperation is highly appreciated

The researcher,
Heba Abdullah Al Safadi

Please, tick (✓) in front of the suitable degree of importance for ninth graders' reading comprehension skills using the scale below.

3 = Very important   2 = Important   1 = slight important

No.	Reading comprehension skills	Degree of Importance		
		1	2	3
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 the text 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 basic facts in the text.			
7.	Skim for the gist or general impression of the 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.	Determine whether the ideas true or false.			
14.	Distinguish the main idea from the supporting details.			
15.	Interpret information presented in diagrammatic form.			
16.	Analyze text for setting, theme, characters, etc.			
17.	Develop awareness about synonyms and antonyms.			
C	**Inferential Level (Read beyond the lines)**			
18.	Extract and synthesize information from several sources.			
19.	Infer mood and author's attitude or tone.			
20.	Related text to personal experience, opinion, or evaluation.			
21.	Make inferences about reading texts.			
22.	Generate questions about reading text.			
23.	Evaluate text for accuracy of information, soundness of argument, etc.			

English Reading Comprehension Skills Test

The Islamic University–Gaza

Research and Postgraduate Affairs

Faculty of Education

Master of Curriculum & Teaching Methods

Consultation Form of a Reading Comprehension Skills Test

Dear Professor\ Supervisor\ Expert Teacher,

The researcher is conducting a study entitled " **The Effectiveness of Using Collaborative Strategic Reading (CSR) on Developing Reading Comprehension and Learning Motivation among Ninth Graders"** to obtain a Master's Degree in curriculum in teaching English methods.

The study is trying to answer the following sub-questions :

1-What are the reading comprehension skills intended to be developed for ninth graders?

2-What is the framework of collaborative strategic reading CSR strategy that may develop ninth graders reading comprehension skills?

3-What is the effectiveness of using collaborative strategic reading CSR on developing ninth graders' reading comprehension?

4-What is the effectiveness of using collaborative strategic reading CSR on developing ninth graders' learning English motivation?

5- What is the effectiveness of using collaborative strategic reading CSR on developing ninth graders' reading motivation?

One of the requirements of this study is to conduct a pre\post test based on the most important reading comprehension skills for ninth graders. The purpose of the test is to examine the effectiveness of using collaborative strategic reading CSR on developing ninth graders' reading comprehension.

The test should examine the students' ability to:

1- Make predictions about reading texts.

2- Scan for specific information from the text.

3- Identify the main idea of reading text.

4-Determine whether the ideas are true or false.

5- Deduce meaning of unfamiliar words from context.

6- Develop awareness about synonyms and antonyms.

7- Related text to personal experience, opinion, or evaluation.

8- Make inferences about reading texts.

Because of the importance of your opinion, you are kindly requested to look carefully at the test so as to :

1- to determine the degree of suitability for ninth grader students.

2-modify the language if necessary.

3-suggest ideas or issues to enrich the test.

Items	Degree of Suitability		
	High	Average	Low
1.The test items reflect the objectives			
2.The layout is acceptable.			
3.The instructions are clear.			
4.The time assigned is suitable.			
5.The reading passages suit ninth graders' level.			
6.The distribution of marks is acceptable.			
7.The questions levels are suitable.			

Your comments are highly appreciated.

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

Referee's name:

…………………………………..

Thanks a lot for your cooperation

The Researcher,
Heba Abdullah Al Safadi

The Islamic University–Gaza
Research and Postgraduate Affairs
Faculty of Education
Master of Curriculum & Teaching Methods

Reading Comprehension Test for Palestinian Ninth Graders

Dear student,

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

Instructions:

Please pay attention to the following:

1. The test consist of (8) main questions
2. Read each question carefully before answering.
3. Answer all the questions.
4. Read the passage carefully.
5. Pay attention to the test time.

The researcher appreciate your cooperation .

The researcher,
Heba Al Safadi

Reading Comprehension Skills Test for Ninth Graders

Name:………….……….Class :………….…..Date:……………

Time:45 minutes   Mark:30\………….…

Question 1 (Make predictions about reading text)   (3 marks)

Look at the pictures and the passage then choose the correct answer:

1-The text is taken from:

　　a-magazine.

　　b-story book.

　　c-website.

2-The text is taking about:

　　a-helping in community.

　　b-studying at school.

　　c-going to the park.

3-People on the pictures seem to:

　　a-build a new school.

　　b- build a new garden.

　　c-get to know each other.
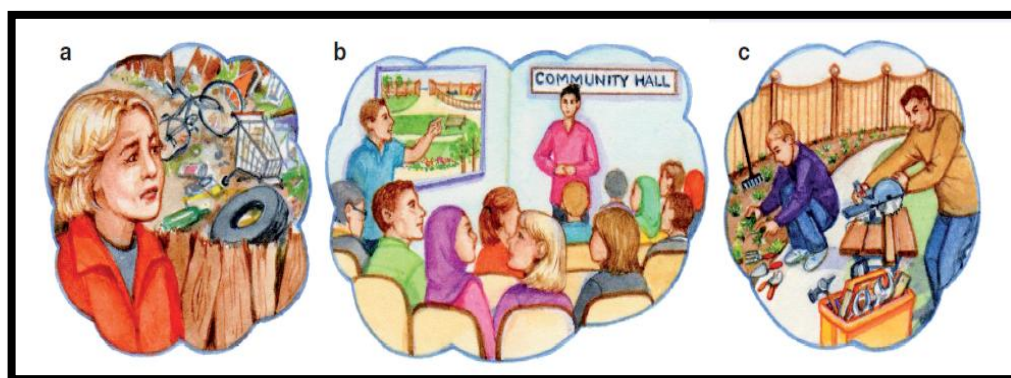
Read the text carefully then answer the following questions:

North London News — Home · Local Events · Places to Go · Help Your Community · Contact & Map

DIARY – WHAT'S ON

10:00, Sunday 9th March: Work starts on the **Garden Project on Western Road.**

ADD NEW LOCAL EVENT

COMMENTS

Updated 02.03.2014

1 Thank you to everyone who came to the meeting last night. All of us on the Committee were very surprised by the large numbers. And we had an excellent discussion, didn't we? We now have a great team of volunteers with lots of energy,
5 so let's get on and do the work. See you all on Sunday!
Jack Hill (Committee Secretary)

I'm looking forward to Sunday, too, but I must say one thing about the mess on our site: people shouldn't make a mess like that, should they? It's terrible! The ones who did it
10 should be ashamed of themselves! It would be nice if they came to help clean up the place, wouldn't it? *Susie Smith*

If I remember correctly, we've never done a voluntary project like this in New Town before, but I hope it'll be the first of many. We didn't talk about this last night, did we?
15 But perhaps we can next time. Anyway, I'm looking forward to seeing everyone again on Sunday. *Zeinab Hussein*

There's just one problem: We don't have people with the right skills to lead the work, do we? For example, we need a gardener, don't we? And a carpenter to help repair the fence,
20 too. We should make a request on local radio. *Bob Green*

That's a fantastic idea, Bob. I'll make a phone call today and request their help. *Jack Hill (Committee Secretary)*

Question 2 (Identify the main idea of reading text)   (3marks)
*Match each idea with the suitable paragraph:

No.	The main ideas		The paragraphs
1.	Susie Smith is not happy about the mess that people did.	( )	Paragraph 4
2.	Zeinab Hussein want to be more Voluntary projects in future.	( )	Paragraph 2
3.	Bob Green suggests to request skilled people to help in the garden.	( )	Paragraph 3

Question 3 (Scan for specific information)   **(3 marks)**

*Choose the correct answer:

1-Bob Green suggested to :

    a-have skilled people.

    b-do many voluntary projects.

    c-meet on Sunday.

2- The committee secretary is:

    a-Jack Hill.

    b-Susie Smith.

    c-Bob Green.

3-People in the committee were very…………..by the large numbers.

    a-angry.

    b-happy.

    c-surprised.

Question 4 (Determine whether the ideas true or false)   **(5 marks)**

*Mark the statement (true) or (false):

    1.The first comment is from Jack Hill to the other people on the committee. (   )

    2.Susie Smith expects that the people who left the rubbish will clean it up. (   )

    3.Zeinab Hussein has been part of the local community for a long time. (   )

    4.Bob Green wants the local radio's carpenter and gardener to help. (   )

    5.All of the comments writers show that they expect to be at the site on Sunday.(   )

Question 5 (Deduce the meaning of unfamiliar word)   **(3 marks)**

*Choose the suitable meaning for the words between brackets :

1- line (2) "committee" means:

    a- team

    b- garden

    c- town

2-line (4) "energy" means:

    a-place

    b-people

    c-power

3-line (19) "repair" means:

    a-destroy

    b-fix

    c-buy

Question 6 (Develop awareness of synonyms and antonyms)   **(8 marks)**

*Find from the text:

word	opposite
wrong	
global	
last	
forget	

word	synonym
maybe	
awful	
group	
very big	

Question 7 (Make inferences about the text)   **(3marks)**

*Choose the best answer:

1-" I'm looking forward to Sunday". You understand that:

    a- Susie doesn't want to work in the project.

    b-Susie feels excited to work in the project.

    c-Susie feels angry to work on Sunday.

2-"And we had an excellent discussion, <u>didn't we</u>?". The underlined question is for:

    a- emphasizing the idea.

    b-getting answer.

    c- nothing.

3-"The one who did that should be ashamed of themselves!". Susie Smith feels:

    a-excited.

    b- nice.

    c-angry.

Question 8 (Relate text to personal experience)   **(2 marks)**

*Think then answer the following questions:

1-Is there a 'rubbish problem' where you live?

……………………………………………………………………………………………..

2-How can you help to come over this problem?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

I wish you the best…….

The Islamic University–Gaza
Research and Postgraduate Affairs
Faculty of Education
Master of Curriculum & Teaching Methods

Consultation Form of a Reading Comprehension Skills Test

Dear referee,

The researcher is conducting a study entitled " **The Effectiveness of Using Collaborative Strategic Reading (CSR) on Developing Reading Comprehension and Learning Motivation among Ninth Graders"** to obtain a Master's Degree in curriculua and teaching methods.

The study is trying to answer the following sub-questions :

1-What are the reading comprehension skills intended to be developed for ninth graders?

2-What is the framework of collaborative strategic reading CSR strategy that may develop ninth graders' reading comprehension skills?

3-What is the effectiveness of using collaborative strategic reading CSR on developing ninth graders' reading comprehension?

4-What is the effectiveness of using collaborative strategic reading CSR on developing ninth graders' learning Englis motivation?

5- What is the effectiveness of using collaborative strategic reading CSR on developing ninth graders' reading motivation?

One of the requirements of this study is to conduct a learning motivation scale for ninth graders. The purpose of the scale is to examine the effectiveness of using collaborative strategic reading CSR on developing ninth graders' learning motivation. The scale is divided into six domains. Each domain has five items.

I would be so grateful if you could provide me with comments on the suitability, comprehensiveness and clarity of the scale according to its purpose.
Any modifications, additions, or omissions will be taken into consideration.
Comments:

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
 Referee's name:

…………………………………

Thanks in advance

The researcher,
Heba Al Safadi

The Islamic University–Gaza
Research and Postgraduate Affairs
Faculty of Education
Master of Curriculum & Teaching Methods

Learning English Motivation Scale for Palestinian Ninth Graders

Learning motivation:

Learning English motivation refers to a student's willingness, need and desire to participate in, and be successful in the learning English process. It is what gets students to engage in the activities, keeps them trying when things get difficult, and determines how much they learn.

Dear student,

This scale is designed for specific research purpose. You will be asked to express your agreement on each statement. There are no "right" or "wrong" answers. Your opinion is what you wanted. Read the items carefully, then tick the answer that best shows your opinion.

The researcher appreciates your cooperation.

The researcher,
Heba Al Safadi

Please, tick (✓) in front of the suitable degree of importance that shows your opinion using the scale below.

5=strongly agree   4=agree   3=don't know   2=disagree   1=strongly disagree

No.	Domain	Items	5	4	3	2	1
1	Self-efficiency	During activities, I prefer to ask other students rather than think for myself.					
2		Whether the lesson is difficult or easy, I am sure I can understand it.					
3		I think I can receive good grades in English tests.					
4		I always feel that other students are better than me in English.					
5		I am not confident about understanding English lessons.					
6		I expect to do well in English classes.					
7	Motivation for knowledge	When I make a mistake, I try to find out why.					
8		During the learning process, I attempt to make connections between the concepts that I learn.					
9		When I don't understand something, I find a relevant resource that will help me.					
10		I feel annoyed when I do the homework.					
11		When I Learn difficult concepts, I feel confused.					
12		I seldom read English out of English class.					
13	Learning English value	I plan to learn as much English as possible.					
14		I think that learning English is useful because I can use it in my daily life.					
15		I wish that we could have more English lessons.					
16		I study English just to pass the exam.					
17		Learning English is a waste of time.					
18		In my opinion, English language is difficult to learn.					
19	Learning Environment Stimulation	I participate in class because the teacher uses a variety of teaching techniques.					
20		I think that English period is too long.					

No.	Domain	Items	5	4	3	2	1
21		I participate in class because the students are involve in discussion.					
22		I feel that most lessons are interesting.					
23		I find it difficult to keep concentrating during class.					
24		I think that we should have less homework.					
25		I prefer to do activities in alone.					
26		I like to speak English with my friends.					
27	Peer acceptance	I feel embarrassed to answer in front of the class.					
28		I enjoy doing tasks with other students.					
29		Team work helps me to have higher marks.					
30		Working in groups makes tasks more difficult.					

Thanks in advance......

مقياس الدافعية لتعلم اللغة الانجليزية لدى طالبات الصف التاسع

الدافعية للتعلم: هي رغبة الطالب وحاجته لدراسة اللغة الانجليزية و المشاركة في العملية التعليمية. هي الدافع الذي يبقي الطالب متفاعلا في العملية التعليمية ، ويبقيه مستمرا في المحاولة وتخطي الصعاب التي تواجهه، وتساعده في معرفة مدى ما تعلمه.

عزيزتي الطالبة:

تم تصميم هذا المقياس لأغراض البحث العلمي. لا توجد اجابات صحيحة وأخرى خاطئة. يمكنك التعبير عن رأيك بصراحة.

قومي بقراءة العناصر بشكل دقيق ثم اختاري الاجابة التي تعبر عن رأيك.

نشكر لكن حسن تعاونكن

الباحثة: هبة الصفدي

الرجاء وضع علامة (✓)الاتي ملاحظة مع ،رأيك عن تعبر التي الدرجة أمام

غير موافق بشدة = 1 غير موافق = 2 لا أعلم = 3 موافق = 4 موافق بشدة = 5

م	المجال	العبارة	موافق بشدة	موافق	لا أعلم	غير موافق	غيرموافق بشدة
1-	الكفاية الذاتية	خلال القيام بالا نشطة الصفية، افضل سؤال الطالبات بدلا من ان أفكر واعتمد على نفسي بالإجابة					
2-		سواء كان الدرس صعبا أو سهلا، أنا واثقة من أنني أستطيع أن أفهمه					
3-		احصل على علامات مرتفعة في اختبارات اللغة الانجليزية					
4-		أشعر دائما بأن الطالبات الاخرين هم أفضل مني في اللغة الانجليزية					
5-		لدي ثقة بأنني أستطيع فهم دروس اللغة الانجليزية					
6-		أشارك في حصص اللغة الانجليزية بفاعلية					
7-	الدافعية للمعرفة	أحاول دائما معرفة السبب وراء الاخطاء التي أرتكبها أثناء تعلمي للغة الانجليزية					
8-		أحاول أن أربط بين المفاهيم التي أتعلمها					
9-		اذا واجهتني صعوبة في فهم موضوع معين، ابحث عن مراجع لها علاقة بالموضوع مما يساعدني أكثر على الفهم					
10-		أشعر بالمتعة عند تعلم اللغة الانجليزية					
11-		أشعر بعدم التركيز عندما أتعلم مفاهيم جديدة					
12-		أتحدث اللغة الانجليزية خارج الغرفة الصفية					
13-	القيمة لتعلم اللغة الانجليزية	أرغب في تعلم المزيد من اللغة الانجليزية					
14-		تعلم اللغة الانجليزية يفيدني في حياتي اليومية					
15-		أتمنى أن تزيد حصص اللغة الانجليزية					
16-		أدرس اللغة الانجليزية فقط حتى أنجح في الامتحان					
17-		تعلم اللغة الانجليزية هو مضيعة للوقت					

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م	المجال	العبارة	موافق بشدة	موافق	لا أعلم	غير موافق	غيرموافق بشدة
18−		اللغة الانجليزية مهمة بالنسبة لي لأتعلمها					
19−		أشارك في الانشطة الصفية لان المعلمة تنوع في أساليب التعليم					
20−		أعتقد أن حصة اللغة الانجليزية طويلة جدا					
21−	مثيرات البيئة التعليمية	أحب المشاركة في الحصة لان زميلاتي تشاركن في المناقشة					
22−		أشعر أن غالبية حصص اللغة الانجليزية ممتعة					
23−		أشعر بصعوبة في المحافظة على تركيزي أثناء حصص اللغة الانجليزية					
24−		اعتقد أن مواضيع اللغة الانجليزية سهلة الفهم					
25−		أفضل القيام بالانشطة التعليمية بشكل فردي					
26−		أحب أن التحدث مع زميلاتي باللغة الانجليزية					
27−		أشعر بالاحراج عند الاجابة أمام زميلاتي					
28−	تقبل الأقران	استمتع عند القيام بالانشطة الصفية بالمشاركة مع زميلاتي					
29−		العمل الجماعي يساعدني على الحصول على درجات مرتفعة					
30−		العمل مع المجموعة يسهل انجاز المهام المطلوبة					

Appendix (4)
Reading Motivation Scale

The Islamic University–Gaza
Research and Postgraduate Affairs
Faculty of Education
Master of Curriculum & Teaching Methods

Reading Motivation Scale for Palestinian Ninth Graders

Reading motivation:

It refers to a student's willingness and enjoyment to read, and their feeling of challenge, curiosity, reading efficiency as well as the importance of participation and sharing reading with others. It is determined in this study with the ninth students' scores in the reading motivation scale.

Dear student,

This scale is designed for specific research purpose. You will be asked to express your agreement on each statement. There are no "right" or "wrong" answers. Your opinion is what you wanted. Read the items carefully, then tick the answer that best shows your opinion.

The researcher appreciates your cooperation.

The researcher,
Heba Al Safadi

Please, tick (✓) in front of the suitable degree of importance that shows your opinion using the scale below.
5=strongly agree   **4=agree**   **3=don't know**   **2=disagree**
1=strongly disagree

No.	Domain	Items	5	4	3	2	1
1	**Reading efficiency**	I am a good reader.					
2		I read a lot better than my friends.					
3		Reading is very hard for me.					
4		I get low grades in reading.					
5		I usually learn difficult things by reading.					
6		When I come to a word I don't know, I always figure it out.					
7	**Challenge**	I need my friends to help me with my reading homework.					
8		Difficult questions in the reading passage make me think deeply.					
9		Even though the text is hard, I continue reading .					
10		When the teacher asks me a question about what I read, I can't answer.					
11		Difficult words in the reading text make me feel depressed..					
12		I usually finish my reading tasks before other students .					
13	**Curiosity**	I borrow different books to read about new things.					
14		I enjoy reading about people in different countries.					
15		In my opinion, people who read a lot are boring.					
16		I read to learn new information.					
17		If the teacher discusses something interesting, I will read more about it.					
18		I find difficulties to keep concentrating during reading classes.					
19	**Importance**	It is very important to me to be a good reader.					

No.	Domain	Items	5	4	3	2	1
20		Knowing how to read well is very important.					
21		I wish we could increase reading classes in the school schedule.					
22		I have to continue reading even if I have wide experience.					
23		I wish we could omit some reading topics from the syllabus.					
24		I think that reading classes are very boring.					
25		I talk to my friends about what I am reading.					
26		I usually help my friends with their reading schoolwork.					
27	Social	Reading with others makes me feel annoyed.					
28		I prefer to do reading activities in groups.					
29		When I read out aloud, I am a poor reader.					
30		My friends think that I am a good reader.					

Thanks in advance……

الجامعــــــــة الإســـلاميـة ـ غـزة

شئون البحث العلمي والدراسات العليا

كليــــة التربية

ماجستير مناهج وطرق التدريس

مقياس الدافعية للقراءة لدى طالبات الصف التاسع

الدافعية للقراءة: هي رغبة الفرد المستمرة في القراءة، واستمتاعه بما يقوم بقراءته، ويتصف هذا الفرد بالتحدى والمثابرة، وحب الاستطلاع، والمشاركة في الأنشطة القرائية، والمنافسة، والتعاون والألفة، وفعالية الذات المرتفعة

عزيزتي الطالبة:

تم تصميم هذا المقياس لأغراض البحث العلمي. لا توجد اجابات صحيحة وأخرى خاطئة. يمكنك التعبير عن رأيك بصراحة. قومي بقراءة العناصر بشكل دقيق ثم اختاري الاجابة التي تعبر عن رأيك.

نشكر لكن حسن تعاونكن

الباحثة: هبة الصفدي

الرجاء وضع علامة(✓)الاتي مع ملاحظة ،رأيك عن تعبر التي الدرجة أمام

غير موافق بشدة = 5   موافق = 4   لا أعلم = 3   غير موافق = 2   غير موافق بشدة = 1

غير موافق بشدة	غير موافق	لا أعلم	موافق	موافق بشدة	العبارة	المجال	الرقم
					أنا قارئ جيد		1-
					أقرأ أفضل من زملائي بشكل كبير		2-
					القراءة مهارة صعبة بالنسبة لي		3-
					أحصل على علامات متدنية في اختبار القراءة	الكفاية القرائية	4-
					القراءة تساعدني على تعلم الاشياء الصعبة بسهولة		5-
					اذا واجهتني صعوبة في معرفة كلمة ما فانني ابحث عنها		6-
					احتاج لمساعدة زملائي في حل واجبات القراءة		7-
					عندما اواجه اسئلة صعبة اثناء القراءة فان ذلك يدفعني لمزيد من التفكير بعمق		8-
					حتى لو كان النص الذي اقرؤه صعبا، فانني استمر في القراءة	التحدي	9-
					اذا سالتني المعلمة سؤالا عن النص الذي قراءته فانني لا أستطيع الاجابة		10-
					الكلمات الصعبة التي اواجهها أثناء القراءة تشعرني بالاحباط		11-
					غالبا ما انتهي من قراءة النص قبل بقية زميلاتي		12-
					أستعير الكتب المختلفة لاتعرف على المواضيع الجديدة		13-
					اشعر بالمتعة عندما أقرأ عن الاشخاص والحضارات المختلفة في الدول الاخرى	الفضول	14-
					في رأيي أن الاشخاص الذين يقرؤن كثيرا هم اشخاص مملون		15-

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غير موافق بشدة	غير موافق	لا أعلم	موافق	موافق بشدة	العبارة	المجال	الرقم
					اقرأ لأتعلم معلومات كثيرة		16-
					اذا قامت المعلمة بمناقشة موضوع ممتع أشعر بالرغبة في القراءة و الاطلاع عليه أكثر		17-
					لا استطيع المحافظة على تركيزي أثناء حصص القراءة		18-
					من المهم بالنسبة لي أن أكون قارئه جيدة		19-
					من المهم أن أتعلم القراءة بشكل صحيح		20-
					أتمنى أن تزيد حصص القراءة المدرسية	الاهمية	21-
					يجب أن أقرأ حتى لو كان عندي الكثير من الخبرات والمعلومات		22-
					أرغب في حذف بعض مواضيع القراءة من المنهاج		23-
					اعتقد أن حصص القراءة مملة جدا		24-
					أتحدث مع زميلاتي عن المواضيع التي أقرؤها		25-
					أحب مساعدة زميلاتي في واجباتهم المتعلقة بالقراءة		26-
					القراءة مع الاخرين تشعرني بالانزعاج	الدافعية الاجتماعية	27-
					أفضل القيام بالأنشطة القرائية مع المجموعة		28-
					عندما أقرأ بصوت عالي فاني قارئة ضعيف		29-
					تخبرني زميلاتي بأني قارئة جيدة		30-

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Appendix (5):
CSR Learning Logs
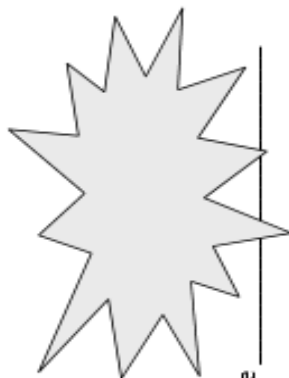
CSR Learning Log

Today's Topic _____

Date _____

Before Reading	Preview	What I already know about the topic
		What I think I will learn.
During Reading	Clunks & Gists	1st section of the passage.	2nd section of the passage.	3rd section of the passage.
After Reading	Wrap Up	Questions about the important ideas in the passage.
		What I learned.

Appendix (6):
Cue Cards

Front

Leader Cue Card #1
Before Reading

1. "We know that today's topic is _____."
2. "Let's brainstorm and write in our learning logs everything we already know about the topic."
3. "Who would like to share their best ideas?"
4. "Now let's predict. Look at the title, pictures, and headings and think about what we might learn today.
   Write your ideas in your learning logs."

Leader Cue Card #2
During Reading

1. "Who would like to read the section?"
2. Click and Clunk – "Did everyone understand what we read? If you did not, write your clunks in your learning log."
3. If someone has a clunk – "Clunk Expert, please help us out."
4. Get the Gist – "It's time to Get the Gist. Gist Expert, please help us out."
5. Repeat the steps on this card again for each section read.

Leader Cue Card #3
After Reading

1. "Now let's think of some questions to check if we really understood what we read."
   "Remember to start your questions with *who, when, what, where, why,* or *how.* Everyone write your questions in your learning log."
2. "Who would like to share their best question?"
3. "In our learning logs, let's write down as much as we can about what we learned."
4. "Let's go around the group and each share something we learned."

Leader Cue Card #4
After Reading

Compliments and Suggestions

1. "The Encourager has been watching carefully and will now tell us two things we did really well as a group today."
2. "Is there anything that would help us do even better next time?"

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Back

Announcer Cue Card #1
Before Reading

1. Call on at least two people to say what they know.
2. Call on at least two people to say what they think they will learn.
3. Call on different people to read.

Remember to make sure only one person talks at a time!

Announcer Cue Card #2
During Reading

1. *Clunks* – Call on students who have clunks.
2. Call on students to help fix clunks.
3. Gists – Call on one person to say the gist.
4. Call on at least one other person to say his or her version of the gist.

Announcer Cue Card #3
After Reading

1. Call on two students to share their best questions.
2. Call on students to answer the questions.
3. Call on all students to say something they learned.

Back
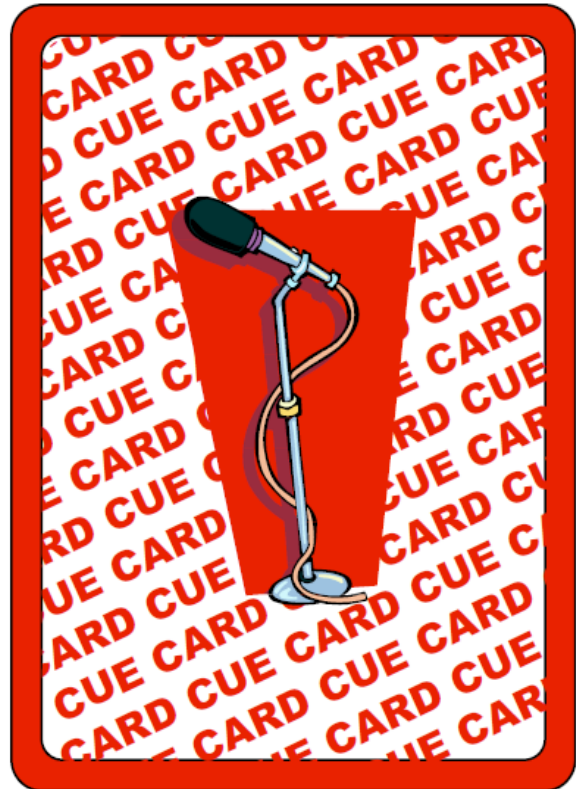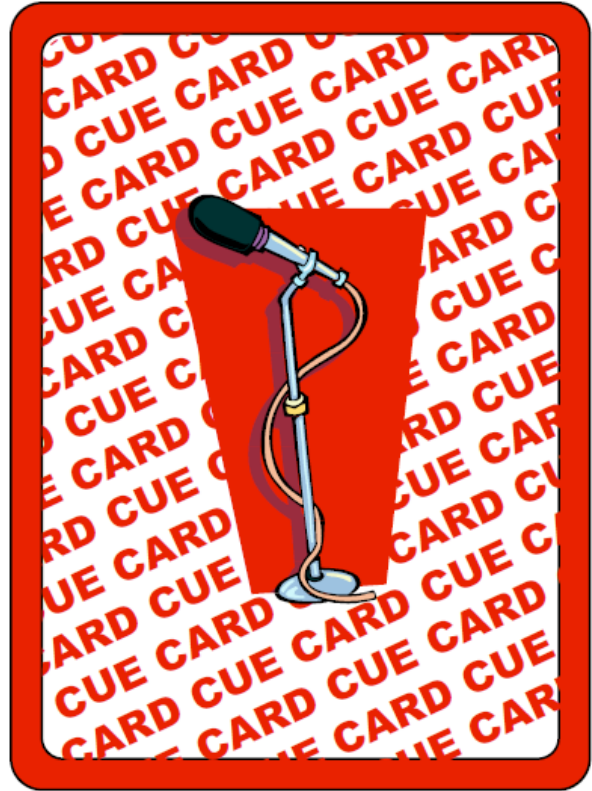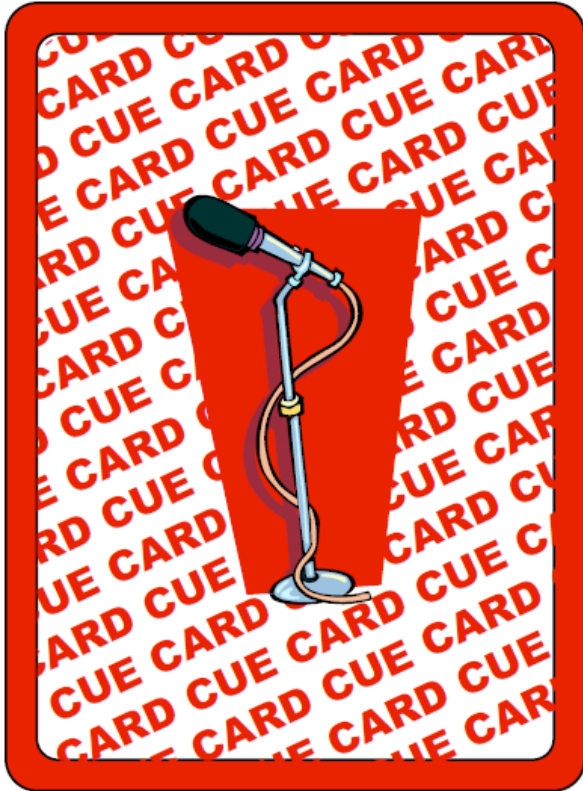
Front

Encourager Cue Card #1
Before Reading

1. Brainstorm – Tell someone they did a good job saying what they already know.
2. Predict – Tell someone they did a good job saying what they think they will learn.

Encourager Cue Card #2
During Reading

1. Click and Clunk – Tell someone they did a good job figuring out a clunk.
2. Get the Gist – Tell someone they did a good job getting the gist.

Encourager Cue Card #3
After Reading

1. Wrap up questions – Tell someone they asked a good question.
2. Wrap up review – Tell someone they did a good job saying what they learned.

Encourager Cue Card #4
After Reading

1. Tell two things your group did well today.
2. Tell two things your group can do even better next time.
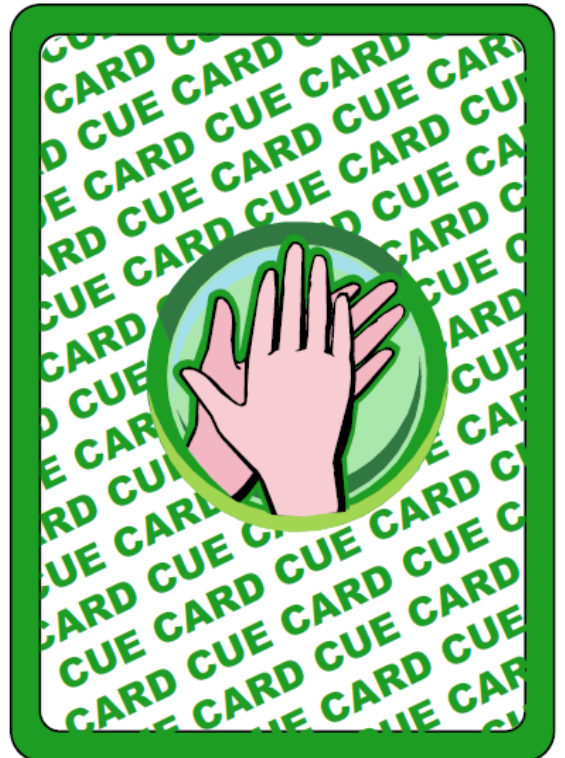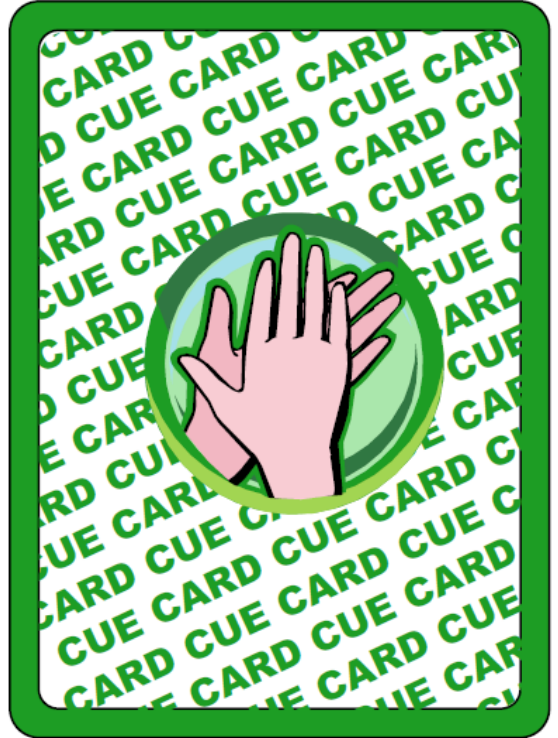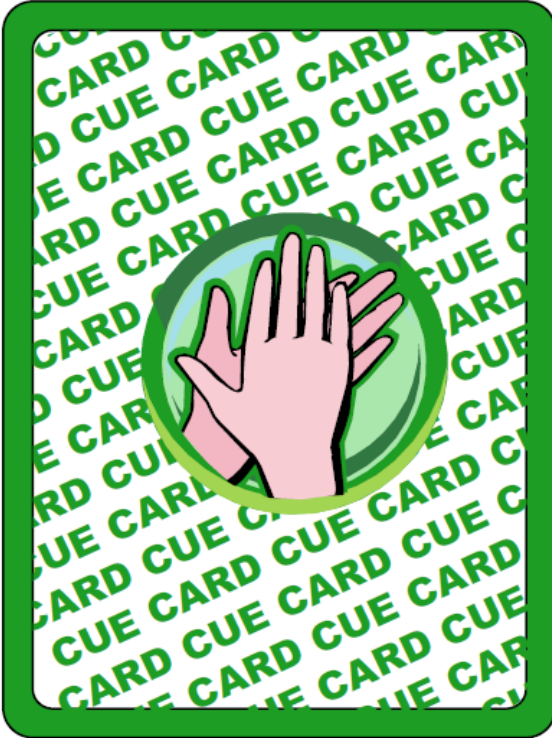
Front

Gist Expert Cue Card

1. "What is the most important idea we have learned about the topic so far? Everyone think of the gist and write it in your learning log."
2. "Announcer, please call on someone to share their gist."
3. "Does anyone have a different gist they would like to share?"
4. "Announcer, call on someone else to share their gist."
5. Help your group come up with a gist that includes the most important information, leaves out details, and is ten words or less.

Back

Clunk Expert Cue Card

1. "What is your clunk?"
2. "Does anyone know the meaning of the clunk?"

If YES

a. "Please explain what the clunk means."
b. "Does everyone understand now?"

If NO

a. Read Clunk Card #1.

Back
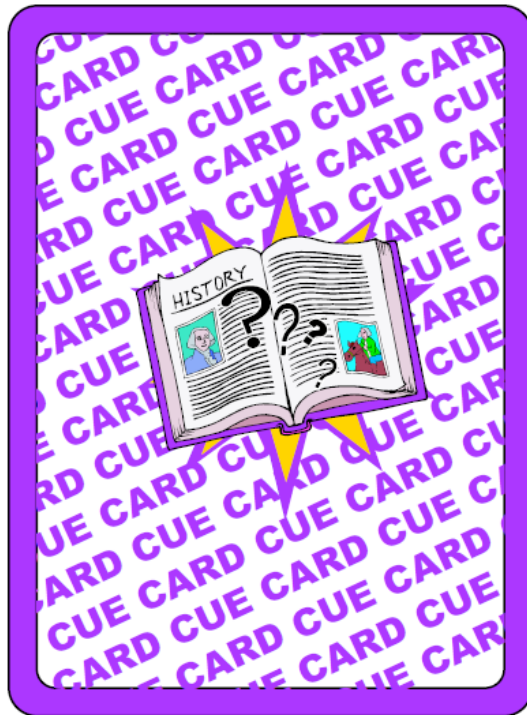
Timekeeper Cue Card #1
Before Reading

1. "We have 1 minute and 30 seconds to write what we know."
2. "We have 1 minute and 30 seconds to write what we think we will learn."

Timekeeper Cue Card #2
Before Reading

1. Before the group begins reading each section say, "We have six minutes for this section."

Timekeeper Cue Card #3
After Reading

1. Before wrap up begins say, "We have five minutes to wrap up."
2. "We have two minutes to write our questions."
3. "We have 1 minute and 30 seconds to write what we learned."
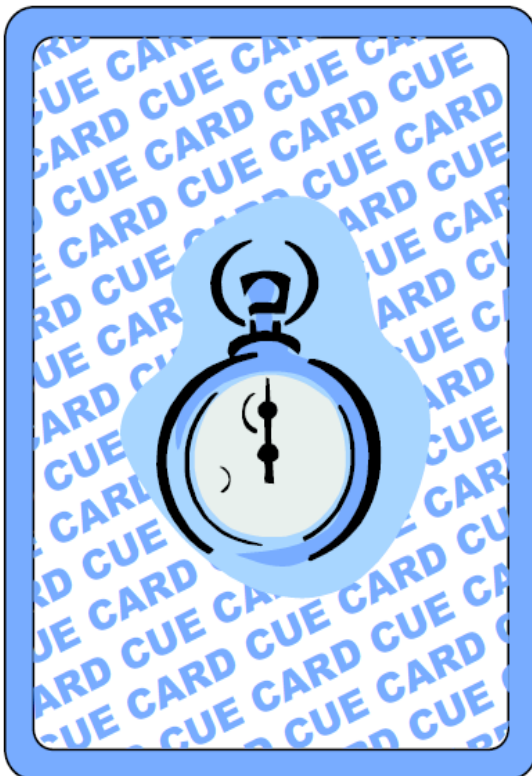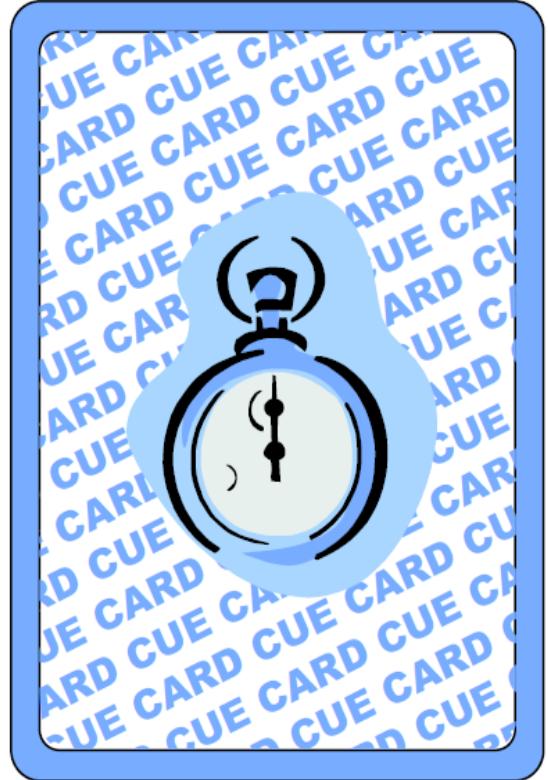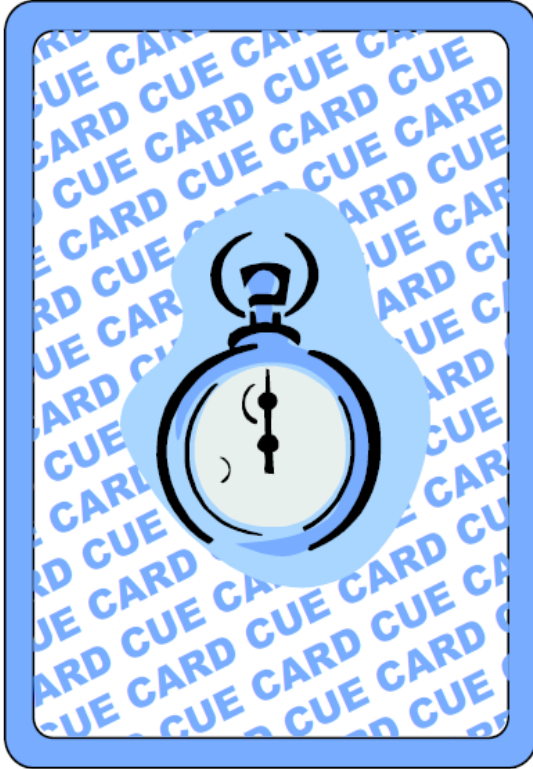
Appendix (7):
A teacher's Guide To Use Collaborative Strategic Reading

1. Explain to students that good readers are always thinking about what they are reading and learning. Sometimes this thinking happens without the reader consciously aware of their thinking; at other times, good readers have to take time out and really think about what they just read.

2. Explain that you are going to introduce them to a Learning Log that will help students think about the topic and improve their understanding of what they read.

3. Use these strategies with groups of students. Tell students they will learn the strategies to think about the different readings and write down their thoughts in their Learning Log.

4. Display the Learning Log slide. Point out the three sections *Before Reading, During Reading,* and *After Reading.*

5. Tell students the first strategy is used before students begin reading. It is the *Preview* strategy. State, "This is when you think about what you already know; your *prior knowledge* of the topic. You look through the text and make predictions about the topic."

6. Tell students the second and third strategies are used while students are reading. The second strategy is the *Click and Clunk* strategy. State, "This is when you check your understanding of the *vocabulary* used in text. You can use fix-up strategies or context clues to imply the meaning of unknown words."

7. Tell students the third strategy is the *Get the Gist* strategy. State, "This is when you take the most important information and put it in your own words."

8. Tell students the fourth strategy is used after students have completed the reading. It is the *Wrap Up* strategy. State, "This is when you put yourself in the place of the teacher, or discussion leader, and think about questions you would ask about the reading passage. Come up with questions and answers based on the information in the text."

9. Hand out the student copies of the Learning Log and the Reading Selection.

10. Introduce the Reading Selection, *e.g. Voluntary Work.*

11. Ask students for their experiences with voluntary work. What do they do for their community or neighborhood to help out and make it a better place? Acknowledge their answers and commend those already involved with volunteering in their communities.

12. Refer to the first slide the *Preview Strategy.* Review the steps of the strategy.

   a. Think about the topic of the passage.
   b. Write down everything you already know on the Learning Log, under *What I already know about the topic.*
   c. Share ideas with a partner.

d. Skim the passage. Look at the text features (headings, tables, pictures, graphs, figures) to make a prediction about what you might learn.

e. Write down your predictions on the Learning Log, under *What I think I will learn.*

f. Share your *best* ideas with the class.

13. Explain that the students have already shared prior knowledge. Have those who volunteered come to the board and write down their experiences. Tell students to follow along at their seats and write down this information in their own Learning Log.

14. Ask students about their knowledge of PBS. Have students come to the board to write down responses.

15. Ask student what they think they will learn from this passage? Acknowledge answers and have students write their responses on the class Learning Log and encourage students to continue filling in their personal Learning Log to match the class example.

16. Go over the steps of using the Click and Clunk Strategy.

a. Reread the sentence skipping over the clunk, try to guess another word that might fit (a synonym) in place of the clunk.

b. Reread the clunk sentence and the sentences before and after it to look for clues to clunk's meaning. (i.e. words or phrases that might give you a hint to the clunk.)

c. Look for beginning and ending word parts (prefixes and suffixes) in the clunk to help you determine its meaning.

d. Look for words within the clunk. Ask whether you can break it into smaller parts or words you do know?

e. Write down any clunks on the Learning Log, under the Section you read the clunk. Include a gist of what the clunk means.

17. Begin reading the selection, ask students to follow along and look at each word you are reading.

18. Stop and ask the students if any words gave them trouble. Acknowledge their responses and follow through with the steps on the slide. Model by rereading the sentence with the Clunk, ask if students know a synonym for the Clunk?

19. Go through each step – Have students take turns to write the class Clunk on the board and on their individual Learning Logs.

20. Display the third slide – Discuss the steps of Get the Gist strategy.

a. Decide if the section is mainly about a person, place, thing, or idea.

b. Decide which person, place, thing, or idea is being discussed.

c. Look at what is being said about the person, place, thing, or idea in the section you just read. (i.e. what is the basic argument, viewpoint, or angle that the author shares about the topic)

d. Restate the essence of the section in one sentence using 10 words or less.

e. Write down the Gist on the Learning Log under the Section you just read.

21. Ask, "What is this selection mainly about?" Students should respond, "Community Service." Ask students, "What does the author think about Community Service?"

22. Model writing the Gist. Under Gist for the Section #1, write "Community Service benefits participants and gives them new opportunities."

23. Repeat these steps with the other two sections.

24. Display the fourth slide after you have finished the passage and completed the **During Reading** sections of the Learning Log. Discuss the steps of the *Wrap Up* Strategy.

   a. Come up with and answer questions from the passage.
   i. Brainstorm questions you would ask if you were the teacher (i.e. what kind of questions do teachers ask in discussions after you read). Write down your questions under Questions I will ask on the Learning Log.
   ii. Answer the questions as best you can. If a question can't be answered then the question may need to be clarified or it might not be a good question.

25. Ask students what questions they think you should ask.

26. Acknowledge the students' responses and write them down.

27. Discuss and review the questions as a class.

28. Record the questions and the answers on the Class Learning Log after the questions are categorized and you and the class agree on questions

29. Have the students copy these onto their individual Learning Logs.

30. Return to the slide and review the final step of the Wrap Up Strategy.

   a. Review everything you learned
   i. Write down the most important ideas from the passage under What I Learned on the Learning Log.
   ii. Share your best ideas with the class.

31. Remind the class that this review is not a Gist on one section. It is the overall summary of what they learned from this reading passage.

32. Ask students to think about the passage from start to finish, look at the Gist in each section of the Learning Log.

33. Record student ideas and suggestion on the board; work together as a class to determine a response to What I Learned on the Learning Log.

34. Lead the discussion and have students agree on a suitable response. For example, a suitable response could be: Students involved in community service have fun and bond with their community.

Closure

35. Ask students to review the steps of CSR.

36. Probe them for their understanding of each step.

37. Have students complete an Exit Ticket answering three questions:

a. The four strategies I learned today are_____.

b. The strategy I think will be easiest for me to use is_____. And state why.

c. The strategy I think I will have the most trouble using is _____. And state why.

38. Reassure students they will have opportunities to practice and master these strategies.

39. Prepare the students for the next class by reminding them they will use these strategies in cooperative groups.

40. Collect the Exit Tickets and review the responses for your next class.

Appendix(8):
Sample of a lesson plan

Day/ Date : Monday 24th March 2016   **Class** :9   **Unit** : 9 / **Lesson** (5)   **S.B.**/page 17

☞**Learning objects:**

At the end of the lesson students are expected to:

1*be familiar with a text about volunteer work.
2*expand vocabulary : word connected with volunteer work.
3* use the new words in sentences.
4* identify the main idea of the text.
5* talk about voluntary work that they had done.

☞**New vocabulary :**

belong – disabled - victim - equipment - extra - disaster – earthquake-
Organization - victims - flood { guessing during reading }

☞**Pre-requisite:**

T. revises some information related to the lesson { What happened to Sameera's
mother?}

☞**Teaching –aids:**

Flashcards - worksheets - cassette -S.B. - smart board - posters - pictures -
white board-Cue Cards- Learning Logs.

Steps	procedures	organization	Main skill	Evaluation
Warming up	-Greetings -T. asks about the day/date -T. asks Ss. To list some useful activities for local community: helping neighbors – cleaning streets – planting trees…etc	group	Speaking	-mention some useful activities Write in the logs
Presentation	-T. asks Ss. To listen to a conversation and to answer some questions. -T. presents some of the new words using different techniques. -T. says the words then Ss. Repeat.	Group .		-answer questions correctly. -say new words correctly. -match words with suitable meaning.
Introduction	-T. invites Ss. To the subject by using brain storming technique. 1*Have you ever helped in a voluntary work? 2*What was it ? 3*How did you feel?	Individuals .	Speaking	-talk about voluntary work that they have done.
Pre-reading phase S.B./activity(1) page(66)	-T. introduces the activity. -Ss. Read the exercise. -T. checks Ss. Understanding. -(T-C) describe the pictures . -Ss. Read the title. -T. explains the words { kids-extra } -T. encourages discussion. -Ss. Do the task.| -T. asks Ss. To repeat all new words. -T. gives a worksheet to practice using the new words in sentences. -Ss. Do the exercise . -T. checks answers and correct mistakes.	Individuals .	Speaking Writing	-describe the pictures Use fix up strategies -Fill in the spaces using suitable words (worksheet)

Steps	procedures	organization	Main skill	evaluation
While – reading phase	Reading skills :☞ {A} Skimming : -T. plays the cassette. - Ss. Listen carefully . -T. asks Ss. To listen and read the whole text silently to do the task. -T. checks answers and correct if necessary. {B}Scanning: -T. presents the task and make sure that Ss. Understand what to do. -Ss. Read silently and match the paragraphs with pictures. -Ss. Listen carefully and say the name of the person.	group	Listening reading	Choose the main idea of the text: 1-The importance of friendship . 2-Kids participate in the community voluntary work. 3-Improving your English. -use get the gist strategy Match paragraphs with pictures. Name the person.
Post reading	1- What voluntary work have you done during the war against Gaza/ the flood that happened in Gaza?	Individuals	Speaking	Talk about their voluntary work.
Homework	-Think about voluntary work that you can do to your school. -Study the new words for dictation.			
Rounding up	-Rapid revision			Use wrap up strategy
Summative evaluation	-Play a game.			
	-Greeting .See you tomorrow			

Appendix (9):

Pre & post reading comprehension skills test scores of the experimental group

No.	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Total
1-	1/3	3/3	2/3	2/5	1/3	4/7	1/3	1/2	15/29
2-	2/3	3/3	3/3	2/5	0/1	5/8	1/3	1/2	17/28
3-	3/3	3/3	1/3	5/5	1/3	4/8	0/3	1/2	18/30
4-	3/3	3/1	2/3	5/5	2/3	6/8	2/3	2/2	25/28
5-	0/3	1/1	0/1	5/5	2/3	4/7	1/3	1/2	15/25
6-	1/3	1/1	2/3	2/5	2/3	3/8	2/3	2/2	15/30
7-	1/3	1/3	1/3	3/5	2/3	5/8	2/3	1/2	16/30
8-	2/3	3/3	2/3	5/5	1/3	6/8	0/3	2/2	21/30
9-	3/3	3/3	3/3	2/5	0/3	7/8	0/2	2/2	20/29
10-	0/1	3/2	1/3	1/2	1/3	6/8	1/3	2/2	15/24
11-	2/3	2/3	1/3	5/5	1/3	4/5	1/3	2/2	18/27
12-	0/3	3/3	0/1	1/3	0/1	1/2	2/3	0/1	7/21
13-	1/3	3/3	2/3	1/3	0/3	6/8	0/1	2/2	15/26
14-	2/3	0/0	0/1	5/5	0/3	4/8	0/2	1/2	7/24
15-	2/3	3/3	2/3	5/5	1/3	3/7	1/3	1/2	19/29
16-	2/3	3/3	3/3	5/5	3/3	7/8	1/3	2/2	26/30
17-	0/2	3/3	1/3	1/1	0/2	0/1	1/1	0/1	6/14
18-	1/3	3/2	1/2	3/5	1/2	4/8	1/3	2/2	16/28
19-	2/3	3/2	2/3	5/5	2/2	7/8	1/3	2/2	24/28
20-	1/3	3/3	2/3	1/5	1/3	7/8	0/1	2/2	17/28
21-	2/3	2/3	1/3	4/5	1/3	4/7	1/2	1/2	16/26
22-	1/3	3/3	2/3	1/5	2/3	7/8	1/2	2/2	19/29
23-	2/3	3/3	1/3	1/5	0/1	6/8	2/3	2/2	17/28
24-	3/3	3/3	0/1	5/5	1/3	3/6	1/3	1/2	17/26
25-	2/3	3/3	2/3	3/5	0/3	6/8	0/2	2/2	18/29
26-	1/3	3/3	2/3	4/5	0/3	7/8	0/1	1/2	18/28
27-	3/3	3/3	0/3	5/5	0/3	5/8	0/2	2/2	18/29
28-	1/3	3/3	2/3	2/5	3/3	2/8	2/3	2/2	17/30

No.	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Total
29-	3/3	3/3	2/3	5/5	2/3	7/8	1/3	2/2	23/30
30-	1/3	1/2	2/3	3/5	2/3	3/5	2/3	1/2	15/26
31-	2/3	1/2	0/2	5/5	1/3	5/8	1/3	2/2	17/28
32-	3/3	3/3	0/3	5/5	0/3	6/8	3/3	2/2	22/30
33-	2/3	3/3	1/3	1/3	0/3	6/8	2/3	2/2	17/28
34-	1/3	3/3	2/3	1/3	1/3	4/7	1/3	2/2	15/27
35-	3/3	2/3	1/3	5/5	1/3	4/7	1/3	1/2	18/29
36-	2/3	3/3	1/3	1/5	3/3	7/8	1/3	2/2	20/30
37-	0/3	3/2	1/3	4/5	2/3	7/8	0/1	1/1	18/26
38-	2/3	3/3	2/3	5/5	3/3	7/8	0/3	1/2	23/30
39-	1/3	3/3	1/3	2/5	1/3	4/7	1/3	2/2	15/29
40-	2/3	3/3	1/3	4/5	1/3	5/6	1/2	1/2	18/27
percent	75% 97%	50% 100%	50% 92%	85% 95%	35% 92%	50% 97%	42.5% 87%	82.5% 87%	57.5% 95%

Appendix (10)
Referee committee for study tools

Questionnaire = 1 Achievement test =2 English learning motivation scale= 3
Reading motivation scale=4

No.	Name	Qualification	1	2	3	4
1.	Prof. Abed Al Moatee Al-Agha	Ph.D. Methodology (IUG)	#	#	#	#
2.	Dr. Awad Kishta	Ph.D. Methodology (IUG)	#	#	#	#
3.	Dr. Mohamad Ateya Abdulraheem	Ph.D. Methodology Al Aqsa University	#	#	#	#
4.	Dr. Bsil Skaik	Ph. D.TESOL Al- Azhar University	#	#	#	#
5.	Prof. Izzo Afana	Ph. D . Methodology (IUG)			#	#
6.	Fatema Almosawi	Ph. D . Methodology Misyana University-Iraq	#	#	#	#
7.	Liqaa Habib	Ph. D . Methodology Diala University-Iraq	#	#	#	#
8.	Hassan Bahawi	Ph. D . Methodology Baghdad University-Iraq	#	#	#	#
9.	Ahmed Alrifi	English supervisor Ministry of Education	#	#		
10.	Abdulkarim Aligla	English supervisor Ministry of Education	#	#		
11.	Moeen Kuheel	English supervisor Ministry of Education	#	#		
12.	Iman shamaly	English supervisor Ministry of Education	#	#		
13.	Ibrahim Ayad	English supervisor Ministry of Education	#	#		
14.	Fatten Alshawa	English teacher	#	#		
15.	Ranya Alsafadi	English teacher	#	#	#	#
16.	Mona Hmeed	English teacher	#	#		

Appendix (11):
Photos during applying CSR

Cue cards
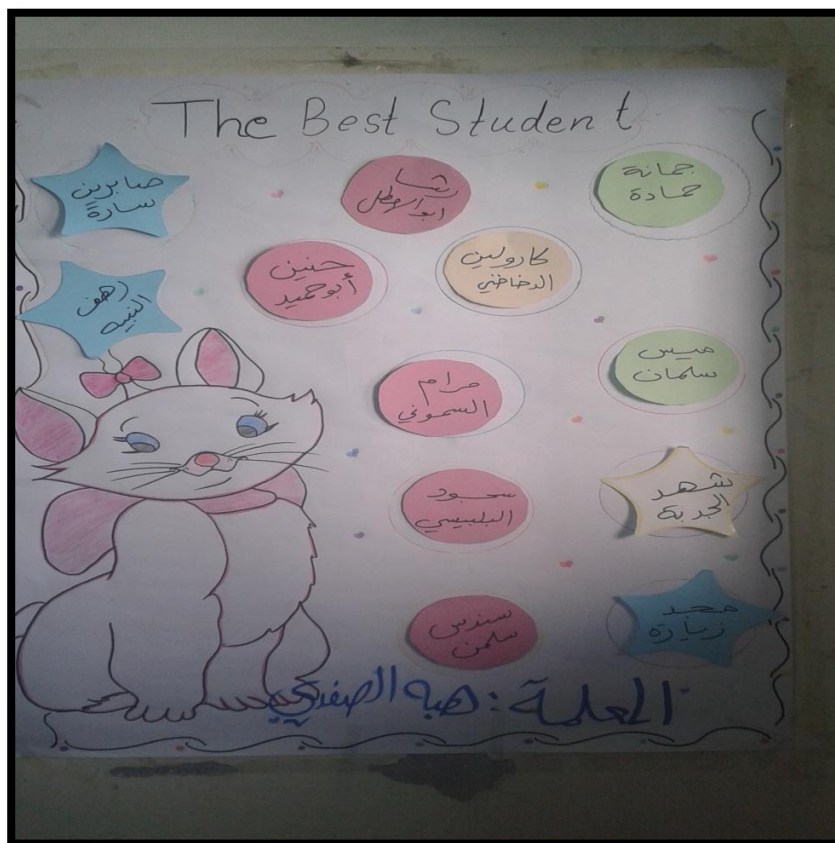

Group discussion-perview strategy

Wrap up activities

Group leader read the text

Motivate students

The announcer answering questions

Using learning logs

Appendix (12)

Permission to apply the experiment

قسم التخطيط والمعلومات

الرقم: م.ت.ش.غ/17/أ

التاريخ: 2016/03/09م

السادة/ مدراء المدارس المعنية ومديراتها   المحترمون

السلام عليكم ورحمة الله وبركاته،،،

الموضوع : تسهيل مهمة بحث

تحية طيبة وبعد، لا مانع من تسهيل مهمة الباحثة: **هبة عبدالله أحمد الصفدي**، والتي تجري بحثاً بعنوان:

فاعلية استراتيجية القراءة التشاركية في تنمية الفهم القرائي والدافعية

للتعلم لدى طالبات الصف التاسع الأساسي

ومساعدتها في تطبيق أدوات الدراسة على عينة من طالبات الصف التاسع الأساسي في المدرسة،

وذلك حسب الأصول.

واقبلوا فائق الاحترام،،،

م/ أشرف حسني فروانة

رئيس قسم التخطيط والمعلومات

2016.03.9

أ. أشرف رياض حرز الله

مدير التربية والتعليم

نسخة/ السيدين: نائبي مدير التربية والتعليم   المحترمين

الملف

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